 Province of the

EASTERN CAPE

EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | English FAL | **GRADE** | 11 | **DATE** | 02.04.2020 |
| **TOPIC** | Poetry: [Composed upon] Westminster Bridge, September 3, 1802 | **TERM 1****REVISION** | (Please tick)√ | **TERM 2 CONTENT** | (Please tick) |
| **TIME ALLOCATION** | 50 Minutes |  **TIPS TO KEEP HEALTHY** 1. **WASH YOUR HANDS** thoroughly with soap and water for at least 20 seconds. Alternatively, use hand sanitizer with an alcohol content of at least 60%.2. **PRACTICE SOCIAL DISTANCING** – keep a distance of 1m away from other people.3. **PRACTISE GOOD RESPIRATORY HYGIENE**: cough or sneeze into your elbow or tissue and dispose of the tissue immediately after use.4. **TRY NOT TO TOUCH YOUR FACE.** The virus can be transferred from your hands to your nose, mouth and eyes. It can then enter your body and make you sick. 5. **STAY AT HOME.**  |
| **INSTRUCTIONS** | * On the following pages there is a passage and questions for a Reading Practice Activity.
* Answer all the questions in your OWN WORDS, unless you are asked for a quotation.
* For multiple-choice questions, write only the question number and the letter (A-D) of the correct answer.
* Remember with a multiple-choice question, only one of the choices provided is the correct answer.
* Mark your answers for ALL of the questions.
* Read the **NOTES ON CONTENT** at the bottom to assist you with the general approach to poetry questions.
 |

|  |  |  |
| --- | --- | --- |
|   1     5         10  14   | **[Composed upon] Westminster Bridge, September 3, 1802 by William Wordsworth**Earth has nothing to show more fair; Dull would he be of soul who could pass by A sight so touching in its majesty; This city now doth, like a garment, wear  The beauty of the morning; silent, bare, Ships towers, domes, theatres, and temples lie Open unto the fields and to the sky; All bright and glittering in the smokeless air. Never did sun more beautifully steep In his first splendor, valley, rock, or hill; Ne’er saw I, never felt, a calm so deep! The river glideth at his own sweet will;  Dear God! The very houses seem asleep; And all that mighty heart is lying still! |  |

 **Individual activity:**

 **Questions**

* 1. Name the “City” mentioned in line 4. (1)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Quote 4 consecutive words in line 2 that refer to one that could not stand and watch like the poet is doing. (1)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What is the main theme of this poem? (2)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Identify and Explain the simile in line 4. (3)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Name any TWO landmarks in the octave that catch the attention of the poet.

 (2)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Choose the correct answer to complete the sentence:

 ‘Smokeless air’ in line 8 confirms that …

* + - 1. It’s business as usual.
			2. There is no mist.
			3. There is no industrial activity.
			4. There is a soft breeze. (1)

1.7 What type of sonnet is this? Explain. (2)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.8 Discuss why the poem is structured around or is written as an implied contrast. Support yourself with references or examples. (3)

1.9 Identify and explain the use of the metaphor in line 14. (3)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.10 Taking into account the date of the poem, explain what London would have looked like on any other day? (2)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEMORANDUM:** [COMPOSED UPON] WESTMINSTER BRIDGE, SEPTEMBER 3, 1802.

1.1 London 1

1.2 “who could pass by” 1

1.3 The beauty the of London morning on 3 September 1802 2

1.4 “like a garment”. The beauty covers the city like a gown/dress (worn by a lady) 3

1.5 Towers/ domes/ temples/ theatres/ harbor (ships) (any 2) 2

1.6 C. no industrial activity 1

1.7 Italian/ Petrarchan/ Classical. It is made up of the octave and sestet or The octave presents the subject and the sestet concludes. 3

1.8 It focuses on a specific day, thus implying the other days might have been the opposite. The poet uses the negative form in lines 1, 9 and 11which confirms September 3, 1802 as a unique experience. 3

1.9 “that mighty heart”. London was the industrial hub/ centre/ capital of Europe at the time. 3

1.10 It would have been the opposite of what it is on this day.

-there would be people on the streets.

- there would be smoke from the chimneys in houses.

- cars would be making noise.

- there would be smoke from industries polluting the air.

- the smoke might have obscured the view from the bridge.

- it might have been dangerous even to stand on the bridge and watch due to heavy traffic.

Any 2 reasonable points that state the contrast with this day. 2

**TOTAL MARK = 20**



**Notes on content**

|  |
| --- |
| **POETRY assists us to make sense of human experiences. It is part and parcel of our practical lives. Through it we can experience diverse:*** **natural and social environments,**
* **arts of narration,**
* **thoughts and ideas,**
* **forms and levels of entertainment,**
* **history, as well as**
* **personal journeys of self discovery.**

**TO FACILITATE UNDERSTANDING OF EVERY POEM THE FOLLOWING POINTERS ARE IMPORTANT:**1. **Read through the WHOLE POEM.**
	* Read in full sentences as much as the structure of the poem possibly allows.
	* Observe punctuation marks like in normal reading.
	* Read the poem for the second and third time.
	* Observe the structure of the poem.
2. **Take Note:**
	* The title may offer a clue to the theme of the poem.
	* The poet may write as him/herself or use another voice or persona.
	* The poem may have both a literal and a figurative meaning.
	* Look out for the use of figurative language, sound devices, imagery, tone and diction.
	* Your response to the poem will sometimes need you to use your own context in interpretation.
3. **Ask yourself these questions:**
	* Who - is the poet/ persona? Who are the characters?
	* What - is the theme of the poem?
	* Where - does it take place? (Setting)
	* When - does it take place? (Setting – Time, Date, Era)
	* Why - has this poem been written? What is the poet’s intention?
	* How - does the poet express himself? What language devices are used?
4. **Read through the questions**:
	* Note the line references.
	* Ensure you have captured the full question.
	* Note the question words.

**Answering Techniques:** It is important to interpret and follow the instructions exactly as they are given: * Does the answer need a full sentence, a word or a phrase?
* Avoid starting sentences with conjunctions such as because, and, but and so.

  The mark allocation is usually a suggestion of the number of points needed. * Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not answer 1 or A.
* If you are asked to describe in three sentences what the character looks like, do not give two or four.
* Do not give one word answers if you are asked for a sentence.
* Each answer must be written on a new line.
* When quoting from the text, enclose the quote with “inverted commas”.

  When asked to describe the tone of any text, use one adjective. * Edit your work to check that you have answered correctly. Spelling and Language errors result in unnecessary loss of marks.

**Write clearly and neatly to avoid possible discrepancies.**  |