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## UNI-REVISION ENG2601 2017 EXAM PACK

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## ENG2601 MAY/JUNE 2015 MEMORANDUM

### SECTION A

#### QUESTION 1: COHESION

##### BASIC FACTS ABOUT COHESION

Cohesion refers to the parts of the language system which tie sentences and clauses together. Basically, cohesion refers to the relationship and connections which exist between ideas in a paragraph, essay or novel. Cohesion also describes the patterns of language created within a text, mainly within and across sentence boundaries. More importantly, cohesion mark up the organisation of larger units of the text such as paragraphs. More importantly, cohesion is the glue that brings sentences together.

##### Types of cohesion

There are two major classes or categories of text cohesion in English. These are:

- Grammatical cohesion and
- Lexical cohesion

##### GRAMMATICAL COHESION

It consists of four subcategories namely:

- Reference cohesion
- Substitution cohesion
- Ellipsis cohesion
- Conjunctive cohesion

Grammatical cohesion refers to the use of grammatical elements to tie a text together.

##### ***Reference cohesion***

The principle of reference within text tells the reader that they can only make complete sense of a word or structure they are looking at it if they look elsewhere in the text to get a fuller picture.

##### ***Personal pronoun reference***

Personal pronouns are words that can substitute nouns. These are as follows:



I; you (singular); she; it; one; we; you (plural); they

Other forms of pronouns: me; him; her; us; them

When one of these pronouns occurs in a text, readers expect to have to link it with something – either an item that has already been mentioned or something that is coming up.

**ANAPHORIC REFERENCE**- a pronoun referring back something

**CATAPHORIC REFERENCE** – the pronoun referring to something coming later

### EXAMPLES

- Tom said that *he* was going home (anaphoric reference)
- I couldn't believe it – *the house was a complete wreck* (cataphoric reference.)

**EXOPHORIC** reference: This is a reference item which moves the reader outside a text so that he/she can make full sense of the text by referring to its context.

For example, the use of 'you' on a text as a direct address to the reader tells the reader to use himself as the reference point.

The use of 'I' in a text tells the reader that the writer or the narrator is being self-referential.

N.B. The pronouns 'you' and 'I' function as signposts leading out of the text and they make the reader to focus on the human agents who are producing and receiving the text.

**ENDOPHORIC REFERENCE** – This is a reference item which allows the reader to stay within a text, so the reader do not need any supporting details from outside

### DEMONSTRATIVE REFERENCE (DEICTICS)

It is carried by the following terms: *the; this; that; these; those; here; and there.*

These terms demonstrate where something is - they are verbal pointers.

Demonstrative pronouns can work backwards (anaphoric) or forwards (cataphoric)

For example:



I went to *Italy* last year, and I want to go *there* again soon (anaphoric)

But the problem is *this*: *how can I afford it?* (cataphoric)

This; these and here- all mean near the writer/ speaker.

**COMPARATIVE REFERENCE** tells the reader to look elsewhere for information with a particular aim in mind – to compare the items that are being linked.

Look for the use of ‘er’ to compare two items e.g. taller, healthier.

Also look for the use of ‘est’ which is used to compare more than one item.

**SUBSTITUTION**- the writer or speaker replaces one item for another in the text. A phrase can be replaced by a single word. Substitution makes texts to be more economic by avoiding tedious repetition.

**For example:**

**John:** Has the agent for your house *put it in the local paper?*

**Isaac:** I think he must have *done*, because Terry saw it advertised around his chips from the chip shop.

**John:** *That must have been a bit of a shock* if you hadn’t told him.

Isaac: I think so.

In the above dialogue ‘do’ is used to replace verbs and ‘so’ is also used as a substitute for whole clauses.

Nouns can also be used to establish substitution, e.g.

He looked at the potatoes, and picked out *the large ones*.

N.B. The noun, “potatoes” has been substituted by the phrase, “the large ones”

**ELLIPSIS** involves omitting grammatical elements to avoid redundancy or repetition

e.g. There are two cats. We used to have three ...

Mother: Thabo have you been playing in the mud again?

Thabo: Yes, I have ...



**CONJUNCTION-** is a joining or linking word.

**Conjunctive cohesion** refers to the use of linking words to link sentences and to demonstrate how the items should be linked.

TYPE OF CONJUNCTION	MEANING	EXAMPLES
Additives/ alternatives	Add give an alternative	And, or, furthermore, likewise in other words
Adversative	Contradict concede	But, yet, though, however on the contrary
Causal	One idea/ event causes another	So, thin , for this reason, consequently, it follow that, as a result
Temporal	One event follows another in time	One day, then, finally , up to now, the next day
Continuatives	Please continue to follow the text	Well, now, of course, anyway surely, after all



## LEXICAL COHESION

This is the way words and the choice of vocabulary are used to create cohesion in a text.

### TYPES OF LEXICAL COHESION

#### 1 *Repetition cohesion*

This involves the repetition of key words or related words or related words to help create cohesion in a text.

#### 2 *Use of synonyms* (words with similar meanings)

Examples of synonyms are:

- Beautiful: attractive, lovely, pretty
- Sofa: couch

#### 3 *Antonym cohesion* (words with opposite meanings)

Examples

- Slow-fast
- Large-small
- Live-die

#### 4 *Collocation cohesion*

Refer to words which to occur together in certain contexts e.g. the words such as 'education,' 'classroom,' 'lesson,' and 'teacher' would most probably occur in a text about teaching.

### QUESTION 1: SOLUTION

1 The two cohesive devices are grammatical cohesion and lexical cohesion



The first example of grammatical cohesion is a personal pronoun reference which is in the second sentence – “overhearing her ...” The pronoun ‘her’ has also been used anaphorically. The pronoun refers back to Masindi.

The second example of grammatical reference is ‘but’ which is an example of conjunctive cohesion. ‘But’ is an adversative conjunction which indicates contradiction or change of direction within a sentence.

Anaphoric reference is also used in the following statements in conversation.

**Masindi:** Why you act like you don’t understand my situation?

**Jason:** What situation?

**Masindi:** I really do not want to go into *this*.

‘This’ is a demonstrative reference which refer back, i.e. anaphorically to Masindi’s situation.

The writer also uses substitution cohesion. The demonstrative pronoun “this” in “I will not go into this” is replaced by the pronoun “it” in “I will be ready to listen when you are ready to go into it”.

Jason said, “well what’s stopping her from doing that?” The pronoun ‘her’ is anaphorically referring to Masindi’s sister and the demonstrative pronoun, ‘that’ is also used anaphorically to refer to the idea of receiving a bursary to study at a residential university.

Finally, the pronouns used in the conversation are also good examples of reference coherence used in the text.

‘I’ refers to Masindi in the sentence “I wish my sister could receive a bursary to study at a ...” The pronoun is used cataphorically. It refers to Masindi.

Lexical coherence has also been utilised by the writer to enhance meaning. The pronoun “I” is repeated throughout the text several times to indicate that the text is about Masindi’s personal feelings and thoughts.



To avoid or in order to get rid of monotony the writer uses several synonyms of ‘said’ in the text. The synonyms of said which has been used are “thought loud,” “replied,” “retorted,” and “responded”.

More importantly, the writer uses collocation to show the link or connection and relationships among words in the text. Words such as “bursary”, ‘study’ and “university” in the first sentence belong to the same field of education. Over and above all, lexical items such as “listen,” “conversation,” “respond” and “talk” occur in the same context of a dialogue or conversation.

Synonym cohesion is also used by the writer. The word “gravity” in line 6 is replaced by “serious” in the last line.

**2 CONTEXT** of situation refers to the specific scenes or instances within the broader socio-cultural environment. There is no piece of language or text which exists in isolation. The context of a text can be historical, social, situational and cultural among others. The type of context affect the kind of language used. So context for any text is the larger culture which surrounds it.

## **SOLUTION**

The text is written mainly in the first person narrative point of view. The context reflects a social and situational environment. Masindi is revealing her personal feelings and worries. Jason’s response to Masindi’s plight made her to be infuriated. The way Jason responds to Masindi’s plight leads to an argument. The word “retorted” and the phrase “responded,” and “with a note of finality in her voice” depicts Masindi’s bitterness with Jason’s sentiments. Jason and Masindi have a close relationship. This is why Jason is able to overhear Masindi’s thoughts. Jason also uses the informal word “cranky” to describe Masindi’s feelings. This also suggest that Masindi, that morning was behaving in a strange or eccentric manner. All in all, the context is conversational and informal possibly in home environment.

## **QUESTION 2: LANGUAGE USE MEANING AND CONTEXT**

The text belongs to the advertisement or commercials genre. In this print advertisement the manufacture of Mercedes – Benz cars is specifically advertising the new Mercedes – Benz GLA. The target market or audience is basically all those people





who love state – of – the – art luxury cars and anyone who can afford to buy and maintain a Mercedes Benz. By and large, the purpose or intention of advertiser is to persuade people to buy this newly manufactured car.

There is a strong and binding relationship between the caption and the visual image of the Mercedes – Benz portrayed in the advertisement. All in all, the caption is relevantly and appropriately linked to the picture.

In the caption the advertiser uses a large and bolded font. The large font stereotypically portrays Mercedes Benz GLA as a big and splendid machine. The message is that this car is a cut above the rest. The script writer uses the superlative form of the adjective “good” to depict that Mercedes Benz GLA is the “best” car which cannot be comparable to any car on the market.

Visually the Mercedes Benz GLA is portrayed with some exaggerated features. The car is big and with a high clearance. Even though the car is portrayed travelling on a dirty – dust road it is just shining and the windscreen is clear of any forms or particles of dust. Over and above all the caption portrays Mercedes – Benz GLA as a flexible car which is suitable for any environment. Unlike other cars Mercedes – Benz GLA can be driven in the city and on rough roads. This suggests that this car has been made with strong and durable parts or accessories. To complement this message, the visual image depicts a Mercedes – Benz which is being driven down from a mountain and the road is largely rough gravel without a tarred surface. On the left side of the car, there is a deep gully and generally the environment around the car is not urban like. In a nutshell, Mercedes Benz GLA is a powerful and competent car which do not have any limitations in terms of where you go or drive it. This car is best or suitable for both worlds, that is the tarred roads and the gravel – dirt roads. This advertisement is indeed persuasive. There is internal consistency of the message and clarity of its claim. The caption and the visual do not contradict each other.

## **SECTION B: GENRE AND REGISTER**

Genre refers to a type or category of a text or discourse which has shared recognisable textual properties, features or conceptions. This is text belongs to the political rhetoric or protest literature. The writer is portraying South Africa during the early sixties. Precisely, the writer writes about how the African political parties such as ANC and



PAC operated after they were banned. In his presentation, the writer describes and narrates the activities which black people through their political parties engage in so as to achieve democracy and freedom. The writer portrays the political context of South Africa during the apartheid era. According to the writer the struggle for freedom intensified in the early sixties and this pushed the apartheid regime to ban the political parties which were fuelling the violence : the ANC and PAC. Even though the political parties were banned they started to operate underground through the ANC's military wing.

According to the writer the African political parties had respect for life. They launched a campaign of sabotage rather than terrorism because they didn't want to kill anyone. Such an approach portrays the freedom fighters as rational human beings who are very ethical and above all they have respect for human life. In a nutshell, the writer presents the blacks in a positive manner and he seem to justify their actions. When Mandela and seven other political leaders were sentenced to life imprisonment the acts of sabotage escalated as well. In the absence of their leaders the blacks continued to fight for freedom.

This text also contains some doses of irony or contractions. One white man was sentenced to life imprisonment because he was supporting the black peoples struggle for freedom. The writer ironically portrays that not all white people were in favour of oppressing the blacks. The strategies used by the blacks to send the message that they want freedom more than anything else were very effective. This is shown by the fact that whites pressurised their government to come out with measures which will safeguard the security of the country.

Register include the varieties of language which a writer uses depending on the type of situation. The writer is writing about a political upheaval therefore he uses language which is full of images of violence fighting. The emotive word 'sabotage' vividly depicts the vandalism and damage which was inflicted on the government and general infrastructure which benefited the whites so as to make the country ungovernable. Cohesion is achieved in the text by using collocations such as 'bombed,' 'blown up' and 'cut' to reinforce the idea of destruction. When portraying the sentence of Mandela and seven others the writer also used the appropriate legal language. He uses words



such as 'sentenced,' 'imprisonment' and 'verdict' so as to portray the appropriateness of register in the text.

## **SECTION C: ESSAY**

### **QUESTION 1: DISCUSS ONLINE DATING.**

This is a discursive essay therefore you should provide points for and against a topic.

#### **FEATURES OR INGREDIENTS OF A DISCURSIVE ESSAY.**

- Use the present tense
- Present facts which portrays both sides of the topic. The points for or against the topic must be supported by evidence.
- After posing different new points and weighing supporting evidence, you reach as conclusion. Show which side your support most.
- The aim is not to convince or persuade the reader but to present substantial or empirical facts which appeal to reason and help people to make better judgement.
- Do not give personal opinions in a discursive essay.
- NOTE: The essay is objective and not subjective.

#### **ESSAY WRITING PROCESS**

In order to write a good and palatable essay you must go through the three different writing process stages which make up the writing process.

##### **1 Pre-writing process**

After choosing an essay topic plan for the essay. Do not write an essay without a plan. It is very suicidal to write an essay without a blueprint which will guide you. Metaphorically and categorically, there is no builder who can build a house without a plan.



When planning for an essay start by **BRAINSTORMING**. To brainstorm is to write down as quickly as possible all the ideas which you think relevant in developing your essay.

After generating your ideas, the next step involves clustering or grouping ideas which have a relationship or some which have a relationship or something in common.

The next activity after grouping of ideas is to engage in the logical arrangement of the grouped ideas

## 2 During writing process

Your essay must have an conclusion.

The introduction has an important function in an essay. Remember, the first cut is the deepest. An introduction must generate interest in the mind of the reader. It must be palatable so as to what the appetite of the reader. It must be a signpost or a summary of what is to be presented in the essay. Provide a clear thesis statement in your introduction as well.

The body of the essay must be made up of 3 to 5 paragraphs. Each paragraph must focus on one idea and not a hotchpotch of ideas. In terms of structure, each paragraph must have a topic sentence, developers and terminator.

Strive as much as possible to write a coherent and cohesive essay. Coherence refers to a smooth flow of ideas. On the other hand, cohesion refers to the unity or relationships which exists among your ideas. More importantly cohesion means sticking together your paragraph should not be loose standing entities.

Draw up a conclusion so as to summarise the key ideas discussed in the essay. Do not leave the reader in suspense. Tie up all the loose ends.

## 3 Post- writing phase

After writing your essay revise your content and structure. Check the following features which normally result in a very low mark if they are not addressed:

**Sentence construction:** A high scoring essay must have four types of sentences - the simple sentence, compound sentence, complex sentence and compound-complex sentence.



**Coherence and cohesion** improve link between ideas and paragraphs.

## Spellings

Wrong use of a word (homophones, homonyms in particular)

Tenses and verbs

Concordial agreement errors

Countable and uncountable nouns

Punctuation marks

Articles

## **SOLUTION AND HINTS ON HOW TO RESPOND TO THE QUESTION**

Experiences with online dating tend to be mixed. Some people have excellent experiences with online dating that end in satisfying relationships. Others have stories filled with confusion and frustration. Thus, much like any other way to date, meeting someone online has both benefits and drawbacks. There is no doubt that the advances in technology in the 21st century have changed society and culture. Use of the internet has changed the way we date, offering both positive and negative consequences.

Online dating provided individuals with access to many potential partners than they could often find in their daily lives. This is especially true for individuals interested in partners of a particular type, orientation, lifestyle or in isolated areas. Many online dating sites offer various types of personality testing and matching. Such matching can guide individuals towards dating partners who may be more compatible.

Online dating offers a number of ways to get to know a potential date before meeting in person. Such computer-mediated communication allows for safe and convenient interaction, without much risk or time commitment. For the busy professional or the safety conscious such communication is an excellent way to test potential partners. By using online dating services and perusing profiles an individual can read about a person, see them in photos and videos, hear their voices and make a judgement based on all of that information. That is the real great thing about dating in the modern times. People do not have to guess about the person they will be dating.



On the other hand, the choices of partners can become confusing and overwhelming. Without a clear plan, online daters can get stuck endlessly shopping for the perfect partner, rather than actually starting a satisfying relationship. Matching is a difficult process and testing may not be accurate for everyone. In addition, people may present differently in person or change over time. So, matching may overlook potentially good partners in the process.

Communication through computers is lacking some of the information provided in face-to-face interaction. As a result, it is harder to evaluate a potential match online. Also, some of the cues and features that build attraction like touching cannot be accomplished through a computer. So such computer-mediated communication may have an artificial and unemotional quality.

In a nutshell, it is important to remember that online dating is best used as a resource to meet individuals for eventual face-to-face dating. Keeping that goal in mind will prevent a person from getting stuck on the drawbacks and limitations of dating on line.

## OR QUESTION 2

### **ARGUE FOR OR AGAINST THE PRACTICE OF ALLOWING INMATES TO EXERCISE OR PLAY SPORTS OUTSIDE**

Prison is a disciplinary comprehensive apparatus that controls all individual aspects and disciplines delinquent people in their habits and customs. In such a kind of context the respect of the inmates as persons could be difficult and any regards to individual human rights becomes complicated to carry out. However, there are some strong arguments can be put across so as to support the importance of allowing prisoners to go outside the yard to exercise or play sports.

Exercising and playing sports outside will help inmates to exercise and relieve stress. Such a practice will help prisoners to reduce anxiety disorders, obesity and diabetes. All these destructive behaviours can be medicated if the inmates are allowed to access fresh air.

More importantly, all detainees have the right to a minimum of one-hour outdoor exercise per day. This is crucial for their mental and physical well-being. Suitable



facilities should be provided, which are large enough, safe and properly equipped in order to provide the opportunity for genuine exercise and recreation. Therefore, restricting inmates the opportunity to play sports will amount to an abuse and violation of human rights.

On the other hand, I do not believe that prisoners should be allowed to play outside the prison yard because this will facilitate the escape of some dangerous prisoners who are a threat to the society. The security capacity outside the prison yard is not very tight, hence, prisoners will escape easily. Prisoners should be allowed to go outside the prison facility if and only if there is maximum security beef up.

On a humanitarian and human rights perspective prisoners must be given the opportunity to play sports outside the prison however for security reasons this opportunity must be provided with caution. Some serious precautions must be considered before the prisoners are given such an opportunity. In a nutshell, to avoid security threats to the community at large, prisoners must be provided with indoor sports facilities rather than outdoor facilities.

NB. This essay is not fully developed. It only provides you with some basic ideas and structure of the essay. Read it and try to develop it as much as you can.

## OCTOBER/NOVEMBER 2015 MEMORANDUM

### SECTION A

#### QUESTION 1: COHESION

- ❖ **Repetition of lexical items:** For example, 'women' is repeated in line 1 and 6; 'life' is repeated in line 6 and 7.
- ❖ **Sense relations between lexical items or phrases.** For example "man" in line 1 and film star", singer" "scientist in line 2-2, are all related semantically by a single component of meaning: human"
- ❖ **Referring expressions** which refer to a unit in another sentence. For example, the noun phrase "one man "in line has the same reference as the chain of referring expressions ("he... he ... he") in 1, 2 ,3 and 4.



These pronouns refer back (anaphorically) to one man and forward (cataphorically) to 'Wallace Carothers,' and are continued by 'his' in 6.

- ❖ **Ellipsis**- an omitted unit is recoverable from a previous sentence. There are two instances in the text: 'but  $\phi$  HE $\phi$  was a scientist' in line 2 and 'two years later  $\phi$  THAN  $\phi$  THE  $\phi$  TIME $\phi$  HE $\phi$  INVENTED  $\phi$  NYLON' in 6-7
- ❖ **Conjunction** (words and phrases which indicate a logical temporal causal or exemplifying relationship). The examples in the text "but" and "yet" – are both conjunctions.

## QUESTION 2: TEXT ANALYSIS

**DENOTATION** is a word's precise and narrowest direct and primary meaning. It is the everyday dictionary meaning of a word also called the literal or surface meaning. Denotative meaning of words is considered objective, neutral or without any emotional associations. For example, the word "chair" refers to a particular piece of furniture in real world.

**CONNOTATION** is the secondary meaning of a word. It is a figurative or, metaphorical meaning of a word. The connotation of a word are the associations it creates. For example, the connotations of December, mainly within British and North American culture, would be of "cold" "dark nights" and "Christmas parties." Connotations are often either individual or cultural. Connotation is connected to the state of mind and culture, thus it can be described as overtones, personal or emotional associations aroused by a word. In other words, connotative meaning refers to the associations or feeling which a word has rather than what it explicitly denotes. For example: the dictionary meaning of the word "pig" is an omnivorous hooved bristly mammal - the definition refers to a type of an animal, however the connotation of the same word becomes different. The connotative meaning of "pig" has negative implications and is associated with greed, dirt or an annoying person, for example.

## SOLUTION





In this commercial discourse, the advertiser is advertising plush a shoe polish product. Denotatively, the word protect implies defence, security, safeguard, safety, guardianship and shelter. The picture portrays formally dressed man holding an umbrella over a formal high heeled ladies shoe. The umbrella is a tool for screening a person against harsh weather conditions such as sunshine and rain. Just like an umbrella which can insulate a person, plush shoe polish safeguard or defend the shoes against dust, tear and wear.

Furthermore, the dark colour which dominates the visual indicates that plush is a rich black shoe polish which cannot be contaminated by any form of dust particles. In a nutshell, the shoe polish gives the shoe a sparkling and shiny outlook. The main subject of the advertisement is shoe protection. This is the main reason why the visual image of the shoe is exaggerated. The exaggeration gives the shoe a prominent appearance. This suggest that plush can effectively protect the woman's precious shoes. The use of the word executive in the advert gives plush shoe polish positive connotations. An executive is a senior manager in a business such as a director or chief executive officer. By describing the shoe polish as an executive protector the advertiser implies that this shoe polish has the power to protect, safeguard, shield and insulate a person's shoes against dust and tear and wear agents. Executive protection also known as close personal protection refers to security measures taken to ensure the safety of very important people (VIPS) or other individuals who, may be exposed to elevated personal risk because of their employment, celebrity status, wealth associations or geographical location. Connotatively, plush shoe polish has the ability to protect and safeguard on executive lady expensive shoes. The visual presentation layout and written features complement each other without any form of contradiction. The man who is in the visual is the executive protector and he symbolises the job which can be performed by plush shoe polish. Surely after being exposed to such an advertisement people will be persuaded to buy plush shoe polish because it is depicted as a cut above the other shoe polishes in the market.

## SECTION B: LANGUAGE AND MEANING

1 This autobiographical text focuses on describing and exposing the writer's love relationship with her husband.



2 The writer has several intentions for writing this text. First and foremost, the writer's intention is to inform and educate the magazine readers that true and long lasting relationships took time to be sealed. The writer and her husband dated each other for two years before they sealed the deal for them to be inmate fellows. Secondly, the writer's intention is to portray that true love relationships cannot be affected or compromised by physical and geographical location. The writer and her husband's relationship was not affected even though the lady spend four years studying in Cape Town while the husband worked in Johannesburg. Thirdly, the writer's purpose is to show the reader that marriage is an institution which must be enjoyed. The writer says their marriage is SIMPLY YUMMY". This implies that she is enjoying her marriage. By and large, the writer's message is that love relationships based on Christian ethics are devoid of problems which alter or destabilise the relationship.

### **3 Is the speaker's view of relationship believable?**

#### **SOLUTION**

To be believable, means that something is real or realistic. It also implies that it is larger than life or exaggerated. In my opinion, I think that the speaker's view of the relationship is very unrealistic and exaggerated. In the contemporary era men who can pursue a lady for two years proposing for an intimate relationship are now very rare. These days love relationships are concluded within hours so this perspective is an unusual and eccentric one. Furthermore, most men and women do not discuss about marriage before they have been together in a relationship for some time. The writer also exaggerated the fact that their long –distance relationship due to studies was a smooth one. In most cases these days, most relationships are affected and even destroyed by distances. It is also unbelievable that after spending four years away from each other the writer and her fiancée also spend three more years before they become husband and wife.

#### **4 TARGET AUDIENCE**

The target audience for this text are adults or teenagers who are in love or those who aspire to be in a binding love relationship who want to learn from other people's experiences. Contextually, the text belongs to love and relationship discourse.



The language, register and word choice used by the writer is very accessible. Basically, the language is very easy to understand. The text is written in the first person narrative as indicated by the use of pronouns such as 'my,' 'I' and 'we.' These pronouns indicate that the text is expressing a personal experience, views and thoughts. The use of personal pronouns makes the text more realistic and captivating. Metaphorically, the writer compared the act of agreeing to be in a relationship to the act of sealing a business deal. Connotatively, sealing the deal suggest that the writer and her husband have finalised and solidified their relationship. The use of the idiom "sealed the deal" suggest these two people are now committed to make their relationship accomplish its mission.

The writer also makes use of the lexical items which are associated with love relationships. Lexical items such as 'date,' 'proposed,' 'married,' 'intimate' and 'couple' have been used throughout the text so as to vividly paint a picture which portrays that the writer and her fiancée are truly an item which cannot be separated. The language in this text is simple and clear as possible. Sentences are kept short and a point form is used at the end of the text. The language is plain literal. It is devoid of figurative language which can make it difficult to understand. All this is done by the writer so as to avoid ambiguity and confusion. All these language features are aligned with the purpose of informing. Finally, the use of the word YUMMY in the text give the text an informal appearance so that it caters for all the audience who will read this article. Yummy is an informal word which means delicious. Figuratively, the writer compares her marriage experience to delicious and palatable food. Such a comparison involves the reader's sense of taste. This is a very effective use of language since the reader will be able to understand the text without much difficulty.

## **SECTION C: ESSAY**

### **QUESTION 1: ARGUMENTS FOR AND AGAINST OVER-SPEEDING**

The slogan, 'slower is better' in the social advertisement which is placed on a roadside billboard metaphorically and categorically is sending a strong message so as persuade motorists to desist from over-speeding. However, the message put across by the advertisement is subject to a heated debate. Not everyone will agree that slower is better some drivers may have objections towards this perspective. In this essay the writer will discuss and illuminate the pros and cons of over-speeding.



One can argue against the message of the billboard by pointing to the fact that over-speeding has several advantages. More importantly, over speeding allows motorists to arrive at their destinations faster and on time. Furthermore, fast speeds will allow for better traffic flow and more efficient delivery of goods. In a nutshell, traffic jam is mainly caused by slow moving cars which will eventually cause a pile up.

Nevertheless, the slogan 'slow is better' is very appropriate because if motorists respect it several problems and abnormalities will be avoided. Slow speed is better because it keeps people safe. Everytime a driver decides to disobey the speed limit he or she will put everybody else on the road in great danger. In most cases speeding drivers do not have the ability to properly manoeuvre around curves and obstacles. The dangers of hitting pedestrians is increased greatly with speeding. Drivers must realise that the faster they travel the less time they have to react to any emergency situation since over-speeding makes the car more difficult to handle.

One other unfortunate consequence of over-speeding is that the resultant crashes will lead to high social costs to the victims and the community at large. Faster speeds can lead to more severe crashes and potentially more fatalities. According to the advert, injuries which are caused by the accident will make the victims to be hospitalised and stay in hospital for 46 days. The long stay in the hospital will cause some families to suffer through loss of income since the victims could be the breadwinners. By and large, some of the accidents result in high social costs to the community in the form of hospital and health costs, lost productivity in the workplace and the cost of using emergency services.

Furthermore, one of the dangers of speeding is the environmental aspect. Over-speeding lead to an over use of fuel. Fuel economy decreases and the driver is forced to frequently visit the filling station pump, as a result, more money will be used to buy fuel. Accordingly, it is also believed that faster speeds increase the the amount of poisonous nitrogen oxide emissions polluting the air. According to Ford Motor Company, driving a vehicle at 65 miles per hour consumes about 15% more fuel than driving the same vehicle at 55 miles per hour. More fuel consumed means more carbon dioxide released into the atmosphere thereby harming the ozone layer and increase the rate of global warming.



In conclusion, the slogan 'slower is better' is very relevant in the context of the advertisement and what happens in reality. The above discussion clearly shows that there are more dangers or disadvantages for breaking prescribed speed limits. Over-speeding consequently leads to deaths, injuries, loss of income and productivity as well as pollution of the environment and destruction of the atmosphere. By and large, slower is better, hence, the slogan is very appropriate.

**OR**

## **QUESTION 2: ARGUE FOR AND AGAINST THE BELIEF THAT SPORT IS VIOLENT**

George Orwell's sentiments that sporting events cause conflict between people are subjective. His assertion that serious sport has nothing to do with fair play and his comparison of sport to war can be both true or untrue. In this essay, the writer will argue for and against the belief that sport is violent. The falsehood and truthfulness of this assertion will be illuminated and debated accordingly.

First and foremost, I agree with Orwell in that 'sports are war minus the shooting' only because sports are filled with competition. If there was no competition in sports, then it will just be called a friendly reunion and there will be no winner or loser. In sports players want to show each other that we are better than them. In this regard I agree that there is a true and genuine relationship between sports and war. Fair play is non-existent in any sport. The goal of a sport is to be the fastest, score the most points or be the strongest and ultimately to beat the opposition. Such an objective resembles that of a war situation. Every game is a battle. The desire to win has created all-out war between opponents. The competition is what creates the warlike atmosphere. A fair sport with a match in two equal teams is impossible to create. Basically, sports were created to show dominance through victory and man will do anything to gain a competitive edge over the opponent. By and large, I do not believe that sport has not escalated to the point of warlike violence.

No matter what, the sport will not be equal. So sports will seem like war until there is no bias left in the sport. Football players have to be the fastest and the strongest, so a lot of them resort to steroids, while others cheat during the game by holding, tripping or playing mind games with the other players. The competitive nature of sport has led to



dishonest practices to get ahead. The ability to cheat is a skill that is nearly as essential coordination in a few cases the game is a measure of how well a team can bend the rules or at least not get caught get breaking them. Nothing is fair about sports. The referees are biased, players cheat and so on. Most athletes will do whatever it takes to win. In some cases, they are ruthless. Whoever is victorious is always boasting about winning and whoever loses always says the referee sucked or that they had a bad day. Furthermore, the brutality of football and rugby resembles war, since the victorious are only celebrated and losers are seen as weak until they learn to develop ruthless tactics. Cheating has also become increasingly more prevalent in sports. Due to this comparison, professional sports are just war minus the shooting.

On the other hand, I disagree with Orwell because sports teach the players discipline and how to cooperate with their teammates. For example, soccer is a sport which require leadership and unselfish play in order for the team to win. In a nutshell, playing soccer helps players to become better people and have new skills. Orwell is biased and have a little exaggeration because he is not perceiving the positive effects of sports and how sport can help people in real life.

In my opinion I would say sports is not war minus shooting, but it involves some elements of rough play. War involves hatred and murder which sports is nothing like. Sports usually have injuries and rivalries but it is not as bad as being in war on the battlefield with your enemy trying to kill you. By and large, I can describe sports as a serious engagement with discipline and leadership. Rules are not disregarded by all who participated. Referees enforces fair play and all players follow rules of the sport. All in all, they do not try to cheat the system to gain an unfair advantage on the other team. Generally, war is far worse than competitive sport. In war people die but in sport on the contrary in sport people learn who they are as people and develop lasting friendships.

**NOTE: THE CONCLUSION IS MISSING – PROVIDE YOUR OWN.**

**OCTOBER/NOVEMBER 2016 MEMORANDUM**

**SECTION A: STYLE AND CONVERSATION ANALYSIS**



## QUESTION 1

The text is about methods which residents can use to conserve water. In writing this text the writer's aim is to inform people by giving them factual information. The writer uses several cohesive devices. Firstly, the writer uses synonyms cohesion for example the phrase 'little leaks' means the same as 'a small drip'. Furthermore, the word 'detect' used under the sub-heading: 'pipe leaks' means the same as 'see' used under the sub-heading 'Toilet leaks.'

To indicate that the writer is writing about the same subject the writer used repetition cohesion. Words such as 'water,' 'leaks,' 'faucets' and 'toilet' have been repeated throughout the text.

Synonyms cohesion and repetition cohesion are a common feature in a text which is to give some commands or instructions, therefore, the language or register must be very clear and easy to comprehend. Due to this intention, the writer uses some synonyms and repetition of words. Finally, the writer also uses conjunctive cohesion to link sentences and to demonstrate how words and ideas relate to each other. The writer uses an additive such as "furthermore" an adversative such as "however" casual conjunction such as "as a result" and "finally". All in all, the text is written in point form, setting out the instructions one at a time to make them as easy as possible to understand. The instructions are sequential making it clear what order to follow .

## QUESTION 2

Turn – taking system means that speakers follow an unwritten rule that only one speaker will speak at a time.

## SOLUTION

From the dialogue between Malcolm and Thabo the readers can deduce that the conversation is between two colleagues. The relationship between the two participants is informal hence there is an equal balance of power relations. Malcolm has something which he wants to share with Thabo. He says "You 've got to hear this!" and listen to what I 've to say first!" The use of the exclamation mark indicates that Malcolm is shouting and it seems as if Thabo is adamant and is not giving Malcolm the



opportunity to present his side of the story. This conversation has an argumentative tone.

Based upon the conversational structure in lines 1-2 and 3-4 it is clear that even the speakers are adhering to the one-at-a-time turn – taking simply the speakers engaged in a collaborative turn taking system. The teachers do not engage in the joint production of talk. Malcolm started by indicating that he wants to tell his story but in response Thabo brings out a dimension which is not related to what Malcolm has said when he initiated the conversation. Malcolm's tone is firm, resolute and emphatic demanding. He insisted that Thabo must listen to his side of the story. Nevertheless, Thabo seem reluctant and uninterested. Thabo is bringing his own issues in the conversation thereby disregarding Malcolm's story. Malcolm keep on saying that "Listen to what I 've to say first!" Eventually, through Malcolm's emphatic persistence. Thabo succumbed and he said "Okay if you insist let's hear your story"

## SECTION B

Language is always contextualised, therefore, different writers do not write English in exactly the same ways. For any text that is produced a number of factors contribute to its uniqueness. Geographical, social, purpose of text, content and register are the factors which contribute much towards to the production of different texts. In this essay the writer will present a comparative analysis of two texts which have been written by two different writers. In the comparison the writer will focus on the content register, tone and purpose of the two texts. By and large, throughout the discussion the writer will use specific structural and language features to support the mainly of the two texts.

The title of the two texts morphologically and syntactically are the same. Both titles are made up of two nouns. The title of Text A: 'Soil Fertility' indicates the text is an expository or factual discourse which may be found in an agriculture or farming magazine. The writer, by and large provides facts of what soil fertility entails how it can be tested as well as boosted. Two condition of the soil such as acidity or alkalinity are





also described in detail. On the other hand, in TEXT B, the title, “Tree Lover” implies that the discourse is about a person who love trees. This text is an autobiography, written in the descriptive narrative form.

TEXT A is written in the third person narrative point of view while Text B is written in the first person narrative point of view. In text A, the writer uses the third person ‘it’ to write about plants, soil and the acidity or alkalinity of the soil. The subjects in this text are passive and talked about. On the contrary, TEXT B writer uses the pronoun “I” to indicate that the writer is an active participant in the discourse. The writers voice, views and thoughts are vividly portrayed in the text. To express his feelings, the writer says, ‘Now when I walk by I feel a degree of safety and warmth like I’m in the company of friends.’

In terms of formality TEXT, A is more formed than TEXT B. Text is formal than TEXT B. Text A is a formal text because the language is devoid of contractions and colloquial language. The writer make use of scientific meta- language or jargon related to agricultural science. Lexical items such as ‘carbon,’ ‘hydrogen,’ ‘oxygen deficiency’ and ‘discoloration’ makes the text more scientific in its outlook. On the other hand, Text B has some features of an informal writing which suggests that the text was not written for academic purposes. Contractions such as “I’d” line 4 “I’ve” line 12 and “I’m” in line 16 makes the text a bit informal. Over and above all, the register used in text B is ordinary everyday register which is easy to comprehend.

In this comparison, it is also crucial to note that the purpose of text A is different from that of TEXT B. Text B objectively aims to give advice to farmers on how best they can improve soil fertility. Farmers are encouraged to test the soil before they plant anything. In a nutshell, the writer is advertising an inexpensive test kit which gardeners can use before they grow trees. The broader intention therefore is to persuade people who love gardening to seek for expert advice before they grow anything in their gardens. On the other hand, TEXT B is also within the subject of gardening but the focus is on an individual who has a hobby of pruning trees. Therefore, an individual’s personal experience is exposed and described.

In conclusion, from the above discussion it can be deduced that the two texts which the writer analysed were written for a different purpose and different audience.



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Because of the different purpose and audience, the structure and register used in both texts differ from each other.