



Western Cape  
Government

Education

Directorate: Curriculum FET

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# TELEMATICS 2015

## ENGLISH FIRST ADDITIONAL LANGUAGE

### Grade 11

## FOREWORD

Dear Grade 11 Learner

Welcome to the Telematics teaching and learning programme of 2014. We want to encourage you to make full use of this additional learning programme by attending all broadcasts, working with the presenters and doing additional work on your own at home. The purpose of the programme is not to replace your teacher. The presenters are expert teachers and have been specially selected. The success of the project and your success will depend on your level of participation and commitment before, during and after each broadcast. A useful site to visit is the Moodle website. There are a number of interactive activities to help you. Ask your teacher to show you how to log in.

Refer to the programme for the broadcast schedule.

### **Please bring the following to each broadcast:**

- A note book and pen / pencil
- This learner resource booklet
- Your literature study texts when needed: poetry / drama / novel
- Your text book when needed for specific broadcasts

The lessons broadcasted in 2013/14 have been recorded on DVD. These DVDs are available for learners and teachers from:

EDUMEDIA (WCED)  
3 Station Road, Mowbray  
P O Box 13266, Mowbray, 7705  
Tel: 021 – 689 9536 Fax: 021 – 685 7421  
E-mail: [edumedia@pgwc.gov.za](mailto:edumedia@pgwc.gov.za)

I wish you well with your preparation for the end of year examination. Success is within your grasp if you believe in yourself, apply your mind and work hard consistently.

F. Haffejee  
SENIOR CURRICULUM PLANNER: ENGLISH

DATE: September 2015

### **PROGRAMME FOR 2015**

#### **ENGLISH PRESENTATIONS**

DAY	DATE	TIME	PRESENTER 1	PRESENTER 2	TOPIC
Thursday	22/10/2015	15h00-16h00	Mr L. Van Der Berg	Ms S. Willoughby	Exam Strategies

## English first Additional Language Paper 1 Exam Strategies

### Paper 1 – Section A (Comprehension) and Section B (Summary)

#### HOW TO TACKLE A COMPREHENSION TASK

##### TIME AND MARK ALLOCATIONS:

- Question 1 in your English First Additional Language Paper 1 will take the form of a Comprehension Test worth 40 marks.
- The length of each answer must be determined by the mark allocated to each question.
- Generally the rule of “one fact / point = 1 mark” would apply. Therefore, if a question is worth only 2 marks, do not write a whole paragraph. An answer to a question that is worth 2 marks should be no longer than two to three lines.
- Do not spend more than 1 hour on this question.

##### REMEMBER:

- Always read all instructions carefully and follow them.
- A comprehension tests your ability to understand what is being said in the TEXT.
- The questions will assess whether you understand what you are reading
- **Most of the questions** will ask you for answers that you will find in the text itself. It is, therefore important that you answer questions based on information in the passage, and not according to your own ideas or what you already know about the subject.
- **Only a few questions** might ask you to draw your own conclusions or give your own Opinions. Whenever you are asked to do so, always try to link your answer to the passage or give a reason for the statement that you have made.
- Answer the questions in full sentences unless you are instructed to do something else.
- However, keep your answers brief, clear and meaningful.
- Do not copy from the passage unless you are asked to quote.
- Where you are told to quote, make sure that you quote correctly with quotation marks. There is no excuse for misspelling words that are in the text in front of you!
- Correct spelling, accurate punctuation and correct grammar usage are essential for Comprehension answers that are successful.
- Avoid slang like “cos”, “ain’t”, “cool” and abbreviations like “etc.”.
- **DO NOT USE SMS LANGUAGE:** “u”, “thanx”, “lol”, etc
- You may know the meanings of words used in the passage, but be aware that the meanings may change – depending on how the words are used in the passage.
- A comprehension passage could also be called an “extract” or a “text”.
- Leave a line open after each answer.
- Number your answers correctly

##### STEPS TO FOLLOW:

- **Skim the text** to identify its main ideas. *We skim by reading the title, introduction, first paragraph and the introductory sentences in each of the subsequent paragraphs*
- [Do not waste time by reading the questions first because you will only be able to find the answers after you have read the passage.]
- Then **read the text for the second time – slowly and carefully** this time.
- **Now read the full set of questions** to get an idea of what you need to find in the text.
- You should be able to **scan the text** fairly quickly again to find the answers to simpler questions that as for: who, what, when and why.
- **Work through the set of comprehension question** and **reread the relevant part of the passage** to find the answers.
- Before writing down the answer, **reread the instruction** in the question to make sure that you will **answer in the correct manner**.
- Each time you look at a new question, ask yourself: **“What does this question /instruction want me to do?”** Ask and answer this question for yourself *before* putting pen to paper.
- Once you have answered all the questions, check your work.

## INSTRUCTIONS OFTEN USED IN EXAMINATIONS

Instruction Word/s	Action
<i>compare</i>	say what the similarities are
<i>consecutive words</i>	find words that follow each other in text / passage
<i>contrast</i>	say what the differences are
<i>describe</i>	say what something is like; give the meaning
<i>discuss</i>	show both sides; compare and contrast
<i>explain</i>	show / make clear / give reasons for
<i>identify</i>	find and then name / say
<i>illustrate</i>	show by giving an example
<i>indicate</i>	say or show something
<i>list</i>	name; write points one below the other; do not discuss or give detail
<i>mention</i>	state briefly; no detail needed
<i>name</i>	write down the nouns; do not discuss
<i>own words</i>	do not copy words from the passage / express in other words; use synonyms
<i>paraphrase</i>	restate what is in passage using own words
<i>quote</i>	copy exact words from passage; correct spelling and punctuation; use quotation marks
<i>separate words</i>	find words that do not follow each other in passage / are not linked
<i>state</i>	say
<i>suggest</i>	give an idea, reason, or example
<i>summarise</i>	give only important fact/s; no detail; keep your answer short

## PRACTICE

### SECTION A: COMPREHENSION

#### QUESTION 1

##### “ROBBEN ISLAND: THE DARK YEARS”

1. One morning in early January, as we lined up to be counted before beginning work in the courtyard, we were instead marched outside and ordered into a covered truck. It was the first time that we had left our compound. No announcement was made as to our destination, but I had an idea of where we were headed. A few minutes later we emerged from the truck in a place that I had first seen when I was on the island in 1962: the lime quarry.
2. The lime quarry looked like an enormous white crater cut into a rocky hillside. The cliffs and the base of the hillside were blindingly white. At the top of the quarry were grass and palm trees, and at the base was a clearing with a few old metal sheds.
3. We were met by the commanding officer, Colonel Wessels, a rather colourless fellow who cared only about strict adherence to prison regulations. We stood at attention as he told us that the work we would be doing would last six months and afterward we would be given light tasks for the duration of our terms. His timing was considerably off. We remained at the quarry for the next thirteen years.
4. After the C.O.'s speech, we were handed picks and shovels and given rudimentary instructions as to the mining of lime. Mining lime is not a simple task. That first day, we were clumsy with our new tools and extracted little. The lime itself, which is the soft, calcified residue of seashells and coral, is buried in layers of rock, and one had to break through to it with a pick, and then extract the seam of lime with a shovel. This was far more strenuous than the work in the courtyard, and after our first few days on the quarry we fell asleep immediately after our supper at 4:30 in the afternoon. We woke the next morning aching and still tired.

5. The authorities never explained why we had been taken from the courtyard to the quarry. They may simply have needed extra lime for the island's roads. But when we later discussed the transfer, we assumed it was another way of enforcing discipline, of showing us that we were not different from the general prisoners who worked in the island's stone quarry--and that we had to pay for our crimes just as they did. It was an attempt to crush our spirits.

6. But those first few weeks at the quarry had the opposite effect on us. Despite blistered and bleeding hands, we were invigorated. I much preferred being outside in nature, being able to see grass and trees, to observe birds flitting overhead, to feel the wind blowing in from the sea. It felt good to use all of one's muscles, with the sun at one's back, and there was simple gratification in building up mounds of stone and lime.

7. Within a few days, we were walking to the quarry, rather than going by truck, and this too was a tonic. During our twenty-minute march to the quarry, we got a better sense of the island, and could see the dense brush and tall trees that covered our home, and smell the eucalyptus blossoms, spot the occasional springbok or kudu grazing in the distance. Although some of the men regarded the march as drudgery, I never did.

*"Taken from Nelson Mandela's autobiography "Long Walk To Freedom"*

- 1.1. Who was the C.O. of Robben Island when Nelson Mandela was a prisoner there? (1)
- 1.2. Name and explain the function of the punctuation mark at the end line 4 in the first paragraph of this extract. (2)
- 1.3. "The cliffs and the base of the hillside were blindingly white." (paragraph 2)
  - a) What part of speech is "hillside"? (2)
  - b) What part of speech is "blindingly"? (1)
  - c) Identify the subject(s) and the verb(s) in the sentence. (3)
- 1.4. What tools did the prisoners use in the lime quarry? (2)
- 1.5. Identify the **spelling mistake** in paragraph 3 and explain why it is incorrect and correct it. (3)
- 1.6. Describe in your own words what a quarry looks like? (3)
- 1.7. State whether the following statement is **TRUE or FALSE** and Quote a phrase of TEN consecutive words to support your answer.

The prisoners were told that they would work in the quarry for thirteen years and their load would be considerably light. (3)
- 1.8. The word "**rudimentary**" (paragraph 4) suggests that the instruction were:
  - (a) basic.
  - (b) complicated.
  - (c) logic.
  - (d) expansive. (1)
- 1.9. Find **TWO** words from paragraph 4, which tell the reader that the prisoners' work was very hard. (2)
- 1.10. What did the prisoners first think the reason for their being made to work in the quarry was? What did they later realize the real reason was? (3)
- 1.11. "It was an attempt to crush our spirits."
  - 11.1... Is this literal or figurative? (1)
  - 11.2 Explain your answer in 12.1 (1)

## How to Summarise a Passage IN POINT FORM

1. Before you read the instructions, **read the text** using the following *two* reading strategies:
  - (a) scanning – look at the text, noting the heading, sub-headings, illustrations and captions (if there are any). These will give you an idea of what the text is about, and what you can expect to find in it.
  - (b) skimming – read the text very quickly, stopping only when certain words (related to the theme / heading) catch your eye.
2. Now **read the instructions** carefully. Make sure that you understand exactly what you have been instructed to do.  
Express your understanding in the following way: Say / Write down:
  - “I must find .....
  - “My summary must have ..... points / facts.”
  - “My summary must be written in point / paragraph form.”
  - “My summary must contain no more than ..... Words.”
3. Now you are ready to **find the points** for your summary. **Reread the text** slowly, looking for the specific information that you have been told to find.  
As you read, ask yourself:  
“Which of the sentences that I am reading, tells me more about what I must find?”  
As you find the sentences that are possible points for your summary, **write them down**.
4. Now, look at the sentences that you have written down. Check whether any of them is a **repetition** of another point that you have. If a point has been repeated, **scratch it out**. You will only use ONE of them in your summary.
5. **Count the number of points** you have found. If it agrees with the number of points that the examiner wants the summary to consist of, then all is well!  
If you have too few points, go back to the passage and redo step 3.
6. Now read through the points / sentences that you have listed, and **remove all examples, elaborations, explanations or stories** that they might include.
7. You should now have all the points for your summary and it is almost complete. All that is left for you to do, is to:
  - Shorten the points by **rewriting them in your own words**.
  - Make sure that you have written only **one point per line**.
  - **Number each point**.
  - Count and **indicate the number of words** that you have used in brackets

## PRACTICE

### SECTION B: SUMMARY

#### QUESTION 2

The following article about a young artist appeared in a newspaper. The artist has been invited to your school and you have been asked to introduce him to the rest of the school.

Write down **seven interesting facts** about the artist that you can use in your introduction.

#### Instructions

1. List SEVEN points in full sentences using no more than 70 words.
2. Number your sentences from 1 to 7.
3. Write only ONE point per line.
4. Use your OWN words.
5. Indicate the total number of words you have used in brackets at the end of your summary.

## Talent on the horizon

By Karabo Keepile

Bongeziwe Mabandla says that although his music is not confined to one genre, he does want it to have “a strong African element” while being “word-driven” and “emotional”. Mabandla, originally from the Eastern Cape, studied drama at the AFDA School of Motion Picture Medium and Live Performance in Johannesburg. As a student he played solo gigs for free around campus, which earned him recognition as a budding musician amongst students.

Mabandla produced the EP, Umlilo, three years ago, which was well received by his fans. He later recorded a full album and his songs were heard on several radio stations. One track was used as a soundtrack for the SABC1 series Society.

Mabandla is currently working on a new album that will feature local artists Zuluboy, Kyla from Freshlyground and Nosisi from Kwani Experience. He says his new work is hugely influenced by his need to confront his inferiority complex. “A lot of the songs are about growing up poor in this South African landscape and just the day-to-day things that shape me.”

While Mabandla now pursues a music career, he hasn't totally discarded acting. He will soon act in a film called *A Million Colours*.

**TOTAL SECTION B [10]**

## SECTION C: VISUAL LITERACY AND LANGUAGE USAGE

### QUESTION 3 - ADVERTISEMENT

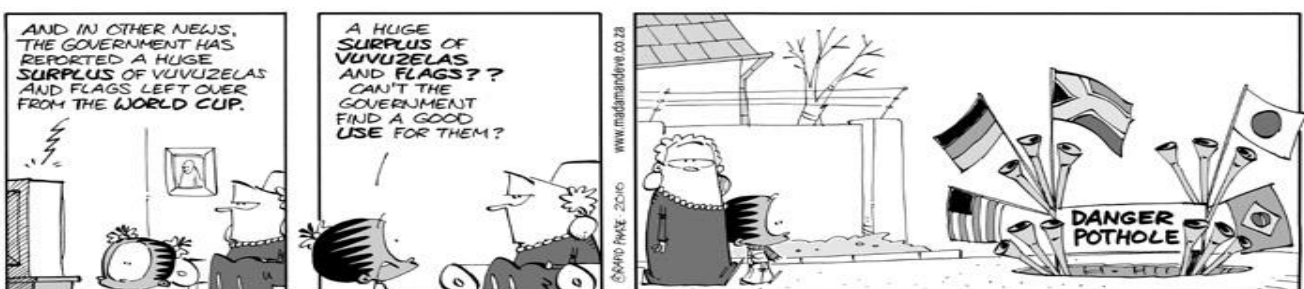


- 3.1. What is the message of this advert? (1)
- 3.2. Explain how the advert gets its message across. (2)
- 3.3. Who is the target market of this advert? (1)
- 3.4. Explain how you know who the target market in this advert is. (2)

**[6]**

### QUESTION 4 – CARTOON

(Thandi is the girl and Gwen is the old lady)



- 4.1. How do you know that there is sound coming from the television? (2)
- 4.2. Explain Gwen's reaction, in frame 3, to the idea that the Government had to put the surplus flags and vuvuzelas to good use. (2)
- 4.3. Make an anagram from the word "over" in frame 1. (1)
- 4.4. Explain the humour in frame 3 of this cartoon. (2) [7]

### QUESTION 5 – LANGUAGE USAGE

5.1 Complete the following passage by:

- giving the correct form of the words in brackets;
- supplying the missing word;
- choosing the correct alternative; or
- giving the opposite.

Write only the question number and your answer

#### STUPID QUESTIONS DESERVE STUPID ANSWERS

1. I have two dogs, and was buying a large bag of Epol dog food at a grocery shop around the corner from my school, when this incident took place. 5.1.1 (**Stand**) in the queue while waiting to pay, a very 5.1.2 (**talk**) old woman behind me asked if I 5.1.3 (...) a dog. (Duh!)
2. Trying to make a joke I said that I 5.1.4 (**just start**) my dog food diet again. I told her that last time I tried the diet I 5.1.5 (**land**) in the hospital and 3.1.6 (**awake**) in an intensive care ward with tubes coming out of the 3.1.7 (**strange**) places. Seeing the shocked expression on 5.1.8 (...) face I added that, although the diet had made me ill, I lost 30 kg.
3. I convinced her that it was the perfect diet worked out by top 5.1.9 (**dietics/diaticians**) and that the way it worked 5.1.10 (...) to load 5.1.11 (...) pockets with dog food pellets and simply eat one or two every time you 5.1.12 (**feel**) hungry. The food was 5.1.13 (**science**) produced and offered all the necessary nutrients. I said that I had decided that I 5.1.14 (...) try it again.

5.2. Answer the following questions based on the passage above:

5.2.1. What does the following idiom mean?

The lady *fell hook, line and sinker* for the young man's story. (1)

5.2.2. **Combine the sentences below starting with: After ...**

The young man said that the lady asked him a silly question.  
He gave her a ridiculous answer. (2)

5.2.3. **Rewrite the following sentence to show that you do not agree.**

**Start with: No, ...**

Everyone believed his story. (1)

5.2.4. **Rewrite the sentence below starting with the words given:**

He said that a car knocked him down.  
He said that he... (1)

5.3. **Express your views about the statement below. Motivate your answer well.**

The person who tells the story is not sensitive to age and is not polite. (2)

5.4. **Choose the correct answer from the alternatives given in brackets:**

A synonym for "story", as used in paragraph 4, is (tale/tail). (1)

5.5. Give a word that can be used as a synonym for "**practically**" in paragraph 4. (1)

(23)

**TOTAL SECTION [40]**



**CHECK YOUR ANSWERS****SECTION A: COMPREHENSION****QUESTION 1**

- 1.1. Colonel Wessels (1)
- 1.2. A colon (1) to introduce an explanation. (2)
- 1.3. a) compound noun (2)  
 b) adverb (1)  
 c) "The cliffs and the base of the hillside" = subjects (2)  
 "were" (1)
- 1.4. picks and shovels (2)
- 1.5. colorless is the American spelling and should be colourless. (3)
- 1.6. At the top of the quarry were grass and palm trees, and at the base was a clearing with a few old metal "the work we would be doing would last six months"
- 1 mark for false  
 1 mark for quote and 1 mark for quotation marks (3)
- 1.8. A (1)
- 1.9. "strenuous" and "aching" (2)
- 1.10. At first they thought that they needed extra lime on the island. Then they realised it was to enforce discipline on the prisoners and also to make them pay for their crimes. ( 3)
- 1.11. a) figurative (1)  
 b) You cannot literally crush someone's spirit. It means they were trying to weaken them and make them give up their fighting spirit. (2)
- 1.12. It begins with the conjunction But (2)

**[30]****SECTION B : SUMMARY****QUESTION 2**

- 2.1. Bongoziwe Mabandla's emotional songs are influenced by African music.
- 2.2. He came from the Eastern Cape to study drama in Johannesburg.
- 2.3. He became known on campus for the music he played casually.
- 2.4. His EP, *Umlilo*, was well-received.
- 2.5. His first full album was successful.
- 2.6. He now works on an album involving well-known artists.
- 2.7. His latest album deals with his upbringing and personality.
- 2.8. He still acts and will soon be seen in A Million Colours.

**[10]****Guidelines to assessing the summary**

The summary should be marked as follows:

- Mark allocation:
  - 7 marks for 7 points (1 mark per point)
  - 3 marks for language
  - Total marks: 10
- Distribution of language marks when candidate has not quoted verbatim:
  - 1 – 3 points correct: award 1 mark
  - 4 – 5 points correct: award 2 marks
  - 6 – 7 points correct: award 3 marks
- Distribution of language marks when candidate has quoted verbatim:
  - 6 – 7 quotes: award no language mark
  - 1 – 5 quotes: award 1 language mark

**NOTE:**

- Word count:
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**SECTION C: VISUAL LITERACY AND LANGUAGE USAGE**

**QUESTION 3 – ADVERT**

- 3.1. That you should not drink and drive. (1)
- 3.2. It shows that if you drink and drive you will land up crashing your car into a tree or it could possibly be even worse. (2)
- 3.3. People who have an alcohol problem. (1)
- 3.4. The odd space for parking indicates that drunk people would park there. (2) [6]

**QUESTION 4: CARTOON.**

- 4.1. There is a jagged line coming from the television set and Gwen and Thandi are watching the TV listening to the news. (2)
- 4.2. She is irritated and cannot believe what she sees. Her eyes are rolling back in the eye-socket. Her eyebrow is pulled up. (2)
- 4.3. rove (1)
- 4.4. There are lots of pot-holes around the streets of South Africa and so instead of fixing them, the Government have decided to fill them with the surplus vuvuzelas and flags. (2)

**QUESTION 5 – LANGUAGE USAGE**

- 5.1.1. Standing.
- 5.1.2. talkative
- 5.1.3. had/owned
- 5.1.4. had (just) started
- 5.1.5. had landed/landed
- 5.1.6. awoke
- 5.1.7. strangest
- 5.1.8. her
- 5.1.9. dieticians
- 5.1.10. was
- 5.1.11. your/one's
- 5.1.12. felt/feel
- 5.1.13. scientifically
- 5.1.14. would (1x14)
- 5.2.1 She believed his story. (Or words to this effect) (1)
- 5.2.2 Combine the sentences below starting with: After ...
- After the lady had asked him a silly question he gave her a ridiculous answer. (2)
- 5.2.3. No-one believed his story. (1)
- 5.2.4. He said that he had been knocked down by the car. (1)
- 5.3. Learners should pick up that the man is young and the lady older. He should not have spoken to her in this way. His rudeness is revealed by the word "Duh" and his tone when he tells the story. (2)
- 5.4. tale (1)
- 5.6 Almost/virtually (1)

**TOTAL LANGUAGE: [23]                      TOTAL SECTION C: [30]                      GRAND TOTAL: [80]**