



GRADE 12 ENGLISH HL

LANGUAGE NOTES: Comprehension
Notes Compiled by Ms J.Govender

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Comprehension

- Read passage carefully.
- Read questions.
- Read Text B before reading Text A for the second time.
- Read Text A.
- Answer Questions

Q	Key word in question	Generic answers	Mark allocation
1.1 + 1.2	Explain /State in your own words/ explain the significance. Account for	Give meaning/Rewrite in your own words to show the meaning. Short answer. DO NOT LIFT. Do not spend too much time.	One fact = 2 marks. If there are more than one obvious fact – write two .
	Significance	Importance. Why does the writer use this word in this context or make this claim at this specific point?	One fact = 2 marks/ 1 Fact per mark
	Account for the writer's feelings in a par /the following...	Make sure that you read the whole par. Sometimes the writer expresses different feelings . Note the conflicting view. Look for words like Yet/ However/But Name feeling and explain why the writer feels this.	
1.3 + 1.4/ 1.5	Convey	What does the writer express? What is she trying to say?	
	Discuss the point the writer is making....	Watch out for a specific word and don't lift it.	
	Effect of... Single line par	Writer brings topic/main idea into focus. It highlights/emphasises the main idea/an idea. Single line indicates a change in thought.	1 Generic answer 2 Reference to topic/main idea/change.
	Rhetorical question	(Do not explain what a rhetorical question is.) Makes reader think/reflect/consider, engages reader.	1. Make reference to the text.
	Quote	Quote only the word, phrase or short sentence... Consecutive words (words that follow directly after each other)	Include “ ”

	Implication	What does this imply ? What is the underlying meaning of the word, phrase, punctuation mark, exclamation, etc..	
	Inverted commas	Words from another language. Slang/Sarcasm/Irony – other words the writer wants us to know that it is not true . E.g. He was not selected to represent South Africa because he was the “wrong” colour.	
	Intention	Intention To inform, educate, entertain, promote, advertise, ridicule, criticise . To stir romantic feelings and to entertain. To praise the work of the Creator. To capture attention and inform. To give general information about a specific topic. Educate . To socialize and to communicate informally. To invite and attract To protest To persuade prospective travellers, buyers, participants, etc. (inform about a product or service) To promote/advertise To amuse To entertain young readers, to teach a moral lesson. To report on economic matters, the weather, politics...	
	Statistics	Statistics allow writers to support their arguments with convincing evidence. They also enable writers to draw conclusions and argue specific sides of issues without sounding speculative or vague. Effect on reader. Statistics refer to factual, numerical evidence within a Language Analysis piece and are generally convincing for two reasons. Firstly, they highlight the logical importance of the issue and provide evidence for the writer's contention. Statistics- provide a type of evidence that is difficult to refute. To- manipulate/shock/add validity/emotional response.	
1.5 – 1.8/9	Comment on the effects of the diction	Emotive – Plays on our emotions Diction -Effect is what the word or phrase or punctuation mark achieves – does it shock the reader? Make the reader pay attention? Emphasise? Take note if question refers to diction at a specific point in the text: Comment on the use of the word here (line/para) Write down the word/ phrase Superlatives – greatest, fastest, tallest ... Rhyming words/Jargon/ Figurative Language ...simile/ metaphors...Colloquial/ Slang/ Pronouns He/She	1 Example of diction – quote word or phrase 2 Effect that the word or phrase or punctuation mark achieves. 3 How do YOU feel about this effect?
	What does writer suggest?	Implication.	
	...in context of the paragraph/	NOT your own opinion but actually compared to/in the light of what the writer says.	

	passage.		
	Writer's tone/attitude	The writer's attitude/tone towards his listener and subject ("tone of voice") e.g. loving, sad, aggressive/hostile, serious, despairing, positive/enthusiastic/excited, sincere, outraged, superior, ironical, pessimistic, critical/disapproving/apprehensive, disgusted, enthusiastic, optimistic, friendly/pleasant/polite, humorous, gentle/tender, joyful/elated, loving/affectionate, appreciative/admiring/laudatory, hopeful, conversational, determined, persuasive/enticing, arrogant, accusing, mocking, informative/explanatory. . NOT NEGATIVE/POSITIVE	1 What is the writer's tone/attitude? 2 Why is this so? Proof of this. 3 Your feeling about this tone/attitude (with reference to rest of text.)
	Character's attitude	Writer's feeling. Difference in attitude: Make very sure to mention both attitudes and show that they are different. Then give evidence of why you say that. NOT NEGATIVE/POSITIVE	
	Critically discuss the atmosphere in paragraph	Mood that is created. Fear, anxiety, excitement, anticipation, tension, sorrow, admiration	
	Critically discuss whether paragraph/ Sentence/ compares texts	Compare two ideas: meaning of first, meaning of second. Do they correspond with each other or contradict each other? Give a very brief personal observation – based on text – about the extent/significance of the support/contradiction.	Yes/No (No mark, but very important. 1 Main idea of two aspects that have to be compared. 2 Proof/example s/diction/phrases from second aspect. 3 Critical observation
	Is final paragraph suitable?	A final paragraph gives the main ideas of an argument and refers to the thesis statement again. It could refer to the opposite side of the argument. It could contain advice. It is a summary. Repeats phrases/terminology from the rest of the passage. The reader is drawn into the argument through the use of first-person pronoun. The writer generalizes/globalizes.	Yes/No (No mark, but very important. 1 Generic reference to structure/ reason for a final par. 2 Brief summary of content of this final par. 3 How is it suitable or not?
	Suitability of title	Implication of DIFFERENT parts of title. Main idea/message of text.	
	Text - Subjective/ Objective?	Objective: Usually formal, no bias, no prejudice, tone would be informative/explanatory/serious , carefully selected vocabulary , formal grammar, clear, logical,	

		<p>academic explanation, sophisticated diction, formal register and economic/legal/technical/medical/etc jargon.(words used by a profession/group that are difficult for others to understand)</p> <p>Subjective: Biased, prejudice, emotive language, the use of colloquialisms, slang and direct speech, use of clichéd, melodramatic(exaggerated) and sentimental language, outraged, superior, ironical, despairing, pessimistic, critical, disgusted, disapproving tone/attitude, rhetorical questions.</p>	
1.12	Text A & B	<p>Will never only be contextual. Does Text B support paragraph/title/argument/message/etc. in Text A? Which text would have a bigger impact on the reader? Why? Compare a description of something in Text A and something in Text B. Which text is more effective in doing something.</p> <p>November 2018: To what extent does Text B support the title and par 1 of Text A? Here learners HAD to discuss content.</p>	
	Language style	<p>Carefully selected vocabulary Varied sentence structure Formal grammar Sophisticated diction, formal register and economic/ legal/ technical/ medical/etc jargon. Objective, unbiased Simple but imaginative word choice, simple sentences and frequent use of onomatopoeia. The use of colloquialisms, slang and direct speech. Word play combined with question-answer format Clear, logical, academic explanation The use of emotive and negatively charged words to describe a tragic incident. Poetic rhythm, rhyme and abundant use of figurative language, assonance and alliteration. Use of vivid imagery and emotive adjectives to describe geographical/ historical/architectural/etc. features. Combination of simple rhyme, based on a shocking image, with words that have strong connotations. Enumeration (list) of culinary/décor/teaching/sport/etc specialities, using descriptive and figurative language Use of clichéd, melodramatic and sentimental language Politically Correct Words: Housewife – Home Executive Informal Slang – (e.g. wanna, gonna) Conversational style/use of personal pronouns creates a bond of confidence between the writer and the reader/ involves the reader in the passage.</p>	

		Emotive language Biased / prejudiced Sensational Connotation Figures of speech The writer uses metaphorical expressions/hyperbole such as....to highlight the.... Exclamations !!!! Ellipses	
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QUESTIONS

NOVEMBER 2015 PAPER 1

QUESTIONS AND ANSWERS – COMPREHENSION November 2019 P1

1.1 Account for the repetition of 'and' in the opening sentence of the passage (lines 1–2). (2)

We've all seen the toys and the clothes and the movies ... and the adverts for those toys and clothes and movies. Pink versus blue; passive versus aggressive; sedentary versus active; pretty versus smart. Girls versus boys.

1.2 Suggest why the writer uses the phrase, 'breath-taking act of psychological vandalism against our children' (line 13). (2)

1.3 Discuss the effectiveness of paragraph 3 in the context of the passage. (3)

How has the influence of the media grown? How has parenting become harder?

1.4 Why does the writer invite the reader to 'time-travel' (line 17) with him/her? (2)

Time-travel with me for a moment. Let's go back to an era when media played a minimal role in people's lives. How about the year 1900? The telephone had been invented but was not yet commonplace in the average home. Television would not arrive for decades. No Internet, smartphones, computer games, blogging or social media existed anywhere but in the creative imaginations of inventors, scientists and authors. What kind of media did exist?

1.6 Refer to paragraph 6.

Fast-forward 100 years to the year 2000 and beyond. What communication technologies can currently be found in the average home? Does anyone think this is not the single biggest game-changer in the lives of adults and especially today's children, who are spending all of their formative years in a digital world, saturated by every manner of screen and dead-tree advertisement our capitalistic society can shove in front of their faces? The media are the greatest source of information, and perhaps the greatest untamed beast, the world has ever known.

Comment on the effectiveness of the diction used in discussing the media. (3)

1.8 Choose the correct response from the options provided below.

Refer to paragraph 10 ('Are the media ... above its reach'). The writer's tone is ...

Are the media going away? No. Should it? Absolutely not. Media literacy is therefore very important, because the media are pervasive in our culture and affect everyone. No one, except a cave-dweller, remains above its reach.

- A aggressive
- B assertive
- C hostile
- D offensive

1.9 Is paragraph 12 an effective conclusion to the text? Substantiate your view. (2)

So let's hear it for our youngest generation of parents, who make a go of it in the Internet Age – self-high-fives

1.9 YES

The writer acknowledges that parents have an onerous task in ensuring that the power of the 'third parent in the room' (the media) is lessened. They need to be encouraged to take up the challenge of responsible parenting with gusto. The expressions 'let's hear it' and 'self-high-fives' suggest approval and self-motivation. The light-hearted conclusion rounds off a serious topic on a positive note.

QUESTIONS: TEXT B

What it is is beautiful.

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun. LEGO® Universal Building Sets for children ages 3 to 7 have colorful bricks, wheels, and friendly LEGO people for lots and lots of fun.

Older children build for realism. LEGO Universal Building Sets for children 7-12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

Universal Building Sets
744
3-7 years old
112
7-12 years old
LEGO

LEGO® is a registered trademark of Interlego A.G.
© 1991 LEGO Group

[Source: www.lego.com]

1.11 Critically comment on the manner in which the girl in the advertisement is presented.

(3)

QUESTION: TEXTS A AND B

1.12 Does the message of TEXT B support the writer's view as expressed in paragraph 2 of TEXT A? Justify your response.

(4)

It's so insanely formulaic¹ and a lot of adults are laughing all the way to the bank at the expense of our children's self-definition. The strategy is simple: convince children of both genders that they are very different from each other. They need different products with different colours and different labels, and they will naturally want only what they've been told is 'for' them and what has been spoon-fed to them since birth. Parents will then dole out double the money buying separate products for their sons and daughters, ensuring that the retailers and marketers double their profits and cash in on the stereotyped messaging. And why wouldn't they? It's brilliant. It's lucrative. It's also a breath-taking act of psychological vandalism against our children. The media shape perception and perception become reality.

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1.11. Refer to both TEXT A AND TEXT B. Critically discuss the extent to which TEXT B supports the subheading, From audiobooks to.. understand the world and paragraph 4 of TEXT A.

LISTENING INSTEAD OF READING IS NOT CHEATING

From audiobooks to podcasts and voice notes, there's a steady generational shift in the way we understand the world.

4. Reading is still very far from dead. Lockdown rekindled the love of curling up with a good novel, to publishers' delight, with more than a third of people claiming to be reading more to fill their days. But the audio book market, while still small, also notched up its seventh year of double-digit growth in the 2021 pandemic year. Millennials in particular seem to be all ears; Katie Vanneck-Smith, the former Wall Street Journal President, admitted recently that when its members (who are mostly under 39 years old) were asked what they wanted to read, the consensus was, 'Actually, I listen, I don't read. 'But their parents do so too: all the overloaded, frantically multitasking mid-lifers trying to keep up with whatever zeitgeist² they are afraid of missing out on in an information-saturated world, while going for a run or cooking dinner

TEXT B

TAKE AN ADVENTURE THROUGH THE AMAZON¹

Your commute just got a lot more interesting with Audible.com. With thousands of books to choose from, you can listen to your favourite adventure novels whenever you want. So you have plenty of time to let your imagination explore the jungle.


audible.com

[Adapted from [Audible.com](https://www.audible.com)]