



Western Cape
Government

Education

Directorate: Curriculum FET

TELEMATICS 2019

English First Additional Language Grade 12

FOREWORD

Dear Grade 12 Learner

Welcome to the Telematics teaching and learning programme of 2019. 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 next page 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 following lessons had been broadcasted in 2018 and have been recorded on DVD. Topics covered in 2018 included: Short Stories, Advertisements, Cartoons

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I wish you well with your preparation for the 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: 7 January 2019

Broadcast time and dates:

Thursday	07 March	15:00 – 16:00	12	English FAL
Wednesday	24 July	15:00 – 16:00	12	English FAL

Session 1 – Focus on Paper 1

Overview of EFAL Paper 1 – Language in Context

The Paper 1 exam is **two hours long**. You must answer **ALL** the questions in the exam paper.

Here is a summary of the **three** sections you will need to complete in the Paper 1: Language in Context exam:

Question number	Section	Number of marks
Question 1	A. Comprehension Text A: Prose text Text B: Visual text	Total: 30 marks 24 marks 6 marks
Question 2	B. Summary	Total: 10 marks
	C. Language structures and conventions	Total: 40 marks
Question 3	Advertisement	10 marks
Question 4	Cartoon	10 marks
Question 5.1	Prose extract	14 marks
Question 5.2	Visual extract	6 marks

It is recommended that you spend the following amount of time on each section:

Section 1: Comprehension 50 minutes

Section B: Summary 30 minutes

Section C: Language structures and conventions 40 minute

Comprehension

A comprehension tests your understanding of the meaning of a text or message that you have read.

It is important to:

- read the exam instructions carefully so that you understand what the examiner requires you to do
- read through the extracts careful so that you understand it
- read the exam questions carefully so that you understand how to answer them.

The comprehension question in the exam has two parts – Text A and Text B:

- **Text A** is a written extract.
- **Text B** is a visual text. It includes a picture, for example, a photograph or a drawing. It will also include some words linked to the picture.

The exam questions based on these two texts will test your ability to:

- **Make sense** of what you read and **respond** to it.
- Understand the **literal** meaning; and the deeper, **figurative** meaning of a text.
- Understand the writer's **intention** or **purpose** in writing the text.
- **Appreciate** the text and reach conclusions by forming your own opinions about the text.
- **Evaluate** the effectiveness of the text in terms of its purpose.

Question words

Here are examples of question types found in the exam.

Question type	What you need to do
<i>Literal: Questions about information that is clearly given in the text or extract from the text</i>	
Name characters/places/things ...	Write the specific names of characters, places, etc.
State the facts/reasons/ideas ...	Write down the information without any discussion or comments.
Give two reasons for/why ...	Write two reasons (this means the same as 'state').
Identify the character/reasons/theme ...	Write down the character's name, state the reasons.
Describe the place/character/what happens when ...	Write the main characteristics of something, for example: What does a place look/feel/smell like? Is a particular character kind/rude/aggressive ...
What does character x do when ...	Write what happened – what the character did.
Why did character x do ...	Given reasons for the character's action according to your knowledge of the plot.
Who is/did ...	Write the name of the character.
To whom does xx refer ...	Write the name of the relevant character/person.
<i>Reorganisation: Questions that need you to bring together different pieces of information in an organised way.</i>	
Summarise the main points/ideas ...	Write the main points, without a lot of detail.
Group the common elements ...	Join the same things together.
Give an outline of	Write the main points, without a lot of detail.

Inference Questions that need you to <i>interpret</i> (make meaning of) the text using information that may not be clearly stated. This process involves thinking about what happened in different parts of the text; looking for clues that tell you more about a character, theme or symbol; and using your own knowledge to help you understand the text.	
Explain how this idea links with the theme x ...	Identify the links to the theme.
Compare the attitudes/actions of character x with character y ...	Point out the similarities and differences.
What do the words ... suggest/reveal about /what does this situation tell you about ...	State what you think the meaning is, based on your understanding of the text.
How does character x react when Describe how something affected ... State how you know that character x is ...	Write down the character's reaction/what the character did/felt.
What did character x mean by the expression ...	Explain why the character used those particular words.
Is the following statement true or false ?	Write 'true' or 'false' next to the question number. You must give a reason for your answer.
Choose the correct answer to complete the following sentence (multiple choice question).	A list of answers is given, labelled A-D. Write only the letter (A, B, C or D) next to the question number.
Complete the following sentence by filling in the missing words ...	Write the missing word next to the question number.
Quote a line from the extract to prove your answer.	Write the relevant line of text using the same words and punctuation you see in the extract. Put quotation marks (" " inverted commas) around the quote.

Evaluation Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience.	
Discuss your view/a character's feelings/a theme ...	Consider all the information and reach a conclusion.
Do you think that ...	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Do you agree with ...	
In your opinion, what ...	
Give your views on ...	
Appreciation Questions that ask about your emotional response to what happens, the characters and how it is written.	
How would you feel if you were character x when ...	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Discuss your response to ...	
Do you feel sorry for ...	
Discuss the use of the writer's style, diction and figurative language, dialogue ...	To answer this type of question, ask yourself: Does the style help me to feel/imagine what is happening/what a character is feeling? Why/why not? Give a reason for your answer.

Now practice Working through an exam question. Refer to the question words when answering.

DBE/Feb-Mar 2018

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

YOUNGSTERS DIVING INTO OCEAN STUDIES

- 1 In the twenty-first century, there are many career options. High school learners know that they have to choose their own careers. Learners select their subjects according to their academic ability as well as interest. By the time learners reach matric, they usually choose their careers by looking at which career paths will give them the greatest opportunity. Nowadays, matric learners have a wider choice of new career options. 5
- 2 Marine Sciences might be one such new option. This field of study is not just about swimming with turtles or tagging great white sharks in the big blue ocean. Cape Town's Two Oceans Aquarium has developed a Marine Sciences matric curriculum to attract young people to careers in this field. This will lead to the protection of invaluable ocean resources and the coastline. 10
- 3 Aquarium education head, Russell Stevens, said he hoped that the new school subject would be piloted at the Lawhill Maritime Centre soon. This curriculum would follow the format of Life Sciences. It will expand on material the aquarium has offered to high school learners and volunteers since 2001. The Two Oceans senior teacher who developed the curriculum with support from Stevens said, 'The ocean is an unexplored area. If we get researchers in there, they will help to ensure the sustainability of its resources.' 15

4	This centre's main purpose is to support job creation and employment in South Africa. It provides 15–18-year-old learners with maritime-related knowledge and skills while they are still at school. It will increase their opportunities for post-school employment or admission to related courses at tertiary institutions.	20
5	About nine hundred learners have graduated as 'Young Biologists' on completing the five-day course run by the Two Oceans Marine Sciences Academy. Most continued to work as volunteers after their compulsory thirty hours of working. This is the Two Oceans' flagship course targeting Grade 8 learners who train with microscopes, make collections and presentations and organise environment clean-ups. The organisers make sure that the course is as hands-on as possible, with various activities and outings included.	25 30
6	Shanet Rutgers, 26, who works with penguins at the aquarium, said, 'The Young Biologists course is very educational and opens doors for young students who would like to work in the wildlife sector. 'After doing it, I went on to study nature conservation and then continued volunteering for as many hours as possible.'	35

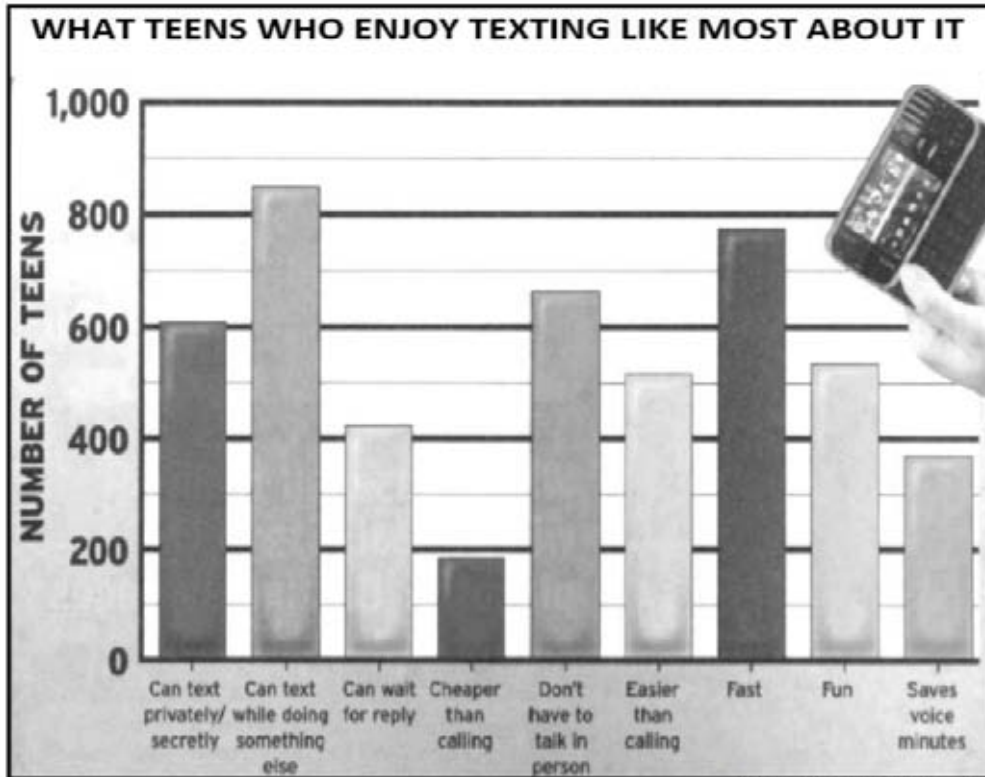
7	Some of these graduates have progressed to the aquarium's five-day Oceanography course, preparing them for tertiary study. Four have been awarded Marine Sciences and Oceanography bursaries so far.	
8	The aquarium's courses give learners a foundation in Biology, the language of Marine Sciences and knowledge of what this involves. Rashida Manual, a second-year university student in Oceanography and Atmospheric Sciences, said the aquarium's courses had equipped her for her degree. 'I have always been passionate about the ocean and how it works, and this came together for me in the Young Biologists course.'	40
9	People have this romantic idea that marine scientists put on scuba gear and go swimming with dolphins, when they are more likely to spend three weeks a year in the ocean and the rest of the time doing research and analysing information.	45
10	Young Biologists graduate Bongani Mpele, 26, said he thought marine sciences at school would attract learners. If the curriculum is approved, the aquarium would like to see it offered in about twenty coastal schools, which could also cater for learners from inland. Russell Stevens has met subject advisers, district managers and officials at the Department of Basic Education, as well as the Independent Examinations Board. He has proposed that they manage the matric subject, which would include Biology, Ecology, Oceanography and content on humans and the ocean.	50 55
11	Developing this career field would complement the government's Operation Phakisa, which aims to reduce unemployment among people. This career field is intended to maximise the potential of the coast and ocean for job creation and sustainability, said Stevens.	60

[Adapted from *Sunday Times*, 5 February 2017]

- 1.1 Refer to paragraph 1.
- 1.1.1 Name TWO factors that influence a learner's career choice. (2)
- 1.1.2 What advantage do matric learners have regarding career choices? (1)
- 1.2 Why was the Marine Sciences curriculum developed? Give TWO reasons. (2)
- 1.3 Refer to paragraph 3.
- 1.3.1 Quote ONE word to prove that Marine Sciences has not been introduced at all schools. (1)
- 1.3.2 How is the curriculum for Marine Sciences similar to that of Life Sciences? (1)
- 1.3.3 Using your own words, explain what is meant by 'the ocean is an unexplored area'. (1)
- 1.4 Refer to paragraph 5.
- 1.4.1 Explain why 'Young Biologists' is written in inverted commas. (2)
- 1.4.2 Why is the following statement FALSE?
The 'Young Biologists' were paid during their training. (1)
- 1.4.3 Choose the correct answer to complete the following sentence:
The words 'flagship course' in line 27 mean that the course is about ...
A studying flags.
B being impressive.
C studying ships.
D being supportive. (1)
- 1.4.4 Why is it important for the course to be 'as hands-on as possible'? (2)
- 1.5 Refer to paragraph 6.
What do the words, 'continued volunteering' suggest about Shanet Rutgers? (1)
- 1.6 Explain why the writer has included the following statement:
'Four have been awarded Marine Sciences and Oceanography bursaries so far' (paragraph 7). (2)
- 1.7 Do marine scientists spend most of their time in the ocean? Give a reason for your answer. (2)
- 1.8 Give a reason why Marine Sciences should be offered at coastal schools if the curriculum is approved. (1)
- 1.9 In your view, will this article succeed in motivating learners to study Marine Sciences? Substantiate your answer. (2)

- 1.10 Discuss the suitability of the title, YOUNGSTERS DIVING INTO OCEAN STUDIES. (2)

TEXT B



[Source: www.google.com]

Refer to the graph above (TEXT B).

- 1.11 Complete the following sentence by filling in the missing word.
'Teens' is the abbreviated form of the word ... (1)
- 1.12 According to the graph, does the cost of making calls influence most teens to text? Give a reason for your answer. (1)
- 1.13 What does the tallest bar in the graph suggest about teens? (2)
- 1.14 In your view, is the inclusion of an image of a cellphone suitable in this visual? Substantiate your answer. (2)

TOTAL SECTION A: 30

Suggested Answers

SECTION A: COMPREHENSION

QUESTION 1

- 1 1.1.1 A learner's academic ability. ✓
 Their field of interest. ✓
 The field that offers the best opportunity. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.1.2 Matric learners have a wider choice of career opportunities. ✓ (1)
- 1.2 To attract young people to careers in this field of study ✓ and to help protect
 invaluable ocean resources and the coastline. ✓ (2)
- 1.3 1.3.1 'piloted' ✓ (1)
- 1.3.2 The format is the same. ✓ (1)
- 1.3.3 Not much research has been done on the ocean (and its
 resources.) ✓ (1)
- 1.4 1.4.1 The learners are not real biologists. ✓ They only completed the
 five- day course successfully. ✓ / The term is used in a unique
 way ✓ because a distinction is being made by using the word
 'young'. ✓ / It is the name of the course. ✓ (2)
- 1.4.2 They were volunteers and were therefore not paid. ✓ (1)
- 1.4.3 B/ being impressive. ✓ (1)
- 1.4.4 The course must give learners practical experience ✓ in order to
 give them a better understanding of the ocean and its resources. ✓ (2)
- 1.5 She is passionate about what she does/penguins. ✓
 She is committed to her work./She is hardworking. ✓
 She does not expect money/remuneration for the work she does. ✓
 She is willing to share her expertise/experience/knowledge freely. ✓
- NOTE:** Accept any ONE of the above answers. (1)
- 1.6 To show how learners can benefit from the course by being awarded
 bursaries. ✓
 It also inspires learners to pursue this course. ✓
 It shows the progress/success of the course. ✓
- NOTE:** Accept any TWO of the above answers. (2)

- 1.7 No. Marine scientists spend about three weeks in the ocean✓ and the rest of the time they do research and analysis of information and data. ✓ (2)
- NOTE:** Do not award a mark for No only. (2)
- 1.8 Students enrolled for Marine Sciences would need to be close to the ocean for practical experience in the subject.✓ (1)
- 1.9 Open-ended. Accept a suitable response, e.g.
- Yes. Learners are made aware of the possibilities the Young Biologists course offers. It shows them how it can lead to job creation. It explains the benefits of doing the course.

OR

- No. Learners might not want to study Marine Sciences as it is a fairly new subject and it is still in the implementation phase. The article does not state clearly how learners who stay away from the coast will be able to pursue this course.
- NOTE:** Do not award a mark for Yes/No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)
- 1.10 Open-ended. Accept a suitable response, e.g.
- The title is suitable because the article focuses on marine/ocean studies for learners./The title is suitable as there is a pun on the word 'diving'. Marine studies involve some diving and it could also suggest that youngsters are very keen to do ocean studies.

OR

- It is not suitable as not many youngsters are doing Marine Sciences at the moment as it is still being introduced./ Marine Sciences does not involve much diving as more time is spent doing research.
- NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)
- 1.11 teenagers✓ (1)
- 1.12 No. The graph indicates that fewer than 200 teenagers are concerned with the cost of making a call. (1)
- 1.13 The bar graph conveys the idea that the largest number of teenagers text because they are able to multitask. (2)

1.14 Open-ended. Accept a suitable response, e.g.

Yes.

The image of the cellphone is linked to the contents of the bar graph and therefore, will give the reader an immediate indication of what the graph is about.

OR

No.

The bar graph is self-explanatory and the image of the cellphone does not serve any purpose.

NOTE: Do not award a mark for Yes/No or Agree/Disagree.

Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

TOTAL SECTION A: 30

Section C: Language Structures and Convention

Question 5: Language and Editing Skills

This part of Section C is a challenge to prepare for because the examiners test your knowledge of many different aspects of language:

- Grammar
- Punctuation
- Vocabulary
- Spelling
- Abbreviations

It is best to work through past year papers to master this section. We will look at few sections that often appear in the paper:

5.1 Verb tenses

Several of the questions require you to know how the different tenses of verbs are formed (for example, those on question tags, active and passive voice, reported speech.) It is a good idea to revise these in your language textbook.

Below is a **verb tense table** for the **regular verb** 'to walk' to help you to revise the different forms that a regular verb may take in the active voice.

'to walk'	Present	Past	Future	Conditional
Simple	I walk. He/she walks.	I walked. He/she walked.	I will walk. He/she will walk.	I would walk He/she would walk.
Continuous	I am walking. He/she is walking. We are walking.	I was walking. He/she was walking. We were walking.	I will be walking. He/she will be walking.	I would be walking. He/she would be walking.
Perfect	I have walked. He/she has walked.	I had walked. He/she had walked.	I will have walked. He/she will have walked.	I would have walked. He/she would have walked.
Perfect and Continuous	I have been walking. He/she has been walking.	I had been walking. He/she had been walking.	I will have been walking. He/she will have been walking.	I would have been walking. He/she would have been walking.

Practice Verb Tenses

1. Rewrite the following sentence in the past tense:

She's sporty and I admire her.

2. Rewrite the sentence in the future tense:

She has received numerous academic awards

3. Rewrite the following sentence in the present tense:

I wanted to say I was in awe of him.

Answers

1. She was sporty and I admired her
2. She will receive numerous academic awards
3. I want to say I am in awe of him

5.2 Subject/verb agreement (concord)

The exam will test your knowledge of this part of English grammar in two ways:

- By asking you to rewrite a singular sentence in plural form
- By asking you to correct an error of subject/verb or pronoun/noun agreement.

Now try these:

1. Correct the single error in each of the following sentences:
 - 1.1 His younger brothers walk to their primary school but Siphon travel to high school by taxi. (1)
 - 1.2 Unfortunately the taxi fares is becoming expensive. (1)
 - 1.3 Siphon is looking for a Saturday job so that he can afford this higher fares. (1)
 2. Rewrite the following sentences in the plural form:
 - 2.1 In the procession, the princess walks behind the king and queen. (4)
 - 2.2 The conference is being hosted by a government department. (2)
- [9]

Answers to Activity 9

- | | |
|---|-----|
| 1.1 His younger brothers walk to their primary school but Siphon <u>travels</u> to high school by taxi. ✓ | (1) |
| 1.2 Unfortunately the taxi fares <u>are</u> becoming expensive. ✓ | (1) |
| 1.3 Siphon is looking for a Saturday job so that he can afford <u>these</u> higher fares. ✓ | (1) |
| 2.1 In the <u>processions</u> , the <u>princesses</u> walk behind the <u>kings</u> and <u>queens</u> . ✓✓✓✓ | (4) |
| 2.2 The <u>conferences</u> are being hosted by government <u>departments</u> . ✓ | (2) |
| | [9] |

5.3 Verbs in active and passive voice

A verb is in the active voice when its **subject does the action**. For example: 'The striker scored a goal.' The subject is the striker and the striker is doing the action. To find the subject of a verb ask who or what does the action.

A verb is in the passive voice when the **subject 'receives' the action**: 'The goal was scored by the striker.' When a sentence is written in passive voice it is possible to leave out the 'doer' of the action: 'The goal was scored.'

When you are asked to change a sentence from one voice to the other, make sure that you keep the tense of the original sentence. For example:

- Present continuous tense

Active voice: The striker is scoring a goal.

Passive voice: A goal is being scored by the striker.

- Perfect tense

Active voice: The striker has scored a goal.

Passive voice: A goal has been scored by the striker.

- Simple future tense

Active voice: The striker will score a goal.

Passive voice: A goal will be scored by the strike

Now try these:

1. Write down what you have noticed about the ways in which a sentence written in the active voice changes when it is written in the passive voice. (4)
 2. Rewrite the following sentence in the passive voice starting with the given word (or words):
 - 2.1 Thomas Edison invented the electric light bulb in 1879. The electric light bulb ... (1)
 - 2.2 Police arrested two men yesterday in connection with a car hijacking. Two men ... (1)
 - 2.3 The Umlazi high school choir won first prize in an international school choirs' competition. First prize (1)
 3. Rewrite the following sentence in active voice starting with the given word (or words):
 - 3.1 Four rhinos were found dead by members of an anti-poaching unit. Members ... (1)
 - 3.2 Unusually heavy rainfall has been experienced this year in the Eastern Cape. The Eastern Cape... (1)
- [9]

Answers

- | | |
|---|-----|
| 1. The order of the words in the sentence changes. ✓
When a sentence is written in passive voice it is often necessary to add a preposition such as 'by'. Verbs in the active form have fewer words than they do in the passive form. ✓
The same tense and form of the verb (for example, present, past, continuous) is used in both the active and the passive voice sentences. ✓✓ | (4) |
| 2.1 The electric light bulb was invented by Thomas Edison. ✓ | (1) |
| 2.2 Two men were arrested yesterday in connection with a car hijacking. ✓ | (1) |
| 2.3 First prize in an international school choirs' competition was won by the Umlazi high school choir. ✓ | (1) |
| 3.1 Members of an anti-poaching unit found four dead rhinos. ✓ | (1) |
| 3.2 The Eastern Cape has experienced unusually heavy rainfall this year. ✓ | (1) |
| | [9] |

5.4 Question tags

In English, questions can be asked in various ways. For example, this can be done by putting one of the 'W-H' words ('Who', 'What', 'Where', 'When', 'Why') or 'How' at the beginning of a sentence. Another way of asking a question is by adding what is called a question tag at the end of a statement.

There are many ways that a sentence written as a statement changes when a question tag is added to it:

- If the verb in the statement is in the negative form, the verb in the tag is in the positive form.

Statement: He didn't always feel this way.

Question: He didn't always feel this way, did he?

- If the verb in the statement is in the positive form, the verb in the tag is in the negative form.

Statement: The blind immigrants were treated badly.

Question: The blind immigrants were treated badly, weren't they?

- When the verb in the tag is in the negative form, it is written as a contraction: 'weren't' is correct but "were not" is incorrect in a question tag.

Remember:

*****There must be a comma before the start of the question tag.**

*****The question tag must end with a question mark.**

Now try these:

Change the following sentences into **tag questions** by filling in the blanks.

1. Cyclists should ride in single file on the road, (1)
2. The traffic police were very busy at the big cycle race, (1)
3. The Tour de France cycle race has been run for 100 years, (1)
4. Professional cyclists shouldn't have to struggle for sponsorship, (1)
5. Racing bicycles cost a great deal of money, (1)

[5]

Answers to Activity 11

1. Cyclists should ride in single file on the road, shouldn't they? ✓ (1)
 2. The traffic police were very busy at the big cycle race, weren't they? ✓ (1)
 3. The Tour de France cycle race has been run for 100 years, hasn't it? ✓ (1)
 4. Professional cyclists shouldn't have to struggle for sponsorship, should they? ✓ (1)
 5. Racing bicycles cost a great deal of money, don't they? ✓ (1)
- [5]

5.5 Direct and Reported Speech

Rewrite the following sentence in reported speech: Worked Examples

1. The young lady said, "I can't give my baby a good life here." (4)
Correct answer: The young lady said that she couldn't give her baby a good life there.

2. Graça Machel said, "It is something you give a young girl that can never be taken away." (3)

Correct answer: Graça Machel said that it was something you gave a young girl that could never be taken away.

3. He wanted to say, "I will never forget you or your parents and the sacrifices you have made." (3)

Correct answer: He wanted to say that he would never forget him (OR her) or his (OR her) parents and the sacrifices they had made.

4. Yesterday Robert Phipps said, "Mary, your eyes are the windows to your soul." (3)

Correct answer: The previous day (OR The day before) Robert Phipps told Mary that her eyes were the windows to her soul.

Now try these

Rewrite each of the following sentences in reported speech:

1. Nompumelelo said, "My favourite TV programme is Muvhango." (3)

2. Mpumi said, "The story has too many characters for me and so I get confused." (3)

3. "Are you planning to watch the programme even though it's confusing for you?" Thulani asked. (5)

4. "It will depend on whether you can help me understand these characters," Mpumi replied. (6)

[17]

Answers to Activity 12

1. Nompumelelo said that ✓ *Muhvango* was ✓ her ✓ favourite TV programme. (3)
2. Mpumi said that ✓ the story had ✓ too many characters for her and so she got ✓ confused. (3)
3. Thulani asked whether ✓ she ✓ was planning ✓✓ to watch the programme even though it was ✓ confusing for her. (5)
4. Mpumi replied that ✓ it would ✓ depend on whether he ✓ (OR Thulani) could help her ✓ understand those ✓ characters. (6)

[17]

**Now combine all you have learnt to answer the following exam question:
DBE/Feb-Mar 2018**

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

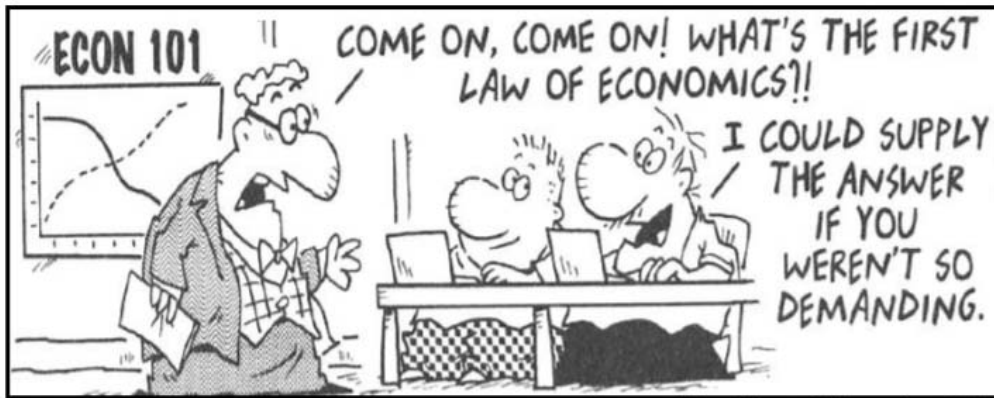
OLDEST TORTOISE		
1	He does not look a day older then one hundred. But Admiral, the tortoise living at Mitchell Park Zoo, celebrated his 105 th birthday resently.	
2	He spent his birthday in his pen alongside two fellow female tortoises with a birthday lunch consisting of fruit and vegetables.	5
3	Admiral arrived at Mitchell Park about 105 years ago, courtesy of a unknown naval officer. He brought three giant tortoises to the park during World War I. He has found them in the Seychelles in 1915, according to Mitchell Park archives. The officer never returned to claim his pets, and Admiral has been at the park ever since, outliving the other two.	10
4	Admiral spends his day entertaining children and adults alike with his size and speed. He also enjoys a nap in the pond when the weather is hot.	
5	A spokeswoman said, 'Admiral is the oldest tortoise in the country now and plays a significant role in drawing tourists to the zoo.' Admiral is set to one day be added to the Guinness World Records for being one of the oldest tortoises in the world. The current record holder is Jonathan the tortoise, who is 184 years old and lives in St Helena.	15

[Source: Daily News, 26 September 2016]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- (a) He does not look a day older then one hundred. (1)
 - (b) But Admiral, the tortoise living at Mitchel Park Zoo, celebrated his 105th birthday resently. (1)
 - (c) Admiral arrived at Mitchell Park about 105 years ago, courtesy of a unknown naval officer. (1)
 - (d) He has found them in the Seychelles in 1915, according to Mitchell Park archives. (1)
- 5.1.2 Give the correct form of the word in brackets:
- Admiral has become a (celebrate) at Mitchell Park. (1)

-
- 5.1.3 Choose the correct answer to complete the following sentence:
A period of one hundred years is known as a ...
A decade.
B century.
C millennium.
D bicentenary. (1)
- 5.1.4 Study the following sentence and give a synonym for the word 'giant':
He brought three giant tortoises to the park during World War I. (1)
- 5.1.5 Rewrite the following sentence as a question:
The officer returned to claim his pets. (1)
- 5.1.6 Rewrite the following sentence in the passive voice:
Admiral entertains children and adults. (1)
- 5.1.7 Study the following sentence:
He also enjoys a nap in the pond when the weather is hot.
Use a homophone for the word weather in a sentence of your own. (1)
- 5.1.8 Rewrite the following sentence in reported speech:
She said, 'Admiral is the oldest tortoise in the country now and plays a significant role in drawing tourists to the zoo.' (4)

TEXT G



[Source: *The Citizen*, 2 November 2016]

5.2.1 Study the following sentence:

I could supply the answer if you weren't so demanding.

(a) State the part of speech of both the underlined words. (2)

(b) Identify the punctuation mark used in the word: weren't. (1)

5.2.2 Provide the correct degree of comparison in the following sentence:

Economics is (interesting) than Accounting. (1)

5.2.3 Rewrite the following sentence in the negative form:

The students knew the answer. (1)

5.2.4 Complete the following tag question. Write down only the missing words.

He teaches Economics,? (1)

[20]

Check your answers:

- 5.1 5.1.1 (a) than✓ (1)
(b) recently✓ (1)
(c) an✓ (1)
(d) had✓ (1)
- 5.1.2 celebrity✓ (1)
- 5.1.3 B/century✓ (1)
- 5.1.4 Huge/massive/colossal/enormous/big/gigantic/large✓
NOTE: Accept any ONE of the above answers. (1)
- 5.1.5 Did the officer return to claim his pets? ✓ (1)
- 5.1.6 Children and adults are entertained by Admiral. ✓ (1)
- 5.1.7 Accept a suitable response, e.g.
They do not know whether he will return.✓
NOTE: The homophone must be used correctly in the sentence. (1)
- 5.1.8 She said that Admiral was the oldest tortoise in the country then/at
that time and played a significant role in drawing tourists to the zoo.
NOTE: Award ONE mark for each underlined change and ONE
mark for correct punctuation. (4)
- 5.2 5.2.1 (a) I - (Personal) Pronoun✓ (2)
answer - (common) Noun✓
- (b) Apostrophe ✓ (1)
- 5.2.2 more interesting✓ (1)
- 5.2.3 The students did not/didn't know the answer. ✓ (1)
- 5.2.4 doesn't he (?)/does he not (?)✓ (1)

SESSION 2 - LITERATURE

FEATURES OF LITERARY GENRES – THE DRAMA



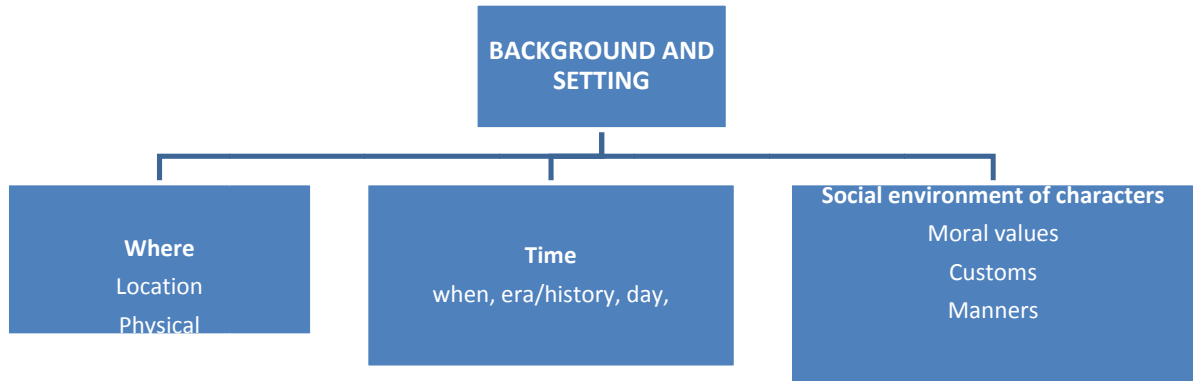
3.1. PLOT AND SUBPLOT

Plot and sub-plot structure/elements (Freitag's triangle)

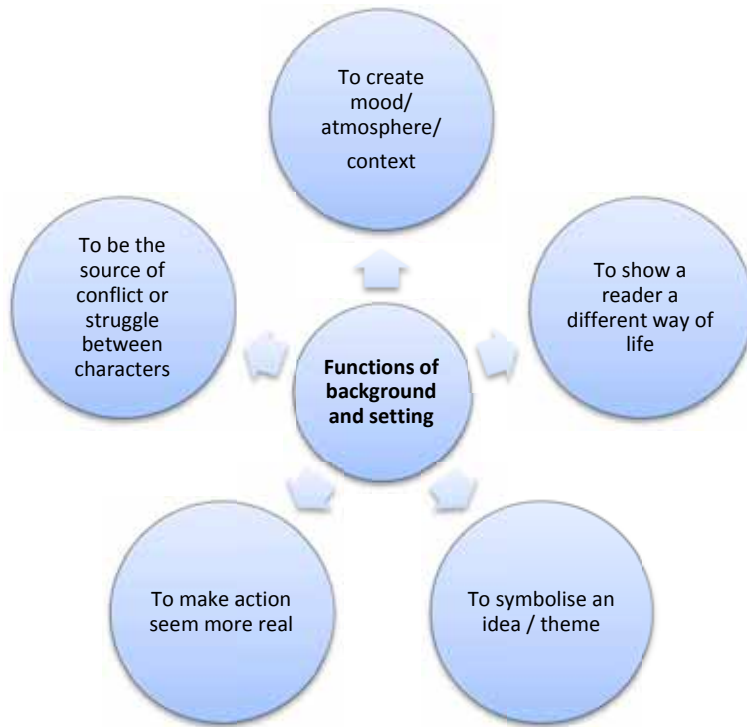


Explanation of Freitag's triangle of the plot structure/elements

3.2 BACKGROUND AND SETTING



3.2.1 Functions of background and setting

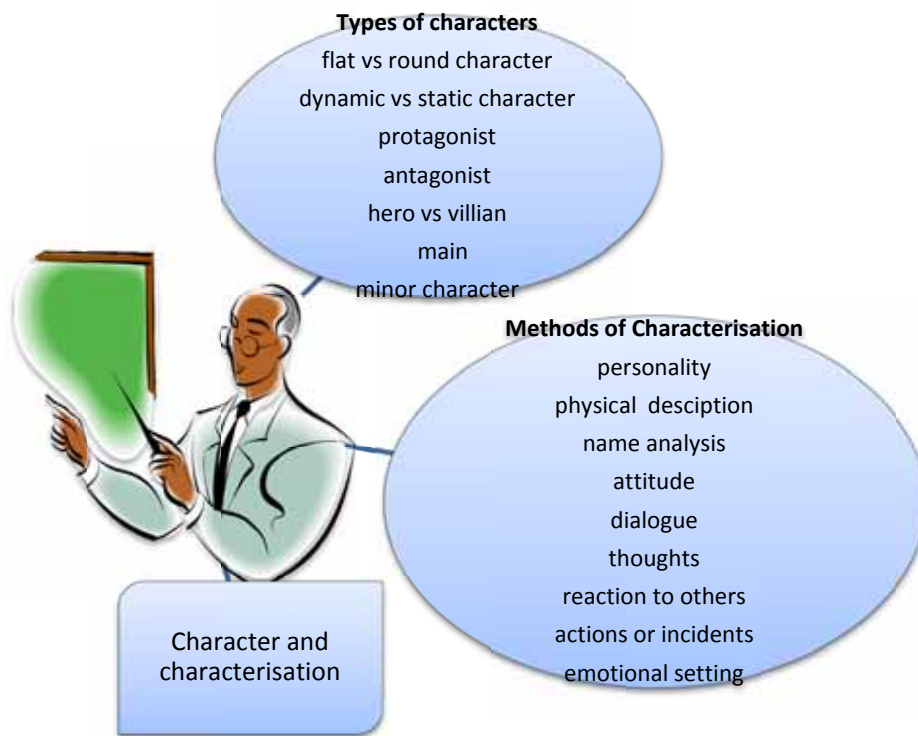


3.2.2 BACKGROUND AND SETTING: EXAMPLES FROM LITERARY GENRES

EXPLANATION OF LITERARY FEATURE/ELEMENTS	Examples from drama
<ul style="list-style-type: none"> • This is the background of where and when the story takes place to create atmosphere. • It may be in one time, place and social environment or change throughout the story. • The setting is important to understand the theme and the characters • Socio-political and cultural background of texts and author; / different social settings • Context – a text is always used and produced to speak to a specific situation; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning • Setting: The total environment for the action of a fictional work. Setting includes: <ul style="list-style-type: none"> ○ time period (such as the late 1990's) ○ the place (Soweto) ○ the historical milieu (such as during the Post-apartheid era) ○ the social, political and perhaps even spiritual realities ○ The setting is usually 	<p>Provide the setting in the drama <i>My Children My Africa</i> by Athol Fugard</p> <hr/> <hr/> <hr/> <p>What is the context of the drama?</p> <hr/> <hr/> <hr/> <p>What is the atmosphere and mood in the opening scene of the drama?</p> <hr/> <hr/> <hr/> <p>If you were the director of this play, which two things would you tell Mr M to do in the opening scene when he says; 'Come to order'</p> <hr/> <hr/> <hr/>

<p>established primarily through description, though narration is also used</p> <ul style="list-style-type: none"> The atmosphere can influence characters in a ghost story / drama; the living conditions can influence characters in a story about class conflicts or life in prison. 	
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3.4 CHARACTERS AND CHARACTERISATION



3.4.1 What are characters?

Explanation /definition	Examples from drama / short drama/ novel / short novel /
-------------------------	--

	short stories / folklore
<ul style="list-style-type: none"> • The characters are people who act out the plot and who interact with one another within an established setting • May have a large number of characters depending on the length of text. • Always one or a few main characters – most important to the development of the story. • Always a few minor characters – linked to the main characters. • Characters usually develop/change through the story. 	<p>Characters usually develop/change through the story. How do these characters change:</p> <p>Isabel:</p> <p>Thami:</p>

3.4.3 What is characterisation

Explanation /definition	Examples from drama
<ul style="list-style-type: none"> • Characterisation is the creation of the image of imaginary persons in drama, narrative poetry, the novel, and the short story. • Characterization generates plot and is revealed through 8 method such as physical description, name analysis, attitude, dialogue, thoughts, reaction of others, actions or incidents, physical or emotional setting • By looking at the following 8 methods of analysing a character you can give an in-depth description of the character instead of a flat description that includes only basic information 	<p>2018 – Characterisation question</p> <p>State TWO simialrities in the characters of Isabel and Thami, as seen in this extract (2)</p> <p>State TWO characteristics of Isabel that are evident from her reaction to Mr M’s request. (2)</p> <p>Total marks for characterisation in 2018 – 4 marks</p>

3.5 THEME AND MESSAGE

Explanation /definition	Examples from drama / short drama/ novel /
-------------------------	--

	short novel / short stories / folklore Drama / short drama
Theme and messages <ul style="list-style-type: none"> • A central idea or statement that unifies and controls an entire literary work. • A theme is the author's way of communicating and sharing ideas, perceptions, and feelings with readers, and it may be directly stated in the book, or it may only be implied. • A theme can take the form of a brief and meaningful insight or a comprehensive vision of life; e.g. "Love covers a multitude of wrongs"(message) • It may be a single idea such as "deceit" "or "jealousy" 	2018 Theme question Discuss how the theme of order versus disorder is evident in this extract. (3)

Complete this drama chart for *My Children My Africa*
DRAMA CHART (First Additional Language)

NAME: _____ DATE: _____ PERIOD: _____

TITLE: _____ AUTHOR: _____

Writer's / producer's intention			
Major / round characters		Protagonist	Antagonist
		Minor / flat characters	
Setting	Place	Time	
Plot:			
Plot: Climax/turning point			
Theme(s) and message(s)		Imagery	
Stage directions			
Dramatic irony			
Figures of speech (e.g. simile, metaphor, personification, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement)			

Possible exam questions may include the following:

Drama

- identify and explain figurative language and rhetorical devices as they appear in different texts, e.g. simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, pun, understatement
- identify and explain writer's / producer's intention
- explain choice and effectiveness of how elements support the message / theme. In addition to figures of speech and imagery, elements may include role of the narrator, structural elements, e.g. plot, exposition, rising action, conflict, climax, falling action / anticlimax, denouement/resolution, setting

QUESTION 4: MY CHILDREN! MY AFRICA!

Read the extracts from the play below and answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

4.1 EXTRACT G

[A conversation between Isabel and Thami after the debating competition.]

THAMI:	I told you. I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	
THAMI:	It's got nothing to do with him.	
ISABEL:	But you're his favourite, aren't you? <i>[Non-committal shrug from Thami]</i> I bet you are. And I also bet you anything you like that he's got a career planned out for you.	5
THAMI:	<i>[Sharply]</i> What I do with my life has got nothing to do with him.	
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	
ISABEL:	I said I'm sorry. I didn't mean to interfere.	10
THAMI:	That's all right. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things, I know he means well, but I'm not a child any more. I've got ideas of my own now.	
ISABEL:	<i>[Placating]</i> Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen ... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.	15
THAMI:	You got a school newspaper! How about that!	
ISABEL:	It's a bit unethical reporting on a contest in which I took part, and won, but I promise to be objective. I made notes of most of your main points.	20
<i>[Act 1 Scene 1]</i>		

- 4.1.1 During the school debate Mr M interrupts Thami and Isabel to remind them about how a debate should be conducted. What does he tell them? (4)
- 4.1.2 Refer to line 1 ('I'm not sure about anything yet').
What is it that Thami is not sure of? (1)
- 4.1.3 Refer to line 3 ('It's got nothing to do with him').
If you were the director of this play, what tone of voice would you tell Thami to use when saying these words? Explain your answer. (2)
- 4.1.4 Refer to line 4 ('But you're his favourite, aren't you?').
Give TWO reasons why Thami is Mr M's favourite. (2)
- 4.1.5 After the debate, when Isabel is alone, she says that she has 'discovered a new world'. What does she mean by this? (2)
- 4.1.6 Refer to line 19 ('You got a ... How about that!')
What does this line suggest about how Thami feels about Isabel's school having a newspaper? (1)
- 4.1.7 What does this extract reveal about Isabel's character? Explain your answer. (2)
- 4.1.8 Consider the play as a whole. Do you think Thami makes a wise decision to participate in the student protest? Discuss your view. (3)

AND

4.2 EXTRACT H

[Mr M is alone in Number One Classroom.]

MR M:	Johnny Awu, living or dead? Christopher Bandla, living or dead? Zandile Cwati, living or dead? Semphiwe Dambuza ... Ronald Gxasheka ... Noloyiso Mfundweni Stephen Gaika ... Zachariah Jabavu ... Thami ... Thami Mbikwana ... <i>[Pause]</i> Living or dead? How many souls do I have to present this morning? There are a lot of well-aimed stray bullets flying around on the streets out there. Is that why this silence is so ... heavy?	5
	But what can I teach you? <i>[Picks up his little black dictionary on the table]</i> My lessons were meant to help you in this world. I wanted you to know how to read and write and talk in this world of living, stupid, cruel men. <i>[Helpless gesture]</i> Now? Oh my children! I have no lessons that will be of any use to you now. Mr M and all his wonderful words are ... useless, useless, useless! <i>[The sound of breaking glass. Stones land in the classroom. Mr M picks up one]</i>	10
	No! One of you is still alive. Ghosts don't throw stones with hot, sweating young hands. <i>[Grabs his bell and rings it wildly again]</i> Come to school! Come to school!	15
	<i>[Thami appears.]</i>	
THAMI:	<i>[Quietly]</i> Stop ringing that bell, Mr M.	
MR M:	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	20

[Act 2 Scene 3]

- 4.2.1 Explain why Mr M's reading of the attendance register is unusual. (2)
- 4.2.2 Refer to line 7 ('Is that why this silence is so ... heavy?').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain the figure of speech in this line. (2)
- 4.2.3 Quote FOUR consecutive words from the extract to show that the following statement is TRUE:
- Mr M wants to teach his learners how to cope in this world. (1)
- 4.2.4 Refer to lines 12–13 ('Mr M and all ... useless, useless, useless!').
- Discuss the theme, the power of words versus violence, that is evident in this play. (3)

4.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.

Thami's mood in this extract reflects his ...

- A relief.
- B happiness.
- C anger.
- D anxiety. (1)

4.2.6 Refer to lines 19–22 ('Stop ringing that ... don't you remember?').

(a) Explain why Thami wants Mr M to stop ringing the bell. (2)

(b) When did Thami consider the ringing of the school bell to be as good as music? (1)

(c) How does Thami plan to help Mr M? (1)

4.2.7 What eventually happens to Thami? (1)

4.2.8 Discuss the relevance of the play, *My Children! My Africa!*, in modern-day life. (3)

[35]

TOTAL SECTION B: 35