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GR 12 ENGLISH HL

MARCH 2024

PREPARATION FOR TASK 5 & PAPER 1
(SUMMARY, ADVERTISEMENTS AND CARTOONS)

A. SUMMARY

STEPS 1 – 3: PLAN

1. Read the INSTRUCTIONS carefully to determine what information to look for from the text.

The number of words for the summary will also be indicated in the instructions.

2. Read the passage carefully to gain a general overview of the content.
3. Reread the passage and underline the key sentence or main ideas in each paragraph. This is often the first sentence of the paragraph and what follows merely substantiates it. (REMEMBER: The summary is based on the passage only. DO NOT write your own opinion.)

STEPS 4 – 6: DRAFT

4. List these main points – you may use your own words and the underlined keywords but keep the context intact.
5. Write the first draft of the summary by combining these main ideas in a logical sequence.
Write in FULL SENTENCES. DO NOT copy verbatim (word for word).
6. Write in one fluent paragraph with SEVEN points /main ideas /FACTS – do not skip lines.

DO NOT WRITE IN POINT FORM/BULLETS

STEPS 7 – 11: REVISE

7. Reread the draft and remove any unnecessary words or information based on the requirements in number 14 below.
8. The style or register is formal and impersonal (NOT PERSONAL).
This is a reported statement and is therefore written in the PAST TENSE and in REPORTED SPEECH.
9. Count the words – DO NOT EXCEED THE WORD LIMIT.
10. Add or omit words or phrases to produce a condensed version of the original passage.
11. Check to make sure there are no repetitions, no language errors and that you have followed the requirements for a summary.

STEPS 12 – 13: PRESENT

12. Rewrite your final summary neatly.
13. State the number of words below your summary.
Example: Number of words: 89 or just write the number in brackets (89)

14. APPLY THE REQUIREMENTS BELOW in your summary:

AVOID USING the following in your summary even if they appear in the text:

- 14.1 Do not use personal pronouns (I, WE, YOU, US, ME); write in the third person.
- 14.2 Do not use slang nor colloquial language;
- 14.3 Do not use inverted commas (“...”), direct speech or quotations;
- 14.4 Do not use contractions.
- 14.5 Do not use figures of speech
- 14.6 Do not use examples;
- 14.7 Do not use unnecessary adjectives and adverbs – get to the point;

EXAM MARKERS DO COUNT YOUR NUMBER OF WORDS IN THE SUMMARY!

B. ADVERTISEMENTS

An advertisement is a public notice promoting a product, a service, an opportunity or a cause. Advertisements often appear in newspapers and magazines, on billboards, in leaflets and flyers, and on television or before films.

TO WHAT DOES AN ADVERTISEMENT APPEAL?

The appeals of an advertisement are the **desires**, **needs** and values that the advertisers are appealing to in the viewer. Appeals are usually made to people’s desire for:

Health, enjoyment, excitement, luxury, beauty, romance, independence, success, power, social status, freedom, escape, physical safety, financial security, saving money, being a good parent / wife / husband / citizen

WHO IS THE TARGET MARKET?

Every advertisement is aimed at a particular group of people: the target market, e.g. *Pampers* – this advertisement is aimed at mothers.

Advertisers often target people based on their age, gender, income level, ethnicity and/or location.

THE AIMS OF ADVERTISING

1. ATTENTION

It is vital that the advertiser grabs the attention of the consumer/ target audience/ target market/ buyer. Attention is attracted by:

- Eye-catching IMAGE/ picture
- Font (the type of lettering)
- an attractive layout
- Catchy headline / slogan
- Clever use of language
- Posing a question

Advertising aims to:

- attract the **Attention** of a specific audience;
- arouse and maintain **Interest**;
- create a **Desire** for the product;
- manipulate (encourage/ persuade) the consumer into taking **Action**.

The font chosen for an advertisement is also important in creating the mood of the advertisement. Traditional fonts will help to create a calm mood, while modern fonts will create a bolder mood.

Examples of consumers/ target market:

teenagers, nerds, perfect mothers, techno experts, corporates, the adventurer, the jetsetter



2. INTEREST

Once the prospective customer's attention has been attracted, the advertisement must sustain his or her interest. The consumer must feel compelled to read on by means of the following techniques:

VISUAL TECHNIQUES: Cartoons/ colourful, attractive photographs/ graphs/ statistics/ outline diagrams/ unusual layouts/ with eye-catching techniques such as different fonts, overlapping pictures, wavy and diagonal lines etc.

The visual text can be the focus of the advertisement, or it can play a supporting role. A main image can be placed centrally, or it can take up the whole page and the written text can be overlaid onto it.

The logo is the symbol associated with a particular brand. The logo can include the brand name if this is written in a consistent font.

LINGUISTIC TECHNIQUES: Punchy headlines, captions, slogans and any supporting texts. The **headline** is usually in a large bold font, and then any extra information is given in a smaller font.

The **slogan** is the saying associated with a particular brand, such as '*You can rely on Defy*'.

The language of advertisements often includes:

- | | |
|--|---|
| <ul style="list-style-type: none"> • emotive language • manipulative language • dramatic statements • catchy phrases • questions directed at the target audience • first-person pronouns, such as 'you' and 'we' • repetition • puns • rhymes • unusual trade names • rhetorical questions • clichés • exaggeration (hyperbole) • incomplete sentences | <ul style="list-style-type: none"> • distorted language • alliteration • humour • exclamation marks (to add a sense of urgency and excitement) • names of celebrities and experts (mentioned as a way of endorsing the product) • half-truths (usually including words such as 'may', 'most' and 'some') – opinion stated as fact • scientific evidence (jargon) • scientific language. |
|--|---|

2. DESIRE

Advertisements appeal to basic human desires or needs to try satisfying them.

3. ACTION

Advertisers ensure that consumers react to adverts by using persuasive techniques e.g.

'Buy one, get one free' offers/Limited stocks/Limited term offers/Money back guarantees/Easy payment plan/Discounts/Toll free numbers to call/Free gifts/Reduced interest rates/Clearance offers.

Advertisers sell a lifestyle or an image along with the product. Look out for words such as *real, new, better, natural*. People are attracted by products that make them feel good.

PERSUASIVE TECHNIQUES

The goal of persuasive writing is to convince your audience that your ideas are more valid than someone else's.

THREE RHETORICAL APPEALS (the art of persuasion):

1. Ethical (ETHOS):

- Convincing by the character of the author.
- People tend to believe people they respect e.g. reference to role models or people of authority.

2. Logical (LOGOS):

- Appeal to the logic or reasoning of the audience.
- The use of '*logic*' to support a claim.
- **Facts** and **statistics** are used to enhance a point.

How to develop logos: Use theoretical, abstract language

- Literal & historical analogies
- Definitions
- Factual data and statistics
- Quotations
- Citations of experts and authorities
- Informed opinions

3. Emotional (PATHOS):

- Persuading by appealing to the reader's **emotions**.
- The emotional appeal can effectively be used to enhance a point.
- Use **vivid language**, **emotional language**, and **numerous sensory details**.

How to develop pathos:

- Vivid emotional language
- Connotative meanings
- Emotional examples
- Vivid descriptions (adjectives)
- Narratives of emotional events
- Emotional tone
- Figurative language

STEREOTYPES AND PREJUDICE IN ADVERTISING

To reach the target audience, advertisers sometimes use stereotypes that they think will appeal to their target audience.

For example, men are often depicted with straight necks and backs, facing forward, and with both feet firmly on the ground. This makes them seem confident and independent.

Women are often depicted with seductively tilted heads, and coyly bent knees.

This makes them seem attractive, flirtatious and non-threatening. In addition, women are often represented in the home, while men are often represented outside.

ACTIVITY ON ADVERTISEMENT

Study the ADVERTISEMENT below and answer the set questions.





HOW
DOES ONE MEASURE LIFE?

IN EXPERIENCES? IN ACHIEVEMENTS? IN WEALTH?

EVERY MEMBER OF THE HUMAN RACE SHARES ONE COMMON MEASURE FOR LIFE - TIME. GENERATIONS OF VISIONARIES, ACTIVISTS AND ACADEMICS HAVE SACRIFICED YEARS, DECADES AND LIVES IN THE PURSUIT OF BUILDING A BETTER WORLD FOR US ALL. IT'S BECAUSE OF THEIR WORK THAT YOU FEEL THAT SAME CALLING AND HAVE A RESPONSIBILITY, TO THOSE THAT CAME BEFORE AND THOSE STILL TO COME, TO USE YOUR TIME WISELY.

TRANSFORMATION DOESN'T JUST HAPPEN.
WITS P&DM OFFERS POST-GRADUATE COURSES IN GOVERNANCE, POLICY AND DEVELOPMENT MANAGEMENT.
APPLY ONLINE AT WWW.WITS.AC.ZA/PDM AND BE THE CHANGE.

e: King James II and Wits Graduate School of Policy and Development Management

- 1.1 Comment on TWO visual elements and their suitability in the context of the advertisement. (2)
- 1.2 Discuss the use of personal pronouns in the text. (2)
- 1.3 The advertiser suggests that 'time' is the one common measure of life. In what way is that the appropriate measure in the context of this advertisement? (2)
- 1.4 'Transformation doesn't just happen.' Critically discuss the last line in the context of the courses being advertised by Wits P&DM. (2)
- 1.5 Does this advert motivate you to study Policy and Development Management at the University of the Witwatersrand? Give reasons for your opinion. (2)

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C. CARTOONS



- ❖ A cartoon is a humorous drawn picture;
- ❖ Cartoons can be light-hearted fun / reflect social trends / highlight serious issues;

WHEN STUDYING CARTOONS LOOK AT:

❖ **Body language:** provides non-verbal clues/communication about their mood and attitude; this is seen through elements such as: body pose, gestures, facial expression, and eye movements.

❖ **Caricature:** features or actions of a person are exaggerated e.g. Barack Obama may be drawn with big ears, long chin and big teeth.

❖ **Intention:** Is the cartoon meant to amuse, make a political statement, or ridicule someone (satire)?

❖ **Speech bubble:** Or a line between the speaker and the words to indicate who is speaking.

❖ **Thought bubble:** looks like clouds – indicates unspoken thoughts.

❖ **Caption:** title, brief explanation or comment accompanying an illustration.

❖ **Comic strip:** sequences of drawings telling a humorous or adventurous story

❖ **Frame:** one drawing in a comic strip.

❖ **Movement:** indicated by means of vertical, curved and diagonal lines. Speedy action is indicated by streaky lines, or by the action going out of the frame.

❖ **Punctuation:** clever use is made of punctuation to create meaning.

❖ **Stereotypes:** An exaggerated preconceived generalisation about the typical behaviour, attitudes, dress, etc. of various types of people.

❖ **Verbal clues:** some parts of the drawing may be used to help the reader establish what the cartoon is about.

❖ **Visual metaphor:** in a metaphor two things are compared. In a visual metaphor, a picture stands for or represents something else.

❖ **Irony:** When one thing is said, but something else is meant.

❖ **Parody:** An imitation of a piece of writing used to ridicule the original or create a satirical point.

❖ **Satire:** Uses humour to make a serious point. It involves using wit, irony or sarcasm to highlight human vices or follies.

WHEN ANALYSING A CARTOON, IT IS IMPORTANT TO LOOK AT THE FOLLOWING ASPECTS:

ACTIONS:

- ❖ What is happening in the cartoon?
- ❖ How is the action portrayed?

CHARACTERS:

- ❖ What emotions are communicated through facial expressions?
- ❖ What actions and emotions are communicated through body language?
- ❖ What does the body language suggest about the relationships between characters?

LANGUAGE:

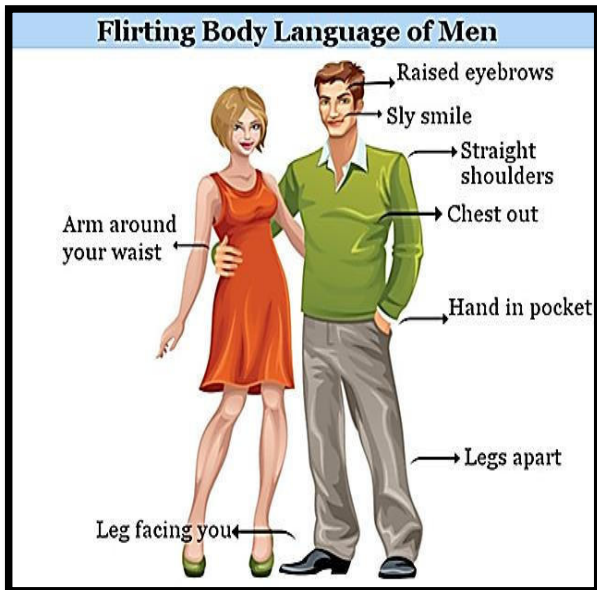
- ❖ What words have been used?
- ❖ How has punctuation been used to suggest emotion?

SETTING:

- ❖ Where and when is the cartoon set?
- ❖ What is the particular social context?

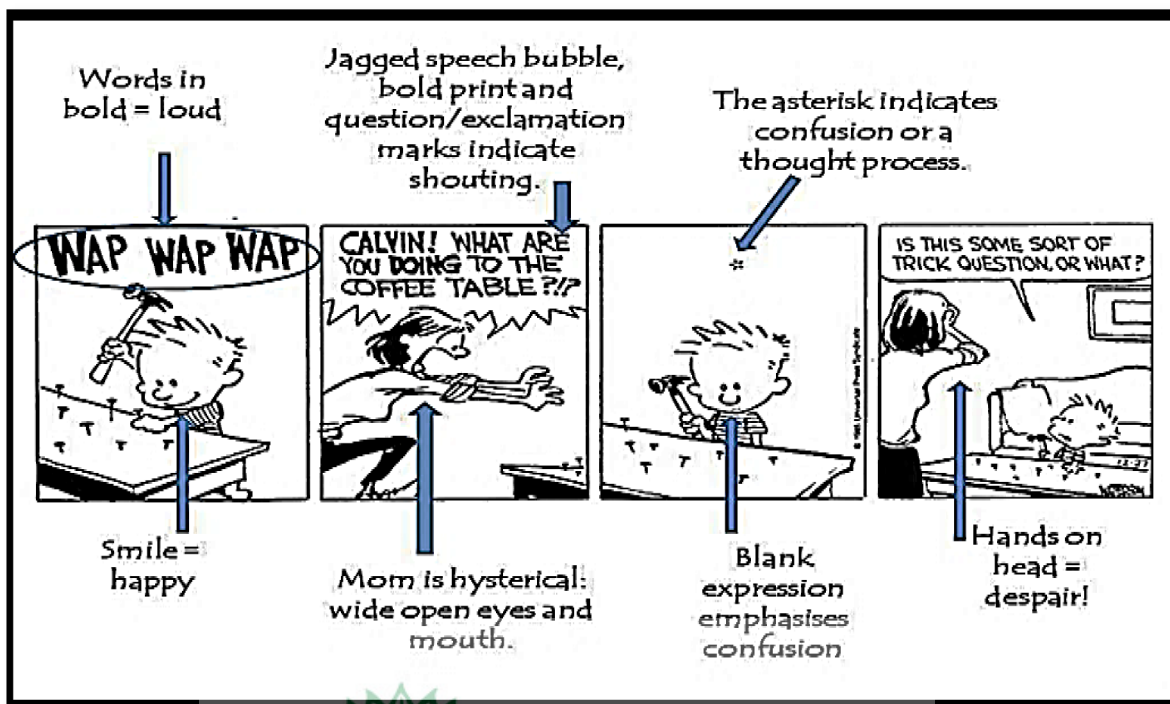
STEREOTYPES / SYMBOLS:

- ❖ Has the cartoonist made use of stereotypes (an over-generalized belief about a particular category of people e.g. all teenagers are rebels)?
- ❖ Has the cartoonist used any symbols to represent something else?



Universal Facial Expressions

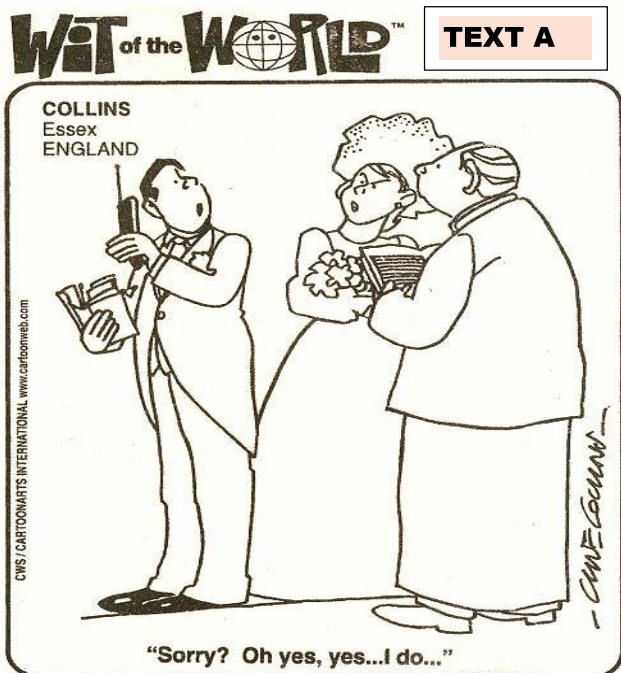
HAPPINESS:	smile, eyebrows up, eyes open
SADNESS:	crying, eyes closed, corners of mouth down
FEAR:	eyes wide open, mouth open, eyebrows up in center
SURPRISE:	eyes wide open, eyebrows up in center, mouth neutral
DISGUST:	eyes narrowed or closed, mouth pursed and down at the corners, tongue sticking out
ANGER:	eyes narrowed, eyebrows down in the center, nostrils flared, jaw clamped tight
PAIN:	eyes clamped shut, crying, mouth open with corners down



ACTIVITY ON CARTOONS

Study the CARTOONS below then answer the set questions.

QUESTION 1 – CARTOON



QUESTIONS ON TEXT A:

- 1.1 Discuss what the cartoonist is **satirising**. (2)
- 1.2 How do the **body language and facial expressions** of the characters contribute to the humour of the cartoon? (3)

QUESTION 2 – Madam and Eve

TEXT B



FRAME 1

FRAME 2

FRAME 3

FRAME 4

[Source: www.cartoonstrips.co.za]

QUESTIONS ON TEXT B:

- 2.1 What do Madam's facial expression and body language reveal about her feelings in frame 1? (2)
- 2.2 Refer to frame 2. What do the idiomatic expressions, '*I've had it*' and '*being fleeced*', convey about Madam's attitude towards crime? (2)
- 2.3 Explain how humour is created in this cartoon. (2)

[6]