

- A. assertive.
- B. neutral and objective.
- C. authoritative.
- D. unbelieving.

(1)

B – neutral and objective. ✓

1.6 Refer to paragraph 11.

The writer says that it is usually *'the soles (of shoes) that usually go first.'*

Use a *homophone* for *soles* in a sentence of your own in which the different meaning is clear.

(2)

Man is a combination of body and soul. ✓ ✓

1.7 Refer to paragraphs 11 and 12.

The expression 'down at heel' relates to shoes in the sense that you are so poor that you have walked the heels of yours off.

Provide the opposite of this expression and its meaning.

(2)

'To be well-heeled' ✓ – You are wealthy and enjoy a high position in society. ✓

1.8 Refer to paragraph 1.

Is this paragraph an effective introduction to the text? Substantiate your view with close reference to the text.

(3)

Yes.

In paragraph 1 the writer clearly hammers out the topic of his text: ✓

he is confused about the rationale behind the origin of some expressions in English.

✓

The writer clearly mentions these by name:

- Why is truth naked?
- Why do we assess people's wealth by referring to their heels?
- Why are whistles any cleaner than flutes or trumpets?
- The writer discusses all of the above expressions in the text. ✓

1.9 Refer to paragraph 13.

Is paragraph 13 an effective conclusion to the text? Substantiate your view.

(3)

Yes. The writer still has doubts ✓ about the reasons for the origin of these expressions, they could be 'fanciful' – he is right back where he started. ✓ He ends his analysis on a humorous note: his research is the 'naked truth.' ✓

OR

No. The writer's research has proved inconclusive. ✓ He is not certain that any resource studied is authentic. ✓

The inconclusive nature of the conclusion, defeats the purpose of his article. ✓

Grade 10 English Home Language Paper 1 2011

**M. Obaidul Hamid, Hoa T.M.
Nguyen, Richard B. Baldauf**



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Stance and Voice in Written Academic Genres Carmen Sancho Guinda,2012-09-24 Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics stance and voice International experts provide an accessible yet authoritative introduction to key issues and debates surrounding these terms **Pedagogic Practices, Student Engagement and Equity in Chinese as a Foreign Language Education** Wen Xu,2021-12-27 This book explores and analyses Chinese as a Foreign Language CFL pedagogic practices and learning experiences within a cohort of low socio economic status students within an Australian primary classroom It demonstrates that in spite of policy and educational discourses underpinning Asian literacies Chinese teaching and learning is a fragile undertaking in Australian schooling The politicisation of CFL education especially in the post COVID 19 era has exacerbated public stereotypes concerning racism and multiculturalism in Australia today Drawing upon Bernstein s theorisation and engagement framework Wen Xu sketches out CFL education as a democratic space where power and control relations can be deliberately operated to reinforce engaging learning experiences She suggests that pedagogic interventions in the name of social justice have the potential to make consequential differences in disadvantaged students life trajectories and CFL education can be envisioned as an avenue towards socioeconomic mobility instead of being criticised as a platform opposing to liberal ideas In turn she provides insights into teaching younger age CFL learners in the global context in terms of the structuring of pedagogy and curriculum Wen Xu s research will be of interest to students and scholars in sociology of education student engagement pedagogy and curriculum CFL education and languages education as well as pre service teachers and practitioners who teach Chinese as a Foreign Language **English Language & Literature**

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Your Library Is the Answer Christina T. Russo, Cathy Swan, 2015-01-22 Today s tech savvy and digitally connected students present a new challenge for today s school librarians This book offers the 21st century tools and know how necessary for educators to appeal to and challenge students to learn and to want to learn What are the best ways to motivate students to become engaged and develop a passion for learning Can appealing to their desire for socialization and constant communication attributes of their lives outside of education via the integration of cutting edge technologies and new media in the library or classroom serve to ignite creativity curiosity and critical thinking This book shows how you can make use of non traditional tools such as popular social networks collaborative technologies and cloud computing to teach information and communications technologies integrated with the school curriculum to improve student learning and demonstrates how these same technologies can help you measure skills and mastery learning The book provides an easy to follow blueprint for using collaborative techniques innovation and teaching for creativity to achieve the new learning paradigm of self directed learning such as flipping the classroom or library Readers of this book will find concrete step by step examples of proven lesson plans collaborative models and time saving strategies for the successful integration of American Association of School Librarians AASL

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