



2024 SUBJECT WORKBOOK

Grade 12



ENGLISH

FIRST ADDITIONAL

LANGUAGE

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



BROADCAST SESSIONS

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE

Session	Date	Time	Topic
Literature Written Work	08/02/2024	15:00 – 16:00	Drama Essays
Literature	31/07/2024	15:00 – 16:00	Drama Short stories

Dear Gr 12
Learner

What a wonderful privilege we have to accompany you on your Grade 12 English FAL journey. We know that the future often seems daunting and dangerous, 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 from it 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



INTRODUCTION

PAPER 3

NOTE:

- PAPER 3 is you're your safety net.
- Answer ONE question per section.
- Avoid choosing a topic that you are not familiar with.
- Avoid PLAGIARISM
- Time allocation per section is extremely important.
- 80 minutes for SECTION A
- 40 minutes for SECTION B
- 30 minutes for SECTION C
- ESSAYS
 - This is the length you are allowed to write for an essay. It is the content and does not include the title. Do not go over the number of words allowed as everything after the limit will be ignored and not assessed.
- EFAL
 - GR10 → 150-200
 - GR11 → 200-250
 - GR12 → 250-300



INTRODUCTION

TIPS FOR ESSAY WRITING

- Do not write less than 250 words or exceed the word count of 300.
- PLAN your essay by means of a detailed mind map/list/flow chart/brainstorm. (IF YOU FAIL TO PLAN YOU PLAN TO FAIL!!!!)
- Make sure you have **PARAGRAPHS**.
- Write about what you know. Use your IMAGINATION/CREATIVE MIND.
- Use correct register for the purpose of the topic you choose.
- **DO NOT** include any ideas of drunken parties, sexual exploits or any vulgarity. You will be **MARKED DOWN** IN CONTENT AND LANGUAGE!!!!.



READY, STEADY, GO...

Topic

- Underline the key words to ensure you do not go off the point.
- Ask the questions: WHO, WHAT, WHERE, WHEN and HOW.
- Plan the essay by using a mind map.

Introduction

- The introduction is the most important part.
- It should not exceed five short sentences.
- Avoid starting your essay with:
'One day...'
'In this essay I am going to...'

Main idea 1

- The body. Each paragraph should have a main idea with supporting details that develop the main idea.

Main idea 2

- Paragraph should be varied in length.
- There should be a logical sequence of ideas/events.

Main idea 3

- Avoid sentences that are too long, they should be well-constructed and varied.

Conclusion

- The conclusion should be thought provoking and leave the reader with a lasting impression of your work.



INTRODUCTION

MOST COMMON ESSAYS

(Refer to booklet)

NARRATIVE

- Tell a story
- Include names of characters
- Plot should be developed

DESCRIPTIVE

Strong verbs
*I*magery
Detail
*E*xperience
Suggestions

REFLECTIVE

- Personal experience
- Lessons learnt

HOW DO I STRUCTURE/DEVELOP MY IDEAS INTO PARAGRAPHS???

Choose your topic carefully as this affects the development of your thoughts/ideas.

Key words in the topic eventually form the ideas for the different paragraphs.

There **MUST** be a clear connection between the paragraphs.

Include the actual topic into your essay. This could be in the introduction, as a one liner or even the conclusion(the end).

If there is NO link between the topic and your content, you will lose marks!!!



INTRODUCTION

LET'S ANALYSE AN ESSAY**1. 'I am an old desk in a classroom and this is my story...'**

Exercise: Underline the key words in your topic.

Answer: 'I am an old desk in a classroom and this is my story...'

I: – First person i.e me and mine

old desk – elaborate how you became old/allocate a time frame/ what

type of wood you are made out of.

a classroom – which classroom/write about the class and the learners/how do they treat you?

my story - elaborate on your experiences/feelings/emotions as a desk in a classroom.

LET'S WRITE AN ESSAY

Your **INTRODUCTION** is important. It should grab the or reader's attention.

TOPIC:

I am an old desk in a classroom and this is my story...

The excitement was bubbling inside me as they softly placed me on the wooden floor of the mathematics classroom. Like a flower that begins its life in Spring, my life also began. **As proud as a peacock** I stood on my place, waiting to live out my purpose.



HOW TO DEVELOP IDEAS IN PARAGRAPH 1

Effect of time spent in the classroom.

EMOTIONS: nostalgic, sad, proud, moaned, bored.

DESCRIPTIONS: damaged, ruined, broken, neglected, cracked

ACTION: purpose in the classroom

The years that went by started **to take** its toll on my appearance. I was covered in the artwork of **bored hands**. My framework **moaned** and **cracked** under the **heavy bodies** that rested on me. Although I was getting older, I remained strong and brave.

PARAGRAPH 2

Relationship or experiences with learners.

FEELINGS: their sadness/happiness, successes/failure, his heartache/sadness, love for them

DESCRIPTIONS: understanding their feelings, relating to them, being left behind, farewell

ACTION: relationships formed with the children

I remember the soft prayers, shaking hands and even a few tears that dripped on me when tests were written. Sometimes I wished I could give a helping hand because of all the knowledge I build up over the years. Every year I grew fond of the children who worked on me, the worst part was saying farewell to them.



LET'S WRITE AN ESSAY TOPIC 1

ACTIVITY

NOW ATTEMPT THE FOLLOWING TOPICS:

1. It was a season of...

It (pronoun) – refers to a situation/circumstances/something in general

a season – only ONE/ could be a LITERAL /FIGURATIVE season
E.g. celebration/happiness or sadness / excitement / death

2. Suddenly there was absolute silence

Suddenly – quickly/unexpectedly/immediately

absolute – complete/total/utter

silence – complete absence of sound/quiet

DIFFERENT TYPES OF ESSAYS:

1. Narrative
2. Descriptive
3. Reflective
4. Argumentative:
5. Discursive/ (expository only for enrichment):
6. visual essays

**NOTE: YOU MAY WRITE A COMBINATION OF
DIFFERENT TYPES OF ESSAYS**



INTRODUCTION and BACKGROUND

My Children! My Africa!

My Children! My Africa! is a two-act play written by Athol Fugard, a white South African playwright who has written over 30 plays. There are only three characters in the play: a white South African teenage girl, a black South African teenage boy, and the teen boy's teacher. The play takes place in **Camdembo, South Africa in 1985(setting)**, and it explores the rising tensions between black people and the apartheid government, and more generally between blacks and whites at the end of apartheid South Africa.

My Children! My Africa! was greatly influenced by Fugard's own experience as a white person in South Africa during apartheid. Like Isabel, the white character in the play, Fugard grew up with black South Africans working for his family, and was affected by the way others saw his relationship specifically to a worker named Sam with whom he was close. As an adult, Fugard worked with a group of amateur black actors in a ghetto outside Johannesburg, which got him interested in doing **activist theater** specifically critiquing segregation.

HISTORICAL BACKGROUND

Set in 1984

Tricameral parliament

State of emergency

Bantu Education



My Children! My Africa! Character List

Note that characterisation will be asked in the context of an extract – what does the extract reveal about the character. Look at the words used to describe the character and their actions in relation to the other characters. Also take note of what other characters say about them.

Anela Myalatya (Mr. M.)

Informally known as Mr. M, he is a highly-respected and beloved teacher at Zolile High School in Camdeboo during Apartheid-era South Africa. Mr. M is Thami's favorite teacher (and the latter is his favorite student) and he desperately wants Thami to succeed, but fears that his involvement with a bad crowd will bring him down. As a result, he tries **to** get Isabel to work with Thami in an interschool literary competition in the hope of landing a scholarship for his favourite student.

Thami Mbikwana

In apartheid South Africa, to be young, gifted and black is not enough. Mr. M understands this, and so does Thami. Unfortunately, Mr. M thinks the way out is a scholarship, while Thami becomes convinced that words are not enough and so gets involved with an underground group of political activists seeking to meet violence with violence.

Isabel Dyson

Isabel differs from both Mr. M and Thami in one very significant way: she is white. She also attends Camdeboo High School, which is not just an all-girl school, but also an all-white school. She wins the debate with Thami which opens the play, develops a friendship with him and comes between teacher and student, both of whom she respects, when they enter into conflict with each other over how to deal with the political reaction to apartheid.



My Children! My Africa! Themes

Race

Race is the most prominent theme in *My Children! My Africa!*. Athol Fugard is a white South African, and saw the impact of apartheid second-hand through the experiences of his black friends and the black actors in a theater group he worked with. He wrote *My Children! My Africa!* to expose some of the ongoing struggles of apartheid in the 1980s, particularly related to education. Apartheid was a system of segregation laws that kept black South Africans from the spaces and resources to which whites had privileged access. In *My Children! My Africa!*, two of the characters are black, and one is white. Isabel, the white character, initially thinks that the black characters will be grateful to her for visiting their school and will not equal her intelligence and personhood. However, she comes to love both Thami and Mr. M, and recognize through them the way the difficulty and importance of the struggle against apartheid. Thami and Mr. M are both proud of their race and their racial heritage, even if they have different ideologies about what it is necessary for an individual to do to end apartheid.

Education

In South Africa at the time shown in *My Children! My Africa!*, schools for white and black South Africans were completely segregated. This is shown in the play by Isabel and Thami attending different schools, and the fact that Thami did not receive an equal education to Isabel is shown by Isabel's shock and disgust at how simple and dull Thami's school seems. However, the play shows that even black South Africans raised in these segregated areas had the intellect to succeed in academics and in life, if the government would have allowed them the chance.

Loyalty

Thami's loyalties to different people are tested throughout the play. At the beginning, Thami's strongest loyalty is perhaps to Mr. M. He does as Mr. M wishes, competing in debate and leading Mr. M to believe that he might go on to higher education. However, he also knows that he must be loyal to himself and his people, and he starts to feel conflicted about the education system set up by the government for black South Africans. Once Isabel enters his life, he is also loyal to her for some time. They practice together for their competition, meeting regularly and supporting one another by researching and studying. However, after some time, he breaks her loyalty as a teammate and friend by quitting the team and saying that he probably cannot see her anymore. His loyalties have been pulled away from both Isabel and Mr. M by his new loyalty to the Comrades and the Cause, which come to dominate his life choices.



INTRODUCTION

- Populate with text

Friendship

The theme of friendship in *My Children! My Africa!* is most salient in the friendship that develops and then falters between Isabel and Thami. Though separated by race and gender, it seems at the beginning of the play that they will beat the odds and form not only a successful team but a friendship, or even a closer relationship. However, when Thami joins the Comrades, they want him to break off any contact with white people, and he must drop off the team and even tells Isabel that they shouldn't see each other at all any more. Isabel tells him, "You used the word friendship a few minutes ago. It's a beautiful word and I'll do anything to make it true for us. But don't let's cheat, Thami. If we can't be open and honest with each other and say what is in our hearts, we've got no right to use it" (p.51). One of the questions raised by the play is whether Thami and Isabel's friendship could have worked out, given their many differences and the tense moment in South Africa's history

Justice and Injustice

This play is about racial injustice and how the characters respond to it. Mr M believes that words allow for peaceful negotiations whereas violence leads to destruction and heartbreak. He says, "Be careful, Thami... Don't scorn words. They are sacred! Magical! ... Tell them the difference between a man and an animal is that Man thinks, and he thinks with words" (Act 2: Scene1). As a strong believer in the Confucian ideology he thinks with words, and believes that justice can be achieved through words. As the events in the play unfolds we see a contradiction of this theory, that words by themselves are not enough; and the same goes for the fact that action that is not backed by words leads to violence and injustice. In Mr M's view, justice is keeping up with the law. The students have a different view to his and their argument is that the apartheid law is in itself unjust.

Generational Gap /Conflict/ Clash

This refers to the differences between generations – from one generation to the next. The conflict occurs when the younger people do not see issues the same way as the older people. Thami is frustrated by the fact that Mr M does not consult with him with regard to his own ideas and goals. Mr M believes that dialogue is the solution while Thami thinks violence and boycott are the best ways to fight apartheid and Bantu education.



Types of questions

1. Mix and match/ Fill in the missing words [4]
2. Figure of speech [3]
3. Setting [2]
4. Attitude [2]
5. Frame of mind [2]
6. Irony [2]
7. False statement [1]
8. Say why/what... [2]
9. Say why... [1]
10. Character [2]
11. Theme [3]
12. Discuss a statement made [3]
13. Tone [2]
14. Quote consecutive words [1]
15. Stage directions [2]



ACTIVITY

MIND THE GAP!

ACTIVITY 1

Read the following extract and answer the questions.

[Opening Scene: The great debate]

MR M: Order please!
 ISABEL: I never said anything of the kind.
 THAMI: Yes you did. You said that women were more...
 MR M: I call you both to order!
 ISABEL: What I said was that women...
 THAMI: ... were more emotional than men ...
 ISABEL: Correction! That woman were more intuitive than men...
 MR M: Miss Dyson and Mr Mbikwana! Will you both please...
 ISABEL: You are twisting my words and misquoting me.
 THAMI: I am not. I am simply asking you...
 MR M: Come to order! *[Grabs the school bell and rings it violently. It works. Silence]*
 I think it is necessary for me to remind all of you exactly what a debate is
 supposed to be. *[Opens and reads a little Black dictionary that is at hand on*
the table] My dictionary defines it as follows: 'The orderly and regulated
 discussion of an issue with opposing viewpoints receiving equal time and
 consideration.' Shouting down the opposition so that they cannot be heard
 does not comply with that definition. Enthusiasm for your cause is most
 commendable but without personal discipline it is as useless as having a
 good donkey and a good cart but no harness.

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1. Provide the setting of this extract. (1)
2. Mr M repeats his call of order three times. Why do you think it is necessary for Mr M to call order so many times? (2)
3. The play begins with a debate. Briefly explain how this came about. (2)
4. According to the stage direction, the bell is rung violently and then there is dead silence. Do you think this is dramatically effective? Give a reason for your answer. (2)

Suggested Answers

1.	The number One classroom at Zolile High School ✓	(1)
2.	Mr M is restoring order as Thami and Isabel are arguing their points without listening to each other. ✓ He wants the debaters to observe turn-taking so that they could be clearly heard. ✓	(2)
3.	Mr M, principal of Zolile High approached Mrs Brockway, principal of Camdeboo High School for Girls and proposed that they hold an inter-school debate. ✓✓	(2)
4.	Yes, It is dramatically effective. The bell represents authority and order. ✓ When Mr M rings the bell so vigorously it emphasises Mr M's authority because the dead silence that follows shows that the learners really respect Mr M and his authority. ✓	(2)



ACTIVITY

Read the following extract and answer the questions

[Mr M alone]

MR M: Not even if I lived to be one hundred and seventy, will I end up a calm, gentle Chinese hearts like his.

I wish I could. Believe me, I really wish I could. Because I am frightened of the one I've got. I don't get gentle promptings from it, my friends. I get heart attacks. When I walk out into those streets, and I see what is happening to my people, it jumps out and savages me like a wild beast. [Thumping his chest with a clenched fist] I've got a whole zoo in here, a mad zoo of hungry animals ...and the keeper is frightened! All of them. Mad and savage! Look at me! I'm sweating today. I've been sweating for a week. Why? Because one of those animals, the one called Hope, has broken loose and is looking for food. Don't be fooled by its gentle name. It is as dangerous as Hate and Despair would be if they ever manage to break out. You think I'm exaggerating? Pushing my metaphor a little too far? Then I'd like to put you inside a black skin and ask you to keep Hope alive, find food for it on these streets where our children, our loved and precious children, go hungry and die of malnutrition. No, believe me, it is a dangerous animal for a black man to have prowling around in his heart.

[Act 1 Scene 4]

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1. What is Mr M's full name? (1)
2. Explain why the following statement is FALSE.
Mr M has a calm and gentle heart like Confucius. (2)
3. Refer to line 5-7 ('When I walk out ...like a wild beast.')
- (a) Who is 'the People' that Mr M is referring to? (1)
- (b) Use your OWN WORDS, state what was happening that made Mr M's heart to jump out and savage him like a wild beast. (2)
4. Refer to line 8-9 ('I've got a whole zoo...hungry animals').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Discuss the comparison used. (2)
5. Mr M speaks of keeping his hope alive.
State how he manages to keep his Hope alive. (2)
6. State TWO character traits of Mr M that are revealed in this extract. (2)