



2024 SUBJECT WORKBOOK

Grade 12



ENGLISH

HOME LANGUAGE

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



BROADCAST SESSIONS

GRADE 12

English Home Language

*Dear
Grade 12
Learner*

What a wonderful privilege we have to accompany you on your Matric journey in 2024. We know that your academic future might seem daunting at this stage, but we can assure you that the Telematics team will be there to assist you.

Enrolling on the Telematics programme is part of your success and we know if you diligently follow the broadcasts and study the information, you will reap the reward. There is no secret to success; it is only hard work that will help you to attain the goal.

For many there are extremely challenging circumstances. We also do not know what the future might hold, but as your English team, we assure that you will benefit attending the sessions because our aim is to teach and enrich you. We also challenge you to assist one another so that everyone will graduate from school. Let us do this together.

Please come prepared to the above-mentioned broadcasts.

Kind regards
The Telematics Team

Session	Date	Time	Topic
Language and Literature	29/01/2024	15h00-16h00	Language Question 5 and Tackling the Unseen Poem
Literature	01/08/2024	15h00-16h00	Answering Contextual Questions and Writing Literature Essays

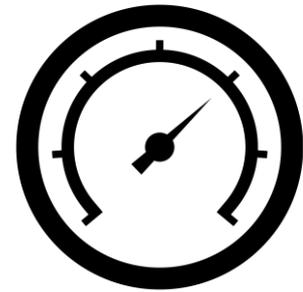


Focus: Paper 1 Language – Question 5

Question 5: USING LANGUAGE CORRECTLY

This is the section of the Paper 1 Language that needs the most preparation. Remember that it not only comprises the 10 marks from Question 5, but there are 2 marks in Question 3 and 2 marks in Question 4 which are also language questions. That makes 14 marks out of 70 language type questions.

Often learners are pushed for time by the time they get to Question 5 that they don't have time to spend properly figuring out the answers. It is vitally important that you prepare well.



Pressure!!!!

PREPARING FOR QUESTION 5

- Know what to study – the examiner may ask you any language concept from the CAPS curriculum, which means that any grammar concept from Grade 8 to Grade 12 is fair game.

Tell your friends in younger grades to keep their language and writing workbooks so that they can use them as a resource. Your teachers do not have the time to reteach concepts from grades 9, 10, 11.

- Closely study past papers to see WHAT concepts are being examined and more importantly – HOW they examine them. Remember, this is HOME Language and so the expectation is that you will be able to answer questions of a higher degree of language difficulty.

2021	2022	2023
Homophones/Puns	Synonyms	Formal English
Active to Passive Voice	Punctuation (Hyphens)	Homophones
Redundancy/Tautology	Active to Passive Voice	Punctuation (Commas)
Abbreviations	Redundancy/Tautology	Concord Errors
Word Forms/Roots	Punctuation (Error)	Active to Passive Voice
Errors of Tense and Concord	Grammar error (Verb)	Antonyms
Apostrophes and Formal English	Homophones; Word forms; Type of sentences	Redundancy and Tautology; Malapropisms; Indirect Speech to Direct Speech



Using Language Correctly

As you make a list of the language concepts you need practice, highlight the language concepts of that you are unfamiliar with. Check if they are covered in your language textbook; or ask your teacher to explain or revise the concept with you, but don't let it slip by without you being 100% sure of the concept. While you have time, practice as many past papers as you can find.

[WCED E-Portal Past Papers](#)



Practice doing the Question 5 (and language components of Questions 3 and 4) – but if you want to practice under real conditions – set yourself a timer – try to do it in under 15 minutes, and then under 10 minutes. Remember the time pressure of your examination. Reflect on your answers using the Marking Guideline (Memo) and where you have struggled – ask your teacher to recap the concept. Don't let it go.

Let's Practice – (NCS May June 2023)

WHEN YOUR AIRBNB HOST CHARGES YOU FOR AIR		
1	<u>A TikToker with the username @papurice shared a video of a gadget they encountered while at an Airbnb.</u>	
2	The video text read: 'When your Airbnb host charges you for air.' <u>The digital screen with numbers that tick higher and higher the longer the aircon is on, is used to hold guests responsible and accountable for using the hosts aircon to control the temperature of the rented room.</u>	5
3	With over 427 000 views, the video managed <u>to ruffle major feathers</u> . 'Airbnb used to be cool but now it's just boomers trying to squeeze every penny out of <u>vacationers</u> ,' a commentator with the username @drunktennis says. Over the years, hotel alternatives have <u>boomed</u> in popularity for being a more affordable option for travellers on a budget.	10
4	<u>With over 5,6 million active listings worldwide, Airbnb is filling a very important gap in the market. They offer rentals, perfect for flexible, adventure travellers looking for fuss-free bookings.</u> These could be in the form of a home, apartment, condo, boat, tent, shared space or other property. [Adapted from The Star]	



- 5.1 Rewrite the first sentence (paragraph 1) so that it is grammatically correct. (1)
- 5.2 Refer to lines 3–6: 'The digital screen ... the rented room.' Correct the single punctuation error in the above sentence. (1)
- 5.3 Using a suffix, change the word 'digital' (line 3) to an adverb. (1)
- 5.4 Write the word 'aircon' (line 4) out in full. (1)
- 5.5 Provide the superlative form of 'accountable' (line 5). (1)
- 5.6 Explain the expression, 'to ruffle major feathers' (line 7). (1)
- 5.7 Refer to line 9. What is the root word of 'vacationers'? (1)
- 5.8 Give the antonym of 'boomed' (line 10) in the context of the sentence. (1)
- 5.9 Refer to paragraph 4. Create a single sentence from the following two sentences: 'With over 5,6 million active listings worldwide, Airbnb is filling a very important gap in the market. They offer rentals, perfect for flexible, adventure travellers looking for fuss-free bookings' (lines 11–13). (1)
- 5.10 Refer to line 12. 'Airbnb is filling a very important gap in the market.' Convert the above sentence to the passive voice. (1)

As part of the Telematics Presentation You will be taken through these answers and what to look out for in answering them



Scan these two links to WCED Eportal Links to brilliant resources. Please have a look them – they will help you immensely





Unseen Poetry

The Unseen Poem can be one of the toughest questions in Paper 2. This is a compulsory question – Question 5, so it is important to master the skills to answer this important question. This question can be made easier if you approach it with a plan. One of this plans is to apply the twist method of analysis.



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Tone: the tone is the attitude of the poet towards the subject matter of the poem. Words describing tone could serious; playful; frustrated; resentful; hopeful or optimistic (just to name a few)

Word Choice: more often this will be referred to as diction. When you consider diction think about the literal and figurative meaning of the words and what they might mean. Diction will also give an indication of the mood of the poem or the tone of the poet.

Imagery: Images are the figures of speech in a poem. On one level these are the similes, metaphors and personification used in the poem, but also consider the word pictures that appeal to the 5 senses. (Taste; Touch; Smell; Hearing; Sight)

Style: this can refer to the type of poem. When you look at style you should look at the structure, rhyme, the rhythm (meter) of the poem. Certain poems are associated with certain subjects. (Sonnets – love poem)

Theme: This is the poet's ultimate message. This is the life lesson or a statement about human nature the poet conveys through the poem.



Let's look at Past Paper Questions

LIVING SPACE – Imtiaz Dharker

1 There are just not enough
 2 straight lines. That
 3 is the problem.
 4 Nothing is flat
 5 or parallel. Beams
 6 balance crookedly on supports
 7 thrust off the vertical.
 8 Nails clutch at open seams.
 9 The whole structure leans dangerously
 10 towards the miraculous.

 11 Into this rough frame,
 12 someone has squeezed
 13 a living space

 14 and even dared to place
 15 these eggs in a wire basket,
 16 fragile curves of white
 17 hung out over the dark edge
 18 of a slanted universe,
 19 gathering the light
 20 into themselves,
 21 as if they were
 22 the bright, thin walls of faith.

Tone: In stanza 1 there is an ominous tone highlighted by the word “dangerous” but this changes to amazement at how this structure is still able to stand. The last line of the poem makes reference to the “thin walls of faith” which ends the poem with a tone of hope.

Word Choice: Look at words that have a certain connotation and fit the idea that the poet is trying to convey – “problem” shows the precarious nature of the structure; “clutch” gives the idea of a structure barely holding together; “dangerously” shows that it is unsafe; “squeezed” – the idea of being cramped; “miraculous” – this structure stands because of something supernatural.

Imagery:

“nails clutch at open seams” – personification – giving a sense of desperation.
 “rough frame” – sense of touch, but also sense of hardship
 “someone has squeezed a living space” – sense of touch, there is no room, but also pressured, no choice

TWIST

Style:

Written in free verse with a series of run on lines (enjambment) giving a sense of the unstructured nature of the living space that you would find in an informal settlement.

Theme:

The poet is amazed at the rickety/unstructured nature of the shack, but acknowledges that this rudimentary structure is someone's home and universe.



Let us look at the questions

5.1 Refer to lines 1–7: 'There are just ... off the vertical.'

What impression of the building is created in these lines?



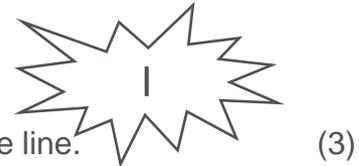
5.2 Refer to lines 9–10: 'The whole structure ... towards the miraculous.'

Discuss the use of the word, 'miraculous' in the context of the poem.



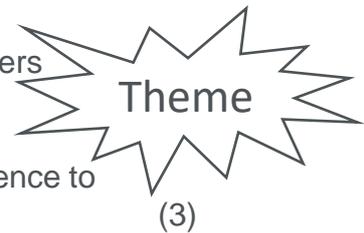
5.3 Refer to line 8: 'Nails clutch at open seams.'

Comment on the effectiveness of the image in the above line.



5.4 Despite the uncertainty of life in these circumstances, the poem offers hope for the future.

Do you agree with this statement? Justify your response with reference to the final stanza.



[10]

Exam Words that we encountered in this exercise:

- ✓ Impression – idea or essence
- ✓ Discuss – include evidence from the poem to support the point that you want to make.
- ✓ Comment on: this is related to discussing a point with an explanation of the point
- ✓ Justify with reference: provide proof/evidence of your viewpoint.

One of the best pieces of advice that we can give as teachers is to make the poem your own. Understand them, appreciate them and then practice Past Paper Questions – you will quickly pick up the pattern to the questions.





ANSWERING CONTEXTUAL QUESTIONS: INSTRUCTION WORDS

What is a contextual question?

In a contextual question, you are given an extract (about 25–30 lines) from the drama. You will then have to answer questions based on the extract. Some answers can be found in the extract. Other questions will test your understanding of other parts of the drama: plot, characters, symbols and themes. Some questions will require that you express your own opinion about the drama.

INSTRUCTION/ QUESTION WORDS

<i>Describe</i>	State in words the main points of a process/phenomenon/investigation
<i>Determine</i>	Discover the answer by examining evidence
<i>Differentiate</i>	Use differences to qualify categories
<i>Discuss</i>	Give the facts and evaluate or comment on them.
<i>Distinguish</i>	Write down the differences between
<i>Evaluate</i>	Express an opinion, using evidence of how good/bad, negative/positive, successful/unsuccessful; assess the information <u>in order</u> to reach a conclusion.
<i>Explain</i>	Make clear; interpret and spell out; give the reason for the meaning of
<i>Give an account of</i>	Tell the story of
<i>Give the context of</i>	Give meaning as applicable in use
<i>Identify</i>	Pick out, <u>find</u> or select the answer; name the essential characteristics
<i>Illustrate</i>	Make something clear by adding examples or pictures
<i>Interpret</i>	Give own explanation of; give own meaning
<i>Label</i>	Identify on a diagram or drawing
<i>List</i>	Do not use full sentences. Just write down the words, names etc.
<i>Mention</i>	Write down; refer to relevant points
<i>Motivate</i>	Give reasons for
<i>Name</i>	Give the name of something
<i>Quote</i>	Write down the exact word(s) from the text and put the word(s) in inverted commas. (“ ”)
<i>Relate</i>	Tell the story of what happens.
<i>State</i>	Write a brief, specific answer that is to the point.
<i>Substantiate</i>	You must prove or verify <u>you</u> answers with sufficient and valid support. Here you need to use the information given in the question.
<i>Suggest</i>	Offer an explanation or a solution; you are required to propose or offer ideas.
<i>Summarise</i>	Give only the main points.
Comment on the appropriateness/effectiveness of a figure of speech/literary device...	What is the writer's purpose for using...? (impact)



ANSWERING CONTEXTUAL QUESTIONS: INSTRUCTION WORDS

<i>Tabulate</i>	Make a table or list.
<i>Why</i>	This is another way of asking you to explain an event or evidence presented.
<i>Which</i>	A type of comparison question
<u>In light of the poem/novel/drama as a whole, critically discuss ...</u>	Evaluate and assess both sides of the topic. / Investigate or examine by argument or debate, giving reasons for and against.
In your view, is ... justified?	Give reasons, based on the text, why you/a character/the writer <u>adopt(s)</u> a particular standpoint.
Critically comment ...	Give a detailed response <u>on</u> the required information, with evidence from the text to support your line of thought.
Discuss the writer's use of style, diction and figurative language, dialogue ...	State how the given aspects of the drama are used to give the text a specific effect.

SOME EXAMPLES OF CONTEXTUAL QUESTIONS:

- Place this extract into context.
 - Refer to lines 4 - 5: 'Nothing can cure the soul...but the soul.'
By referring to the novel as a whole, explain how Dorian has used Lord Henry's mantra, in these lines, to live his life.
 - Dorian is called both 'the devil's bargain' (line 3) and 'Prince Charming' (line 5) in this extract.
Discuss the significance in the contrast between these two names.
- Refer to line 9: 'He walked off ... was steady ground.'
Comment on Pi's use of this image to refer to Mr Kumar and its significance in the context of novel as a whole.
 - Refer to lines 20 - 21: 'To choose doubt as a philosophy of life is akin to choosing immobility as a means of transportation.'
 - Using these lines as a starting point and based on your knowledge of Pi's experience on the lifeboat, how does Pi's opinion, expressed in these lines, aid in his ultimate survival.
- Refer to line 18: 'Frailty, thy name is woman!'
Based on your knowledge of the play as a whole, discuss whether Hamlet's assessment of women, in this line, is accurate.
 - Using this extract as a starting point, comment on the impact of revenge in this play
- Refer to lines 19 – 20: 'And for I... giv'st them breath'
Comment on the irony in these lines.
 - Refer to lines 6 – 7: 'Get you to... it be done.'
If you were the director of the play Othello, how would you instruct the actor who plays the role of Othello to deliver these lines? Motivate your instructions with reference to both body language and tone.
 - Using the extract as a starting point, discuss how characters are impacted by the pursuit of a good reputation.



SECTION B : THE NOVEL - How to approach an essay question

Here are some pointers on the three stages of writing an essay: preparing to write, writing the essay, and checking your work.

A) In preparing to write an essay on a work of literature:

- make sure you have done the necessary revision and preparation beforehand;
- where you have a choice of questions, pick one that you understand and like, and about which you have enough things to write;
- look carefully at the precise way in which the question has been phrased;
- identify the instruction words (that tell you what to do) and the key content words (what to cover in your essay);
- make a mind map (or some rough notes) on points to include in your essay;
- Note: your approach to the essay will differ depending on whether you are writing an essay for a homework assignment or writing one in a test or an examination. *If you have the book with you, look for relevant sections of the novel and good quotations that you can use in supporting your main points (i.e. substantiating your essay).*



B) In writing the essay itself:

- first consider which of your ideas belong together – how might you develop the structure and progression of your essay (or your argument);
- write an introduction to your essay that clearly introduces the reader to what the essay is about;



How to approach an essay question

form each paragraph around one of the main points that you would like to focus on;

- state this point clearly, elaborate where necessary, and support the point with relevant evidence from the book;
- try to make coherent and logical transitions from one paragraph to the next;
- finish with a clear conclusion in which you sum up the main points made in your essay.

C) In checking your work:

- Read through your essay a few times, editing, rewriting and polishing where necessary:
- Have you indicated the title of the book with underlining or inverted commas?
- Have you avoided, where possible, using the first-person pronoun “I”?
- Have you removed all vagueness and ambiguity?
- Have you written in a suitable register, avoiding slang and colloquialisms?
- Have you spelt the characters’ names and place names correctly?

CUPS & ARMS

CUPS: A simple strategy for editing your writing. The 'CUPS' acronym stands for Capitalisation, Understanding, Punctuation and Spelling.

ARMS: A strategy for reviewing, revising and refining your writing. The 'ARMS' acronym stands for Add, Remove, Move and Substitute.



An Example of a literary essay question

QUESTION 8: LIFE OF PI – ESSAY QUESTION

Pi's drive for survival is in conflict with his sense of ethical and moral principles.

Critically discuss the validity of the above statement in relation to the novel. Your response should take the form of a well-constructed essay of 400–450 words (2–2½ pages). [25]

- When Pi is stranded on the lifeboat with a tiger, he is faced with the struggle for survival, while at the same time trying to hold on to his sense of morality. His situation is life-threatening and he is faced with gruelling and inhumane circumstances. He also has to contend with despair at the loss of his family, his complete isolation and the fear of descending into madness.
- Pi's ethical principles are grounded in his faith and his belief in compassion, love, humanity, dignity, reverence for all life and self-respect. However, in order to survive he has to go against his conscience and resort to acts that undermine his sense of morality.
- Pi's transformation from a humane person into a bestial survivor suggests that morality is flexible according to one's circumstances. He has to decide which of his actions are ethical in the face of potential death.
- At first, Pi endeavours to survive while clinging to his principles. He believes he can exist on the rations in the lifeboat and separate himself on his makeshift raft. However, when the raft is destroyed and the rations are depleted, he realises that he will have to forfeit his vegetarianism so that he and Richard Parker can survive. In both stories, he is forced to suppress his ethical code, resorting to barbaric acts such as cannibalism and the killing of the French cook.
- Pi finds himself unable to face the depths to which a human can sink in order to survive. He adopts various means to cope with his challenges: he assumes the alter ego of Richard Parker and transfers the more horrific elements of his character onto the persona of Richard Parker. Pi is able to associate his inhumane acts with the predatory nature of the tiger, and in doing so he is able to preserve the purity of his moral code.
- It might be argued that Pi never loses his faith/morality even though his beliefs are severely compromised. He prays five times a day and maintains as many religious rituals as he can on the lifeboat. When forced to take a life, he thanks God for it and prays for its soul. His certainty that as long as God is with him, he will not die is what sustains him through his ordeal.
- By overcoming his spiritual doubts and adhering to his convictions, Pi is able to transform his faith into something more real, rather than being idealistic. He learns to accept all parts of his nature, instead of just what is moral, and he forgives himself for his brutal acts.
- The most important lesson that Pi learns is that morality is not a fixed concept, but is dependent on circumstances. The fact that the adult Pi is able to live a happy and fulfilled life is clear evidence that he has managed to reconcile his sense of morality with the inhumane acts he perpetuated in order to survive.

