

HILLCREST HIGH SCHOOL



JUNE 2018

ENGLISH HOME LANGUAGE

PAPER 2

Grade 8

Time: 2 hours

Examiner: Miss A. Woolahan

Marks: 80

Moderator: Mrs N. Atkinson

N.B. This question paper consists of 12 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. **Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.**
2. Read and follow ALL instructions carefully.
3. Rule off on completion of EACH section.
4. Use your time carefully. Suggested time management:
 - Section A: approximately 40 minutes
 - Section B: approximately 40 minutes
 - Section C: approximately 40 minutes

INSTRUCTIONS AND INFORMATION

1. This paper consists of three sections:

SECTION A:	Comprehension	30 marks
SECTION B:	Language structure and use	30 marks
SECTION C:	Literature	20 marks
	(40 marks converted to a mark out of 20)	

You are required to answer questions from all three sections.

2. Answer all the questions from section A.
3. Answer all the questions from section B.
4. Answer all the questions from section C.
5. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1

Text 1

Read the following text, adapted from *The Parks*, carefully and answer all the questions. Use full sentences unless otherwise indicated.

Continuity of the Parks by Julio Cortázar (adapted)

1 He had begun to read the novel a few days before. That afternoon after writing a letter giving his power of attorney and discussing a matter of joint ownership with the manager of his estate, he returned to the book in the tranquillity of his study which looked out upon the park. Sprawled in his favourite armchair, its back toward the door, he let his left hand caress repeatedly the green velvet upholstery and set to reading the final chapters. The novel spread its glamour over him almost at once. He tasted the pleasure of disengaging himself line by line from the things around him, and at the same time feeling his head rest comfortably on the green velvet of the chair with its head high back, sensing that beyond the great windows the air of afternoon danced under the oak trees in the park. He was witness to the final encounter in the mountain cabin.

2 The woman arrived first, apprehensive; now the lover came in. They kissed in greeting. The dagger warmed itself against his chest, and underneath liberty pounded, hidden close. A lustful panting dialogue raced down the pages like a rivulet of snakes, and one felt it had all been decided from eternity. They sketched abominably the frame of that other body it was necessary to destroy. Nothing had been forgotten: alibis, unforeseen hazards, possible mistakes. From this hour on, each moment had its use minutely assigned. It was beginning to get dark.

3 Not looking at each other now, rigidly fixed upon the task which awaited them, they separated at the cabin door. She was to follow the trail that led north. On the path

leading in the opposite direction, he turned for a moment to watch her running. He ran in turn, crouching among the trees and hedges until, in the yellowish fog, he could distinguish the avenue of trees which led up to the house.

4 The dogs were not supposed to bark, and they did not bark. The estate manager would not be there at this hour, and he was not there. He went up the three porch steps and entered. The woman's words reached him over a thudding of blood in his ears: first a blue chamber, then a hall, then a carpeted stairway. At the top, two doors. No-one was in the first room; no-one in the second. The door of the salon, and then, the knife in his hand, the light from the great windows, the high back of an armchair covered in green velvet, the head of the man in the chair reading a novel.

[SOURCE: <https://letterpile.com/writing/Very-Short-Stories-For-High-School>]

Questions:

Refer to paragraph one.

- 1.1 What had occupied the man's attention for quite a few days? (2)
- 1.2 Describe two other activities that kept him busy on this particular day. (2)
- 1.3 Quote one word which indicates that reading in his study was a peaceful experience. (1)
- 1.4 In your own words, explain what is meant by the following line: 'He tasted the pleasure of disengaging himself line by line from the things around him'. (2)
- 1.5.1 What mood is created by the word danced in the line: '...sensing that beyond the great window the air of afternoon danced under the oak trees'? (1)
- 1.5.2 Explain your answer for 1.5.1. (2)

Refer to paragraph two.

- 1.6 Study the words in the following line: '... panting dialogue raced down the Pages like a rivulet of snakes'.
 - 1.6.1 What does the word 'snakes' tell the reader about the plans being made? Give a reason for your answer. (2)
 - 1.6.2 Identify one figure of speech in the line quoted here. Quote the example as well as name the figure of speech. (2)

- 1.7 Who is 'that other body'? Give a reason for your answer and quote to support your answer. (3)

Refer to paragraph three.

- 1.8 Where did the woman go? (1)

- 1.9 'He ran in turn, crouching among the trees and hedges until, in the yellowish fog of dusk, he could distinguish the avenue of trees which led up to the house.'
Which word tells the reader that this man was trying to be secretive? (1)

- 1.10 Look at the whole story: give a reason why visibility was becoming difficult. (2)

Refer to paragraph four

- 1.11 Refer to the imagery in 'a thudding of blood in his ears'.
1.11.1 What does this mean? (2)

- 1.11.2 What does this suggest about how the man was feeling? (1)

- 1.12.1 How do you feel when you read the closing sentence in paragraph four?
Write just one word. (1)

- 1.12.2 Were you expecting this ending? Explain your answer by referring to the short story. (3)

- 1.13 What was 'that other body' doing when it was killed? (2)

TOTAL [30]

SECTION B: LANGUAGE STRUCTURE AND USE

QUESTION 2

Text 2

Read the following text adapted from *Harry Potter and the Philosopher's Stone* by J.K. Rowling carefully and answer all the questions.

This adapted passage contains deliberate errors.

The Keeper of the Keys (pg 39-40)

BOOM. They knocked again. Dudley jerked awake.

“Where’s the cannon?” Dudley asked stupidly.

There was a crash behind them and Uncle Vernon came skidding into the room. He was holding a rifle in his hands – now they knew what had been in the long, thin package he had brought with them.

“Who is there?” he shot. “I warn you – I am armed!”

There was a pause. Then –
SMASH!

The door was hit with such force that it swung clean off its hinges and with a deafening crash landed flat on the floor.

A giant of a man was standing in the doorway. His face was almost hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair.

The giant squeezed his way into the hut, stooping so that his head just brushed the ceiling. He bent down, picked up the door and fitted it easily into its frame. The noise of the storm outside dropped a little. He turned to look at them all.

“Couldn’t make us a cup o’ tea, could yeh? It’s not been an easy journey...”

He strode over to the sofa where Dudley sat – frozen - with fear.

“Budge up, yeh great lump,” said the stranger.

Dudley squeaked and ran to hide behind his mother, who was crouching, terrified, behind Uncle Vernon.

“An’ here’s Harry!” said the giant.

Harry looked up into the fierce, wild, shadowy face and saw that the beetle eyes were crinkled in a smile.

“Las’ time I saw you, you was only a baby,” said the giant. “Yeh look a lot like yer dad, but yeh’ve got yer mum’s eyes.”

Uncle Vernon made a funny rasping noise.

“I demand that you leave at once, sir!” he said. “You are breaking and entering!”

“Ah, shut up, Dursley, yeh great prune,” said the giant. He reached over the back of the sofa, jerked the gun out of Uncle Vernon’s hands, bent it into a knot as easily as if it had been made of rubber, and threw it into a corner of the room.

Questions:

Refer to paragraph 1 and 2

- 2.1 Identify the sound device used for words such as “boom” and “crash”. (1)
- 2.2 “Where’s the cannon?” Dudley asked stupidly.
Rewrite the above sentence into indirect speech. (2)
- 2.3 Why is Uncle Vernon written with capital letters? (1)

Refer to paragraph 2

- 2.4 Correct the 6 spelling errors. Write down the incorrectly spelt word first and then the correct spelling next to it. (3)

Refer to paragraph 3

- 2.5 “Budge up, yeh great lump,” said the stranger’
What register does the stranger use? (1)
- 2.6 Provide a synonym of your own for “stooping”. (1)
- 2.7 Provide a homophone of your own for the word “ceiling”. (1)
- 2.8 a) “where Dudley sat – frozen - with fear.”
Identify the punctuation mark on either side of frozen. (1)
- 2.8 b) Which other two punctuation marks could have been used instead? (2)
- 2.9 Identify the 5 underlined parts of speech in this paragraph. Be sure to write down the underlined word first and then give your answer. (3)
- 2.10 “Couldn’t make us a cup o’ tea, could yeh?”
Identify the function of the apostrophe. (1)
- 2.11 Provide an antonym of your own for the word “easy” as used in this paragraph. (1)

Refer to paragraph 4

2.12 “Yeh look a lot like yer dad, but yeh’ve got yer mum’s eyes.”

Rewrite the above sentence in correct, formal English. (2)

2.13 “...yer mum’s eyes.”

Identify the function of the apostrophe. (1)

Refer to paragraph 5

2.14 What type of sentence is, “I demand that you leave at once, sir!”

(1)

Read the cartoon below and answer the questions

CARTOON



Frame 1

Frame 2

Frame 3

Frame 4

QUESTIONS:

2.2.1 a) How do you think the boy in the hat feels in frame 1?

(1)

b) Give two details from frame one that show how he feels.

(2)

2.2.2 How does the cartoonist convey the idea of people shouting in the above cartoon? Give two points.

(2)

2.2.3 Explain what happens in this cartoon. Refer to frames 1-4 in your answer.

(3)

TOTAL [30]

SECTION C: LITERATURE

QUESTION 3: POETRY

Carefully read the poem below and answer the questions that follow.

Text 3

Grannie – Vernon Scannell

I stayed with her when I was six then went
To live elsewhere when I was eight years old.
For ages I remembered her faint scent
Of lavender, the way she'd never scold
No matter what I'd done, and most of all 5
The way her smile seemed, somehow, to enfold
My whole world like a warm, protective shawl.
I knew that I was safe when she was near,
She was so tall, so wide, so large, she would
Stand mountainous between me and my fear, 10
Yet oh, so gentle, and she understood
Every hope and dream I ever had.
She praised me lavishly when I was good,
But never punished me when I was bad.
Years later war broke out and I became 15
A soldier and was wounded while in France.
Back home in hospital, still very lame,
I realised suddenly that circumstance
Had brought me close to that small town where she
Was living still. And so I seized the chance 20
To write and ask if she could come visit me.
She came. And still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small!
A tiny, frail, old lady. It was weird. 25
She hobbled through the ward to where I lay
And drew quite close, and, hesitating, peered.
And then she smiled: and how love lit up the day.

3.1 This poem describes unconditional love.

3.1 a) Quote one line that shows this. (1)

3.1 b) Explain how this line clearly shows the theme of unconditional love. (1)

3.2 We know that the speaker thinks back fondly of his gran, especially the way she smelled. Which word shows that he liked the smell of his gran? (1)

3.3 Explain the contrast which occurs between the first half (lines 1-14) and second half (lines 15-28) of the poem. Include quotes to support your answer. (3)

- 3.4 Identify two consecutive words which indicate a move away from childhood. (1)
- 3.5a) Identify the figure of speech in “The way her smile seemed...warm, protective shawl.” (1)
- 3.5b) Is this figure of speech effective? Consider the qualities of the gran displayed throughout the poem. (2)

[10]

QUESTION 4: SHORT STORIES

Text 4

“Welcome, Robinson Crusoe, welcome”, she would sing, in clear, sweet tones. “How could you stay, so long away, Robinson, how could you do so?”

When she was very young, Sejosenye had attended the mission school of the village for about a year; made a slight acquaintance with the ABC and one, two, three, four, five, and the little song about Robinson Crusoe. But girls didn’t need an education in those days when ploughing and marriage made up their whole world. Yet, Robinson Crusoe lived on as a gay and out-of-context memory of her school days. One evening the boy leaned forward and asked:

“Is that a special praise-poem song for Robinson Crusoe, grandmother?”

“Oh yes”, she said smiling to herself.

“What great things did he do?” the boy asked pointedly.

“They say he was a hunter, who went by Gweta side and killed an elephant all by himself,” she said making up a story on the spot.

[The Wind and a Boy]

- 4.1 What is Friedman’s granny’s name? (1)
- 4.2 Why is Friedman living with his grandmother? (2)
- 4.3 What is suggested by “made a slight acquaintance ... four, five”? (1)
- 4.4 Why was the granny “smiling to herself” when she responded to Friedman’s question? (2)
- 4.5a) Describe what happens at the end of the story. (2)
- 4.5b) Give one example from the story that shows how modern living can affect traditional life in a negative way. Explain your answer. (2)

[10]

QUESTION 5: FOLK TALES

Text 5

Then the flock flew away as quickly as it had arrived, leaving behind them just one pair of birds. The cloud of tail-wagging birds continued on its journey and everywhere it settled – in every kloof, by every pond, by every stream- one pair stayed behind. So that is how the wagtails, as we call them now, came to live all over our land. It was a miracle, and the Bushmen were overjoyed at being able to remain in their homes. To show their gratitude, they decided to honour the wagtails. But how does one honour a bird?

The wagtail's necklace

- 5.1 What is a wagtail? (1)
- 5.2 Why did the flock of birds stay at the Bushmen's village? (2)
- 5.3 How did the wagtails end up being all over the land? Quote 4 consecutive words as your answer. (1)
- 5.4 Why were the Bushmen at first not able to stay in their village? (2)
- 5.5 a) How did the Bushmen want to honour the wagtails in the beginning? Did it work? (2)
- 5.5 b) What was their solution to the problem mentioned in question 5.5 a)? (2)

[10]

QUESTION 6: THE PEARL

Text 6 a

Kino's breath whistled in his nostrils and he opened his mouth to stop it. And then the startled look was gone from him and the rigidity from his body. In his mind a new song had come, the Song of Evil, the music of the enemy, of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively.

Text 6 b

But Juana had the baby in her arms now. She found the puncture with redness starting from it already. She put her lips down over the puncture and sucked hard and spat and sucked again while Coyotito screamed.

Kino hovered; he was helpless, he was in the way.

Extracts taken from Chapter 1

- 6.1 Who are Kino, Juana and Coyotito? (3)
- 6.2 Why had Kino's Song of the Family changed to a Song of Evil? (2)
- 6.3 What happened in the story between Texts 6a and 6b? (3)
- 6.4 What is Juana doing in Text 6b? (1)
- 6.5 What is Juana's solution to Coyotito's sting? (1)

[10]

[TOTAL: 40]

GRAND TOTAL [100]

