**Paper 1**

**Comprehension**

**2 hours (120 + 10 min reading time)**

Comprehension 30 45 min + 10 min reading time

Summary 10 30 min

Advertisement 10 15 min

Cartoon 10 15 min

Language 20 15 min

The following notes are taken from X-Kit Achieve:7 Winning Tips for English Comprehension.

Do you struggle with answering the comprehension section of your language paper? Or would you like to get more marks? Read through the following guidelines and exam tips to help you answer the comprehension section of your language paper and you’ll soon see your marks improve!

1. Read and follow the *instructions* given at the beginning of the exam paper. These are given for your benefit. You can lose valuable marks if you do not follow the instructions exactly.
2. *Skim* the entire passage quickly to get the gist of what it is about. Then read all the questions carefully and re-read (scan) the passage to find the references to the questions. If you see something that reminds you of a question, mark it by writing the number of that question next to the relevant part of the passage.  
   Now read slowly and carefully, looking for details. This *detailed reading* will help you to absorb the obvious meaning of the passage, as well as to read between the lines, working out what the writer implies or leaves unsaid.
3. Most comprehension questions follow the *order* of the passage, so you can find the answers in the same order as that in which the questions appear. Pay attention to line and paragraph references. The paragraphs are numbered on the left (1, 2, 3, etc.) and the lines are numbered on the right (5, 10, 15, etc.).
4. Look at the *mark allocation* for each question, which gives you an idea of how long your answer should be.
5. Copy the examiner’s number system exactly, for example, 1.1.1, 1.1.2, etc. and write neatly. The examiner cannot give you marks if she cannot read your answer.
6. Read the questions carefully. When reading the questions, take note of these additional tips.   
   Highlight or underline the *task words* to be certain of what you are being asked to do, for example: identify, name, state, list.  
   Highlight or underline the *question words*, which tell you what information to look for in the text, for example: who, where, what, why, when, how.  
   Use *your own words* if the question asks for them. Do not quote from the text if you are asked to answer in your own words.  
   When answering open-ended questions, make sure you write ‘yes’ or ‘no’ before you give reasons.  
   Do not answer a ‘true or false’ question with ‘yes’ or ‘no’ – you may *only* write ‘true’ or ‘false’.  
   When you are asked to quote evidence from the passage, make sure you use the *exact* words – if you copy incorrectly, or insert spelling errors, your answer will be wrong.
7. And lastly, read through your answer to ensure it makes sense.

**Reading strategies**

In order to do well in your Comprehension - you need to read well. You are going to learn how to read actively so that you understand what you have read, better. Remember that you do not only read your comprehension, but also your summary, your literature and in all your other subjects at school. If you do not read a maths question properly you will not understand what to answer.

Many of us do not realise how much information we have stored in our subconscious - sometimes we just have to activate it. Furthermore - you still have a year to catch up on general knowledge - read newspapers, listen to the news, read magazines.

**Activate Background knowledge.**

Background knowledge acts as scaffolding, so when a student builds on existing information they already know, they’re better able to understand and remember the material.

It doesn’t matter if they’re fluent readers, if they don’t have any prior knowledge on the subject, they still aren’t going to be able to understand what they’re reading, or it will take them longer to do so.

We are going to look at different Paper 1s but focus on the June 2018 Paper 1. The title of the comprehension was Not so sweet, after all.

Read actively

* Ask yourself questions.
* Think about words.
* Underline important (or seemingly important ideas).
* Draw arrows between connected ideas.
* Make predictions.

When you start reading a text, you have to try and find links constantly. All good texts are put together like a chain, with links between topic, topic sentences, supporting sentences and paragraphs. Look for and mark,

* continuing ideas – this, these, the boy, such an accident, repetition, synonyms, antonyms;
* causes and effects;
* favoured- and unfavoured views;
* definitions and classifications;
* comparisons and contrasts;
* problems and solutions.

**Unknown words or concepts**

**Using the part of speech of an unknown word**

One consideration in using the context is to determine the unknown word's part of speech. The words around the unknown word give you clues. Once you know if the word is a noun or if it is an adjective, it often is enough for you to continue reading intelligently without having to stop to look up the meaning of the word. After coming across the word a few more times, you will know its meaning more firmly than if you had just looked it up.

**Example:**

Many people consume double and triple the amount of added sugar than they should. The World Health Organisation recommends that people reduce their intake of added sugar

**Punctuation clues**

Punctuation clues are given when an unknown word or difficult phrase or clause is set off by commas, parentheses, brackets, or dashes. The information contained within the punctuation marks sometimes means the same or nearly the same as the unknown words. Or, the unknown word might be set off from its meaning by punctuation marks. Information set off by punctuation marks may clarify rather than define the word.

**Definition clues**

Definition clues join the unknown words or complicated sentences with the word(s) that rename it or tell its meaning.

Examples are: is, was, are, means, i.e. (that is), involves, is called, that is, or resembles.

For example: The mansion's piazza resembled a large uncovered patio. Explanation: The word resembled joins piazza with its meaning so it is a clue that lets us know that a piazza is a large uncovered patio.

Sugar in its natural form is found in fresh fruit, vegetables and milk, while added sugars are found in sweet food and beverages, such as cakes and soft drinks. Other processed foods such as tomato sauce also contain added sugar.

**Contrast clues**

With contrast clues, you use the opposite of known information to determine something that is unclear. Connecting words like however, yet, on the other hand, instead of, but, while, and although, join something that is unclear to its opposite and this might help with understanding.

My sister is extremely neat in appearance while she is slovenly in her housekeeping.

Explanation: The word "while" indicates that slovenly means the opposite of neat. Thus, slovenly means sloppy or messy.

**Comparison clues**

Comparison clues indicate that two or more things are alike. A comparison is possible because the known and unknown parts have similarities. Words like similarly, as well as, both, and likewise show you that comparisons can be made.

Miss Johnson is a prim, modest woman; likewise, many of her friends are very proper.

Explanation: Likewise is used to compare prim to proper. Proper means respectable. Thus, prim has a similar meaning.

**Simplify**

When you get to a really long and complex sentence, break it up into short subject/verb/object chunks.

● Leave out as many adjectives as possible.

● Take note of Passive Voice sentences. (The ball is kicked by the boy) These may be confusing sometimes because there is often not a subject.

● Take out phrases and clauses.

While doing this, rephrase difficult words into your own words.

While South African youngsters are generally happy and optimistic about the future, the demands of their fast-paced, continuously connected lifestyle seem to be resulting in a need for more time with family rather than the desire for material possessions.

SA youth are happy and optimistic, but lifestyle leads to need for family.

Anastasia Savopoulos, another psychologist, adds that parents' lives have become so fast-paced due to the social and work demands placed on them that they do not realise what messages they are sending to their children.

Parents’ do not realise.

Their lifestyle have become fast-paced.

They send message to children.

**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.

They highlight the logical importance of the issue and provide evidence for the writer's assertion.

**Suitability of the title**

Implication of DIFFERENT parts of title.

Main idea/message of text.