TELEMATIC SCHOOLS PROJECT

2023 SUBJECT WORKBOOK
Grade 11

ENGLISH HOME LANGUAGE

A joint initiative between the Western Cape Education Department and Stellenbosch University.

Western Cape Government FOR YOU Education

Stellenbosch UNIVERSITY IYUNIVESITHI UNIVERSITEIT

BROADCAST SESSIONS

GRADE 11

Welcome Grade 11's to Telematics

Session	Date	Time	Topic
1	**08/02/2023**	**15h00-16h00**	**Writing skills**
2	25/10/2023	16h00-17h00	Editing Skills

INTRODUCTION

"Why do we write?"

1. The primary reason for writing is to communicate with others, or to create an action/ response from the reader.
2. Writing is the primary basis upon which your proficiency in the language, and intellect ,will be judged.
3. Writing is an essential job skill
4. People decide they hate writing because they're trying too hard ... Write as yourself.
5. It all comes down to fear and lack of confidence. The fear of using the wrong word or getting the grammar wrong.
6. Good writing uses just the right words to say just the right things.

SECTION A: ESSAY

50 marks

This is a CREATIVE piece of writing NOT an ACADEMIC piece!

Titles can guide you to genre you must use.

Genre refers to the TYPE of essay you will be writing.

TYPES OF ESSAYS:

1. **NARRATIVE**: A narrative essay tells a story or gives an account of events.
2. **DESCRIPTIVE**: Describes something like an incident, feeling place or person in detail
3. **ARGUMENTATIVE**: Attempting to influence and sway the opinion of your reader.
4. **DISCURSIVE/ EXPOSITORY**: A written debate where both sides of an argument are presented.
5. **REFLECTIVE:** Writing that reflects reality, the sharing of thoughts, ideas and feelings.
6. **PICTURE STIMIULUS**: Visual stimuli such as pictures may spark an idea. *[THERE NEEDS TO BE A CLEAR LINK BETWEEN THE PICTURE AND THE CONTENT OF THE ESSAY.]*

THE WRITING PROCESS:

MIND MAP-
DRAFT-
EDIT-
NEAT

EXAM AND WRITING TIPS

1. You have to have paragraphs! No solid writing!
2. You have to do planning BUT there is no time for a rough draft.
3. Do a detailed mind map or list or flow chart.
4. Do not waste time. Do not use a ruler to draw perfect blocks for your mind map. Use your time on the actual writing.
5. Edit on your neat work in the same colour ink in which you wrote.
6. Time management is important. Allocated time is supplied on the instructions page as well as the total number of words allowed. (Do not go over the number of words)
7. Write about what you know.
8. If you are uncertain about the meaning of word select another topic.
9. If you select a quote, write about the whole quote i.e. make sure you understand what it means. A 4-line quote might have one message or more.
10. Do not simply repeat the title or quote you have selected.
11. Visuals – there must be a clear link but do not describe what you see in the picture. You can tell a story and the link to the visual can be at the end of the essay.
12. Do not retell a film you have seen or a book you have read.
13. The marker does not need to know about your drunken parties, sexual exploits or any other vulgarity. YOU WILL BE MARKED DOWN ON CONTENT which will affect your Language mark. Content may only be one column lower than language. Content can be marked right down to Inadequate in this case.
14. If your religion is important to you and topical you may write about it but do not simply quote from the scriptures and/or preach.
15. Number according to the numbering on the question paper.
16. Be careful of using words you are not sure of – it could impress or flop.
17. Register
    1. formal = no contractions / slang
    2. informal = slang only in direct speech

SOME EXAMPLES OF TOPICS

- NARRATIVE: “The last of the letters.”
- DESCRIPTIVE: “While waiting in the dentist’s reception rooms…”
- ARGUMENTATIVE: “Social media is killing friendships” Do you agree?
- DISCURSIVE: What are your thoughts about on-line learning?
- EXPOSITORY: “Drinking and driving kills more people than the flu”
- REFLECTIVE: “A sports coach can have the greatest impact on your life. I know mine did!”

ESSAY RUBRIC

CRITERIA		Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (30) Response and ideas Organisation of ideas for planning Awareness of purpose, audience and context	Upper Level	27 - 30 Outstanding / striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organized and coherent (connected) including introduction, body and conclusion/ending	22 - 23 Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organized and coherent (connected) including introduction, body and conclusion/ending	15 - 17 Satisfactory response Ideas are reasonably coherent and convincing Reasonably organized and coherent including introduction, body and conclusion/ending	9 - 11 Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organization and coherence	3 - 5 Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganized and incoherent
	Lower Level	24 - 26 Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organized and coherent (connected) including introduction, body and conclusion/ending	18 - 21 Well-crafted response Relevant and interesting ideas Well organized and coherent (connected) including introduction, body and conclusion	12 - 14 Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organization and coherent including introduction, body and conclusion	6 - 8 Largely irrelevant response Ideas tend to be disconnected and confusion Hardly any evidence of organization and coherence	0 - 2 No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
LANGUAGE, STYLE AND EDITING (15) Tone, register, style, vocabulary appropriate for purpose/effect and context Word choice Language use and conventions, punctuation, grammar and spelling	Upper Level	14 - 15 Tone, register, style, vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Highly skilfully crafted	10 - 11 Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted	6 - 7 Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content	2 - 3 Tone, register, style and vocabulary not appropriate to purpose, audience and context Very basic of language Tone and diction are inappropriate Very limited vocabulary	0 Language incomprehensible Tone, register, style and vocabulary less appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	Lower Level	12 - 13 Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted	8 - 9 Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted	4 - 5 Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices.	1 - 0 Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary	
STRUCTURE (5) Features of text Paragraph Development and sentence construction		5 Exceptional development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed:	4 Logical development of details Coherent Sentences, paragraphs logical, varied	3 Relevant details developed Sentences, paragraphs well-constructed Essay still makes some sense	2 Some valid points Sentences and paragraphs faulty Essay still makes sense	1 Necessary points lacking Sentences and paragraphs faulty Essay lacks sense
MARK RANGE		40 - 50	30 - 39	20 - 29	10 - 19	0 - 9

TRANSACTIONAL WRITING: HOW TO WRITE A FORMAL EMAIL

1. Begin with a greeting/salutation

Always open your email with a greeting, such as “Dear Lillian”, etc. If your relationship with the recipient is formal, use their title and surname – “Dear Ms Price”. If the relationship is more casual, you can simply say “Hi Kelly”. If you don’t know the name of the person you are writing to, use “Dear Sir/Madam”.

2. State your purpose

Make your purpose clear early on in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You’ll also need to pay careful attention to grammar, spelling and punctuation.

4. Add closing remarks

Before you end your email, include a closing remark, such as “If you have any questions or concerns, don’t hesitate to let me know” or “I look forward to hearing from you”.

5. End with an appropriate closing

The last step is to include an appropriate signing off with your name. “Kind regards”, “Sincerely”, and “Thank you” are all professional. Avoid closings such as “Best wishes” or “Cheers” unless you are good friends with the reader.

NB! Before you hit SEND, review and spell check your email, and make sure it’s going to the correct person.

FORMAT ASPECTS TO REMEMBER

- **Recipient**

The email address of the person you are writing to.

Subject line

The subject line should be clear, short, and to the point. Make sure that the recipient can tell at a glance what the email is about. It does NOT need to be a complete sentence.

Greeting

Always open your email with a greeting, such as “Dear Thembi”, etc. If your relationship with the recipient is formal, like with a teacher, use their title and surname – “Dear Ms. Price”. If the relationship is more casual, you can simply say “Hi Grant”. If you don’t know the name of the person you are writing to, use “Dear Sir/Madam”. **Don’t use a comma after the name!**

Introduction

Begin with an opener such as “I trust you are well” or “I hope your day/week is going well”. Use logic as to which one is most appropriate.

If you are replying to an enquiry, you may need to begin with a line of thanks.

If someone has replied to one of your emails, be sure to say, “Thank you for your prompt reply” or “Thanks for getting back to me”. Thanking the reader puts him/her at ease, and it will make you appear more polite. If you are emailing first, you don’t need to thank the other person.

Body

Make your purpose for writing the email clear. Write the most important information first and include specific details. Remember, people want to read emails quickly, so keep your sentences short and clear. You’ll also need to pay careful attention to grammar, spelling and punctuation.

Conclusion

Before you end your email, include a closing remark, such as “If you have any questions or concerns, don’t hesitate to let me know” or “I look forward to hearing from you”.

Closing greeting

The last step is to include an appropriate signing off. “Kind regards”, “Sincerely”, and “Thank you” are all polite. Avoid closings such as “Best wishes” or “Cheers” unless you are good friends with the reader.

Name

If you are emailing a teacher, include your surname and class (s/he will teach several classes and many learners). Don’t use commas or full stops here either.

TRANSACTIONAL WRITING RUBRIC

stevenyang@riverviewelementary.org

Eleanor Parker's classroom behavior

Dear Mr. Yang,

Eleanor came home yesterday and told me that she'd been held in at recess for teasing another student. Would it be possible for us to meet sometime this week to discuss her behavior in class? My husband and I are available after 3:00 on most days.

Thank you,
Caroline Parker

Send

CRITERIA	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT (15) Response and ideas Organisation of ideas for planning Purpose, audience, features/conventions and context	**12 - 15** Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus Coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format	**9 - 11** Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies	**6 - 8** Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies	**4 - 5** Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few ideas support the topic Has vaguely applied necessary rules of format Some critical oversights	**0 - 3** Response reveals no knowledge of features of the type of text Meaning is obscure with minor digressions Not coherent in content and ideas Very few details support the topic Has not applied necessary rules of format
LANGUAGE, STYLE AND EDITING (10) Tone, register, style Purpose/effect, audience and context Language use and conventions Word choice, punctuation and spelling	**8 - 10** Tone, register, style vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free	**6 - 7** Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors	**4 - 5** Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors' Adequate vocabulary Errors do not impede meaning	**2 - 3** Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors with 'limited vocabulary Meaning is obscured	**0 - 1** Tone, register, style and vocabulary do not correspond to purpose. audience and context Error-ridden and confused Vocabulary not suitable for purpose Meaning seriously impaired
MARK RANGE	**20 - 25**	**15 - 19**	**10 - 14**	**5 - 9**	**0 - 4**

LANGUAGE: General English tips

1. Answer in full sentences

"The tall brown fox jumped excitedly when he saw some food" is an example of a full sentence not "he jumped when he saw food "or " she is sick" or " sick" . Unless you are directed to quote one word or are told to explicitly write down one word such as "write down one word that sums up the boy's feelings when he saw the monster"

2. Be specific

Don't answer the questions with "Because" and don't say something like "because he was sick". The teacher will ask who is sick?

3. Give as much detail as possible.

For example: Don't just say the people were poor. Say "The majority of the American population were poor because they were experiencing a financial crisis because the stock market had crashed."

4. One of the best ways to study is to teach another person.

So try to explain a concept (like what is a figure of speech?) without looking at your notes. If you can't then you probably don't know your work well enough and then go study again.

5. Look at the mark allocations

Mark allocations act as a guide to tell you how much or how little to write. If the question is out of 3 marks, then you should aim to write 3-4 facts.

6. Work through past papers.

You know the saying, practice makes perfect.

7. When reading questions…

Highlight/ circle/ underline the most important words or instructional words in the question. For example:

"Suggest two reasons why Bloemfontein has omitted the famous son from its list of local attractions."

LANGUAGE: EDITING

When dealing with editing / language / grammar sections

- Know the difference between PARTS of speech and FIGURES of speech. They are not the same.
  - Parts of speech= Noun/ Verbs/ Adverbs/ Adjectives and other
  - Figures of speech= Metaphor/ Pun/ Irony/ Bathos and other
- Know all your figures of speech, how to identify them and explain them.
- Spelling is important!!
- Editing tests the technical elements of language study i.e. language conventions, structure and grammar.
- DRILL DRILL DRILL!
- Attempt the exercise on the next page:

DRILL DRILL DRILL!!

How hard is it to last 72 hours in the wild without food, water or shelter?

We were about to find out …

1. Night is falling, and we're lost. Somewhere in the canyon lands of southern Utah (USA), I'm truging across a seemingly endless sagebush plain, and the twilight gloom is thick.

2. My group of 14 hikers have been on the trail for five hours, and our delight at the majesty of red rock landscape has long since given way to grumbling about hunger and sore feet. As the first stars start to twinkle, the question arises, 'Okay, now what?'

3. We stop. 'Here's the scenario,' says our lead guide. 'You've been driven out to the canyon for a day's hike, got lost and now you can't find your car. Decide what to do.'

4. Hmm. We have no water, no torches, no food, no shelter, no way to make a fire, and few extra clothes. And now it's pitch dark. Reluctantly, we realise that the only thing to do is lie down where we're standing and try to sleep. The ground is hard and the night is cold.

5. I shut my eyes, then open them. It's getting colder. My stomach twists in hunger. From out the blackness comes a voice of reason in the wilderness. It says, 'This sucks!'

SOURCE: Popular Mechanics

5.1 What part of speech is 'canyon' as used in line 1? (1)

5.2 Why is 'Utah' written with a capital letter? (1)

5.3 Correct the spelling error in the first paragraph (1)

5.4 Correct the error of concord in paragraph 2. (1)

5.5 Provide a homophone for 'sore' . (1)

5.6 Which of the following devices best describes the word 'Okay'?

B Euphemism

C Jargon

D Slang (1)

5.7 Rewrite the lead guide's words: 'Here's the scenario' in indirect speech. (1)

Begin with: The lead guide said that there was the scenario.

5.8 'The ground is hard and the night is cold'. Replace the conjunction 'and' with a suitable punctuation mark, other than a full stop. (1)

5.9 Explain the expression 'This sucks!' (1)

5.10 Why is Popular Mechanics written in italics? (1).

[10]

MEMO

5.1 What part of speech is 'canyon' as used in line 1? (1)

Adjective

5.2 Why is 'Utah' written with a capital letter? (1)

Proper noun/name of a state in USA

5.3 Correct the spelling error in the first paragraph (1)

Trudging

5.4 Correct the error of concord in paragraph 2. (1)

... has ... (replaces 'have')

5.5 Provide a homophone for 'sore' . (1)

Soar/saw

5.6 Which of the following devices best describes the word 'Okay'? (1)

A Colloquialism

5.7 Rewrite the lead guide's words: 'Here's the scenario‘ in indirect speech. (1)

The lead guide said that there was the scenario.

5.8 'The ground is hard and the night is cold‘. Replace the conjunction 'and' with a suitable punctuation mark, other than a full stop. (1)

Semi-colon/dash

5.9 Explain the expression 'This sucks!' (1)

This is unacceptable!

5.10 Why is Popular Mechanics written in italics? (1).

The name of a magazine