

Greetings Matrics and Grade 11s

Please access the following past English papers and use them as practise for your Pre-Prelims, Prelims and finals. The link is <https://www.ieb.co.za/pastiebpaperslibrary>. Time yourselves and use the guidelines to help you to mark your answers. Treat the poems that are not part of your syllabus as unseen poems and attempt to answer them too. We will go through the solutions together when we return to school. If you need to discuss any concerns that you may have, e-mail me at bcmargolis13@telkomsa.net or call my on 0837492494.

Kind regards

Mr Margolis

Greetings Grade 12s

Please ensure that you adhere to the listed dates and periods listed, and complete the work assigned to you, so that you can present it to me as indicated below.

Grade 12 Work to be completed before the start of Term Two 2020 (Phase 2)

Monday, 20 April 2020 – Tuesday, 28 April 2020

Monday, 20 April 2020 (Day 6) Period 3, & Tuesday, 21 April 2020 (Day 7) Period 1

Attached, herewith, you will find the poetry questions on *Dulce et Decorum Est*, *Touch*, and *I Have my Father's Voice*. Answer the questions as accurately as you can.

Tuesday, 21 April 2020 (Day 7) Periods 7 & 8

Attached, herewith, you will find the Visual Literacy PowerPoint and related questions that will help you to tackle your CAT Assessment. Answer the questions as thoroughly as you can before checking your answers against the suggested solutions that are included in this document.

Wednesday, 22 April 2020 (Day 1) Period3, & Friday, 24 April 2020 (Day 3) Period 5

Kindly refer to *The Dream House: The Complete Guide And Resource* and answer the questions on the following pages: pp 35 – 38, & pp 44 – 52.

Friday, 24 April 2020 (Day 3) Period 6, & Monday, 27 April 2020 (Day 4) Period 3

Attached, herewith, you will find the instructions for your Extended Writing 2, the second creative writing essay to be included in your portfolio. Carefully read the instructions and study the topics before you make your choice. Kindly ensure that you have e-mailed or scanned your typed / written first draft to me by Thursday, 30 April 2020. The address is listed below.

Should you require any assistance, you are welcome to either call me at 0837492494 or e-mail me at bcmargolis13@telkomsa.net.

Take care! Hope to see you soon

POETRY: Grade 12 Work to be completed before the start of Term Two 2020 (Phase 2)

Answer the questions that follow the poems below.

Dulce et Decorum Est

1. Identify the Figure of Speech in line 1 and comment on its effect. (2)
2. What Part of Speech is '[knock-kneed]' (line 2)? (1)
3. What are the connotations of 'hags' (line 2), and what is the effect of this word in the context of this poem? (2)
4. Why might the speaker describe the 'flares' as 'haunting' (line 3)? (2)
5. What are the connotations of 'trudge' (line 4)? (1)
6. Describe the tone of the first stanza, demonstrating how the choice of diction conveys this tone. (2)
7. How does the tone of the poem change at the start of the second stanza? (2)
8. What might the speaker be trying to convey through the phrase 'clumsy helmets' (line 10)? (2)
9. Identify the Figure of Speech in line 20, and comment on its effectiveness. (3)
10. Identify the Figures of Speech in lines 23 – 24 and assess how each develops the other. (4)
11. What is the effect of referring to 'glory' as 'desperate' (line 26)? (2)
12. Describe the tone of the final stanza, drawing on evidence from the text to Substantiate your response. (2)

Touch

1. What are the implications of equating 'touch' with 'how life feels' (line 9)? (3)
2. Discuss the contrast between the diction used to describe 'touch' in lines 4 and 5 and the diction used to describe 'touch' in lines 24 and 37. What does the choice of words in both instances tell us about the relationship between the person being touched and the person doing the touching? (6)
3. Discuss the similarities and/or differences between 'I've not been touched' and 'I've been untouched' (lines 10 and 13). Provide clear meaning for your response. (5)
4. Why does the speaker call himself 'untouchable' (line 18)? (2)
5. What is the effect of the line breaks in the lines 6 – 9? (2)
6. What punctuation mark is used in line 19, and what is its effect in this context? (2)
7. What is the effect of the 'list' the speaker starts writing (lines 22 and 30)? (2)
8. What is the effect of the repetition of 'beating' in line 25? (2)
9. What are the connotations of 'paws' in line 31, and how does this influence our interpretation of this scene? (2)
10. Why does the speaker say 'I want to / want to be touched' (lines 41 – 42) instead of 'I want to be touched'? (2)

11. Offer one effective example of alliteration and one of onomatopoeia from the poem. Discuss the effectiveness in context. (6)
12. Look at the apparent contradiction in lines 10 and 19 – 21: at first the poet says, 'I've not been touched,' then he says 'Untouched – not quite / I can count the things / that have touched me.' Explain why the speaker phrases his experiences and desires this way. (3)
13. What punctuation mark is used in line 22, and what is its function? (2)
14. Identify the Figure of Speech in line 24, and explain its effect. (3)
15. Discuss the effect of the lack of punctuation on the poem as a whole. (4)

I Have my Father's Voice

1. What are implications of the line 'I fill the same spaces he did' (line 3)? (1)
2. Provide a summary of the poem using one sentence to paraphrase and explain each stanza. (3)
3. Do you think the title of the poem is apt? Justify your answer by referring closely to the poem. (3)
4. Discuss the connotations of the words 'pigeon-toed' (line 11) and 'scribble' (line 15) in the second stanza, and comment on how these words contribute to the tone of the stanza as a whole. (6)
5. Comment on the repetition of the word 'late' at the end of line 19 and the beginning of line 20, indicating what the use of repetition here suggests about the relationship between the father and son. (3)
6. Identify the fairy tale alluded to in line 25, and comment on the effect created by this allusion. (3)
7. To what does the phrase 'anagrams of fee fo fi fum' (line 25) allude? (2)
8. Why is the title of the poem repeated in line 27? (2)
9. What are the connotations of 'spew' (line 30)? (2)
10. Provide definitions for the terms 'alliteration' (line 31) and 'assonance' (line 32), illustrating the explanations with examples from the poem and showing how these examples are effective. (6)
11. Discuss the implications of the poet's choice of the word 'bequeathed' (line 34), rather than 'endowed' or 'bestowed,' for example. (3)
12. Do you agree that the poet / speaker discusses his inheritance from his father with respect, or do you think that this tone of respect is ironic? Write one well-constructed paragraph in which you justify your answer. (4)
13. Provide one adjective, not used in the analysis, to describe the poet's diction, and explain how you think this diction contributes to the meaning of the poem. (3)



ENGLISH HOME LANGUAGE

DESCRIPTIVE ESSAY

GRADE 12 EXTENDED WRITING: ESSAY 2 2020

TIME: 1 ½ hours

MARKS: 45

ASSESSOR: Mr B C Margolis

MODERATOR: Ms J Van Bebber

INSTRUCTIONS:

- Write a **descriptive essay** using one of the topics below.
- Follow the guidelines on page three of this paper.
- Your essay must be 600 – 650 words in length.
- This must be typed with double spacing, using **Arial** font.
- The neat, typed **first and second drafts**, must be handed in on the DUE DATES.
- Staple your plan to the back of them.
- Please supply a cover sheet which clearly indicates your **name, grade, date** and the number of the **topic** that you choose.
- Provide a suitable title of your own for the essay if one is not given.
- Ensure that your final piece has been edited carefully before you hand it in.
- Your final piece will be marked according to the criteria attached.

Topics:

1. Images of Africa.
2. "And I thought to myself, what a wonderful world."
3. Beauty in unexpected places.
4. Describe any indoor space of your life: a room in your house, a shop, an airport ...
5. Cry, the beloved country, for the unborn child that is the inheritor of our fear. Let him not love the earth too deeply. Let him not laugh too gladly when the water runs through his fingers, nor stand too silent when the setting sun makes red the veld with fire. Let him not be too moved.

Use one of the pictures below to create a descriptive essay. Write the number of the picture that you have chosen and provide a suitable title of your own for the essay.

6.



8.



Guidelines for writing a descriptive essay:

- Your primary focus needs to involve a description of an experience, person, place or thing.
- It will be beneficial to take a brief moment in life and describe this in great detail.
- First think of a scene that you wish to describe, then decide which mood or atmosphere you wish to create in your writing. This must be reflected as a central point of view in your introduction and in the entire essay.
- The effective use of description needs to create atmosphere, character and emotion.
- Use imaginative, innovative language, interesting comparisons, and images that appeal to the senses.
- Your secondary focus needs to be to use language that is grammatically correct and that is free of spelling and other grammatical errors.
- Think of the details which you can describe that will make the scene come alive. Use strong verbs and nouns. Avoid using too many adverbs and adjectives.
- Try to use specific descriptions – not *the birds sang*, but *the weavers shrilled and twittered as the cobra slithered along the branch*.
Write about something with which you are familiar, or which you have some strong feelings or ideas about.
Make use of the five senses – use visual, aural, tactile images, as well as smells – these are especially evocative of atmospheres and memories.
Use imagery and figures of speech.

AFRIKAANS

Day 1 - 22.4.2020

Period 4,5 : Gedig - Aandeelhouer

Day 2 - 23.4.2020

Period 5 : Verbeterings - Gedigte

Day 4 - 27.4.2020

Period 1 : Prosa - Asem

Day 5 - 28.4.2020

Period 5, 6 : Gedig - Klein Geloof

Day 6 - 29.4.2020

Period 1,2 : GTA