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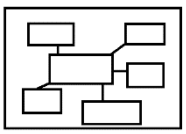
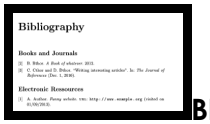
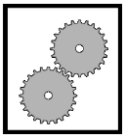
GRADE 12

SPRING CLASSES 2026

TEACHER AND LEARNER CONTENT MANUAL

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1. ICON DESCRIPTION

 MIND MAP	 EXAMINATION GUIDELINE	 CONTENTS	 ACTIVITIES
 BIBLIOGRAPHY	 TERMINOLOGY	 WORKED EXAMPLES	 STEPS

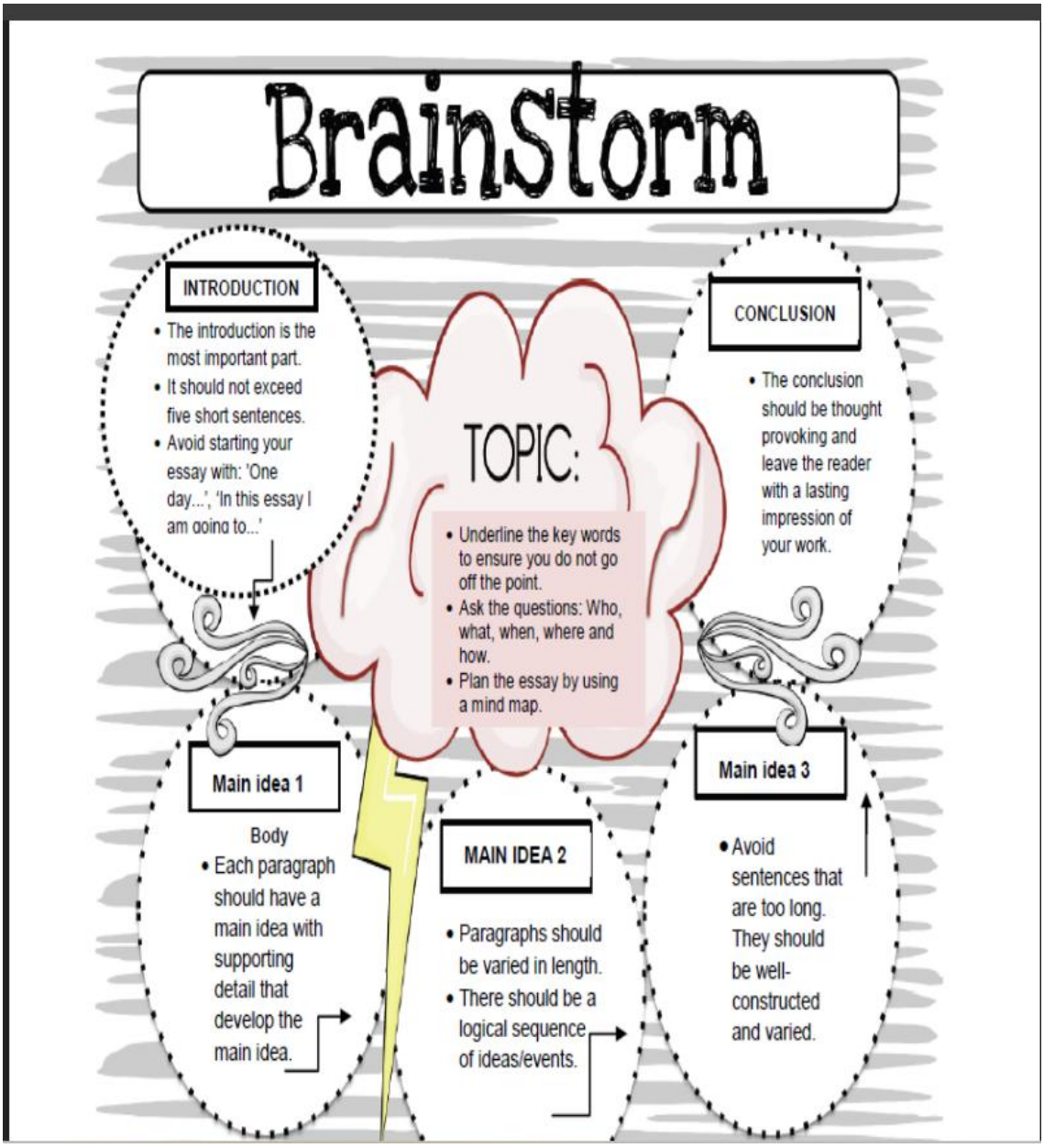
SUBJECT	English FAL
DAY	1
LESSON	1
TIME ALLOCATION	30 minutes

2 CREATIVE WRITING

INTRODUCTION

The 2025 DBE Diagnostic Report emphasises the importance of strengthening learners' writing skills to enable them to communicate effectively, organise ideas logically, and apply language conventions accurately. The report identifies common weaknesses such as poor interpretation of writing topics, inadequate planning, limited development of ideas, weak paragraphing, inappropriate tone and register, and persistent grammatical and spelling errors. These challenges often prevent learners from achieving their full potential in Paper 3.

2.1 ESSAYS


Brainstorm
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...'
TOPIC:
• Underline the key words to ensure you do not go off the point.
• Ask the questions: Who, what, when, where and how.
• Plan the essay by using a mind map.
CONCLUSION
• The conclusion should be thought provoking and leave the reader with a lasting impression of your work.
Main idea 1
Body
• Each paragraph should have a main idea with supporting detail that develop the main idea.
MAIN IDEA 2
• Paragraphs 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.

2.1.1 Narrative essay

A narrative essay tells a story or tells of a past event. It does not have to be a true story or based on your life/experience. It can be written from any perspective.

Consider the following when writing a narrative essay:

- The story must have a strong story line and be convincing even if it is fiction.
- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the reader's attention.
- An unusually interesting ending gives a story the final touch.
- The reader's interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
- A successful narrative vividly highlights sensory details such as sight, sound, taste, smell and feel/touch.
- A narrative essay often has a strong storytelling/descriptive element.

Below follows examples of how a narrative story may be introduced:

1. Suddenly there was absolute silence…

2. It was a cold stormy night. The thunder was screaming in a gruesome voice. The rain was pouring like a waterfall onto the windowsill. As usual I was alone – scared.

2.1.2 Descriptive essay

In a descriptive essay, the student describes a person, memory, situation, place, experience or any object. In contrast to other types of essays, the descriptive essay allows the writer to use many figures of speech, and descriptors like adjectives and adverbs, thus enabling him to create a powerful image of what he is describing. The writer presents the text in a manner that leads the reader into the writer's perspective of the subject the writer is describing.

Consider the following when writing a descriptive essay:

- The writer should create a picture in words using adjectives and adverbs.
- It is usually written in the present or past tense.
- Words and expressions are chosen carefully to achieve the desired effect.
- Images of sight, sound, hearing, taste and touch can be used to make the description vivid.
- Figures of speech are used in original ways.
- Learners should ideally have experience of the topic. It is very difficult to describe something without having first-hand knowledge.

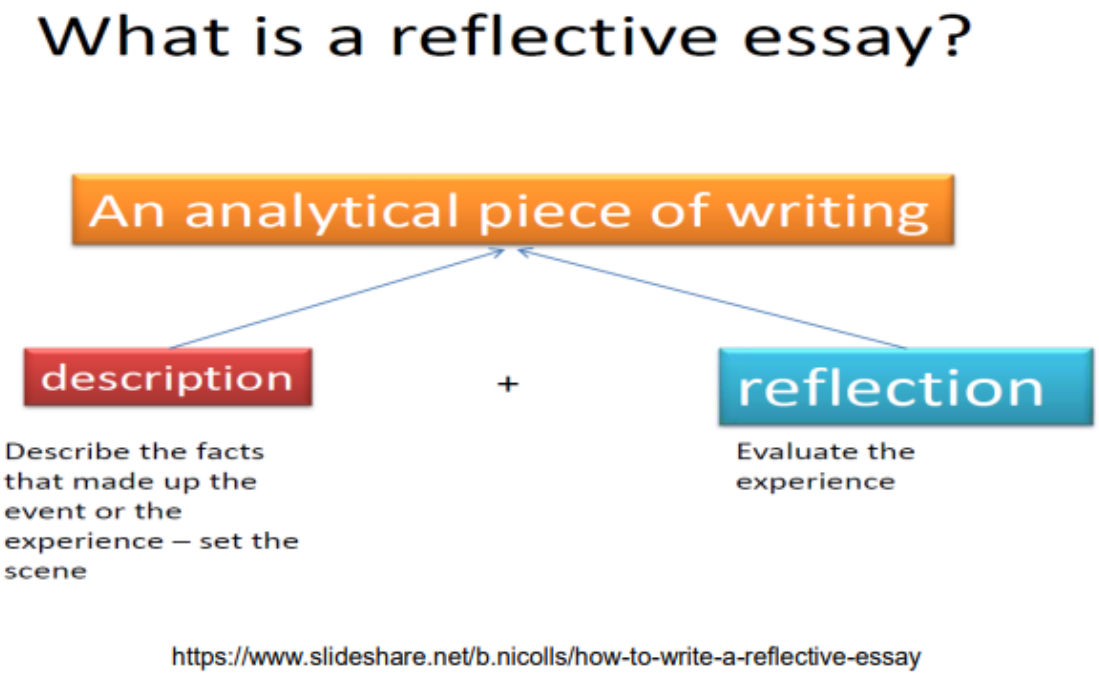
Here is an example of an introductory paragraph for a descriptive essay.

The Karoo A vast expanse of scorched sand, small bushes, trees covered by dust. A dome of rich blue, governed by the fierce ball of fire, then dipping slowly downwards to meet the sand on the horizon. Lifeless, you would think. Think again. The Karoo has a life of its own.

2.1.3 Reflective essay

In a reflective essay the writer contemplates (thinks about) an idea and gives his or her emotional reactions and feelings. The writer could, for example, reflect on dreams or aspirations. It presents a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything.

Look at the graphic presentation of a definition and guide on how to write a reflective essay below.



https://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay

www.patrioths.co.za

Consider the following when writing a reflective essay:

- A reflective essay is subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate recollections or feelings of the writer in the reader.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.

Below follows an example of an introductory paragraph for a reflective essay.

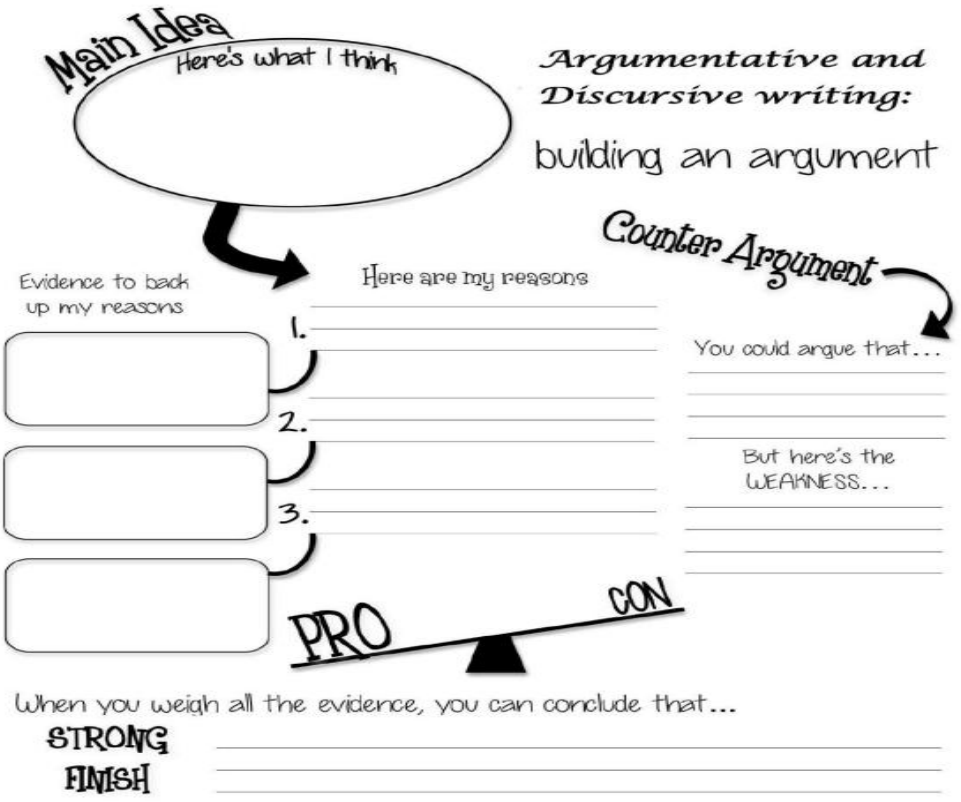
The moment of truth. Everyone has that one moment which changes one's life. A moment that you wish had never happened. A moment that you cannot avoid or escape. The moment of truth

2.1.4 Argumentative essay

In an argumentative essay, the writer has a specific opinion or viewpoint and argues to defend or motivate his or her position. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

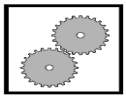
Consider the following when writing an argumentative essay:

- The essay should start with the writer's view of the topic in an original and striking way.
- The writer should give a range of arguments to support and substantiate his or her view.
- The writer focuses on points for OR against a statement.
- An argumentative essay is subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.
- The language used is emotive and can be emotional but should not be rude.
- The conclusion should be a strong, clear and convincing statement of the writer's opinion.



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2.1.5 WORKED EXAMPLES 1.



Example 1: Consider the topic, “An unforgettable experience”.

First read the topic carefully to determine what should be written on to avoid digressing from the topic. Underline the key words.

The two key words are “unforgettable” and “experience”.

NOTE: the singular form of experience is given. If you write about different/several experiences, it will be considered a digression from the topic and a lower mark will be awarded by the examiner.

Now you have to brainstorm possible ideas and rule out the mundane (ordinary) ideas. Choose an idea you think might be most creative and different.

Possible ideas might be:

1. **Surviving a dangerous situation**

- You get caught in a severe storm, a car accident, or become lost while hiking.
- Describe the fear, the decisions you made, and how you were rescued or found your way to safety.
- Reflect on how the experience changed your perspective on life.

2. **Meeting someone who changed your life**

- Write about meeting a teacher, coach, stranger, or public figure who inspired you.
- Explain what happened during the encounter and how their words or actions influenced your future choices.
- Conclude with the lasting impact they had on you.

3. **Winning against the odds**

- Tell the story of overcoming a major challenge, such as winning a competition, passing an important exam after struggling, or achieving a sporting goal.
- Build suspense by describing the obstacles and emotions leading up to the achievement.
- End by explaining what you learned about perseverance.

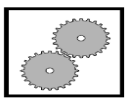
4. **A life-changing volunteer experience**

- Describe helping at a children's home, animal shelter, hospital, or community project.
- Focus on the people you met, the challenges you witnessed, and the emotions you experienced.
- Reflect on how the experience changed your understanding of gratitude and compassion.

5. **A day that did not go as planned**

- Begin with an ordinary day that suddenly takes an unexpected turn—for example, missing a flight, getting stranded, or accidentally becoming part of an emergency.
- Use descriptive language to show the tension and excitement.
- Finish by explaining why the day remains unforgettable and what lesson you learned.

2.1.6 WORKED EXAMPLES 2.



Once you have decided on what you would like to write on, then plan your introductory paragraph.

There are different techniques you can use to write a striking introduction or to ‘hook’ your readers.

A strong introduction should immediately capture the reader’s interest and encourage them to continue reading with full attention. One effective way to achieve this is by using a “hook” — an opening technique designed to engage the reader and draw them into the essay.

Below are some useful hook techniques that can make your introduction more interesting and impactful:

- **Asking a Question**

Weak: Social media is very popular nowadays.

Strong: Is social media bringing people closer together—or pushing them further apart?

Why it works: It directly engages the reader and introduces a debate, encouraging critical thinking.

- **Bold Statement**

Weak: Climate change is a serious problem.

Strong: The Earth is running a fever—and humans are the cause.

*Why it works: The **metaphor** creates impact and immediately conveys urgency and tone.*

- **Anecdote**

Weak: Bullying is a problem in schools.

Strong: As Sarah walked into the classroom, the laughter began—whispers and cruel jokes followed her.

Why it works: It humanises the issue and creates emotional engagement through storytelling.

- **Statistics**

Weak: Many people don't read anymore.

Strong: Over 40% of young people have not read a single book for pleasure in the past year.

Why it works: It adds credibility and shows the scale of the issue immediately.

- **Description**

Weak: Pollution is bad for the environment.

Strong: Grey smoke chokes the sky while rivers run thick with waste.

Why it works: Vivid imagery creates a strong mental picture and emotional response.

- **Contrast**

Weak: Technology has positive and negative effects.

Strong: While technology connects people across continents, it also isolates them behind screens.

Why it works: It introduces complexity and sets up a balanced argument.

Let's put it to the test. Which techniques can you match to the following introductions:

Considering the techniques above, why would the following paragraphs be a good introduction?

1. Surviving a dangerous situation

"Run!" someone shouted as chaos erupted around us. Without thinking twice, I sprinted as fast as I could, my heart pounding in my chest.

2. Winning against all odds

Can determination really overcome impossible odds, or are some obstacles simply too great to defeat?

REMEMBER: Introductions must:

- Grab the reader's **attention**.
- **Introduce the topic** without revealing every detail.
- **Create curiosity** and set the tone for the story.



ACTIVITY 1

1. Choose any THREE of the following topics and then draw a mind map for each one you choose. Use the guidelines given on how to write a mind map.

1.1 A true legend.
1.2 The unknown.
1.3 The season that brings out the best in me.
1.4 Hidden at the back of the drawer.
1.5 I will always remember …
1.6 We are controlled by electronic media.



ACTIVITY 2

1. Now write an introductory paragraph of the ONE topic you think would be most suitable to write on.

SUBJECT	English FAL
DAY	2
LESSON	1
TIME ALLOCATION	30 Minutes

3. LITERATURE.



Understanding and answering literature questions effectively requires more than simply reading the passage — it demands clear thinking and careful engagement with the text. According to the EFAL P2 2025 NSC Examination Diagnostic report:

1. Some candidates did not score two marks for **the time and place** questions as they responded to the time element as the time of day, such as morning or afternoon.
2. Some candidates were **unable to replace the underlined word** to make a statement true due to a lack of knowledge of the prescribed genre.
3. Most candidates experienced challenges with **explaining the relevance of a figure of speech** in the given example.
4. Many candidates could not **explain why a particular tone was used** in the given lines.
5. Many candidates were **unable to effectively explain the contradiction in responding to the questions testing irony**. This led to the loss of both marks.
6. Many candidates **struggled to infer** the character's state of mind.
7. Some candidates did not score full marks for the opinion-based questions as they **did not provide sufficient evidence from the texts to substantiate their responses**.

3.1 Setting questions

Describe the time and place where this extract/ line/ stanza is set. (2)

This is a Level 2 question which requires learners to use their knowledge of the genre. Learners are asked for brief, direct facts. Just provide the exact location and the time or period.

Time: The **time** of an extract refers to *when* it occurs in the story or plot (e.g. before, during or after a key event). It does *not* refer to the literal time of day. (twelve o'clock).

For example:

- In *My Children! My Africa!* the time will be during the great debate, after the killing of Mr M.
- In *Eveline*, the time will be before the boat leaves for Argentina.
- In *Inversnaid* the time will be when the speaker describes the beautiful trees and plants.

Place: The **place** refers to the specific location in the novel/drama/short story/poem where the given extract takes place.

For example:

- In *My Children! My Africa!* the place will be at Zolile High/ Number One classroom.
- In *Eveline*, the place will be at the port/ pier.
- In *Inversnaid* the place will be in the woods next to the stream.

Before attempting to answer the question on setting, consider the following:

- **Who is speaking or involved?** Identify the characters in the extract/ line or stanza.
- **What is happening?** Understand the events of the extract/ line or stanza.
- **Where and when?** Use clues in the lines and consider the events just before the extract.

How to approach the question on setting:

Do not write at length without making a clear point or saying anything meaningful: State the place and the time, then stop. If it is a two-mark question, one mark is for the place, and one mark is for the time.

Write in full sentences: Even if the answer seems short, present it as a clear sentence.

Ground it on the text: Do not use general knowledge or guess. Base your answer on what is given in the extract.

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DAY	2
LESSON	2
TIME ALLOCATION	30 minutes

3.2 True/False questions

This is a Level 1 question in which learners are required to use their knowledge of the genre. Learners must remember specific events, characters, actions, and sequence in the drama/ novel/ short story or poem.

Replace the underlined word with a single word to make the following statement TRUE. (1)

Here is a strategic guide to tackle the "True/False" questions in the English First Additional Language (EFAL) Paper 2, specifically for the format where the learner must identify the false statement and correct the underlined part.



Step-by-step approach

1. Read carefully. The underlined word in the statement indicates the FALSE information (error).
2. Determine why this word makes the statement incorrect.
3. Your answer must replace the underlined word.
4. Replace the incorrect word with only ONE word.

For example:

- In *Cry the Beloved Country*:

  Replace the underlined word with a single word to make the following statement TRUE:

  The <u>policeman</u> tells Stephen Kumalo that he will send him to Pietermaritzburg.
  Bishop

- In *My Children! My Africa!*:

  Replace the underlined word with a single word to make the following statement TRUE:
  Isabel aspires to become a <u>doctor</u>.

  journalist

- In *Eveline:*
  Replace the underlined word with a single word to make the following statement TRUE:
  Miss Hill reprimands Eveline at the Stores where she works.
  Gavan

3.3 Figure of speech or sound device questions

To do well in the English First Additional Language Paper 2 literature examinations, learners must follow a strict strategy. When an examiner asks to identify and explain a figure of speech or sound device, do not just define it. Instead, identify the exact device, name what is being compared or described, and explain the deeper meaning in context.

This is a Level 1 (a) Identify the figure of speech/ sound device. (2) and

Level 3 (b) Explain the relevance of the figure of speech/ sound device used in this extract/ line or stanza. (2)

How to identify	How to explain	Example in context
Simile – Compares two unlike things using the words "like" or "as"	State the two things being compared. Explain how the shared trait helps you visualize/ see the subject in question.	He is compared to a lion to show he was courageous.
Metaphor – Compares two unlike things directly by saying one thing is another (no "like" or "as'.	State what the object is compared to. Explain the deeper hidden meaning.	Life is compared to a rollercoaster to show it is not stable; it has sudden ups and downs.
Personification – Gives human qualities, actions, or emotions to non-human things (objects, animals, or ideas).	Name the non-human thing. Explain what human action it is doing and what emotion or mood this creates.	"The wind whispered." The wind is personified (given human qualities to whisper) as whispering to create a soft, gentle, or eerie atmosphere.
Hyperbole – An extreme exaggeration used for dramatic effect or humour.	State what is being exaggerated and explain the strong emotion or point the writer is emphasizing.	"I'm so hungry I could eat a horse." Emphasizes extreme hunger, not a literal fact.
Alliteration – The repetition of the same consonant sounds at the beginning of words that are close together.	State the consonant sound repeated. Explain how it creates rhythm, a memorable phrase, or mimics a mood.	"She sells sea shells." Repetition of the 's' sound creates a soft, hissing, or rushing sound.
Assonance - The repetition of the same vowel sounds within words that are close together (e.g., a, e, i, o, u).	State the vowel sound. Explain how it slows down or speeds up the reading, making the line sound musical or lyrical.	"The light of the fire is bright." Repetition of the long 'i' sound creates a bright, shining effect.
Onomatopoeia – Words that imitate or mimic the natural sound of the action being described	Quote the word and explain the specific sound it helps the reader "hear" in their imagination.	. "The bees buzzed." The word "buzzed" imitates the actual sound bees make, creating a sensory image.



Steps on how to approach the question.

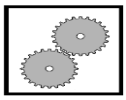
i. **Identify –** Identify the figure of speech correctly.

ii. **Interpret –** Explain what the figure of speech means. If it is a comparison, say what is being compared. If it is another figure of speech, explain what it suggests or emphasises.

iii. **Explain the relevance –** Explain how the figure of speech:

- emphasises an idea, feeling or characteristic;
- helps the reader understand a character, event or situation more clearly; or
- reinforces the mood, tone or theme of the extract.

3.3.1 WORKED EXAMPLE.



A typical question might be:

1.Identify the figure of speech in the line, **"The leaves danced in the wind,"** and explain its relevance.

Answer:

- Figure of speech: Personification.
- Relevance: It gives the leaves human qualities, creating a lively image and making the scene more vivid.

2. Identify the sound device in the phrase**, "silent seas shimmered."**

Answer:

- Sound device: Alliteration.
- Relevance: The repeated 's' sound creates rhythm and emphasises the peaceful atmosphere.

3. Take note that one quoted line may have more than one type of figure of speech, e.g., **"The wild wind whispered through the woods".**

- **Alliteration:** Repetition of the **"w"** sound (*wild, wind, whispered, woods*).
- **Personification:** The wind is given the human ability to **whisper**.

Remember: in Grade 12 exams, you are usually expected to **identify the literary device and explain its relevance**, not just name it.

SUBJECT	English FAL
DAY	2
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3.4 Tone questions

Identify the tone in this line/ stanza (1)

Why does the narrator/ speaker use this tone in this line/ stanza? (1)

In order to answer these typical examination questions, you need to have vocabulary to describe different tones.



[Source: https://ar.pinterest.com/thegoalchaser/]



Breaking down the answer: step-by-step

When examiners ask, "What tone does the speaker/character use in this line?" and "Why?", they are looking for specific evidence.

1. **Identify the tone (1 mark)**

   Use one strong, specific emotion word. Never just say "sad" or "happy."

   Common tone words:

   Nostalgic (missing the past), cautionary (warning), frustrated (annoyed), angry, sarcastic (saying one thing but meaning the opposite), or urgent.

2. **Justify with textual evidence (1 mark)**

   Consider what has happened before the extract and what is happening in the extract. Use this information to explain why the speaker or character feels this way.

Example: Imagine a line in a short story says: "How many times must I tell you to clean your room, David?"

Identify the tone: frustrated / impatient

Why does the speaker use this tone in this line? The speaker has often reprimanded David to clean his room and yet it is not tidied.

Tips for success

Tone vs. mood: Remember, tone is how the speaker/character feels. Mood is how it makes you, the reader, feel.

Look for clues: punctuation (like exclamation marks or question marks), repetition, and figures of speech all help create tone.

Check the marks: If the question gives 2 marks, you need to identify the tone and give one good reason.

- **Context:** A character is scolding someone for making a bad choice or letting the family down.
- **Question:** Refer to the line, "You have shamed us... How could you do this to us?"
  (a) What tone would the speaker use in this line? (1)
  (b) Why is the speaker using this tone in this line (1)

Answers:

(a) Angry / disapproving / bitter.
(b) The speaker is disappointed and frustrated because the character's bad actions have brought disgrace to their family name.

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LESSON	1
TIME ALLOCATION	30 minutes

3.5 Irony questions

Explain the irony in these lines. (2)

To answer an irony question in Grade 12 EFAL Paper 2, always use a **two-part structure**: state **what you expect to happen** (the expectation) and contrast it with **what actually happens** (the reality). Connect both sides using joining words like *whereas*, *but*, or *instead* to show the sharp contrast.

The formula in answering the question on irony.

Use this simple framework to secure full marks in your contextual questions:

1. **The expectation:** What do the characters or the audience normally assume will happen?
2. **The reality:** What is the actual, opposite, or surprising outcome?
3. **The anchor:** Connect the two parts with a linking word (e.g., "...whereas the opposite occurs when/ however/ yet ...").

Example: 1

- **Context:** In *My Children! My Africa!* by Athol Fugard, Thami leaves Isabel because he claims it is his "own personal choice".
- **How to answer:** Thami claims that making this choice is his own decision, **whereas** he is actually forced to do so by his comrades who prioritise political loyalty over friendship.

Example 2:

- Context: *In Forbidden Love* by Can Themba, Dave does not approve of the relationship between Dora and Michael.
- Explain the irony in Dave's attitude towards Dora and Michael's relationship.
- Answer: Dave disapproves of his sister dating a black man because of societal prejudice; however, he has a secret relationship with Michael's sister, Salome, and they even share a child.

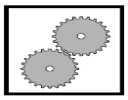
Example 3:

- Context: The following lines are from the poem, Y*ou laughed and laughed and laughed*: **'But your laughter was ice-block laughter'**
- **Question:** Explain the irony in this line.
- **Answer:** Laughter is usually associated with warmth and happiness; however. the white man's laughter is cold and lacks any feeling of happiness.

REMEMBER:

- **Never write one side only.** If you just say, "The outcome is unexpected," you will earn NO marks.

3.5.1 WORKED EXAMPLE 1.



Read the sentences below:

1. After failing the test, Sarah said, "I'm obviously a genius."

Question: Explain the irony in Sarah's words.

Answer:

- **Explanation:** Sarah says the opposite of what she actually means, highlighting her disappointment or frustration.

2.The lifeguard needed to be rescued after getting into trouble in the water.

Question: Explain the irony.

Answer:

- The situation is ironic because a lifeguard is expected to rescue others, not need rescuing himself.

3. As the rain poured down, Tom said, "What a perfect day for a picnic!"

Question: Explain the irony in Tom's words?

Answer:

- **Explanation:** Tom says the opposite of what he truly means because rainy weather is not ideal for a picnic.

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3.6 State of mind questions

What do these lines reveal about the narrator's/ speaker's state of mind?

Substantiate your answer. (2)

To answer a "state of mind" question in Grade 12 EFAL Paper 2, identify the character's or speaker's **exact feeling** in the text, then name **why they feel that way** (provide a quote or explain the context). A state of mind is about their mental condition or thinking at that moment.

What is the character's **state of mind:**

In Grade 12 EFAL, the character's state of mind is their **emotional or mental condition at a specific moment in the story**. It explains how the character is thinking or feeling, which drives them to act or speak the way they do in that exact scene.

Common examples:

- **resignation/acceptance:** A character gives up because they feel they have no choice against their circumstances.
- **apprehension/anxiety:** A character is nervous or afraid because they are worried about what will happen next.
- **grief/mourning:** A character feels deep sadness due to the loss of a loved one.
- **bitterness/resentment:** A character feels angry and cheated because of how someone treated them.



Steps on how to ace the question:

1. Identify the emotion

Look for **adjectives** (describing words) that capture how the speaker is thinking or feeling in that specific line or stanza.

2. Explain your answer

You must **substantiate** your answer. This means you need to provide proof from the text why the speaker has this state of mind.

Remember: Look for clues in the extract that reveal the character's or speaker's state of mind at that moment. Also consider what happens before the extract, as earlier events often explain the character's feelings, attitude, or behaviour.

- to happy), which usually highlights a turning point in the poem.

Example 1:

Mr M	'They will kill me. That's better. Remember what I taught you … if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right/ that is very serious. So then … what must I do? Must I run away and hide somewhere?
Thami	No, they will find you. You must join the boycott.

Question: What does this line reveal about Thami's state of mind? Substantiate your answer.

- **State of Mind:** worried/anxious/pleading.
- **Substantiation:** Thami knows that the comrades are serious and will not hesitate to kill Mr M .

Example 2:

Three years ago I had wanted her to go, for the disgraze she was bringing to our family. Yet, I begged her not to go, thinking we could avert the gossip and shame. But now, I did not want her to go. I wanted to stand looking at her face, nothing the eyes, the brow, the mouth that was so much like our mother's.

Question: What do these lines, ' But now, I … like our mother's' reveal about Kaltoum's state of mind? Substantiate your answer.

- **State of Mind:** pensive/reflective/nostalgic.
- **Substantiation:** Khadija's features remind her of her late mother.

SUBJECT	English FAL
DAY	3
LESSON	3
TIME ALLOCATION	30 minutes

3.7 Open-ended questions

How to respond to open-ended questions in the exams.

The narrator/ speaker can be admired/ pitied/ respected.

Discus your views (3)

An open-ended question asks for your opinion, judgement, or interpretation about a character, theme, action, or event in the poem, drama, or short story. To successfully answer an open-ended question in Grade 12 English Paper 2, never waste marks by writing just "Yes" or "No". Instead, focus on how you state your stance and support it with specific facts, actions, or events from the text.

How to score full marks.

Don't start with a summary of the story. A good answer will start with the following lines: I agree that Dora is a courageous/ not admired character. Learners must avoid a long and irrelevant details of the story: Dora is a character in the short story, Forbidden Love, who lives with her little brother...

Give Reasons: .e.g., Explain why you think Dora is admired – Dora is courageous because she defies cruel apartheid-era racial boundaries and her family's prejudice to stay true to her love

Always refer to the text to support your argument with evidence: Refer to events, actions, dialogue, or behaviour.
This is evident when she takes care of Michael after he is beaten by the young, coloured gang.

Vague or general statements earn fewer marks/ do not produce better marks, be specific: the narrator is a sympathetic towards the slave dealer. Instead of excusing his cruel past, the narrator portrays the man's crushing guilt, regret, and broken mental state.

Present your answers in full sentences, always avoid one-word answers. Not, I disagree rather I disagree because the character demonstrates honesty throughout the novel.

Consider a combination response/ answer for better marks. If appropriate, acknowledge another viewpoint.

Example: Although some readers may view the mob as cruel, I believe they are mainly driven by fear of failure. The best way to approach an open-ended question is to use the **PEE method**.

P (**Point**): State your view clearly (e.g., "Yes or No, Mr M is to blame for his own downfall...").

E (**Evidence**): Mention a specific event or action from the story (e.g., "He chooses to hand in names of students to the police...").

E (**Explanation**): Explain how that event proves your point and tie it back to the question (e.g., His actions angers students, who calls him a snitch, eventually he is attacked and killed).

I agree/disagree with the statement. Firstly, **_____Point_____.** This is evident when **_____Evidence_____.** Therefore, **_____Explain_____.**

Common mistakes that learners must avoid when answering open-ended or theme questions:

- Giving an opinion without evidence.
- Retelling the story.
- Writing too little.
- Ignoring the question.
- Contradicting yourself

Remember: In EFAL Paper 2, your opinion matters, but the evidence from the text is what earns the marks. A simple but well-supported answer is often better than a long answer with no textual evidence.



SUBJECT	English FAL
DAY	3
LESSON	4
TIME ALLOCATION	30 minutes

Activities

Activity 3 – Poetry

Slave dealer – Thomas Pringle

From ocean's wave a Wanderer came,
With visage tanned and dun:
His Mother, when he told his name,
Scarce knew her long-lost son;
So altered was his face and frame
By the ill course he had run.

There was hot fever in his blood,
And dark thoughts in his brain;
And oh! to turn his heart to good
That Mother strove in vain,
For fierce and fearful was his mood,
Racked by remorse and pain.

And if, at times, a gleam more mild
Would o'er his features stray,
When knelt the Widow near her Child,
And he tried with her to pray,
It lasted not for visions wild
Still scared good thoughts away.

"There's blood upon my hands!" he said,
"Which water cannot wash;
It was not shed where warriors bled
It dropped from the gory lash,
As I whirled it o'er and o'er my head,
And with each stroke left a gash.

"With every stroke I left a gash,
While Negro blood sprang high;
And now all ocean cannot wash
My soul from murder's dye;
Nor e'en thy prayer, dear Mother, quash
That Woman's wild death-cry!

"Her cry is ever in my ear,
And it will not let me pray;
Her look I see her voice I hear
As when in death she lay,
And said, 'With me thou must appear
On God's great Judgment-day!'"

"Now, Christ from frenzy keep my son!"
The woeful Widow cried;
"Such murder foul thou ne'er hast done
Some fiend thy soul belied!"
" Nay, Mother! the Avenging One
Was witness when she died!

"The writhing wretch with furious heel
I crushed no mortal nigh;
But that same hour her dread appeal
Was registered on high;
And now with God I have to deal,
And dare not meet His eye!"

Read the poem above and answer questions set on it.

3.1 Describe the time and place stanza 1 is set. (2)

3.2 Refer to stanza 1

(a) Identify the tone used in this stanza (1)

(b) Why would the speaker use this tone in this stanza? (1)

3.3 Refer to line 11. “For fierce and fearful was his mood,”

(a) Identify the sound device used in this line. (1)

(b) Explain the relevance of the sound device used in this line. (2)

3.4 What do lines 27-28, “And now all … from murder's dye;”, reveal about the speaker’s state of mind? (2)

3.5 Explain the irony in lines 30-32, “Her cry is … her voice I hear”. (2)

3.6 Replace the underlined word with a single word to make the following statement TRUE.

The word, “Negro”, in line 36 refers to White people. (1)

3.7 The slave dealer is remorseful.

Discuss your view. (3)



Activity 4 – Drama

My Children! My Africa! – Athol Fugard

Read the following extract and answer the questions set.
[Isabel speaks]

ISABEL: Yes, Thami was right, Mr M. He said I'd feel near you up here. He's out there somewhere, Mr M. Travelling north. He didn't say where exactly he was going, but I think we can guess, can't we? I'm here for a very old-fashioned reason, so I know you'll approve. I've come to pay my last respects to Anela Myalatya. I know the old-fashioned way of doing that is to bring flowers, lay them on the grave, say a quiet prayer and then go back to your life. But that seemed sort of silly this time. You'll have enough flowers around here when the spring comes… which it will. So instead, I've brought you something which will mean more than flowers or prayers ever could. A promise. I am going to make Anela Myalatya a promise. You gave me a little lecture once about wasted lives… how much of it you'd seen, how much you hated it, how much of it you didn't want to happen to Thami and me. I sort of understood what you meant at the time. Now I most certainly do. Your death has seen to that. My promise to you is that I am going to try as hard as I can, to see that it doesn't happen.

[Act 2 Scene 5]

4.1 Describe the time and place where this extract is set. (2)

4.2 Refer to line 1, ('Yes, Thami was right, Mr M').

(a) Identify the figure of speech in this line. (1)

(b) Explain the relevance of the figure of speech used in this line. (2)

4.3 Explain the irony in Isabel's words, "He's out there … Mr M. Travelling north." (lines 2–3) (2)

4.4 Refer to lines 18–19 ("Now I most … seen to that.").

(a) What tone would Isabel use in these lines? (1)

(b) Why would Isabel use this tone in these lines? (1)

4.5 What does the extract reveal about Isabel's character? (2)

4.6 Replace the underlined word with a single word to make the following statement TRUE.
Pumla asks Mr M if the spelling is correct. (1)

4.7 Thami is justified for leaving the country.

Discuss your view. (3)



Activity 5 – Short Stories

The Wind and the Boy – Bessie Head

[The beginning]

Like all the village boys, Friedman had a long wind blowing for him, but perhaps the enchanted wind that blew for him filled the whole world with magic.
Until they became ordinary, dull grown men, who drank beer and made babies, the little boys were a special set all on their own. They were kings whom no one ruled. They wandered where they willed from dawn to dusk and only condescended to come home at dusk because they were afraid of the horrible things in the dark that might pounce on them. Unlike the little girls who adored household chores and drawing water. It was only now and then that the boys showed themselves as useful attachments to any household. When the first hard rains of summer fell, small dark shapes, quite naked except for their loincloths, sped out of the village into the bush. They knew that the first downpour had drowned all the wild rabbits, moles and porcupines in their burrows in the earth. As they crouched down near the entrances to the burrows, they would see a small, drowned nose of an animal peeping out; they knew it had struggled to emerge from its burrow, flooded by a sudden rush of storm water as they pulled out the animal, they would say, pityingly: "Birds have more sense than rabbits, moles and porcupines. They build their nests in trees."

5.1 Describe the place and time where this extract is set. (2)

5.2 Refer to lines 2–3, “the enchanted wind … world with magic”.

(a) Identify the figure of speech in this line. (1)

(b) Explain the relevance of the figure of speech used in this line. (2)

5.3 Replace the underlined word with a single word to make the following statement TRUE.

Friedman is killed when he is hit by a <u>train</u>. (1)

5.4 Explain the irony in lines 6–9, “They were kings … pounce on them.” (2)

5.5 What do lines 9–10, “Unlike the little … and drawing water” reveal about the little girls’ characters? (2)

5.6 Refer to lines 21–22, "Birds have more … homes in trees."

(a)What tone would the boys use in these lines? (1)

(b) Why would the boys use this tone in these lines? (1)

5.7 Refer to the short story as a whole.

Is the community justified in expecting the worst from the new drivers? Discuss your view. (3) (2)

SUBJECT	English FAL
DAY	4
LESSON	1
TIME ALLOCATION	120 minutes

5. LONGER TRANSACTIONAL WRITING

5.1 Formal and Informal Letters

The table below illustrates the differences between Informal and Formal letters.

	INFORMAL	FORMAL
Audience	• writing to a friend or a member of your family. • language and tone will be informal with a friendly approach • may have a chatty tone but slang is not allowed	• writing to a person you may not know personally or who you know in a more formal way. • language and tone is formal • always be polite
Purpose	• to keep in touch with someone you know or are related to. • to give information and enquire about things that are of mutual interest e.g. family matters, gossip or sharing news, congratulate or sympathise	• to apply for a job • to give your views on an issue of concern to you • to complain • to request information

Format	• include your address and the date. • salutation will be formal with use of the first or familiar name e.g. Dear Karabo, Dear Nnana. • ending/closing will be informal, such as 'Your best friend/ Yours sincerely/Your favourite niece	• include your address and the date • include the address of the recipient. • 'salutation is more formal, 'Dear Mr Ntee' or 'Dear Sir/Madam' • include topic line • ending/closing will be formal such as 'Yours faithfully.' (If letter was started with the name of the person 'Dear Mr Monyaki' then the letter may end with 'Yours sincerely' • signature and name of sender
Content	• topic will tell you what the content should be. • plan opening paragraph, central points and organise what you want to say	• topic will tell you what the content should be. • plan opening paragraph, central points and organise what you want to say. • arguing or putting across your points logically is important and strengthens your case • be concise and to the point

Activity 6

Your uncle sent you money to pay for your matric farewell outfit. Write a letter to thank him/her for his/her contribution.

8 Serengeti Street
Triangle
Smallville
2037
12 February 2018
Dear Uncle Bully
It was great.....
.....
I am planning to .....
.....
.....
My mother .....
.....
.....
I want to thank .....
.....
Yours sincerely
Bongani
(138 words)

www.patrioths.co.za

5.2 Articles

NEWSPAPER ARTCLE	MAGAZINE ARTICLE
Written to communicate information to the reader about current events. It deals with facts, which should be relayed accurately. The writer should be completely objective, and there should be no slanting of the truth	Magazines are produced for different markets, and the articles that appear in these magazines are written to interest the people in these specific target markets. While they should be about a current topic, it does not have to cover breaking news. This allows the writer to examine an issue in more depth, and to approach it in a more personal way.
• Give it a short clear title (to make this attention-grabbing). • Give it a sub-title • Add your name as the reporter • Give the most important facts first (Who? What? Why? When? Where?) • Elaborate on this information in the paragraphs that follow, keeping the story balanced if there are opposing viewpoints.	• Give it a short clear title • Give it a sub-title • Add your name as the writer and the name of a photographer • Write it in two columns and using, blocks • indicate where the main picture and supporting picture should go, and give these both captions
Formal register Concise style Accurate facts	Informal register Conversational tone

5.3 Report (formal and informal)

Reports are factual accounts or summaries written in a formal concise manner. They are usually assigned or requested.

FORMAL REPORT	INORMAL REPORT
The formal report gives exact information about an issue that has been investigated	*An informal report is a short report on something that has happened. You are normally asked to write about an event that you have been involved in, such as a sports tournament or camp.*
Format • A recipient • A sender • A topic • Introduction Briefly explain background and purpose of report	**Format** • A recipient • A sender • A topic • Introduction Briefly explain background and purpose of report
Body • Investigation Procedure followed to gather information • Findings Based on investigation • Recommendations Based on findings	**Body** • Should be factual account of incident/accident/ situation • Who? Why? Where? When? What? How?
Conclusion • Briefly draw together findings and recommendations	**Conclusion** • Briefly summarise
Sign and date report	Sign and date report
Formal language to be used	• Informal format but formal language to be used • No slang or colloquial language

5.4 Review

A review is an individual's response to a work of art, film, book, TV programme, Reviews might appear in a magazine or newspaper.

- Format:
    - Introduction: providing brief background, .e.g. 'This is the third book/film in …'
    - Body brief discussion of key incidents without giving away the plot
    - Conclusion
      opinion/ recommendation
- Style and tone
    - formal tone
    - subjective
- A book review should include:
    - The title of the book, and the names of the author and the publisher.
    - Information about the setting, theme and/or message, genre, characters and style.
    - The beginning of the storyline but not the end.
    - The reviewer's assessment of the book's quality and overall worth.
    - Suggestions regarding who will like the book.
- A film review should include:
    - The title of the film and the names of the director and the main actors and actresses
    - Information about the setting, theme, genre, characters and mood
    - The beginning of the storyline, but not the end
    - The reviewer's assessment of the film's quality and overall worth
    - Suggestions regarding who will like the film.
- A play review should include:
    - The title of the play and the name of the theatre where it is being staged
    - The names of the playwright, the director, and the main actors and actresses.
    - Information about the setting, theme, genre and characters
    - The beginning of the storyline, but not the end
    - Information about the costume design, stage design, music and lighting
    - The reviewer's assessment of the play's quality and overall worth
    - Suggestions regarding who will like the play.

- A restaurant review should include:
    - The name, address and telephone number of the restaurant
    - Information about the kind of food and drink that the restaurant specialises in
    - A general idea of the prices
    - A description of the décor, ambience and service
    - The reviewer's overall assessment of the restaurant
    - Suggestions regarding who will like the restaurant.

5.5 Obituary

An obituary is a notice of the passing on of someone known by the target audience. Over and above 'formally' announcing the death, it also sketches the cause of death as well as the funeral arrangements.

The aspects below must be included:

- full name of the deceased
- date of birth, date of death
- where person was living at time of death
- birthplace
- key survivors and their names
- time date place of funeral
- a tribute

Some of the following may be included:

- cause of death
- biographical information
- Style and tone
- euphemisms may be used, e.g. passed away instead of died

Basic Obituary Template

Year of birth and death must correlate with age of person, e.g. a grandmother will be different than a learner at school

Full name and surname must be given

Heading: name and surname of deceased

Year of birth and year of death

Name and surname of deceased ..... , age ....., passed away on ……..(date) at …..(place). Cause of death ….. .

Born in …(town/city), he was the son/daughter of …… (parents). He/she attended… (school) / graduated at … (University/CUT/ College). He/she was employed at … (place of work) and worked as …. (job title).

He/she (name) was a member of (church /organisations/ groups/ committees/RCL).

He /she enjoyed .... (hobbies/activities, etc).

Pay tribute (*depending on what is asked in question paper*)

Tribute is where you say positive things about deceased. Refer to the requirements in the paper, e.g. 'sports', then you mention sport achievements or 'person helped poor' – give examples.

He/she is survived by wife/husband, children, grandchildren, etc. *(be very careful to determine this. If it is a child, then it will be parents and siblings. If a grandmother/grandfather then there must be grandchildren).*

The funeral service will be held on .... (date) at ....(time) at ....(place and address).

He/she (name) will be remembered for his/her ... (personality traits/things)

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Activity 7

Use the obituary template above, write the first draft of the following obituary:

Your friend, whom you have known since pre-school, has passed away in an accident. His/Her distraught family has requested you to write the obituary. Write the obituary in which you pay tribute to the deceased.

Your obituary must be 120 – 150 words in length.

Obituary Self-Assessment Checklist

Read your obituary carefully. Tick (✓) each item you have included.

Checklist	Yes ✓	Needs Improvement
I wrote a suitable heading with the full name of the deceased.	☐	☐
I included the full name of the deceased in the opening sentence.	☐	☐
I included the date of birth and date of death.	☐	☐
I stated where the person was living or where he/she passed away.	☐	☐
I mentioned the place of birth.	☐	☐
I included a brief biographical background (e.g. school, work, achievements, interests).	☐	☐
I paid tribute by describing the person's good qualities, achievements or the positive impact he/she had on others.	☐	☐
I mentioned the surviving family members.	☐	☐
I included the funeral arrangements (date, time and place).	☐	☐
I used a respectful, formal and sympathetic tone throughout.	☐	☐
I used appropriate euphemisms where suitable (e.g. *passed away* instead of *died*).	☐	☐
I organised my ideas into clear, logical paragraphs.	☐	☐
My language is clear and appropriate for an obituary.	☐	☐
I checked my spelling, punctuation and grammar carefully.	☐	☐
My obituary is between **120 and 150 words**.	☐	☐

SUBJECT	English FAL
DAY	5
LESSON	1
TIME ALLOCATION	60 minutes before post-test

6. Shorter transactional writing

6.1 Advertisement, Flyer and Poster

The purpose of any advertisement, flyer or poster, is to persuade someone to buy something or use a service.

An advertisement /flyer/poster must include:

- persuasive techniques
  - grab the attention of the reader
  - keep the interest of the reader AIDA
  - create a desire for the product
  - persuade the buyer to act
- a description of the product/company/service/event
- brand name and slogan (where applicable)
- if it is a product/service/company, information on where to find it
- contact information
- if it is an event, the details of the venue and the date
- style and tone
  - use figurative language such as similes, metaphors, puns, alliteration and assonance, hyperbole and onomatopoeia
- Note: no marks will be awarded for illustrations.

Worked example

Example of an advertisement

Your family wants to start a transport service for learners to and from school. They have asked you to create an advertisement that will be placed in a local newspaper.

HIPPO'S HAPPY HOP TRANSPORT SERVICES

Tired of those transport woes?

Struggling to get your kids to school safely and on time?

Change to HIPPO'S HAPPY HOP TRANSPORT SERVICES
for transport that is:

SAFE.
RELIABLE.
AFFORDABLE.

Learners are picked up and dropped off in front of your home.

We pride ourselves on punctuality and roadworthy vehicles.

R400 per month per child.
10% discount if you pay in advance for the year.

We cover all school routes in Smallville.

Contact Mark or Harold at 074 456 7890 to secure a seat for your child today.



A Step-by-Step Guide

Study the advertisement above. Use it to understand the different steps involved in writing an effective advertisement, flyer or poster.

Step 1: Identify the purpose

Before writing, identify:

- What is being advertised?
- Is it a product, service, company or event?
- Who is the target audience?

Example

The advertisement promotes a school transport service.
The target audience is parents with school-going children.

Remember: Before you start writing, identify what you are advertising and who you want to persuade.

Step 2: Understand the purpose of an advertisement

The purpose of an advertisement is to persuade someone to buy a product or use a service.

Example

The writer wants parents to choose Hippo's Happy Hop Transport Services for transporting their children to school.

Step 3: Apply the AIDA principle

A successful advertisement usually follows the AIDA principle.

A – Attention

Read the heading.

Tired of those transport woes?

This question immediately grabs the reader's attention and encourages them to continue reading.

Remember: Start your advertisement with a catchy heading, question or bold statement.

I – Interest

Read the next sentence.

Struggling to get your kids to school safely and on time?

The writer identifies a problem that many parents experience. This keeps the reader interested because the advertisement speaks directly to the target audience.

Remember: Show the reader that you understand their needs or problems.

D – Desire

Read the next section.

SAFE
RELIABLE
AFFORDABLE

The advertisement also explains that:

- learners are collected from home
- vehicles are roadworthy
- the service is punctual.

These details make parents want to use the service.

Remember: Focus on the **benefits** of the product or service, not just its features.

A – Action

Read the last sentence.

Contact Mark or Harold at 074 456 7890 to secure a seat for your child today.

The writer tells the reader exactly what to do next.

Remember: End your advertisement with a clear call to action, for example:

Contact us today!
Book now!
Register today!
Visit our store!

Step 4: Use persuasive techniques

Advertisements use persuasive techniques to convince the reader. Study the examples below.

Persuasive technique	Example from the advertisement
Question	*Tired of those transport woes?*
Emotive language	*safe, reliable, affordable*
Positive language	*roadworthy vehicles, punctuality*
Repetition for emphasis	*SAFE • RELIABLE • AFFORDABLE*

Remember: Persuasive language encourages readers to choose your product or service.

Step 5: Include important information

An advertisement must give the reader enough information to make a decision. Notice that this advertisement includes:

✓ Name of the service
✓ Description of the service
✓ Benefits
✓ Price
✓ Discount
✓ Area covered
✓ Contact details

Remember: If the reader does not know where to buy the product, use the service or attend the event, the advertisement is incomplete.

Step 6: Use an appropriate tone and style

The tone of an advertisement should be:

- friendly
- positive
- persuasive

Notice how the writer uses short statements such as:

SAFE.
RELIABLE.
AFFORDABLE.
CONFIDENT.

These short statements are easy to read and make the advertisement more memorable.

Step 7: Present the information clearly

A good advertisement is easy to read.

Notice that this advertisement has:

- a clear heading
- short paragraphs
- important information that stands out
- plenty of spacing
- easy-to-find contact details.

Remember: In the NSC examination, no marks are awarded for illustrations. Focus on using effective wording and a neat, logical layout.

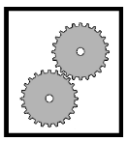
ADVERTISEMENT CHECKLIST

- Before handing in your advertisement, ask yourself:
- Have I identified the target audience?
- Does my heading grab the reader's attention?
- Have I followed the AIDA principle?
- Have I explained the benefits of the product or service?
- Have I used persuasive language?
- Have I included all the necessary information (price, venue, date or contact details where applicable)?
- Have I ended with a clear call to action?
- Is my advertisement neat, organised and easy to read?

6.2 Diary entries

A diary entry is a record and reflection on personal experiences. The number of entries will be determined by the question.

- must reflect a date for each entry
- must be written in the first person
- must express feeling and emotions
- will be informal in style



Worked examples

Example of FAL diary entries:

Instructions

You recently participated in a talent contest. Write TWO diary entries. The first entry must indicate how you felt before the talent contest and the second entry must express how you felt after the contest.

FRIDAY, 27 APRIL 2025
Dear Diary

It's 5pm and my **nerves are** shattered. My **stomach is** filled with butterflies, and my **hands are** sweaty and won't stop shaking. **I'm** so nervous about this talent show tonight. What on earth made me decide to compete in the first place and why did I choose singing as my talent?

FRIDAY, 27 APRIL 2025
Dear Diary

It's now 8pm. The show wasn't so bad after all. I went on stage and did great. I obtained second place and couldn't be happier. **I guess** the nervousness was unnecessary; after all, everybody applauded me! **I am** so proud of myself!



A Step-by-Step Guide

Step 1: Look at the format
Question: What do you notice at the top of each entry?
Expected answer:

- The date is written.
- There are two separate entries.

Teaching point:

✓ Every diary entry must have a date.

✓ If the question asks for TWO diary entries, each one needs its own date.

Step 2: Look at the greeting
Question: Who is the writer talking to?
Expected answer:
"Dear Diary."
Teaching point:
The diary is personal, so the writer addresses it as "Dear Diary."

Step 3: Identify the point of view
Question: Which pronouns does the writer use?
Expected answer:
I, me, my.
Teaching point:
Diary entries are always written in the **first person** because you are writing about your own experiences.

Step 4: Find the purpose of each entry
Question: Why are there two diary entries instead of one?
Expected answer:
The first entry explains how the writer felt before the contest.
The second entry explains how the writer felt after the contest.
Teaching point:
Always read the question carefully and make sure each diary entry answers the correct part of the question.

Step 5: Identify feelings and emotions
Question: Which words show the writer's feelings in the first entry?
Possible answers:

- nerves are shattered
- butterflies
- sweaty hands
- shaking
- nervous

Teaching point:
A good diary entry focuses on emotions rather than simply telling what happened.

Step 6: Find descriptive language
Question: Which descriptions help you imagine how nervous the writer feels?
Possible answers:

- My stomach is filled with butterflies.
- My hands are sweaty.
- My hands won't stop shaking.

Teaching point:
Descriptive language helps the reader understand the writer's emotions.

Step 7: Notice the personal thoughts
Question: Which sentence shows what the writer is thinking?
Answer:
"What on earth made me decide to compete in the first place and why did I choose singing as my talent?"
Teaching point:
Diary entries include private thoughts that people usually do not share with others.

Step 8: Identify the change in emotions
Question: How have the writer's feelings changed in the second entry?
Expected answer:
The writer changes from nervous to happy, relieved and proud.
Teaching point:
The second diary entry should show how the experience changed the writer's feelings.

Step 9: Find evidence for the change
Question: Which words show that the writer is happy after the contest?
Possible answers:

- did great
- obtained second place
- couldn't be happier
- everybody applauded me
- I am so proud of myself

Teaching point:
Always support feelings with details from the experience.

Step 10: Identify the writing style
Question: Is the language formal or informal? How do you know?
Expected answer:
Informal.
Evidence:

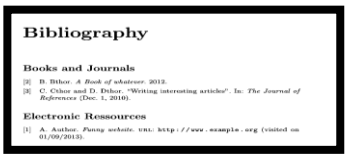
- **contractions (It's, wasn't, couldn't)**
- **natural conversation**
- **exclamation marks**
- **rhetorical question**

Teaching point:
Diary entries sound like you are talking to yourself.

Step 11: Evaluate the response
Question: Does this diary answer every part of the question?
Expected answer:
Yes.

- Two diary entries ✓
- Before the contest ✓
- After the contest ✓
- Feelings are clearly expressed ✓

Teaching point:
Always check that every instruction has been followed.


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