

2023 SUBJECT WORKBOOK

Grade 11



ENGLISH

FIRST ADDITIONAL

LANGUAGE

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

**BROADCAST SESSIONS****GRADE 11**

Welcome Grade 11s to Telematics.

Session	Date	Time	Topic
Session 1	09 February 2023	15:00 – 16:00	Literature – Short Stories
Session 2	26 October 2023	15:00 – 16:00	Comprehension Skills



LITERATURE

- Populate with text

SHORT STORIES

A short story:

- It is short
- Focus on only one incident, which includes event which lead up to it.
- Has a single plot
- Setting – general and per extract
- a Small number of characters that is introduced by using detail and unique features
- Covers a period of time

Longer forms of fiction tend to contain core elements of dramatic structure:

- ✓ **Exposition** (the introduction of setting and situation and main characters)
- ✓ **Complication** (the event that introduces the conflict)
- ✓ **Rising action crisis** (the decisive moment for the protagonist – bad guy- and his commitment to a course or action)
- ✓ **Climax** (the point of highest interest in terms of the conflict and the most action)
- ✓ **Resolution** (the point when the conflict is resolved)
- ✓ And **moral**

Components of the short story.

Plot

- Plot is the action that takes place in the story.
- It is a series of connected happenings with a result.
- There must be an initial event or conflict that drives the actions of the characters



INTRODUCTION

Stages of the plot

- Introduction of the characters
- The situation – initial conflict
- The generating circumstances, which create a rising action – heighten anticipation for the reader.
- Climax – highest point of anticipation (make or break)
- Falling action and conclusion

SETTING:

- The background against which the incidents of the story takes place.
- BUT: setting is the overall picture e.g. a farm but the background is the house, the barns the fields etc.
- This includes where this takes place, the time and the social conditions of the story
- Atmosphere include the tone and feeling of the story e.g. cheery, creepy, gloomy

CHARACTERS

The character in the story must seem real. The reader must be able to connect with some of the characters for the story to be successful.

Presenting of the characters:

- ✚ Actions or thoughts
- ✚ Conversations the characters have
- ✚ Conversations of other characters about a third character
- ✚ Author's own opinion – this could be implied or stated directly



PRESENTATION

- ✓ Author omniscient (all knowing, all seeing) This is the third person point of view and it can be thought of as a camera that moves around from character to character. A Third person narrator can give us information from different points of view and can balance them. He sees what he wants to see in privacy and in public.(but not all third person narrators are omniscient).
- ✓ Author participant (first person) has a limited point of view. The reader has access only to the thoughts and feelings of the “I” who tells the story
- ✓ Author as an observer (third person)'
- ✓ Multiple story tellers (third person)

THEME

The total meaning of the story. It does not have to be tied up in a moral. Without a theme, a story lack meaning and purpose.

Most of the time the theme is implied.

Difference between the narrator and author.

The author is the living person writing the story. The narrator is the character or figure in the story who is telling the story.

DRAMA

- Play- acting is an opportunity to involve many learners in a fun way. Drama study allows learners to participate freely. It presents many opportunities for the teacher to teach important aspects of literature in a fun way. Ideally a play script should be acted out. You'll be amazed at how shy learners act out their roles with enthusiasm!
- This genre refers to plays of all kinds. Plays are meant to be acted out and should always be imagined as being performed on stage.
- Factors such as lighting, costumes, music and sound effects will have an impact on the interpretation of the drama.



Play format

The example below gives in indication of the dialogue (or conversation) in verse and prose drama. Stage direction are written in italics, and enclosed in brackets, and they do the following things:

- They indicate how the stage should be set
- It shows changes in the lighting
- They give clues
- They give instructions to the actors, showing them how the writer conceived of the action of the play.

Boesman : How was it? Swartkops after Redhouse?

Len: Yes!

Boesman: And there we went to

Len: Korsten!

(Boesman shakes his head with another laugh.)

It's no good Boesman. I know what you're trying.

You're not going to do it this time. Go laugh at yourself.

(She goes back to her work, but there is an edge of something new in her voice as she repeats the sequence with exaggerated emphasis.)

- An aside is another kind of stage direction, as is indicated in a play as follows:

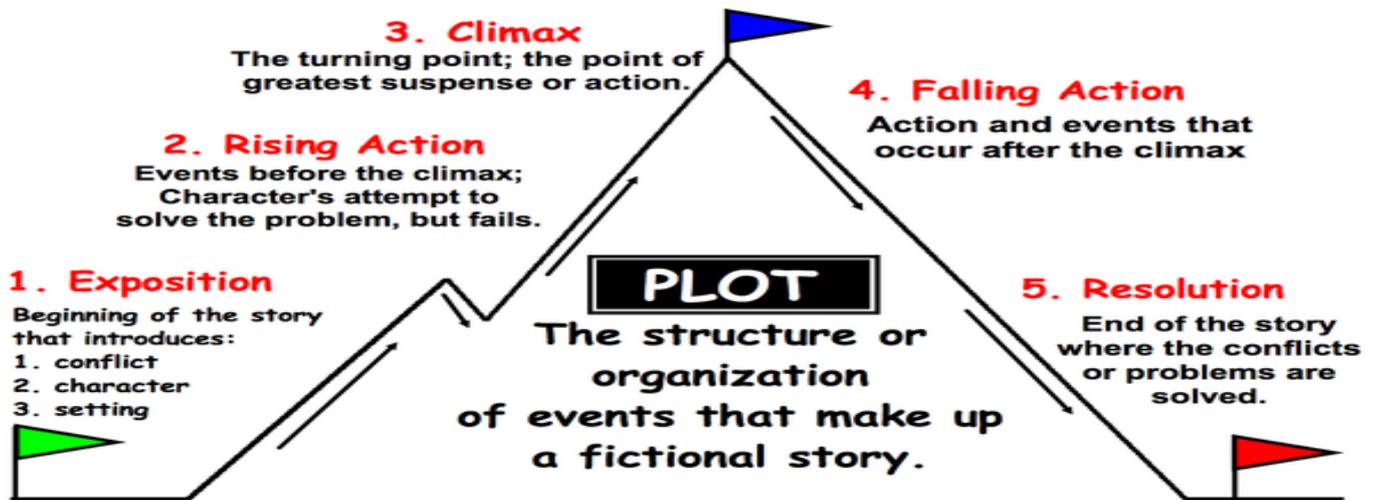
Macbeth: *[Aside]* If chance will have me king, why, chance may crown me without a stir.

The audience is able to 'hear' what Macbeth is thinking, and pretends that none of the other characters on the stage can hear Macbeth's words.



Dramatic Structure

Like the plot of a story, the plot of a play involves characters who face a problem or **conflict**.



Performance of a Play

When you read a play, remember that it is meant to be performed for an audience

Stage Directions

Playwright describes setting and characters' actions and manner.

[Wyona is sitting on the couch. She sees Paul and jumps to her feet.]

Wyona. [Angrily.] What do you want?

Performance

- Theater artists bring the playwright's vision to life on the stage.
- The audience responds to the play and shares the experience.
- **Props** (short for *properties*) are items that the characters carry or handle onstage.
- The person in charge of props must make sure that the right props are available to the actors at the right moments.

The Characters Speech

Dialogue: conversations of characters onstage
character to others

Monologue: long speech given by one

Soliloquy: speech by a character alone onstage to himself or herself or to the audience

Asides: remarks made to the audience or to one character; the other characters onstage do not hear an aside



Short Story: Raymond's Run

GENRE	Short Story
TITLE	RAYMOND'S RUN
AUTHOR	Toni Cade Bambara

PLOT SUMMARY

Squeaky is a young girl growing up in Harlem in the 1960s. She is a very fast runner. There is a new girl at the school, Gretchen, who has told everyone that she will win the first-place medal at this year's Field Day track meet (athletics competition).

Squeaky really wants to win the 100-yard dash. She trains and practises all the time. When she practises, she has her brother Raymond with her. It is her responsibility to look after him. This is because

he is cognitively impaired and cannot look after himself. One day while she is practising, Gretchen comes up to them with her sidekicks (companions who are of a lower status), Mary Louise and Rosie. They try to intimidate Squeaky. They say that Gretchen will beat her in the race and they tease Raymond.

On the day of the race, Squeaky takes Raymond to play on the swings in the park where the track meet will happen. Her teacher, Mr Pearson, suggests that she should lose her race on purpose, in order to give someone else a chance to win. She feels angry with him.

As Squeaky's race is about to start, Raymond cheers for her. He pretends that he is also starting a race. He bends down, the way that runners do when they start a race. As Squeaky runs, Raymond also runs alongside her, but on the other side of the fence. He has a strange running style, with his arms flat against his sides.

There is some confusion as the judges try to work out whether Squeaky or Gretchen won the race. While they are waiting for the judges to decide, Raymond climbs over the fence to run towards Squeaky. Squeaky thinks about how Raymond ran alongside her during the race. She realises that he can run just as fast as her. She feels excited because she realises

that she can train Raymond to be an excellent runner. She starts laughing and jumping with joy. At the same time, the judges announce that she is the winner.

Everyone else thinks that she is laughing with happiness because she won the race. She looks at Gretchen and she

no longer hates her. She feels friendly towards her and wonders if she would like to help Squeaky coach Raymond as a runner.

SETTING

The story is set in Harlem, an African-American neighbourhood in New York, USA. The story was published in 1971, so we can assume it is set at around that time. The action takes place on Broadway, a main road in New York, and in the park where the Field Day track meet happens.



COMPREHENSION

HOW TO ANSWER A COMPREHENSION QUESTION SUCCESSFULLY.

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 words/sentences.



INSTRUCTIONS OFTEN USED IN EXAMINATIONS

Instruction Word/s

Action

Compare: say what the similarities are	consecutive words: find words that follow each other in text / passage
Contrast: say what the differences are	Describe: say what something is like; give the meaning
Discuss: show both sides; compare and contrast	Explain: show / make clear / give reasons
Identify: find and then name / say	Illustrate: show by giving an example
Indicate: say or show something (do not discuss or give detail)	List: name; write points one below the other;
Name: write down the nouns; do not discuss	Mention: state briefly; no detail needed
Paraphrase: restate what is in passage using own words	own words: do not copy words from the passage / express in other words; use synonyms
separate words: find words that do not follow each other in passage / are not linked	Quote: copy exact words from passage; correct spelling and punctuation; use quotation marks
Suggest: give an idea, reason, or example (keep your answer short)	State: say
	Summarise: give only important fact/s; no detail;

EXERCISE

SECTION A: COMPREHENSION

QUESTION 1

Student Power by Chris Rose

- When most people think of strikes, they think of factory workers asking for better pay and conditions, or perhaps refusing to work to support a colleague who has been unfairly sacked.
- It is not often that people associate strikes with school students. But in Italy, it is different. While in many countries it is absolutely unthinkable, in Italy it happens almost every year. Some people may remember the "Paris spring" of 1968, when in the French capital university students and factory workers all went on strike in a crisis which almost made the French republic collapse, but for many this is a long time ago now. But in Italy, however, the tradition has remained. It seems that almost every autumn there is a reason to protest. Most of the protests are national, like the current opposition to the government's planned educational reforms, but there are also protests against things like local issues such as heating in the classes or treatment of individual students.
- And what do students do to protest? All over the country they go on strike, they have demonstrations in the streets, they occupy their schools, they have lots of meetings and sometimes they try to run the schools themselves for a period, setting up their own lessons and courses.
- Are all the students behind this? Well, it's difficult to say exactly. But what is certain, is that very few students object.
- "I think it's important to show what we feel" says one high school student, "The new school reform will be very bad for state schools."



6. Other students are more sceptical. “I think it’s great!” says one student, “It means we get a few days off school.” Another student is openly cynical: “All the people who are doing this... well, some of them are just troublemakers, others are people who are already planning to become politicians. They want to start their career now.” Others say that the strike leaders are being manipulated or used by groups from outside the schools.
7. Problems occurred recently when students from one school which was being occupied marched to another school which wasn’t protesting. The strikers stood outside the school and shouted and threw things at the windows. The non-striking students sat in their classrooms and did nothing, but their teachers went out and began to shout at the students from the striking school.
8. In Britain, and a lot of other countries, such action is unthinkable. Students are not allowed to go on strike, and if they did they would probably face severe disciplinary measures. The strange thing about this, however, is that despite the number of school hours lost to strikes, Italian students are certainly no less intelligent or knowledgeable than their European counterparts. Their national averages are the same as others, despite the fact that on average they spend up to 20% less time in the classroom – with strikes being only one of the many interruptions of the Italian school year.
9. Troublemakers or not, perhaps there is something to be learned from the Italian way of studying!

- 1.1 In your own words explain what a strike is. (par 1) (2)
- 1.2 Refer to paragraph 2. What does the phrase “absolutely unthinkable” mean? (2)
- 1.3 What is another word that you can associate with strikes? (par 3) (1)
- 1.4 Name TWO issues that Italian learners might strike about. (par 2) (2)
- 1.5 Quote a phrase of three words which tells you students try to manage schools by themselves. (par. 3) (1)
- 1.6 Refer to paragraph 3. In your own words, explain what is meant by the word “demonstrations”? (2)
- 1.7 How do students view the strikes? State three different opinions. (par 6) (3)
- 1.8 In your own words, explain what it means if someone is “openly cynical”? (par 6) (2)
- 1.9 In what way have students complicated strikes? (par 7) (2)
- 1.10 In your own opinion will it be a good idea for you to strike? Give two reasons for your answer. (3)

TOTAL SECTION A: [20]



MEMORANDUM:

- 1,1 a group's refusal to work ✓ in protest against low pay or bad work conditions ✓ (2)
- 1,2 ABSOLUTELY UNTHINKABLE: You don't think or expect something to happen at all. ✓✓ (2)
- 1,3 Protest/demonstrations ✓ (1)
- 1,4 Heating in classes ✓
Treatment of individual students ✓
National issues and Local issues ✓ [ANY TWO] (2)
- 1,5 "run the school" (1)
- 1,6 DEMONSTRATIONS: Groups walk in streets shouting slogans, ✓ protesting together. ✓ (2)
- 1,7 They get a few days off ✓
It's done by troublemakers and people who want to become politicians ✓
Strike leaders are manipulated by groups outside the school ✓ (3)
- 1,8 OPENLY CYNICAL: You state in public ✓ that you are believing the worst of human nature and motives; having a sneering disbelief in e.g. selflessness of others ✓ **someone is not doing something for the right reasons** (2)
- 1,9 Striking students ✓ went to non-striking schools ✓ and threw objects at the windows of the classes. (2)
- 1,10 YES/NO ✓ TWO ✓✓ reasons why it will be a good idea to strike / NOT to strike. (3)

TOTAL SECTION A: [20]