



Western Cape
Government

Western Cape Education
Department

Directorate Curriculum FET

**English First Additional
Language**

**REVISION BOOKLET
2026 TERM 2**

Grade 11

This revision programme is designed to assist you in revising the critical content and skills envisaged/ planned to be covered during the 2nd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision booklet covers the following topics:

Paper One: Comprehension, summary and advertising skills

Paper Two: The short story

SKILLS REQUIRED TO MASTER A COMPREHENSION:**UNPACKING THE TEXT:**

Effective comprehension involves skimming for main ideas, close reading for details, and using context clues to infer meaning.

Key techniques include highlighting keywords, finding main ideas, summarizing paragraphs, and linking questions directly to text evidence. Mastering this requires active engagement through questioning, visualizing, and analyzing the author's tone and structure.

Essential Reading Comprehension Skills

- **Skimming and Scanning:** Skim to get the general idea (theme, tone, purpose) first, then scan for specific keywords or details when answering questions.
- **Close Reading:** Read the text thoroughly, often more than once, to understand nuances in meaning.
- **Contextual Analysis:** Use surrounding sentences to infer the meaning of difficult or unknown vocabulary, rather than just relying on strict definitions.
- **Active Annotation:** Highlight, underline, or take brief notes on key information (dates, names, arguments).
- **Identifying Text Structure:** Recognize how the text is organized—such as cause and effect, comparison, or problem/solution—to locate information faster.
- **Making Inferences:** Draw conclusions that are not explicitly stated by using evidence within the text, rather than relying on prior knowledge alone.

Techniques for Answering Questions

- **Read Questions after your first reading of the text:** Review questions before reading the passage for the second time to understand what information is required.
- **Locate Evidence:** For direct questions, find the specific paragraph or sentence that supports your answer.
- **Use the T.E.E. Method:** Task (identify keywords), Evidence (find proof), Explain (explain the answer).
- **Answer in Full Sentences:** Ensure answers are complete and clearly address the prompt.

- **Verify Answers:** Review answers to ensure they directly address all parts of the question.

1. Reading for Meaning (Literal Comprehension)

You must be able to **find information that is clearly stated** in the text.

Skills include:

- Identifying main ideas and supporting details
- Answering WH-questions (who, what, where, when, why)
- Recalling facts and sequence of events

Classroom examples:

- Underline answers directly in the text
- Timeline of events in a story
- Short factual questions

2. Vocabulary in Context

You should **understand unfamiliar words using context clues**.

Skills include:

- Inferring meaning from surrounding words
- Identifying synonyms and antonyms
- Understanding figurative language (metaphors, similes, idioms)

Strategies:

- Guess meaning before using a dictionary
- Match words with meanings
- Replace words with simpler synonyms

3. Making Inferences

You must be able to **read between the lines**.

Skills include:

- Inferring characters' feelings, motives, or attitudes
- Drawing conclusions from evidence in the text
- Identifying implied meanings

Example questions:

- "What does this suggest about the speaker?"
- "How do you know the speaker is angry?"

4. Identifying the Author's Purpose and Audience

Learners should understand **why the text was written and for whom**.

Purposes include:

- To inform
- To persuade
- To entertain

Activities:

- Identify purpose in adverts or articles
- Discuss tone (formal/informal, serious/humorous)

5. Understanding Text Structure

Learners need to recognise **how a text is organised**.

Skills include:

- Identifying introduction, body, and conclusion
- Recognising cause-and-effect, problem-solution, compare-and-contrast
- Understanding paragraphing

6. Analysing Language and Style

Learners should notice **how language choices affect meaning**.

Skills include:

- Identifying tone and mood
- Recognising bias, emotive language, and stereotypes
- Understanding figurative and descriptive language

Example tasks:

- Quote words that show tone
- Explain how adjectives influence the reader

7. Evaluating and Responding to Texts

Learners must be able to **give opinions supported by evidence**.

Skills include:

- Agreeing or disagreeing with ideas in the text
- Justifying opinions with reasons
- Identifying fact vs opinion

Assessment examples:

- "Do you agree with the writer's view? Give a reason."
- "Is the argument convincing?"

8. Interpreting Visual and Multimedia Texts

You must understand **images, graphs, cartoons, and adverts**.

Skills include:

- Identifying message and target audience
- Analysing images, captions, colours, and layout
- Interpreting statistics and graphs

Activities:

- Analyse a cartoon or advertisement
- Explain how images support the message

9. Exam Skills and Question Awareness

You need to understand **what questions require**.

Skills include:

- Identifying question types (literal, inferential, evaluative)
- Finding the **INSTRUCTIONAL WORD/VERB**
- IDENTIFYING THE **RESTRICTION OR LIMITATION** IN A QUESTION
- FINDING **THE CONTENT** TO ANSWER THE QUESTION
- Using evidence from the text
- Answering in full sentences where required

NOW READ THE COMPREHENSION PASSAGE AND PRACTISE THE SKILLS YOU REVISED BEFORE ANSWERING THE SET QUESTIONS

	problems. True change happens when people commit to responsible behaviour over a long period. Simple habits such as walking instead of driving short distances, switching off unused lights, or supporting ethical businesses can slowly reduce environmental damage. When these actions are repeated daily, they help shape a more sustainable society.	35
5	Some critics argue that focusing on individual behaviour allows large corporations to avoid responsibility for environmental harm. This criticism is valid because companies are responsible for a large amount of pollution. However, individual action and corporate responsibility are not opposites. When individuals change their behaviour, they influence markets and public opinion. This pressure can force companies and governments to adopt more responsible practices. Real change is strongest when individuals, communities, businesses, and institutions work together.	40
6	In conclusion, meaningful change does not usually happen overnight. It is built through patience, awareness, and repeated effort. Although individual actions may seem small, their combined effect can be powerful. By making conscious choices and maintaining responsible habits, ordinary people can contribute to solving global problems. Small actions, when multiplied, have the power to create a better and more sustainable future for everyone.	45
	[source: AI generated]	50

Activity1:

Use three different colours and do the following:

- (a) Colour/underline the instructional verb
- (b) the restriction in each question
- (c) highlight/underline/circle the content that must be used in each answer.

Activity 2:

Now answer the questions in your notebook.

Refer to paragraph 1

1. Explain why many individuals feel powerless when facing global problems such as climate change and pollution. (2)
2. Identify TWO examples of global problems mentioned in the passage. (2)
3. Why does the writer believe individual actions should not be ignored? (2)

Refer to paragraph 2.

4. Explain how plastic pollution affects the environment. (2)
5. What is the purpose of environmental campaigns that focus on changing individual behaviour? (2)

Refer to paragraph 3.

6. How has social media increased the influence of ordinary individuals? (2)

Explain what is meant by the phrase *“technology has transformed private concern into public action”* (2)

Refer to paragraph 4.

7. Why does the writer believe that consistency is necessary for meaningful change? (2)
8. Identify ONE daily habit mentioned in the passage that can help reduce environmental damage. (1)
9. What criticism do some people have about focusing on individual behaviour? (paragraph 5) (2)
10. Do you think individuals should take responsibility even though corporations cause much pollution? Give a reason for your answer. (3)

Marking Guidelines

1.Explain why many individuals feel powerless when facing global problems such as climate change and pollution. (2)

Answer:

- They believe these problems are too large and complex.
 - They think only governments and large organisations have the power, resources, or authority to solve them.
- (Any TWO ideas = 2)

2. Identify TWO examples of global problems mentioned in the passage. (2)

Answer:

- Climate change
 - Pollution
 - Poverty
- (Accept any TWO = 2)

3. Why does the writer believe individual actions should not be ignored? (2)**Answer:**

- Because small actions, when repeated by many people, can lead to meaningful change.
- Individual choices help shape society and influence larger systems.
(Any TWO relevant points = 2)

4. Explain how plastic pollution affects the environment. (2)**Answer:**

- Plastic waste ends up in rivers and oceans.
- It harms ecosystems and kills marine animals / remains in the environment for hundreds of years.
(Any TWO ideas = 2)

5. What is the purpose of environmental campaigns that focus on changing individual behaviour? (2)**Answer:**

- To encourage people to make better everyday choices.
- To reduce demand for harmful products and force companies to change. (2)

6. How has social media increased the influence of ordinary individuals? (2)**Answer:**

- It allows people to share information quickly and widely.
- Posts and videos reach many people and encourage awareness and action.(2)

7. Explain what is meant by the phrase “*technology has transformed private concern into public action.*” (2)**Answer:**

- People's personal worries can now be shared publicly online.
- This sharing leads others to take action, such as donating, changing habits, or organising clean-ups. (2)

8. Why does the writer believe that consistency is necessary for meaningful change? (2)**Answer:**

- Doing something once is not enough.
- Repeated responsible behaviour over time creates real and lasting change. (2)

9. Identify ONE daily habit mentioned in the passage that can help reduce environmental damage. (1)**Answer:**

- Walking instead of driving
- Switching off unused lights
- Supporting ethical businesses
(Accept any ONE = 1)

10. What criticism do some people have about focusing on individual behaviour? (2)**Answer:**

- It allows large corporations to avoid responsibility.
 - Companies cause much pollution but escape blame.
- (2)

11. Do you think individuals should take responsibility even though corporations cause much pollution? Give a reason for your answer. (3)

Answer: Own opinion**Marking guideline:**

- Opinion stated clearly: 1
- Relevant reason: 1
- Reason explained :1

HOW TO WRITE A**What is a Summary?**

A **summary** is a **shortened version of a text** that includes only the **main ideas** and key points, written **in your own words**.

Purpose of a Summary

- To show **understanding** of a text
- To identify **main ideas**
- To **paraphrase** information clearly and concisely

Steps to Writing a Good Summary

1. **Read and understand the instructions** carefully.
2. **Read the text** more than once.
3. **Underline or highlight main ideas** in each paragraph.
4. **Ignore examples, repetitions, and minor details.**
5. **Write the summary in your own words** (do not copy sentences).
6. **Use linking words** to make your summary flow.
7. **Stick to the required word limit.**
8. **Write in full sentences**, usually in **present tense**.
9. **Do not add your own opinions.**

What to Avoid

- Copying directly from the text
- Adding new information
- Using quotations
- Writing too many words

QUESTION 2

Read the passage below and list SEVEN reasons **why exercising is good for you**.

INSTRUCTIONS:

1. List SEVEN WAYS why exercising can be beneficial for your health.
2. Your summary must be written in point form.
3. Number your sentences from 1 – 7.
4. Write ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.
7. Your summary should be no more than 70 words.

The Importance of Exercise

Regular exercise is vital for physical health and mental well-being in everyday life. It strengthens the heart, improves muscle tone, and increases energy, allowing people to function better daily.

People who exercise regularly are less likely to develop serious illnesses such as heart disease or diabetes. Physical activity also supports mental health by reducing stress, improving mood, and helping people cope with pressure. Exercise further assists in maintaining a healthy body weight when combined with balanced eating habits. This reduces the risk of obesity and health problems related to being overweight.

Although many people believe they do not have enough time to exercise, even short activities can be effective. Simple actions such as walking, stretching, or light jogging can improve overall fitness. Exercise does not require expensive equipment or gym memberships to be beneficial. By making physical activity part of a daily routine, individuals build healthier habits.

These habits contribute to stronger bodies, clearer minds, and greater self-confidence.

Regular movement also improves sleep quality and supports better concentration at school or work. Over time, consistent exercise leads to improved quality of life. People who stay active often enjoy greater independence and long-term health. Overall, exercise plays a crucial role in helping people live longer and healthier lives.

[Adapted from healthguide. Org.2026]

Seven-Point Summary: Quotations and Own Words

Quotation	Own Words
1. "Regular exercise is vital for physical health and mental well-being."	Exercise is very important for both the body and the mind.
2. "It strengthens the heart, improves muscle tone, and increases energy."	Physical activity makes the heart stronger, tones muscles, and boosts energy.
3. "People who exercise regularly are less likely to develop serious illnesses."	Active individuals have a smaller chance of becoming sick.
4. "Physical activity also supports mental health by reducing stress."	Exercise helps people relax and manage stress better.
5. "Exercise further assists in maintaining a healthy body weight."	Being active helps people control their weight.
6. "Even short activities can be effective."	Exercise does not need to be long to be useful.
7. "Regular movement also improves sleep quality and concentration."	Staying active helps people sleep better and focus more easily.

ADVERTISING

What is Advertising?

Advertising is a form of **persuasive communication** used to **promote a product, service, or idea**. Its main purpose is to **influence people to buy or support something**.

Purposes of Advertising

- To **inform** consumers
- To **persuade** consumers
- To **remind** consumers about a product
- To **create desire or need**

Target Audience

The **target audience** refers to the specific group of people the advertisement is aimed at (e.g. teenagers, parents, athletes).

Advertising Techniques

Common techniques include:

- **Slogans** – short, catchy phrases
- **Emotive language** – words that appeal to feelings
- **Celebrity endorsement**
- **Statistics and facts**
- **Rhetorical questions**
- **Promises and exaggeration**

Language and Visuals

- Persuasive language
- Short sentences
- Bold fonts
- Bright colours
- Images to attract attention

NOW STUDY THE ADVERTISEMENT ON THE NEXT PAGE AND ANSWER THE QUESTIONS THAT FOLLOWS. The questions are typical exam-type questions.

SINCE 1837 →

Tetley
SINCE 1837
GREEN TEA

**GREEN TEA
NOW WITH
IMMUNITY
POWER
OF VITAMIN C**

Immune
with added **Vitamin C**
VITAMIN C HELPS SUPPORT IMMUNE SYSTEM

Lemon & Honey
NATURAL FLAVOURS

25 TEA BAG ENVELOPES

NEW YEAR IS ABOUT NEW BEGINNINGS.
IN 2021, AS WE EMBRACE THE NEW NORMAL, LET US ALL MAKE A START TO BEING FIT,
NOT JUST FROM THE OUTSIDE BUT FROM THE INSIDE AS WELL.
TETLEY GREEN TEA IMMUNE HAS ALL THE GOODNESS OF ANTI-OXIDANT RICH GREEN TEA
AND ADDED VITAMIN C THAT HELPS SUPPORT THE IMMUNE SYSTEM.

GREEN TEA NOW WITH IMMUNITY POWER OF VITAMIN C

TETLEY IMMUNE ALSO AVAILABLE IN GINGER, MINT & LEMON, MANGO AND CLASSIC VARIANTS

The text in small font reads as follows:

**NEW YEAR IS ABOUT NEW BEGINNINGS.
IN 2021, AS WE EMBRACE THE NEW NORMAL, LET US ALL MAKE A START TO
BEING FIT, NOT JUST FROM THE OUTSIDE BUT FROM THE INSIDE AS WELL.**

**TETLEY GREEN TEA IMMUNE HAS ALL THE GOODNESS OF ANTI-OXIDANT RICH
GREEN TEA AND ADDED VITAMIN C THAT HELPS SUPPORT THE IMMUNE SYSTEM.**

GREEN TEA NOW WITH IMMUNITY POWER OF VITAMIN C

**TETLEY IMMUNE ALSO AVAILABLE IN GINGER, MINT & LEMON, MANGO AND
CLASSIC VARIANTS**

3.1 Who is the target audience in this advertisement? (1)

3.2 How do the words 'IMMUNITY POWER' in the headline capture the reader's attention? Give TWO points. (2)

3.3 What do the words 'SINCE 1837' suggest? (1)

3.4 Study the following sentence:

Tetley Green Tea Immune has all the goodness of anti-oxidant rich green tea.

State the parts of speech of EACH underlined word. (2)

3.5 Why does the advertiser state that Tetley Green Tea Immune is available in different flavours? Give TWO points. (2)

3.6 Do you think the visual of the lemon slices joined by a bar supports the message of this advertisement? Substantiate your answer. (2)

[10]

Marking Guidelines

3.1 People who are interested in strengthening their immune system./People who drink (green) tea. (1)

3.2 The words 'immunity power' are printed in bold/capital letters/bigger font (compared to the other words in the headline).

NOTE: Accept any TWO of the above answers.

OR

The words 'immunity power' appeal to the human desire to be healthy. (2)

3.3 The product is reliable/trustworthy/has been available for a long time. (1)

3.4 rich – adjective tea – (common) noun (2)

3.5 To highlight/emphasise Tetley Green Tea Immune caters for different people with different preferences./It provides consumers with a choice./It appeals to a wider target market.

NOTE: Accept any TWO of the above answers. (2)

3.6 Open-ended. Accept a suitable answer, e.g.

Yes.

The visual depicts lemon slices (which contain vitamin C) at each end of the dumbbell/weights which are used to exercise and build strength. The message of the advertisement is that drinking this variant of Tetley Green Tea Immune with vitamin C (found in lemons) will strengthen the immune system.

OR

No.

The idea of lemon slices/vitamin C does not come across because prior knowledge that the lemon contains vitamin C is needed for one to be convinced by the visual. The link between the dumbbell and Tetley Green Tea Immune is not clear.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

[10]

ELEMENTS OF THE SHORT STORY

A **short story** is a brief work of fiction that focuses on a **single main idea**, **few characters**, and **one main plot**.

1. PLOT

The **plot** is the sequence of events in the story.

Parts of the Plot:

- **Exposition** – introduction of characters and setting
- **Rising action** – problems or conflicts begin
- **Climax** – the most exciting or important moment
- **Falling action** – events after the climax
- **Resolution** – the ending where the problem is solved

2. CHARACTERS

Characters are the people or animals in the story.

Types of Characters:

- **Protagonist** – main character
- **Antagonist** – character who opposes the protagonist
- **Major characters** – important characters
- **Minor characters** – less important characters

Characters can be:

- **Round** – complex and well developed
- **Flat** – simple, limited traits

3. SETTING

The **setting** is where and when the story takes place.

It includes:

- **Place** (country, town, house, school, etc.)
- **Time** (past, present, future, historical period)
- **Atmosphere** (mood created by the setting)

4. THEME

The **theme** is the **main message or central idea** of the story.

Common themes:

- Love
- Conflict
- Poverty
- Friendship
- Crime
- Power
- Hope or despair

5. CONFLICT

Conflict is the **problem or struggle** in the story.

Types of Conflict:

- **Internal conflict** – struggle within a character
- **External conflict** – struggle between:
 - character vs character
 - character vs society
 - character vs nature

6. POINT OF VIEW

Point of view refers to **who tells the story**.

Types:

- **First person** – “I”, “we”
- **Third person limited** – focuses on one character
- **Third person omniscient** – narrator knows everything

7. STYLE

Style refers to the **author's use of language**.

Includes:

- Sentence structure
- Dialogue
- Figurative language
- Tone (attitude of the writer)

8. MOOD

Mood is how the **reader feels** while reading the story.

Examples:

- Happy
- Tense
- Sad
- Fearful
- Excited

SUMMARY FOR EXAMS

In short story questions, always:

- Identify the element
- Explain it clearly
- Support your answer with **evidence from the text**

BELOW IS A DIAGRAMATIC REPRESENTATION OF HOW ANY SHORT STORY/NOVEL/DRAMA IS STRUCTURED.



LET'S PUT THIS TO PRACTICE
BELOW IS AN EXAMPLE OF A SHORT STORY

Read the short story and see the structure of the story via the pyramid.

The Last Bus Home

Thando stood at the edge of the dusty road, clutching his school bag tightly as the sun dipped below the hills. The bus stop was quieter than usual. One by one, learners had climbed onto the bus, laughing and chatting, but Thando had hesitated. He had no money.

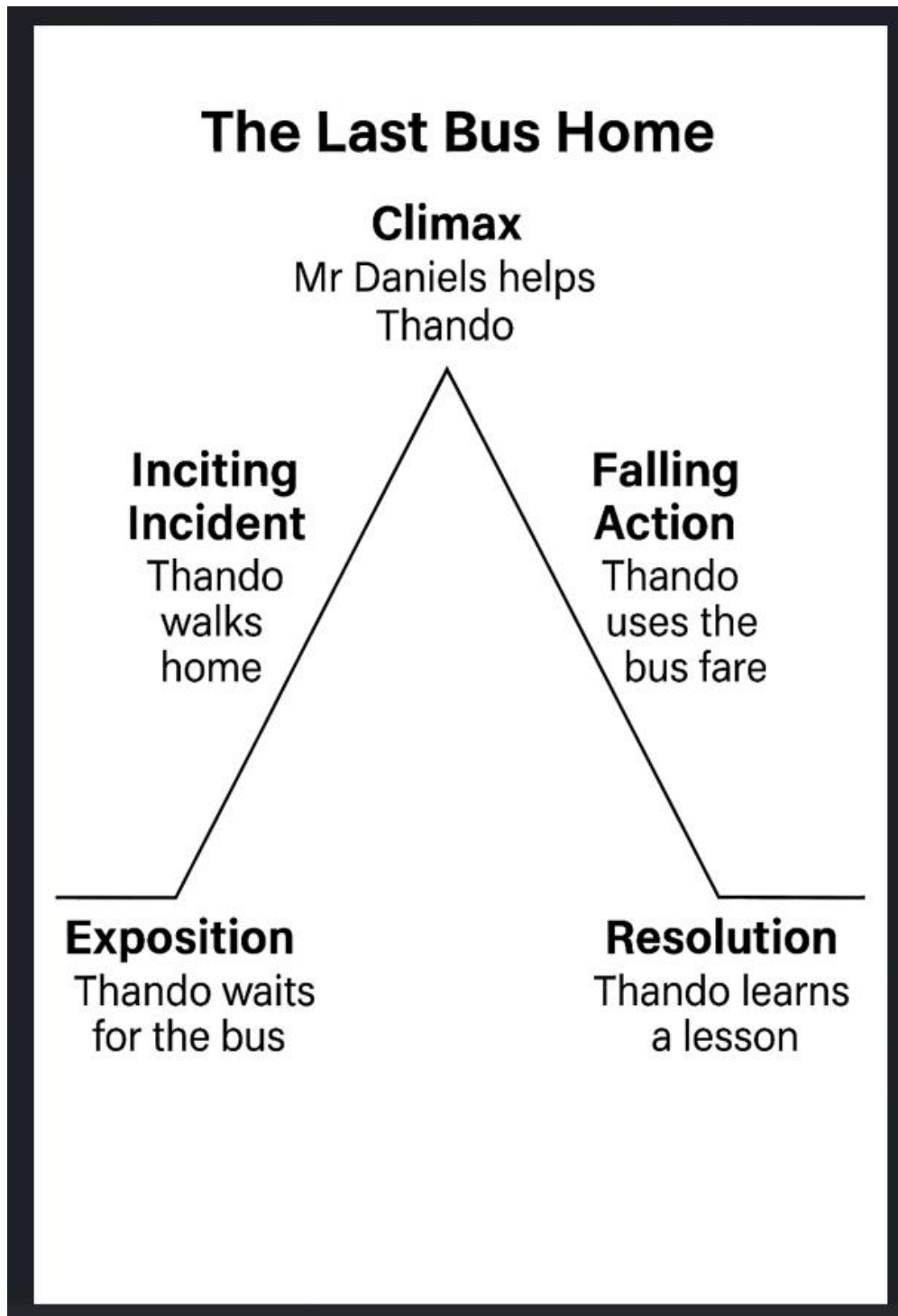
Earlier that day, he had used his last coins to buy a loaf of bread for his younger sister. Their mother worked late shifts at the hospital, and Thando often took responsibility at home. Missing the bus meant a long walk through unfamiliar streets, but feeding his family mattered more.

As the bus engine roared to life, the driver glanced at Thando and frowned. "Are you coming?" he asked.

Thando shook his head. The bus pulled away, leaving behind a cloud of dust and silence.

Halfway down the road, he heard footsteps. It was Mr Daniels, his English teacher, who lived nearby. After listening quietly to Thando's story, the teacher smiled and reached into his pocket. "You did the right thing," he said, handing Thando money for the bus fare. "Kindness always finds its way back."

The next day, Thando arrived early at school. Though tired, he felt proud. He had learned that responsibility and honesty could carry him further than any bus ever could.



NOW ANSWER THE FOLLOWING QUESTIONS BASED ON THE SHORT STORY.

1. Where is Thando at the beginning of the story? (1)
2. Why does Thando miss the bus? (2)

3. Describe Thando's character traits using TWO examples from the story. (4)
(2 traits + 2 explanations)
4. Identify the main conflict in the story and explain whether it is internal or external. (3)
5. Identify ONE theme in the story and explain how it is shown. (3)
6. Explain how the title "The Last Bus Home" is suitable for the story. (3)
7. Do you think Mr Daniels played an important role in Thando's life? Discuss your opinion. (3)

Marking Guidelines

1. Thando is standing at the bus stop / at the side of the road waiting for the bus after school. (1)
2. He does not have money for the bus fare
He used his last money to buy bread for his sister (2)
3. Any TWO of the following, with explanation:
 - **Responsible** – He buys bread for his sister even though it means missing the bus.
 - **Selfless/Caring** – He thinks about his family before himself.
 - **Honest** – He does not lie to the bus driver.
 - **Hard-working / Mature** – He takes responsibility at a young age.
 2 marks per trait:
1 for trait + 1 for explanation) (4)
4. The main conflict is Thando struggling between needing food for his family and Needing the money for transport. This is an **internal conflict** because it happens within Thando. (3)
5. Theme: **Responsibility / Kindness / Honesty / Sacrifice**
Explanation:
Thando shows responsibility by putting his family's needs before his own comfort. (3)
6. The title refers to Thando missing the last bus home.
It is important because missing the bus creates the main problem in the story.
It also symbolises the challenges Thando faces in his life. (3)

7. Open-ended

Yes. Mr Daniels helps Thando by giving him money and teaching him that kindness is rewarded. He is his English teacher, so they see each other daily. Teachers guide learners and build positive relationships with them.

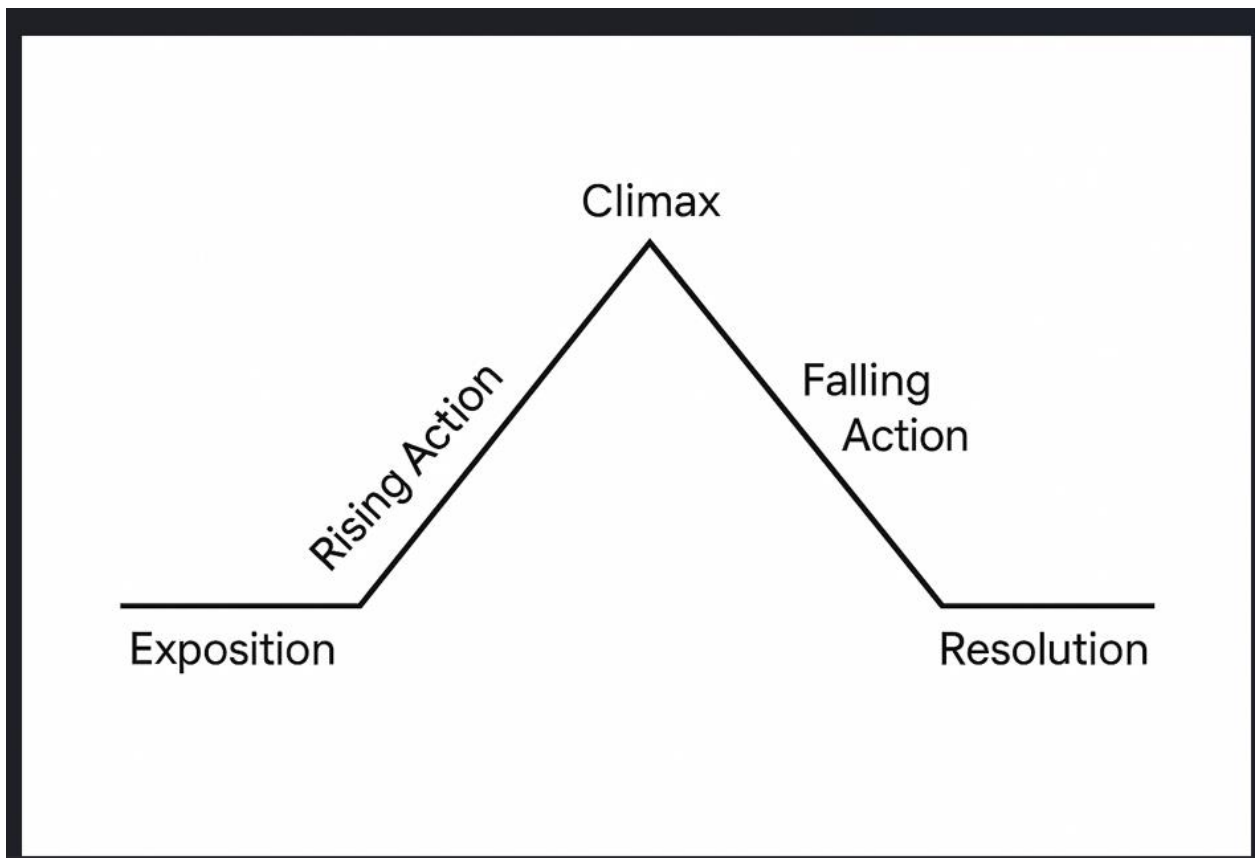
OR

No. there is no evidence in the story that they have a good relationship. Instead, the teacher was in the right place at the right time and merely gave a helping hand. (3)

Now draw a **labelled Freytag Pyramid** for *any of your short stories you completed in class*, clearly showing:

- **Exposition**
- **Inciting Incident**
- **Rising Action**
- **Climax**
- **Falling Action**
- **Resolution**

TITLE:



Complete the worksheet below

WORSHEET:**TITLE:****EXPOSITION:**

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INCITING INCIDENT:

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RISING ACTION:

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CLIMAX:

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FALLING ACTION:

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Resolution:

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