
ENGLISH LANGUAGE

ENGLISH Paper – 1

*(Two hours)**Answers to this Paper must be written on the paper provided separately.**You will **not** be allowed to write during the first 15 minutes.**This time is to be spent in reading the question paper.**The time given at the head of this Paper is the time allowed for writing the answers.*

*Attempt **all five** questions.**The intended marks for questions or parts of questions are given in brackets [].**You are advised to spend not more than 30 minutes in answering **Question 1** and 20 minutes in answering **Question 2**.*

Question 1*(Do not spend more than 30 minutes on this question.)*

Write a composition (300 - 350 words) on any one of the following:

[20]

- (a) Write an original short story which clearly illustrates the friendship between a boy and his dog.
- (b) You mistakenly went to your school on a day which was a holiday. Everything was closed and the school was empty. Write a description of what you saw and heard. What were your feelings at the end of the visit?
- (c) Your room has been very untidy for a long time and your parents have been urging you to tidy it. Narrate your experience of cleaning and tidying your room. What did this experience teach you?
- (d) Express your views either *for* or *against* the statement:

"Life's best lessons are learnt from friends."

English Literature South Africa 2013 Grade 9 Final Paper

CL Gary



English Literature South Africa 2013 Grade 9 Final Paper:

The Complete Book of Colleges, 2013 Edition Princeton Review, 2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life *Why English?* Pauline Bunce, Robert Phillipson, Vaughan Rapatahana, Ruanni

Tupas, 2016-06-10 This book explores the ways and means by which English threatens the vitality and diversity of other languages and cultures in the modern world Using the metaphor of the Hydra monster from ancient Greek mythology it explores the use and misuse of English in a wide range of contexts revealing how the dominance of English is being confronted and counteracted around the globe The authors explore the language policy challenges for governments and education systems at all levels and show how changing the role of English can lead to greater success in education for a larger proportion of children Through personal accounts poems essays and case studies the book calls for greater efforts to ensure the maintenance of the world's linguistic and cultural diversity **Best Practices in Teaching Digital Literacies**

Evan Ortlieb, Earl H. Cheek Jr, Peggy Semingson, 2018-08-22 This edited volume provides a practical framework for teacher education programs to develop K 12 students digital literacies It serves as a set of best practices in teaching digital literacies that promotes access to research based pedagogies for immediate implementation in their classrooms **Literacy in**

School and Society Elizabetta Zuanelli Sonino, 2013-06-29 The function and notion of literacy may be considered the keystone a filigree principle underlying the educational social and cultural organization of the societies of the twentieth century It is therefore interesting to try to pinpoint the notion and its implications at the turn of the century by focusing the attention of scholars from various disciplines sociolinguistics psychology psycholinguistics and pedagogy on the subject This is the purpose of this volume which originated from an interdisciplinary meeting on trends in and problems of research on early literacy through mother tongues and/or second languages held in Venice under the auspices of the University of Venice and in particular of the Seminario di Linguistica e di Didattica della Lingua and the Centro Linguistico Interfacoltà and the Municipality of Venice together with UNESCO and AILA A first far reaching question touches on the role assigned to or fulfilled by mass literacy in modern society The concept of literacy considered as a social achievement an essential component in the process of education to be institutionally prompted and controlled fluctuates between two opposite poles A polemic destructive view considers the notion and the educational practices connected with it as a potent instrument of social control a tool for social reproduction and consensus On the other side a plurifunctional constructive view considers the acquisition and maintenance of different languages via educational institutions as a concrete possibility for the defense and maintenance of cultural pluralism and identity be it social ethnic or religious *Breaking the Silence* Ellen

Grünkemeier, 2013 South Africa is one of the countries in the world most affected by HIV AIDS and yet until recently the epidemic was barely visible in South African literature Much can be gained from approaching the South African epidemic

through creative texts such as novels photographs films cartoons and murals because they produce and circulate meanings of HIV AIDS and its various facets such as its origin transmission routes and physical manifestations Other aspects explored are the denial of HIV AIDS its stigmatisation discriminatory practices modes of disclosure access to anti retroviral medication as well as the role of alternative treatment Creative texts which are open to different and possibly contradictory readings can serve as a starting point to increase the cultural visibility of the virus and to challenge dominant ideas about the epidemic The cultural constructions of HIV AIDS should be carefully examined because the meanings are pervasive and have very real consequences they play a powerful role both in determining which issues receive attention and in shaping public understanding of the virus

Social Justice and Cultural Competency Marcia A. Mardis,Dianne Oberg,2019-11-20 Published in partnership with the International Association of School Librarianship this work gathers together the latest and most important research on the topics of social justice and cultural competency in school libraries Education systems today are expected to advance national goals related to fairness equity and social cohesion Comprising articles written and collected in the journal of the International Association of School Librarianship and new articles written especially for this anthology this book documents both empirical research and promising practices to help school librarians and teachers work together to promote social justice and develop learners and educators cultural competence Both coeditors are experienced in working with authors from around the world and have participated in the development of effective and ethical standards and guidelines for school library practitioners Brief real life case studies of school librarians and teachers in action showcase efforts to improve the lives of marginalized or under served students School librarians inside and outside of the United States school library educators and policymakers and academic librarians building school librarianship collections will find this guide valuable

South African national bibliography ,1999 Classified list with author and title index

Reaching and Teaching Students in Poverty Paul C. Gorski,2018 This influential book describes the knowledge and skills educators need to recognize and combat the bias and inequity that undermine educational engagement for students experiencing poverty This edition features revisions based on new research and lessons from the author s professional development work including the dangers of grit and deficit perspectives A must read for educators in schools of all kinds This accessible highly relevant book empowers teachers with tools they can use today Read it talk about it with your friends and colleagues and use it as a guide for your next project in educational activism Our students school experiences will surely be better for it Rethinking Schools Provides a good overview of the topic delivers clear well researched information and helps all educators expand their knowledge of poverty and social class Choice Gorski provides practical strategies for teachers administrators and school staff that will help immediately improve schools particularly for the most marginalized students Cheryl Robinson cultural competency coordinator Alexandria City Public Schools Virginia

Dialects at School Jeffrey Reaser,Carolyn Temple Adger,Walt Wolfram,Donna Christian,2017-05-12 Like its predecessor *Dialects in Schools and Communities* this book

illuminates major language related issues that educational practitioners confront such as responding to dialect related features in students speech and writing teaching Standard English teaching students about dialects and distinguishing dialect difference from language disorders It approaches these issues from a practical perspective rooted in sociolinguistic research with a focus on the research base for accommodating dialect differences in schools Expanded coverage includes research on teaching and learning and attention to English language learners All chapters include essential information about language variation language attitudes and principles of handling dialect differences in schools classroom based samples illustrating the application of these principles and an annotated resources list for further reading The text is supported by a Companion Website www.routledge.com/cw/Reaser providing additional resources including activities discussion questions and audio visual enhancements that illustrate important information and or pedagogical approaches Comprehensive and authoritative *Dialects at School* reflects both the relevant research bases in linguistics and education and educational practices concerning language variation The problems and examples included are authentic coming from the authors own research observations and interactions in public school classrooms and feedback in workshops Highlights include chapters on oral language and reading and writing in dialectally diverse classrooms as well as a chapter on language awareness for students offering a clear and compelling overview of how teachers can inspire students to learn more about language variation including their own community language patterns An inventory of dialect features in the Appendix organizes and expands on the structural descriptions presented in the chapters

Handbook of Human and Social Conditions in Assessment Gavin T. L. Brown, Lois R. Harris, 2016-06-23 The *Handbook of Human and Social Conditions in Assessment* is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the *Handbook of Human and Social Conditions in Assessment* is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes

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