

Comprehension Level 12

SECTION A COMPREHENSION

QUESTION 1

Read the passage below and answer the questions that follow.

We Need More Cranks Like Mrs Seigel

By John Tierney

- 1 I met Miriam Seigel one afternoon on West 23rd Street in New York. She was struggling with a shopping trolley, and when I gave her a hand, she introduced herself. As we chatted, she was distracted by a couple of teenage girls loudly exchanging obscenities. One of them threw an empty bottle on the ground.
- 2 “You pick that up,” Mrs Seigel said sternly to the girl, who was twice her size. “The pavement is not a trash can.”
- 3 It was a wonderful moment. The girl was so stunned that she stopped swearing and stared open-mouthed at Mrs Seigel. She didn’t obey, but she didn’t argue either. She seemed to be experiencing a novel sensation – shame. I never appreciated the importance of urban cranks until then, and it occurred to me that the world might be a better place if more of us emulated Mrs Seigel.
- 4 I soon found myself asking ghetto-blaster carriers to turn down the volume. I discovered that someone who discards a piece of paper on the footpath gets flustered if you pretend to be helpful by returning it and saying, “You dropped this.”
- 5 I’d become a crank, and my friends began to worry about me. Eventually, after an unpleasant confrontation with a young man scratching his initials into a train-carriage window, I began to worry about me. Still, I wondered, was there a rational case to be made for *crankdom*?
- 6 I sought guidance from Robert Axelrod, professor of political science and public policy at the University of Michigan, who has used an esoteric approach called game theory to devise strategies for dealing with boors. Axelrod studies situations in which two players must choose either to “cooperate” for mutual benefit or to “defect” by acting selfishly.
- 7 Imagine two drivers in convertibles listening to different radio stations, idling side by side at a traffic light that’s about to turn green. Each is distracted by the other’s radio. Both keep their volume low, and each can still hear his own music. By cooperating, they both are satisfied.
- 8 But if one driver defects – turning up his volume just before the light changes – he can drown out the other radio for a few seconds and then zoom away before the other guy can retaliate. In this case the defector comes out ahead. If each simultaneously ups the volume, though, they both have a hard time hearing, so they both suffer, or as Axelrod puts it, they’re both punished for “mutual defection”.
- 9 Suppose you’re going to encounter the other car again and again. How would you benefit over the long haul? To find out, Axelrod staged a computer round robin in which researchers tested complicated

stratagems against one another. The winning strategy was surprisingly simple: “tit for tat.”

- 10 You start out being cooperative, keeping the volume low at the first light. From then on, at each light, you do whatever the other player had done during the previous encounter. If he cooperated, you cooperate. But if he defected – cranked the volume up – you punish him by defecting. Tit for tat always ended the tournament with the most points overall. The game showed how civility can flourish – but only if the nice guys promptly punish anyone who acts boorishly.
- 11 But what if it’s more difficult to retaliate against a boor? Suppose the driver with the radio blaring is disturbing dozens of unit dwellers? When players don’t punish defectors, the boors get away with it and become even more obnoxious. “A cooperative norm can collapse,” Axelrod says, when “the cost imposed by the defector is diffused over so many people that no one bothers to punish him.” The solution, says Axelrod, is this: “We need to find new ways to encourage the enforcement of useful cooperative norms.”
- 12 In other words, we need more cranks. For the last word, I tracked down my role model, Mrs Seigel, who just turned 92. “If there’s someone in the street making noise,” she said, “I would just go right out and say, ‘Hey, cut it out! You’re annoying people. You don’t live alone in this world.’”

QUESTIONS

1.1 Where did the writer meet Miriam Seigel?

(1)

1.2 What is the meaning of the expression (paragraph 1) “when I gave her a hand”?

(1)

1.3 Give two reasons why Miriam Seigel noted the teenage girls. Use your own words?

(2)

1.4 Choose the correct answer. Write down only the letter of the answer that you choose.

“Mrs Seigel said sternly...”. The word *sternly* refers to:

- A In a loud voice
- B In an angry voice
- C In a strict voice
- D In an insulting tone

(2)

1.5 Why does the writer mention that the girl in paragraph 2 was twice the size of Mrs Seigel?

(2)

1.6 Find a synonym for swearing (paragraph 3) in paragraph 1.

(1)

1.7 Give one reason why you think the girl was stunned? (paragraph 3)

(1)

1.8 Say whether the following statement is TRUE or FALSE. Give a reason for your answer.

The girl in paragraph 3 felt ashamed for the first time.

(2)

1.9 What do you think is an “urban crank”? (paragraph 3)

(2)

1.10 What does the phrase “*ghetto-blaster*” (paragraph 4) refer to?

(1)

1.11 What did the writer do to prevent littering?

(2)

1.12 Where does Professor Robert Axelrod work?

(1)

1.13 What does Professor Axelrod refer to with the term “*cooperate*” (paragraph 6)?

(1)

1.14 What does Professor Axelrod refer to with the term “*defect*” (paragraph 6)?

(1)

1.15 What is a “*convertible*” (paragraph 7)?

(1)

1.16 What do you do if you “*zoom away*” in a car? (paragraph 8)

(1)

1.17 What is the meaning of the expression “*tit for tat*”?

(1)

1.18 Which light is referred to in “*before the light changes*” (paragraph 8)?

(1)

1.19 Say whether the following statement is **TRUE** or **FALSE**. Give a reason for your answer.

Axelrod let people drive around the city to test his theory.

(2)

1.20 What did the game show Axelrod? (paragraph 10)

(1)

1.21 What happens when players don’t punish defectors? (paragraph 11)
Answer in your own words.

(2)

1.22 Is Mrs Seigel a crank or a boor?

(1)

SECTION B SUMMARY

QUESTION 2

Your class has decided on the theme ‘Simple ways you can help save the earth’ for your Oral Assessment Task. Read the article below and then summarise the main points for inclusion in your talk.

INSTRUCTIONS

1. List **SEVEN** points in full sentences using a total of approximately 70 words.
2. Number your sentences from 1 to 7.
3. Write only **ONE** point per line.
4. Use your **OWN** words as far as possible.

5. Indicate the total number of words you have used in brackets at the end of your summary.

NOTE: Marks will be deducted if you ignore these instructions.

Simple Ways You Can Help Save The Earth

A wise man once said, "Nobody made a greater mistake than he who did nothing because he could only do a little." It's easy to let news reports about enormous environmental problems overwhelm and paralyze you. In fact, each one of us can take small steps, every day, to make the planet more liveable for ourselves and for future generations.

The 1990's are ushering in a new understanding that government and business can't repair the waste and pollution damage that come from the actions of millions of people. But remember: as much as we are the source of the problem, we are also the beginning of its solution.

The good news is that conservation can be accomplished by simple, cost-effective measures that require little change in life style. Here are some of the ways you can help save the earth.

Give your home a check-up. Many people keep water heaters at 60 degrees – hotter than necessary. Turn yours down to 55 degrees (still hot enough to kill bacteria) and you reduce energy use by six percent. You can save up to eight percent more by insulating the tank. If you have insulation in the home, check if it's sufficient. Ceiling insulation can save on heating costs.

If your refrigerator and freezer are five degrees colder than necessary, they will use up to 25 percent more energy. the recommended temperatures: for refrigerators, between three and six degrees; for freezers, between minus 18 and minus 15 degrees.

As much as 90 percent of the energy used by washing machines is for heating the water. A warm water wash and a cold rinse will work just as well. Washers take up to 225 litres per use; to save water, wait until you have a full load of washing.

Conserve energy by turning lights off when they are not used, and choose your light bulbs with conservation in mind. A 100-watt bulb gives off almost as much light as two 60-watt bulbs and takes less energy.

Do you leave the water running while brushing your teeth, shaving or washing dishes? A household can save thousands of litres of water a year by prudent water use.

You can also conserve water by installing inexpensive low-flow shower heads and low-flow tap aerators. The aerators alone can cut water use by more than 1000 litres per month for a family of four.

If you put a small, water-filled plastic bottle in your toilet tank under the float, each flush will save four to eight litres of water out of the normal 20 to 25 used.

Fix those leaks. A leaky tap can waste over 200 litres a day; a leaky toilet wastes 170 000 litres in six months. Washing the car with a running hose uses up to 550 litres of water; a sponge and bucket takes 55.

Many of us are unaware that common household and garage items are hazardous wastes: paints and thinners; oven, drain and toilet-bowl cleaners; car batteries; brake and transmission fluid; antifreeze; pesticides. We may innocently dump these toxic substances down the drain or into the sewer system. Result: serious water contamination. Contact your local authority for information on disposal.

Recycling saves landfill space, and making new products from “old” uses much less energy than making them from new materials. It will not take much time if you set up separate bins in your home for the disposal of different products.

Cars give off nearly 2,5 kilograms of carbon dioxide – the key ingredient in the “greenhouse effect” – for every litre of petrol consumed. So a car that gets 11 kilometres per litre will emit 1000 kilograms of carbon dioxide every 4 400 kilometres. Cars also cause acid rain by emitting nitrogen oxides and cause tree-killing, lung-damaging, ozone smog by emitting hydrocarbons. Again, this is directly related to the amount of fuel consumed.

The easiest way to make your car more fuel-efficient is to keep it tuned up. A well-tuned car uses up to nine percent less petrol than a poorly tuned car. That means nine percent fewer toxic emissions. The hydro-carbons help create ozone smog when they evaporate. So when you fill your petrol tank, try to keep the vapours from escaping and polluting the atmosphere.

Keeping tyres properly inflated preserves the life of the tyres (preventing premature wear from “overflexing” and overheating), and saves petrol, since underinflation can waste up to five percent of a car’s petrol by increasing “rolling resistance.”

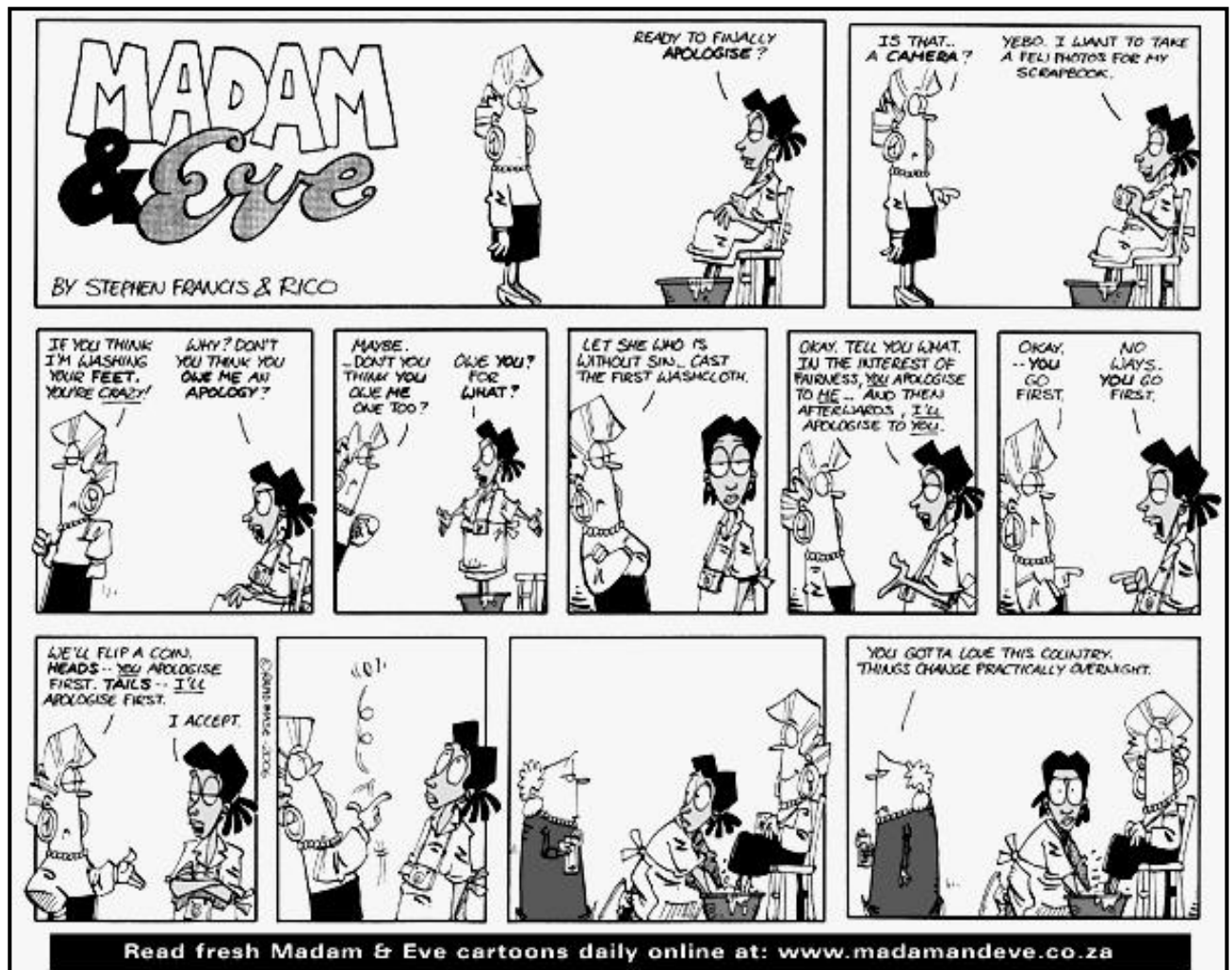
Car pooling is especially practical if you commute to an urban area. Car pooling just 13 kilometres twice a day will save thousands of car kilometres *per person per year*.

Plastic waste kills up to a million sea birds, 100 000 sea mammals and innumerable fish each year. If you live near a beach, the next time you visit, spend some time picking up litter.

One person can help protect the environment; two can do even more. As you inspire friends and family, they’ll inspire others. So share what you have learnt – and watch the impact grow. It all begins with you.

(15)

Study the cartoon below and answer the questions that follow. The characters in the cartoon are Madam (employer), Eve (employee) and the grandmother.



3.1.1 What is Madam wearing around her neck?

(1)
3.1.2 What makes you think it is very rare for Madam to apologize to Eve?

(2)
3.1.3 Why should Madam wash Eve's feet?

(2)
3.1.4 What did the coin fall on when it was flipped?

(1)

3.1.5 What do you call the thing that Madam puts her feet in so that Eve can wash it?

(1)

3.1.6 Where does the concept of washing somebody's feet, come from?

(1)

3.1.7 The following line is incorrect: let she who is without sin... cast the first washcloth. It should read: Let him who is without sin... cast the first _____?

(1)

3.1.8 Give one word for the expression on Madam and Eve's faces in the last frame.

(1)

3.2 ANALYSING AN ADVERTISEMENT

Study the advertisement below and answer the questions that follow.



3.2.1 According to this advertisement, who is in charge of the house?

(1)

3.2.2 What could the phrase “store-testing” be referring to?

(1)

3.2.3 There is some serious stereotyping in this advertisement. Explain how the following are being stereotyped:

3.2.3.1 husbands

(2)

3.2.3.2 wives

(2)

3.2.3.3

A marriage

(2)

3.2.3 Why would this advertisement not be acceptable in South Africa today?

(2)

QUESTION 4

LANGUAGE AND EDITING SKILLS

The article below contains a number of deliberate errors in punctuation and grammar. Read it carefully and answer the questions that follow.

Our Crazy Language

English is the most widely used language in the history of our planet. One in every seven human beens can speak it. More than half the worlds books and three quarters of international postal items are in English. Of all the languages, perhaps as many as too *million* words – and one of the noblest bodies of literature.

Nonetheless lets face it english is a crazy language. There is no egg in eggplant, neither pine nor apple in pineapple and no ham in hamburger. English muffins weren't infented in England or french fries in France. Sweetmeats are sweats, while sweetbreads, which aren't sweet, are meat.

We take English for granted. But when we explore its paradox, we find that quicksand can work slowly, boxing rings are square, and a guinea pig is neither a pig nor from Guinea.

And why is it that a writer writes, but fingers don't fing, grocers don't groce and hammers don't ham? If the plural of tooth is teeth, shouldn't the plural for booth be beeth? One goose, two geese – so one moose, two meese? One index, two indices – one Kleenex two Kleenices?

Doesn't it seem crazy that you can make amends but not just one amend, that you comb through the annals of history but not just one annal? If you have a bunch of odds and ends and you get rid of all but one, what do you call it?

If the teacher taught, why isn't it true that the preacher praught? If a horsehair mat is made from the hair of horses and a camelhair coat from the hair of camels, from what is a mohair coat made? If a vegetarian eats vegetables, what does a humanitarian eat? If you wrote a letter, perhaps you also bote your tongue?

Sometimes I wonder if all English speakers should be committed to an asylum for the verbally insane. In what other language do people recite at a play and play at a recital? Ship ____ truck and send cargo ____ ship? Have noses that run and feet that smell?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? How can *overlook* and *oversee* be opposites, while *quite a lot* and *quite a few* are alike? How can the weather be hot as hell one day and cold as hell the next?

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4.1 Correct the underlined words in the sentences below. Write ONLY the question number and the answer.

4.1.1 One in every seven human beens can speak it..

(1)

4.1.2 More than half the worlds books and three quarters of international postal items are in English.

(1)

4.1.3 Of all the languages, perhaps as many as too million words – and one of the noblest bodies of literature.

(1)

4.1.4 ... and one of the noblest bodyys of literature.

(1)

4.1.5 English muffins weren't infented in England or french fries in France.

(1)

4.1.6 Sweetmeats are sweats, while sweetbreads, which aren't sweet, are meat.

(1)

4.2 Rewrite the contraction "aren't", which appears in the following sentence, in full:

Sweetmeats are sweats, while sweetbreads, which aren't sweet, are meat.

(1)

4.3 Replace the underlined word with a suitable antonym (word opposite in meaning). Write ONLY the question number and the answer.

English is a crazy language.

(1)

4.4 Give the plural form of the underlined words in the following sentences. Write ONLY the question numbers and the answers.

4.4.1 But when we explore its paradox.

(1)

4.4.2 shouldn't the plural for booth be beeth?

(1)

4.5 Provide a suitable synonym (a word similar in meaning) for each of the underlined words. Write ONLY the question number and the answer.

4.5.1 If the teacher taught, why isn't it true that the preacher praught?

(1)

4.5.2 If a horsehair mat is made from the hair of horses and a camelhair coat from the hair of camels, ...

(1)

4.6 Rewrite the following sentence as a question beginning with the words indicated below:

More than half the worlds books and three quarters of international postal items are in English.

Begin your answer with: Are ...

(2)

4.7 Punctuate the following sentence:

Nonetheless lets face it english is a crazy language.

(2)

4.8 Rewrite the following sentence in direct speech:

In what other language do people recite at a play and play at a recital

Begin your answer with: He said: ...

(2)

4.9 Complete the following sentences by choosing the correct preposition from the list below. Write ONLY the question numbers and the answers.

with; by; about; for; from

4.9.1 Ship ____ truck and send cargo by ship

(1)

4.9.2 If a horsehair mat is made from the hair _____ horses and a camelhair.

(1)