

# English First Additional Language Lesson Plans

## *Scripted Lesson Plans*



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





Department of Basic Education  
 English First Additional Language Lesson Plans  
 Lesson 1.1.-Comprehension

Day 1: (1<sup>st</sup> hour)

<b>Topic / Aspect: Reading Comprehension</b>		
<b>Resources used</b>	<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>
Mind The Gap Revision Booklet Past year papers	Class discussion Pair work Individual work “Reading aloud” “Reading quietly” Answering comprehension test questions	<b>Learner responses to comprehension test questions</b>
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Memorandum	Self-Assessment Peer Assessment Teacher Assessment	Informal Assessment Formal Assessment Summative Assessment

Lesson Procedures	
<b>Teaching Strategies</b>	<b>Learner Activity</b> ( <i>attach learner task to lesson plan</i> )
<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Discussion on what is a comprehension (Refer to Resource Worksheet)</li> <li>• Revise <i>skimming</i> and <i>scanning</i> a text. (Refer to Resource Worksheet)</li> </ul> <hr/> <p><b><u>Teacher activities</u></b></p> <p>Discuss and explain the following aspects in the <i>Resource Worksheet</i>:</p> <ul style="list-style-type: none"> <li>• Guidelines to assist you (the learner) in reading for meaning;</li> <li>• Practical advice;</li> <li>• Answering Techniques;</li> <li>• The 4 skills;</li> <li>• Solutions to Activity 1</li> <li>• Tone.</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Discussion on solutions to Activity 1 and on tone.</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Activating learners' background knowledge</li> <li>• Skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information</li> <li>• Predicting, using the information gained from skimming and scanning</li> </ul> <p><b><u>Learner activities</u></b></p> <ul style="list-style-type: none"> <li>• Complete Activity 1</li> <li>• Complete example on tone</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Mark and correct Activity 1</li> <li>• Mark and correct the activity on tone.</li> </ul>
<b>Remedial exercises:</b>	Vocabulary extension - words to form sentences Visual material to support reading and writing
<b>Educator reflection:</b>	
<b>Challenges faced:</b>	<p><b>Homework:</b></p> <p>Comprehension 1 - What will the Youth Inherit</p> <p>Comprehension 2 - Selfies: Is taking pictures of yourself dangerous?</p> <p>Page 26 of Revision Booklet</p>

Department of Basic Education  
 English First Additional Language Lesson Plans  
 Lesson 1.2. - Comprehension

Day 2: 60 minutes

<b>Topic / Aspect: Reading Comprehension</b>		
<b>Resources used</b>	<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>
Mind The Gap Revision Booklet Previous year NSC examination papers	Class discussion Pair work Individual work "Reading aloud" "Reading quietly" Answering questions	<b>Learner responses to the Comprehension test</b>
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Memorandum	Self-Assessment Peer Assessment Teacher Assessment	Informal Assessment Formal Assessment Summative Assessment

## Lesson Procedures

<b>Lesson Procedures</b>	
<b>Teaching Strategies</b>	<b>Learner Activity</b> ( <i>attach learner task to lesson plan</i> )
<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>Start a class discussion on the generation gap.</li> <li>Ask pre-reading questions.</li> </ul> <hr/> <p><b><u>Teacher activities</u></b></p> <ul style="list-style-type: none"> <li>Read the passage aloud.</li> <li>Issue the learners with the passage.</li> <li>Discuss the concept of a generation.</li> <li>Stop regularly and explain.</li> <li>Give learners informal assessment (questions): 2017 NSC: EFAL Paper 1</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>Mark and correct informal assessment</li> <li>Homework assignment: Comprehension Test 1</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>Activating background knowledge</li> <li>Engage in discussion on the generation gap.</li> </ul> <p><b><u>Learner activities</u></b></p> <ul style="list-style-type: none"> <li>Take part in class discussion</li> <li>Learners must demonstrate their vocabulary skills by answering the set questions.</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>Mark and correct the activity.</li> <li>Homework exercise on 'What Will the Youth Inherit?'</li> </ul>
<b>Remedial exercises:</b>	Vocabulary extension - words to form sentences Visual material to support reading and writing
<b>Educator reflection:</b>	
<b>Challenges faced:</b>	<b>Homework:</b> Comprehension Test 1 - What will the Youth Inherit

LESSON 1- COMPREHENSION (1 hour)

Comprehension is the interpretation and understanding of spoken, written and visual texts. Comprehension skills are not needed only for exam purposes - they but are life skills that need to be developed.

Refer to pages 1 – 12 of the Mind the Gap (MTG) study guide EFAL Language in Context on pages 1 – 12 for more information and activities on comprehension tests. (You can download the notes at)

[http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx)

Skimming and Scanning

**Skim:** To read through the text and the questions too quickly to get an idea of what they are about.

**Scan:** To look quickly through a text for specific information, for example, names of people or places.

Skim and scan the text and questions. Take note that a text can also be referred to as *an extract* or *a passage* in the exam.

Look over the text quickly (skim) to get an idea of what the text is about.

Pay attention to the following:

- How many paragraphs there are in the extract?
- The title of the extract, which may also offer a clue to the content of the passage and the writer's intention;
- The headings and sub-headings;
- Who wrote the text and where it came from, if this information is given;
- Key words and names;
- Topic sentences;
- Unfamiliar, unusual or difficult words;
- The introductory paragraph – it often creates the atmosphere and provides the setting for what is to follow; and
- The final paragraph – it usually summarises the extract. Then, quickly look at (scan) the questions. This will give you an idea of what kind of information to look for when you read the text again. Notice things such as:
  - Names of people or places; and
  - The question words and instructions.

**Guidelines to assist you in reading for meaning:** (Do this step by step)

1. Read through the passage quickly:

- Get an outline or a general idea of what the passage is about.
- Try to picture what you are reading. This helps you to focus and read for meaning.



2. Take note:

- The title may offer a clue to the contents and purpose of the passage.
- The author may help you to identify the time, style and (often) the subject.

- The introduction often creates the atmosphere and provides the setting for what is to follow.
  - The conclusion usually ties up the intention of the author.
3. You should ask yourself these questions:
- **Who** - is the writer? Who are the characters?
  - **What** - is the main idea of the passage?
  - **Where** - does it (the story) take place? (Setting)
  - **When** - does it take place? (Setting – time, date, era)
  - **Why** - has this passage been written? What is the writer’s intention?
  - **How** - does the writer express himself? What language devices are used?
4. Read through the comprehension questions. When you do this, keep the passage in mind. This will give you clues that lead to the answers in the passage. Read the questions **before** reading the passage.
5. Read the passage again. This time you should be aware of what has been asked. **Highlight** the main idea in each paragraph – each paragraph presents a new idea. The first sentence is often the **key** sentence. Words and ideas that were at first confusing or difficult, may now become clearer **in context**. The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.

### Practical Advice

- Each question usually contains a **question word** – underline this. For example, works like explain, list, discuss. (*Refer to page xi in MTG*)
- Each question usually contains a **key word or key idea** – circle this.
- Try to remember if you read this key word or idea near the beginning, middle or end of the passage.
- Put your eyes into ‘search mode’ and look down the middle of the paragraph to find the sentence containing the **key word or key idea**. Read the **whole** sentence in order to get a complete meaning of the word/idea or the context in which the word/idea is used.
- **Do not** copy directly from the text, unless you are instructed to do so, but **refer to it (the text)** in order to avoid careless factual or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- If you are asked to supply a synonym or an antonym:
  - Replace it with the same **part of speech**, e.g. a noun with a noun, an adverb with an adverb.
  - Take the word that you have chosen back to the passage. Replace the original word with the synonym you have chosen and check if it is appropriate.

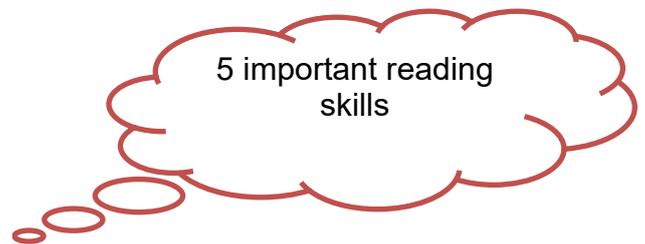
### Answering Techniques:

**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 that you must provide.
- Your numbering **must** correspond to the numbering of the questions – if the question 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, and you give four or more, only the first three will be marked. Any fact beyond three will be ignored, even if it is correct. Therefore, do not write **two** or **four** sentences.
- 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 in “**inverted commas**”.
- When asked to describe the tone of any text, use **one** adjective, e.g. angry, happy. (*Refer to the list of tone words at Skill 5 below.*)
- **Edit** your work to check that you have answered correctly. (Spelling and language errors result in an unnecessary loss of marks.)
- Write clearly and neatly to avoid possible discrepancies.

**Five skills** that will improve your reading skills:

1. Finding the main idea.
2. Making inferences.
3. Understanding vocabulary in context.
4. Determining the writer’s purpose.
5. Determining the tone used by the writer.



**SKILL 1: Finding the main idea**

This amounts to a brief, but complete summary of the text. It covers everything the paragraph talks about, but nothing in particular.

**SKILL 2: Making inferences**

An inference is *an assumption made based on specific evidence. The meaning is not stated directly*. An inference is an educated guess.

We make inferences all the time in real life.



Example: Your girlfriend might say to you, “Nice jeans,” and you could infer that she is being rude, because she was grinning ☺ when she said it.

It is pretty easy to infer the implied meaning – the meaning not stated directly – because you can use contextual clues (like body language, tone and gestures) to help you determine the real meaning. The writers of reading comprehension

tests love to ask inference questions. You will need to practice your inferencing skills to answer comprehension questions like the following:

- “According to this article, why do ...”
- “With reference to the passage as a whole, explain ...”
- “Which of the following statements is best supported by the passage?”
- “Suggest a reason why ...”

These questions require that you come to a conclusion based on the evidence or support presented in the passage.

### SKILL 3: Understanding vocabulary in context



Most reading passages will include vocabulary that you've never heard before.



You can understand vocabulary words based on the context of the passage - the words, clauses and phrases around the unknown vocabulary word. These words and phrases are called “contextual clues”.



Example 1: *acerbity*. Refer to the following sentence: “The *acerbity* of the lemon caused the little girl to spit out the bit she had just bitten”.

- The contextual clues “*lemon*” and “*spit out the bit,*” which provide more information in the sentence, help you understand what the word means.
- You thus come to understand that the general meaning of *acerbity* must be “bitter” or “sour”.



Example 2:

*After the first day on the job, the bank’s new manager realized he would be busier than he had been led to believe. Not only was he assisting the bank tellers with their work, but his new boss had decided to **inundate** him with other tasks like creating security systems, managing the bank’s deposits and refunds, securing loans, and maintaining the daily operations. The new manager was exhausted as he locked the bank up for the night.*

Question:

Choose the correct answer:

The word “**inundate**” from the passage is closest in meaning to:

- A. *overload*
- B. *provide*
- C. *assault*
- D. *underwhelm*



A way to figure out if your choice is correct is by replacing the original word with the chosen answer. Looking at the options given, which one fits the intended meaning best?

 Answer: A (overload)

The first choice (A) is the best option, although “assault” is a close second. If the tone of the passage had been more negative, “assault” could have been the correct option.



### **ACTIVITY 1: Understanding vocabulary in context exercise**

Try to determine the meaning of the following italicized words, based on the contextual clues in the sentences.

1	The little girl was showing signs of <i>ocular</i> problems - she <u>squinted</u> to read the blackboard and complained of headaches after working on the computer for too long.	ocular – visual / optical
2	From long ago to the present day, the moon has been thought to cause <i>lunacy</i> . Some studies have shown that this momentary <u>insanity</u> does have some association with the moon’s phases.	lunacy – madness / insanity
3	The old man’s hair was <i>sparse</i> , <u>rather than thick and full</u> , like it was when he was young.	sparse – meagre / insufficient
4	Janie was as <i>devout</i> as <u>the Pope himself</u> .	devout – sincere / heartfelt
5	My sister Kimmy shows a great <i>abhorrence</i> for crowds, <u>whereas my little brother Michael loves to be the centre of attention</u> .	abhorrence – hatred / loathing
6	When you <i>admonish</i> someone, <u>you point out his or her errors</u> ; an example would be scolding a child for misbehaving.	admonish – warn / scorn
7	The sorcerer’s <i>minions</i> were <u>willing to perform any sorcery he taught them</u> .	minions – followers / slaves
8	<u>Ninety-seven pairs</u> is a <i>superfluous</i> number of shoes.	superfluous – unnecessary / surplus
9	“Busy as a bee” and “quiet as a mouse” are <i>hackneyed</i> phrases – <u>they’re used all the time</u> .	hackneyed – worn-out / cliché
10	Amelia was as <i>pretentious</i> as a princess when she arrived at the party. She <u>tossed her coat to the hostess and grabbed a drink out of a nearby guest’s hand</u> .	pretentious – showy / ostentatious



#### SKILL 4: Determining the writer's purpose

In most reading comprehension sections, you will be required to answer questions about the author's intention to write the text.

Author's purpose	Main idea
<ul style="list-style-type: none"><li>• The reason he/she chose to act in a particular way, whether that's writing the passage, selecting a phrase, using a word, etc.</li><li>• The <b>why</b> behind the author picking up a pen or selecting those words in the first place.</li><li>• Determine what the author was trying to accomplish (achieve) by looking at the language he or she used when writing.</li><li>•  Example:</li></ul> <p><b>Question words</b></p> <p><b>Purpose of author</b></p> <ul style="list-style-type: none"><li>• Compare</li><li>• Author wanted to show similarities between ideas.</li><li>• Contrast</li><li>• Author wanted to show differences between ideas.</li><li>• Criticise</li><li>• Author wanted to give a negative opinion of an idea.</li><li>• Describe/ Illustrate</li><li>• Author wanted to paint a picture of an idea.</li><li>• Explain</li><li>• Author wanted to break down an idea into simpler terms.</li><li>• Identify/ List</li><li>• Author wanted to tell the reader about an idea or series of ideas.</li></ul>	
<ul style="list-style-type: none"><li>• Intensify</li><li>• Author wants to expand and go deeper into an idea</li><li>• Suggest</li><li>• Author wanted to propose an idea.</li></ul>	

## SKILL 5: Determining the author's tone

It's helpful to know what the author's tone is in a newspaper article, a blog, an email, and even on a Facebook post. A message can be misinterpreted and things go wrong if you don't understand the basics of *tone*. Here are some quick, easy details about author's tone.

- The author's tone refers to the author's attitude to a written subject. It's very different from the author's purpose!
- It is the quality or pitch of the voice that conveys the emotional message of a text. In a written text, it is achieved through words.

Note that these words can be used for questions on tone in Paper 2 (Literature) as well.

### Vocabulary for tone:

#### Positive tone/attitude words

Word	Possible synonyms		
friendly	Amiable	good-humored	 Genial
Calming	Consoling	soothing/comforting	reassuring/pacifying
Funny	Amusing	Comical	Witty
Humorous	Hilarious	Entertaining	Funny
Happy	Contented	Pleasing	Joyful
Appreciative	dreamy	Hopeful	Proud
Joyful	Ecstatic	Blissful	delighted
Respectful	Humble	Deferential	reverent
Brave	Courageous	Daring	fearless
Calm	Peaceful	Tranquil	serene
Cheerful	Merry	Gleeful	positive
Encouraging	Hopeful	Inspiring	reassuring
Kind	Caring	Sympathetic	compassionate
Kind	Gentle	Benevolent	humane
Enthusiastic	Passionate	Excited	fervent
Lively	Energetic	Bouncy	robust
Surprised	amazed	Shocked	astonished
Tender	Caring	Loving	Warm

## Negative tone/attitude words

Word	Possible synonyms		
accusing	Reproachful	Condemning	accusatory
Arrogant	Superior	over-confident	condescending
Apathetic	Indifferent	Listless	uninterested
Boring	Tedious	Monotonous	repetitive
Bitter	Hostile	Nasty	unpleasant
Childish	Juvenile	Immature	foolish
Cold	Emotionless	Impersonal	indifferent
Hateful	Repulsive	Disgusting	revolting
Insulting	 abusive Cruel	Upsetting	insolent
Hurtful	Cruel	Insensitive	tactless
Irritating	Annoying	Infuriating	exasperating
Shameful	Shocking	Appalling	disgusting
Angry	Furious	Enraged	infuriated
Quarrelsome	Irritable	Querulous	argumentative

## Sorrow/fear/worry tone/attitude words

Word	Possible synonyms		
apprehensive	Frightened	concerned	Uneasy
Nervous	disturbing	Tense	Distressing
hopeless	Despairing	pessimistic	Desolate
apologetic	Remorseful	Contrite	Repentant
Unhappy	Sorrowful	Morose	troubled
Sad	Melancholic	Miserable	Mournful
embarrassing	Awkward	Uneasy	Humiliating
depressing	Gloomy	Sad	Miserable
confusing	Puzzling	bewildering	Perplexing



Example:

Look at the word choice in the following examples to see how a different tone can be used for the same scenario, to create a different effect.

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### **Tone #1**

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The suitcase was packed. His guitar was already on his shoulder. Time to go. He took one last look around his room, swallowing down the lump forming in his throat. His mother waited in the hallway, eyes red. "You'll be great, baby," she whispered, pulling him to her for one last hug. He couldn't answer, but warmth spread through his chest at her words. He walked out into the crisp morning, tossed his suitcase in the back, and left his childhood home, the future shining before him as brightly as the January sun.

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### **Tone #2**

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The suitcase was bursting at the seams. His old beat-up guitar hung around his shoulder, knocking him in the head as he tried to get out the stupid door. He looked around his room, probably for the last time, and coughed so he didn't start blubbing like a baby. His mom stood there in the hallway, looking like she'd been crying for the last fifteen hours. "You'll be great, baby," she cooed and pulled him into a hug so tight he felt his insides squishing around. He didn't answer - not because he was upset or anything, but more because she'd squeezed the words out of his throat. He clomped out the house, threw his belongings in the car, and smiled as he revved the engine. He could hear his mom wailing inside and chuckled to himself as he backed out the drive towards the unknown. What waited around the bend? He wasn't sure, but he was absolutely, one-hundred per cent positive it was going to be good. *Really* good.

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Even though both paragraphs talk about a young man leaving his mother's house, the tone in each passage is very different. The first is wistful and more nostalgic; whereas the second is light-hearted.

You will be asked to determine the author's tone in different passages.



Here are some questions you may see in the reading comprehension section of an examination, which relate to author's tone:

1. What does the author want to convey through the use of the words "bitter" and "morbid"?
2. Based on the information in the passage, the author's feelings about environmentalists in the Sahara could best be described as ...?
3. Which emotion is the author most likely trying to provoke in the reader?
4. What emotion does the author want to convey through the use of the statement, "Never again!"

### **Making it practical:**

**Source: 2016 July examination paper from the Limpopo province.**



**Think** about the following aspects, as discussed in the previous sections:

1. What is the main idea of this article?
2. What inferences can you make about the article?
3. Identify any vocabulary that you find challenging.
4. What is the purpose of the article?
5. What is the tone in the article?

LESSON 2- COMPREHENSION (1 hour)

Pre-reading Activities

- What do you understand by the word generation and generation gap?
- Do you think that your grandparents are different from your parents? How?
- Do you think that your parents and you are very different from you and in what ways?
- How are your grandparents different from you?

ACTIVITY

- Read the passage to the learners.
- Stop at regular intervals to explain.

Read **TEXT A** and **TEXT B** and then answer the questions which follow:

**TEXT A**

X, Y OR Z?		
1	One often hears about generations and the differences between one generation and another. However, what is a generation? There are no precise dates when a generation starts or ends but researchers have come up with estimated dates. Dr Jean Twenge, the author of <i>Generation Me</i> , defines a generation as people born around the same time who are shaped by social events that occur during that period. While these individuals share historical and cultural environments, they also shape culture in their own way.	5
2	The generation that grew up during the <b>Great Depression</b> <small>(time when everyone was poor)</small> and World War II was known as the Traditionalists. Some famous faces of this generation are Martin Luther King, Marilyn Monroe, Muhammad Ali and Miriam Makeba. The <b>hardships</b> <small>(struggles)</small> of this era encouraged teamwork in order to overcome challenges and make progress.	10
3	From 1946 to 1964 there was an increase in the post-World War II birth rate. Those born during this period became known as the Baby Boomers. Michael Jackson, Steve Biko, Brenda Fassie and Barack Obama belong to this generation, also known as the <b>Rock 'n Roll</b> <small>(kind of music)</small> generation. It was during this era that television was first introduced to certain parts of the world.	15
4	Then came Generation X from 1965 to 1976. This short period gave rise to a <b>career-driven</b> <small>(work is important)</small> and street-smart group like Charlize Theron, Somizi Mhlongo and Jay-Z.	20
5	They were followed by Generation Y or the Millennials. Mark Zuckerberg, Beyonce, Bonang Matheba and Chad le Clos characterise the spirit of this generation. Millennials were born between 1980 and 1994 and grew up in a time of self-focus and <b>optimism</b> <small>(feel positive about life)</small> .	25
6	The generation after the Millennials, born between 1995 and 2012, were the first generation to grow up with smartphones. They are known as Generation Z, Gen Z, or iGen. This generation is also called Centennials because they are the first generation of the <b>new century</b> <small>(the year 2000)</small> .	30
7	Dr Sethulego Matebesi, head of the Sociology Department at the University of the Free State, says: 'They are the <b>*hashtag</b> <small>(#)</small> generation and in South Africa we also call them the Born Frees.' They were born after 1994 and the <b>idea</b> of this generation is that they have a <b>global</b> <small>(worldwide)</small> view of life.	30

8	Matebesi says that the <b>key</b> <small>(most important)</small> difference between Generation Y and Generation Z is their <b>interaction</b> <small>(use)</small> with technology. While Generation Y interacted with technology later in their lives, Generation Z has been <b>immersed</b> <small>(completely involved)</small> in it right from the start.	35
9	Millennials could talk to their parents or friends about anything, but Centennials do not. They believe that everything they need to know is available <b>online</b> <small>(on the Internet)</small> . They take it for granted that they will <b>interact</b> <small>(communicate)</small> with people through their phones instead of in person, <b>reinforcing</b> <small>(improve)</small> their skills at screen communication to the <b>detriment</b> <small>(harmful)</small> of personal communication.	40
10	While there was only one parent working in the past, Generation Z grew up with both parents working and that has left them depending on the Internet for information.	45
11	According to Matebesi, studies have shown that younger generations have a <b>tendency</b> <small>(way of behaving)</small> to try out many careers while staying with their parents. Sibusiso Radebe, a 20-year-old, is buying and selling <b>currencies</b> <small>(money from different countries)</small> as a retail <b>trader</b> <small>(person who buys and sells things)</small> . 'Even though my parents can afford to send me to university, they allowed me to make my own decisions about my future. I was <b>fortunate</b> <small>(lucky)</small> that I came across <b>foreign exchange</b> <small>(money from other countries)</small> trading in high school. If trading does not work, I am going to university.	50
12	Radebe, who also does charity work in the community, says he has realised how poor some people are. 'I want to make money so that I can give back. When we go out into the community, it hurts me to see people suffering and my not being able to assist. I want to be a millionaire so that I can be of help to other people.'	55
13	'Our generation is not as powerful as the past generation but we are <b>trendsetters</b> <small>(people who start a new fashion/way of doing things)</small> and we choose what we want and that is what the world knows about us,' says 21-year-old marketing student Chwayita Mdekana from the East Rand.	
14	Mdekana is well aware of her generation's dependence on technology. 'The older generation will know how to survive without technology, but because our generation was born and raised with it, we do not know life without it.'	
15	How will those who come after Generation Z be defined? What will life be like for them? Only time will tell.	

[Adapted from *Sunday Times*, 21 May 2017]

### Glossary:

\*hashtag: a word/phrase **preceded** (before) by hash sign(#), used on social media to identify messages on a specific topic

1.1 **What do people of the same generation, have in common** (the same)?  
Write **TWO** points. (2)

1.2 **Why** is the statement **FALSE**?

The **Traditionalists** preferred **working individually** (alone). (1)

- 1.3 **Choose** the correct **answer**.  
**Write** the **question number** and the **letter (A–D)**.  
In this passage, the **word ‘era’** means ...  
A time.  
B century.  
C millennium.  
D mistake. (1)
- 1.4 **Paragraph 3**
- 1.4.1 **Why** was the **generation** that was born from **1946 to 1964** named the **‘Baby Boomers’**? (1)
- 1.4.2 **Why** is the **‘Baby Boomers’** **generation** called the **‘Rock ‘n Roll’** **generation**? (2)  
Give **TWO** possible reasons.
- 1.5 **Give** the **meaning** of being **‘street-smart’** (paragraph 4). (1)
- 1.6 **How** are **Beyonce** and **Bonang Matheba** **similar** (the same)?  
Write **TWO** points. (2)
- 1.7 **Why** is the **generation born after 1994** named the **‘born frees’**? (2)
- 1.8 **Paragraph 8**  
**How** is **Generation Y** different to **Generation Z**?  
**Explain**.  
Use your **OWN** words. (2)
- 1.9 **Paragraph 9**  
**What** is the **difference** between **screen communication** and **personal communication**? (2)
- 1.11 **Paragraphs 11 and 12**  
**Why** has the **writer** included **information** about **Sibusiso Radebe**? (2)

1.12 To which generation does Chwayita Mdekana belong? (1)

1.13 Paragraph 15

Do you agree with the writer that 'Only time will tell' about the next generation? (2)

Discuss your thoughts.

1.14 Discuss the suitability of the title 'X, Y OR Z?'. (2)

## TEXT B

**Fabric Care Language Made Easy!**  
Understand What Your Clothes Are Saying

If you know these symbols...

WASH	BLEACH	TUMBLE DRY	IRON	DRY CLEAN

and these codes...

<b>More Dots → More Heat</b>	<b>More Bars → More Gentle</b>	
		DO NOT
COOL/LOW	PERMANENT PRESS CYCLE	
WARM/MEDIUM	GENTLE/DELICATE CYCLE	
HOT/HIGH		

then you know the language!

"Wash in warm water on permanent press cycle."  
"Any bleach."  
"Tumble dry with medium temperature on gentle cycle."  
"Do not iron."

See reverse side for the whole story!

Courtesy of: American Cleaning Institute™ • Developed in cooperation with the Federal Trade Commission.  
Visit our web site! <http://www.cleaninginstitute.org> • [info@cleaninginstitute.org](mailto:info@cleaninginstitute.org)

[Source: [www.cleaninginstitute.org](http://www.cleaninginstitute.org)]

1.15 Where would you find these fabric care symbols and codes? (1)

1.16 Look at the symbols next to the shirt.

Why is there a cross (X) on the iron? (1)

1.17 What do two dots mean on the iron? (1)

1.18 Choose the correct answer to complete the sentence:

Write the question number and the letter (A–D).

‘Understand what your clothes are saying,’ is an example of ...

A personification.

B a metaphor.

C a simile.

D alliteration.

(1)

1.19 Which would be easier to understand; the words or the symbols?

Give ONE reason for your answer.

(2)

**TOTAL SECTION A: 30**

### MEMORANDUM

#### MARKING THE COMPREHENSION

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/ substantiation/motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/ highlighted.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

#### SECTION A: COMPREHENSION

##### QUESTION 1

1.1 They are born around the same period of time.✓

They ‘are shaped by social events that occur during that period.’✓

They share the same historical context.✓

They share the same cultural context.✓

**NOTE:** Accept any TWO of the above answers.

(2)

1.2 Traditionalists preferred teamwork✓

(1)

1.3 A/time ✓ (1)

1.4 1. There was an increase in the birth rate during this period. / More people were born during this period than in the previous

generation.✓

(1)

1.4.2 Rock 'n Roll originated during this period. ✓

Rock 'n Roll grew in popularity during this time (because of the advent of television).✓

Many stars were born during this time. ✓

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

1.5 Being able to adjust/adapt to different situations /survive/ being quick  
witted/being resilient. ✓ (1)

1.6 Both Beyonce and Bonang belong to the same generation (Generation Y/  
Millennials) / were born between 1980 and 1994.✓  
They are both self-focused and optimistic✓ (2)

1.7 The 'born frees' are the (first) generation to be born after South Africa became  
a democracy / after South Africa gained freedom / after apartheid ended in  
South Africa.✓✓ (2)

1.8 Generation Y only began engaging with technology when they were older✓  
but Generation Z has been interacting with technology from a very young age.✓ (2)

1.9 Screen communication involves communicating with people using some form  
of technological device✓ whereas personal communication involves face to  
face communication with people.✓  
(2)

1.10 'depending on the Internet for information' ✓  
(1)

1.11 The writer refers to Sibusiso Radebe because he is an example of what Generation Z / the younger generation  
represents. ✓They are independent/ go-getters/ risk-takers/charitable. ✓  
(2)

1.12 Generation Z/iGen/Gen Z/Centennials/hashtag generation/ Born Frees.✓  
(1)

1.13 Open-ended. Accept a suitable response, e.g.

Agree.

One does not know what the future holds, so one cannot say decisively what will characterise the future generation. One will not know what the world of the future generation will be like. Only time will determine what the future holds.

**OR**

Disagree.

It is quite possible to predict what the next generation and the world they live in will be like. We can do this by examining current trends, especially relating to the advances in technology. For example, it will be appropriate to forecast that the next generation will be the generation of robotics and artificial intelligence.

**NOTE:** Do not award a mark for Agree/Disagree.

Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

1.14 The title is suitable because it is linked to the article which is about Generations X, Y and Z. The title creates an air of mystery which prompts the reader to read what the article is about.

**OR**

The title is not suitable because it is too vague and does not link to the idea of generations in any way. Some readers may not know what the writer is referring to. The Traditionalist and the Baby Boomer generations are not included in the title and therefore the title does not fully encompass what the article is about.

**NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

1.15 On clothing tags/labels ✓ (1)

1.16 To show that the garment must not be ironed. ✓ (1)

1.17 It means that the garment/clothing can be ironed using warm/medium heat. ✓ (1)

1.18 A/personification ✓ (1)

1.19 Open-ended. Accept a suitable response, e.g.

The words would be easier because not all people know what the symbols are if these are not explained. ✓✓

**OR**

Symbols are visuals and are easier to understand. You do not have to work out the meaning of words to know what you should/should not do. ✓✓

**NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

**TOTAL SECTION A: 30**

Department of Basic Education  
English First Additional Language Lesson Plans

Lesson 2.1-SUMMARY

Day 2: 60 minutes

<b>Topic / Aspect: SUMMARY</b>		
<b>Resources used</b>	<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>
Mind The Gap	Class discussion	A summary produced by learners.
Revision Booklet	Individual work	
Past year papers	Answering questions	
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Rubric	Self-Assessment	Informal Assessment
	Peer Assessment	Formal Assessment
	Teacher Assessment	Summative Assessment

<b>Lesson Procedures</b>	
<b>Teaching Strategies</b>	<b>Learner Activity</b> ( <i>attach learner task to lesson plan</i> )

<p><b><u>Pre-Activity</u></b></p> <p>Teacher leads learners in</p> <ul style="list-style-type: none"> <li>• A discussion on what is a Summary</li> <li>• Writing a summary in point form</li> <li>• Predicting using information gained from skimming and scanning</li> <li>• Revising skimming and scanning a text</li> </ul> <hr/> <p><b><u>Teacher activities</u></b></p> <p>Give learners an extract to summarise</p> <ul style="list-style-type: none"> <li>• Separate main ideas from supporting details</li> <li>• Teach skills of extracting points</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the topic</li> <li>• How do you do it?</li> <li>• Outlines pitfalls - How marks are lost</li> <li>• Outline steps to follow to write good summary</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>• Engage in activating background knowledge</li> <li>• Engage in discussions on skimming and scanning text features: titles, headings, subheadings, captions, visual elements and graphic information,</li> <li>• Engage in discussions on predicting, using the information gained from skimming and scanning</li> <li>• Engage in discussions dealing with key vocabulary that may be unfamiliar to the learners</li> </ul> <p><b><u>Learner activities</u></b></p> <ul style="list-style-type: none"> <li>• Summarise the text given</li> <li>• Skim and scan for main ideas</li> <li>• Paraphrase the main ideas</li> <li>• Read the instructions carefully</li> <li>• Identify key words in the question/ instruction</li> <li>• Practise on their own</li> <li>• Edit and proof-read their work</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Summarise the extract given</li> <li>• Practise to write the summary on their own</li> </ul>
<p><b>Remedial exercises:</b></p>	<p>Previous question paper</p> <p>Mind the gap</p> <p>Revision Booklet</p>
<p><b>Educator reflection:</b></p>	
<p><b>Challenges faced:</b></p>	<p><b>Homework:</b></p>

THE SUMMARY

THE DANGERS OF AN UNHEALTHY LIFESTYLE

A recent study found that for every hour an adult watches television, his or her life expectancy is reduced by twenty-two minutes. While television in small doses will not do much harm, couch-potato behaviour will affect your lifespan and interfere with your social skills.

People who do not exercise for around fifty minutes at least three times per week may feel exhausted and experience poor concentration. This may affect daily work performance and have a negative impact on their physical wellbeing.

Fast food is high in artery-clogging saturated fats and cholesterol, which can lead to heart attacks and strokes if consumed in excessive amounts. Most people enjoy the convenience of fast food, but they gain weight when they eat more than they need to. Part of this problem is portion size and eating too much.

The South African climate is ideal for outdoor activities, but spending time outdoors makes your skin more sensitive to ultraviolet light. The primary cause of premature ageing is sun damage, which is why doctors advocate wearing a good sunscreen.

Adults, like children, need enough sleep to counteract the effect of a stressful life. Inadequate sleep has harmful consequences for health and quality of life. Not getting enough sleep will probably lead to fatigue, as well as an increased risk of illness due to a suppressed immune system.

The problem with modern society is that people are confronted with so much information about how to be happy that they are not happy with who they are. People should stop worrying about what other people say and should believe in themselves.

MEMORANDUM

SECTION B: SUMMARY

QUESTION 2

The following points form the answer to the question:

	QUOTATIONS		FACTS  (NOTE: Candidates may phrase the facts differently.)
1.	'The first and most important step in planning a successful event is to <b>think carefully about why you want to host it and what you want to achieve.</b> '	1.	Decide on the purpose and goal of the event.
2.	Any event takes an intensive <b>team effort</b> to handle all of the details. <b>Allocate roles and responsibilities</b> early on in the process.	2.	Set up a team./Delegate duties and roles to different people.
3.	Give yourself <b>enough time!</b>	3.	Plan the event well in advance.
4.	Your <b>event's date</b> will have a big <b>impact</b> on how many people will attend. <b>Keep public holidays, long weekends and school holidays in mind.</b>	4.	Select a convenient date to allow many people to attend.

5.	When you choose a venue, <b>look at the options from your guests' viewpoint./ Make sure that the location is safe and well-lit, easily accessible and with plenty of parking.</b>	5.	Choose a venue that has many suitable facilities for your guests./  Choose a venue that is safe with easy access and sufficient parking.
6.	<b>Costs can spiral out of control when you do not stay within a budget.</b>	6.	Stay within your budget./Do not overspend.
7.	<b>Test all technical equipment before the time</b> to avoid a last-minute rush.	7.	Make sure that all technical equipment works properly.
8.	If you decide to serve food at your event, <b>ensure that you respect cultural and religious variations</b> ; also accommodate those with special dietary requirements.	8.	Provide for the different dietary needs of the guests.

### MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point) ○ 3 marks for language
  - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark ○ 4–5 points correct: award 2 marks ○ 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotes: award no language mark
  - 1–5 quotes: award 1 language mark

### NOTE:

- **Word count:** ○ Markers are required to verify the number of words used. ○ Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly. ○ If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**TOTAL SECTION B: 10**

**Department of Basic Education**  
**English First Additional Language**

**Lesson 2.2**

**Day: Tuesday (1 hour)**

<b>Topic / Aspect: Editing and language in context (Passive and active voice)</b>		
<b>Date: 13 July 2018</b>	<b>Duration: 1 hour</b>	<b>Grade: 12</b>
		<b>Level: FAL</b>
<b>LESSON OBJECTIVES</b>	<b>Teaching and Learning Strategies</b>	<b>RESOURCES NEEDED</b>
Learners will demonstrate the ability to: <ul style="list-style-type: none"> <li>• Use active and passive forms in a wide range of text.</li> <li>• Change active sentence to passive form and use it effectively in a sentence.</li> </ul>	Class discussion Group work Pair work Individual work	<ul style="list-style-type: none"> <li>• Spot on grade 11 and 12, authors S Burger, Buhman R and Mouton J.</li> <li>• Dynamic English Grade11/12, authors Hugh Houghton-Hawkey.</li> <li>• FET Grade 12 Revision booklet, DBE</li> <li>• Mind The Gap</li> <li>• Copies of learner/teacher notes</li> <li>• Chalkboard/overhead projector</li> </ul>
<b>Assessment</b>		
<b>Assessment Tool</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Memorandum	Self-Assessment Peer Assessment Group Assessment Teacher Assessment	Baseline Assessment Informal Assessment

**Lesson Procedures**

<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>
<p>1. Active and passive voice: individual work and pair work.</p> <p><b>2. Pre-lesson</b></p> <ul style="list-style-type: none"> <li>• Activates learners' prior knowledge of active and passive voice.</li> </ul> <p><b>During the lesson:</b></p> <ul style="list-style-type: none"> <li>• Learners are taken through the lesson notes on active and passive voice.</li> <li>• Questions are asked to enable the learner to understand the lesson.</li> </ul> <p><b>Post lesson</b></p> <ul style="list-style-type: none"> <li>• Gives an assessment activity – pair work</li> <li>• Gives an assessment activity - individual</li> </ul> <p><b>TASK: CLASSWORK</b></p> <p><b>MARKS: 10</b></p> <p>1. Rewrite the following sentence in the passive voice starting with the given word (or words).</p> <p>1.1 Thomas Edison invented the electric light bulb in 1879.</p> <p>- The electric bulb ----- -----</p> <p>1.2 The police arrested two men yesterday in connection with a car hijacking.</p> <p>- Two men ----- -----</p> <p>1.3 The Umlazi High School choir won first prize in an international school choirs' competition.</p> <p>- First prize ----- -----</p>	<ul style="list-style-type: none"> <li>• Engage in the activation of prior knowledge of the topic.</li> <li>• Engage with notes on active and passive voice</li> <li>• Respond to questions</li> <li>• Work in pairs to answer questions they work in pairs.</li> <li>• Work alone to answer questions</li> </ul> <p><b>MEMO</b></p> <p>1.1 The electric bulb was invented by Thomas Edison.</p> <p>1.2 Two men were arrested yesterday in connection with a car hijacking.</p> <p>1.3 First prize in an international competition was won by the Umlazi High School choir.</p> <p>1.4 Half the costs are being covered by the South African Baseball Union.</p> <p>1.5 Her first clothing shop was opened by her at the V&amp;A Waterfront.</p> <p>2.1 Members of the anti-poaching unit found four rhinos dead.</p> <p>2.2. The Eastern Cape has experienced unusually heavy rainfall this year.</p> <p>2.3 The child broke the glass.</p> <p>2.4 Maya Angelou writes books and poems.</p> <p>2.5 The mechanic gave her the Land Rover for her first professional makeover.</p>

<p>1.4 The South African Baseball Union is covering half the costs.</p> <p>- Half the costs ----- -----</p> <p>1.5 She opened her first clothing shop at the V&amp;A Waterfront.</p> <p>- Her first clothing ----- -----</p> <p>2. Rewrite the following sentences in active voice starting with the given word (or words).</p> <p>2.1 Four rhinos were found dead by the members of the anti-poaching unit.</p> <p>- Members ----- -----</p> <p>2.2 Unusually heavy rainfall has been experienced this year in the Eastern Cape.</p> <p>- The Eastern Cape ----- -----</p> <p>2.3 The glass was broken by the child.</p> <p>- The child ----- -----</p> <p>2.4 Books and poems are written by Maya Angelou.</p> <p>- Maya Angelou ----- -----</p> <p>2.5 The Land Rover was given to her first professional makeover by the mechanic.</p> <p>- The mechanic ----- -----</p> <p>(10)</p>	
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<b>Educator reflections:</b>	
<b>Integration:</b>	Magazines, newspapers.
<b>Remedial exercises:</b>	<b><u>Learning wall</u></b> Generate a list of essential words, concepts, and begin a word wall. Create charts and place them in a prominent place. Use colour and patterns to enhance learners' grasp of concepts. Put words where everyone can see them. Let learners to practise with the words daily (writing) and make sure words are spelled correctly.
<b>Enrichment :</b>	
<b>Challenges faced:</b>	<b>Homework:</b>

3. Active and passive voice

In the Active Voice the **Subject** of the sentence **does the action**.

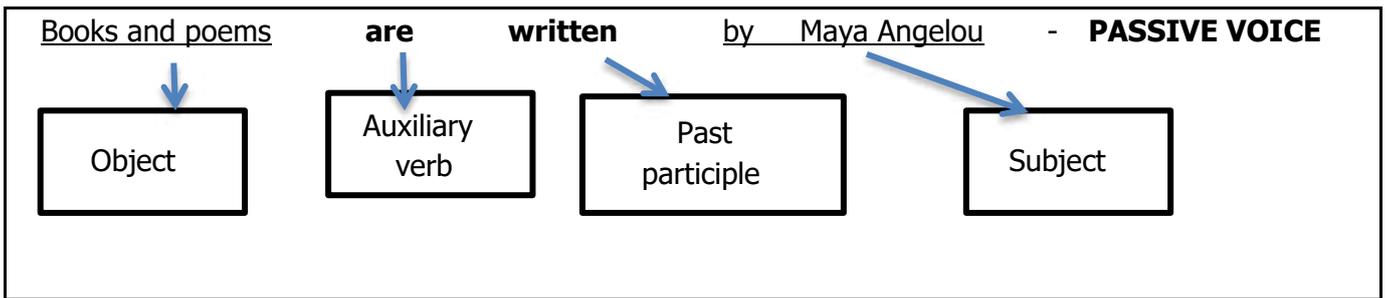
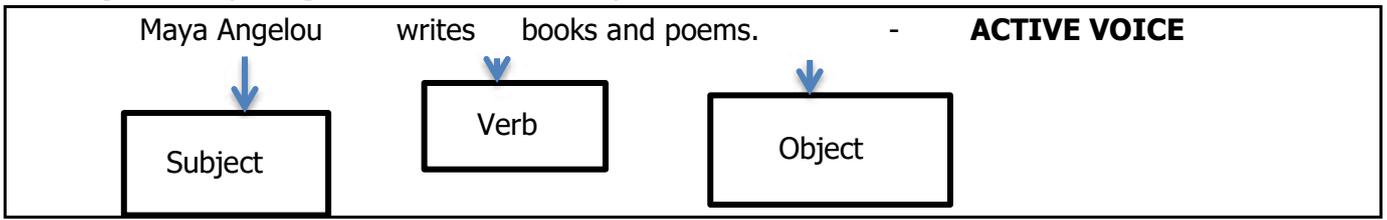
In the Passive Voice the **Object becomes the Subject** and is **having the action done to it**.

**REMEMBER:**

A sentence consists of 3 parts, namely:-The **subject**, the **verb** and the **Object**

- ☐ **The subject** –is the main person/thing that is being spoken about.
- ☐ **The verb** – is the action word/doing word.
- ☐ **Object** – appears after the verb in a sentence, and answers who or what.

**Example:** Maya Angelou writes books and poems



This means that every **Passive Voice sentence** has to have an **auxiliary verb**. Study these two sentences above.

They both say the same thing, but are constructed differently.

**Note:**

- The verb changes its **form**. It is written with a **past participle**.
- The verb always has a form of the verb **“to be /auxiliary verb** in front of it.

**LOOK AT THE TABLE BELOW AND SEE EXAMPLES THE PAST PARTICIPLES.**

PRESENT	PAST	PAST PARTICIPLE
break	broke	broken
eat	ate	eaten
drive	drove	driven
forget	forgot	forgotten
know	knew	known
teach	taught	taught
give	gave	given

**Examples of sentences changed from Active to Passive voice.**

TENSES	ACTIVE VOICE	PASSIVE VOICE
<b>Present</b>	The child <b>breaks</b> the glass.	The glass <b>is broken</b> by the child.
<b>Past</b>	<b>She broke</b> the glass	The glass <b>was broken</b> by her.
<b>Present continuous</b>	The child <b>is breaking</b> the glass.	The glass <b>is being broken</b> by the child
<b>Past continuous</b>	The child <b>was breaking</b> the glass	The glass <b>was being broken</b> by the child.
<b>Future</b>	The child <b>will break</b> the glass.	The glass <b>will be broken</b> by the child.

**NOTE :**

- How the **verb** form changes in Passive voice, i.e. The “auxiliary verb” is added in front of the verb.
- Pronouns change from the **subject form** to **object form**.

**Follow the rules given below to change the following sentences from active voice to passive voice.**

- Firstly identify the **verb** and underline **it**.
- Divide the sentence into: **Subject verb Object** □ Begin your sentence with the **Object**.
- Use the correct **Auxiliary verb** in front of the **verb given**.
- Change the verb given to **Past participle**.
- Add by followed by the subject.

**ACTIVITY 1**

Change the following sentences in the active voice to the passive voice. **(NB: in the exam you will be asked to rewrite the sentence starting with the object)**

1. Henry is kicking the ball.
2. The man sold three cars.
3. My mother baked two loaves of bread.
4. The cat ate a huge, brown rat.
5. The photographer will take four pictures.
6. She sweeps the floor.
7. My uncle drove the car.
8. He fetched us from the school.
9. Jack threw the cricket ball very far.
10. They feed the dogs every day.

## ANSWERS

	PASSIVE VOICE	REASON
1	The ball <b>is being kicked</b> by Henry.	The Verb " <b>kicking</b> " is in present continuous tense therefore it uses the auxiliary verb " <b>is being</b> " followed by the past participle of the verb.
2	Three cars <b>were sold</b> the man	The Verb " <b>sold</b> " is in <b>past tense</b> therefore it uses the auxiliary verb " <b>were</b> " followed by the past participle of the verb.
3	Two loaves of bread <b>were baked</b> by my mother	The Verb baked "is in <b>past tense</b> therefore it uses the auxiliary verb " <b>were</b> " followed by the past participle of the verb.
4	A huge, brown rat <b>was eaten</b> by the cat.	The Verb ate "is in past tense therefore it uses the auxiliary verb " <b>was</b> " followed by the past participle of the verb.
5	Four pictures <b>will be taken</b> by the photographer	The Verb " <b>will take</b> " is in <b>future tense</b> therefore it uses the auxiliary verb " <b>will be</b> " followed by the past participle of the verb.
6	The floor <b>is swept</b> by her.	The Verb " <b>sweeps</b> " is in <b>present tense</b> therefore it uses the auxiliary verb " <b>is</b> " followed by the past participle of the verb.
7	The car <b>was driven</b> by my uncle	The Verb " <b>drove</b> " is in <b>past tense</b> therefore it uses the auxiliary verb " <b>was</b> " followed by the past participle of the verb.
8	8. We <b>were fetched</b> from school by him.	The Verb " <b>fetched</b> " is in <b>past tense</b> therefore it uses the auxiliary verb " <b>was</b> " followed by the past participle of the verb.
9	The cricket ball <b>was thrown</b> very far	The Verb " <b>threw</b> " is in <b>past tense</b> therefore it uses the auxiliary verb " <b>was</b> " followed by the past participle of the verb.
10.	The dogs <b>are fed</b> every day by them.	The Verb " <b>feed</b> " is in <b>present tense</b> therefore it uses the auxiliary verb " <b>are</b> " (plural form - of "is") because it is referring to many dogs followed by the past participle of the verb.

## INFORMATION FROM MTG

### Verbs in active and passive voice

A verb is in the **active voice** when its subject does the action. For example: 'The striker scored a goal.' The subject is the striker and the striker is doing the action. To find the subject of a verb ask who or what does the action.

A verb is in the **passive voice** when the subject 'receives' the action: 'The goal was scored by the striker.' When a sentence is written in passive voice it is possible to leave out the 'doer' of the action: 'The goal was scored.'

### Four steps to change a sentence from active voice to passive voice:



1. Underline the **verb** in the sentence.
2. Divide the sentence into a **Subject – Verb – Object**.
3. Begin the new sentence with the object.

The verb in the passive voice consists of the past participle form with some form of the verb 'to be' or, occasionally, the verb 'got' (for example, 'I was stung by a bee'.)

When you are asked to change a sentence from one voice to the other, make sure that you keep the tense of the original sentence. For example:

#### • Present continuous tense

**Active voice:** The striker is scoring a goal.

**Passive voice:** A goal is being scored by the striker.

#### • Perfect tense

**Active voice:** The striker has scored a goal.

**Passive voice:** A goal has been scored by the striker.

#### • Simple future tense

**Active voice:** The striker will score a goal.

**Passive voice:** A goal will be scored by the striker.

e.g. Worked examples: Active and passive voice

### 1. Rewrite the following sentence in the passive voice starting with the given word (or words):

1.1 Money provides financial freedom. Start with: Financial freedom...

Correct answer: Financial freedom is provided by money.

1.2 Robert is training someone every week. Start with: Someone...

Correct answer: Someone is being trained by Robert every week.

1.3 The 18-year-old had developed an illness causing paralysis.

Start with An...

Correct answer: An illness causing paralysis had been developed by the 18-year-old.



2. Rewrite the following sentence in the active voice starting with the given word (or words):

2.1 **Graça Machel is admired greatly by the people of Mozambique.** Begin your answer with: The people

Correct answer: The people of Mozambique greatly admire Graça Machel.

Department of Basic Education  
English First Additional Language Lesson Plans  
Lesson 3.1- Advertising

Day 3: (1st hour)

<b>Topic / Aspect: VISUAL LITERACY- ADVERTISING</b>		
<b>Resources used</b>	<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>
Mind The Gap	Class discussion	<b>Learners responses to a visual literacy (Advertising) activity</b>
Revision Booklet	Pair work	
Past year papers	Individual work	
	Answering question	
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Rubric	Self-Assessment	Informal Assessment
	Peer Assessment	Formal Assessment
		Summative Assessment

<b>Teaching Strategies</b>	
<p><b>Pre-Activity</b></p> <p>Teacher</p> <ul style="list-style-type: none"> <li>Teaches learners the meaning of ‘visual literacy.’</li> <li>Explains what an advert is.</li> <li>Explains and discusses the features of an advertisement</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Learners are given advertisement to analyse</li> <li>Learners are required to produce an advertisement</li> </ul> <p><b>Post Activity</b></p> <ul style="list-style-type: none"> <li>Marks and reviews the activity</li> <li>Gives feedback to learners</li> </ul>	<p><b>Learner Activity</b> (<i>attach learner task to lesson plan</i>)</p> <p><b>Pre –Activity</b></p> <p>Learners</p> <ul style="list-style-type: none"> <li>Engages in the discussion on the meaning of visual literacy</li> <li>Draw associations between visual and pictures and related texts</li> <li>Engages in the discussion on the features of an advertisement</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Analyse an advertisement as a class activity</li> <li>Produce an advertisement</li> </ul> <p><b>Post-Activity</b></p> <ul style="list-style-type: none"> <li>Participate in the marking and review of the activity</li> <li>Engage with the feedback given by the teacher</li> </ul>
<b>Remedial exercises:</b>	Vocabulary extension- words to form sentences Visual material to support reading and writing
<b>Educator reflection:</b>	

<b>Challenges faced:</b>	<b>Homework:</b>

RESOURCE MATERIAL: Source - NSC 2016

It lurks in gardens and flowers  
invisible and powerful  
It hides in winter  
and waits for spring

GET THE TISSUES READY FOR...

**Visual Clues:**  
Cat, pollen; film reel; font used looks like a horror movie.

Film reel

Scary font – both visual and verbal

Body copy – what is being advertised.

Create suspense

**The return of Allergies**

Avoid the horror of Hay Fever  
Ask your pharmacist about the brand that  
**Keeps Allergies Away**  
STARTS 1 SEPTEMBER

Dr Reddy's Laboratories (PTY) Ltd. Reg. No. 2002/014163/07

ACTIVITY (Source: NSC 2017)

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

Study the advertisement (TEXT D) below and answer the set questions.

**TEXT D**

**ReadytoWork**

Go from learning to earning

ReadytoWork is a free, online, interactive initiative aimed at giving you the essential skills you need to make the critical transition from education into the world of work.

It's been designed to help you prepare for the workplace, manage your money, develop your people skills and even start your own business.

[absa.co.za/readytowork](http://absa.co.za/readytowork)

**Ready. Set. Go. Prosper.**

Member of **BARCLAYS** **ABSA**

[Adapted from ~~16~~ April June 2016]

- 3.1 What type of online service is being advertised? (1)
- 3.2 Who is the target audience of this advertisement? (1)
- 3.3 Why is 'ReadytoWork' written as one word? (1)
- 3.4 Quote EIGHT consecutive words from the advertisement that support the headline, 'Go from learning to earning'. (1)
- 3.5 Choose ONE word from the advertisement that is a synonym for 'essential'. (1)
- 3.6 How does the appearance of the woman support the message of the advertisement? (3)
- 3.7 Discuss whether the use of the slogan, 'Ready. Set. Go. Prosper.' is effective in this advertisement. (2)

[10]

## MEMORANDU

### QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 An online service aimed at preparing students for employment. ✓ (1)
- 3.2 Students who want to enter the world of work./People who have completed

their studies and want to begin work. ✓ (1)

3.3 To emphasise the smooth transition from the world of learning to the world of work. 'ReadytoWork' is the (brand) name that is given to a service

(provided/offered by the bank/ABSA.) ✓ (1)

3.4 'transition from education into the world of work' ✓ (1)

3.5 critical ✓ (1)

3.6 The casual clothes the woman is wearing on the one side are appropriate for a student. ✓ The formal clothes on the other side are suitable for the working environment ✓ hence the advertisement prepares students for the working world. ✓

**NOTE:** Accept other suitable responses. A candidate can score 1 or 2 marks for an answer that is not well-substantiated. (3)

3.7 Open-ended. Accept a suitable response, e.g.

The slogan is effective because the words used are similar to those used at the start of a race: Ready. Set. Go. The word, 'Prosper' suggests a successful outcome to life with the support of ABSA. / The slogan implies that life is like a race that you win and ABSA is going to support you on that race/journey.

**OR**

The slogan is not effective because not everyone is able to see the comparison with the start of a race. Therefore, the message/meaning of the slogan may be lost.

**NOTE:** The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

**Department of Basic Education**  
**English First Additional Language**  
**Lesson 3.2**

Day

<b>Topic / Aspect: Visual literacy (cartoon)</b>			
<b>Date:</b>	<b>Duration:</b>	<b>Grade: 12</b>	<b>Level: FAL</b>
<b>Resources used/to use</b>		<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>
Mind The Gap		Class discussion	Learner Response to Visual Literacy activity - Cartoon
Revision booklet		Group work	
SSIP material		Pair work	
Past year question paper		Individual work	
<b>Assessment</b>			
<b>Assessment Tool</b>	<b>Assessment methods</b>		<b>Types of Assessment</b>
Memoranda	Self Assessment		Informal Assessment
	Peer Assessment		Formal Assessment
	Teacher Assessment		Summative Assessment

## Lesson Procedures

Teacher activity	Learner Activity <i>(attach learner task to lesson plan)</i>
<p><b><u>Pre-Activity</u></b></p> <p>Teacher:</p> <ul style="list-style-type: none"> <li>• Activates background knowledge on visual literacy</li> <li>• Prepares learners for the lesson on cartoon analysis and interpretation.</li> <li>• A baseline activity is given to assess learners understanding of the topic.</li> </ul> <p><b><u>During the lesson:</u></b></p> <p>Teacher</p> <ul style="list-style-type: none"> <li>• Gives a brief explanation of a cartoon.</li> <li>• Identifies, analyses and evaluates the purpose and message of visual texts created for enjoyment and entertainment, e.g. cartoons.</li> <li>• Discusses elements to consider/ what do we need to know when analysing a cartoon, i.e.               <ul style="list-style-type: none"> <li>- Setting</li> <li>- Characters</li> <li>- Facial expression</li> <li>- Body language</li> <li>- Interpretation of lines depicting movement</li> <li>- Font size and punctuations</li> <li>- Language</li> <li>- Bubbles</li> </ul> </li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Evaluates learners and draws conclusions</li> <li>• Classwork activity is given to the learners.</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <p>Learners</p> <ul style="list-style-type: none"> <li>• Participate in activating background knowledge activities</li> <li>• Engage in discussion on               <ul style="list-style-type: none"> <li>○ skimming and scanning the visual features</li> <li>○ Predicting, using the information gained from skimming and scanning</li> </ul> </li> <li>• Participates in the baseline activity given.</li> </ul> <p><b><u>During the lesson:</u></b></p> <p><b><u>Learners:</u></b></p> <ul style="list-style-type: none"> <li>• Engage in the discussion on the definition of a cartoon.</li> <li>• Engage in the discussion on the elements to consider when analysing a cartoon</li> <li>• Respond to questions.</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Write classwork, individual activity.</li> <li>• Exchange books for marking.</li> <li>• Discuss answers and write corrections.</li> </ul>
<ul style="list-style-type: none"> <li>• Marking is done in class.</li> <li>• Feedback is provided.</li> </ul>	
<b>Educator reflections:</b>	
<b>Integration:</b>	
<b>Remedial exercises:</b>	

Challenges faced:

Homework:

### Baseline activity

Read the cartoon below and answer the questions. (for discussion only)

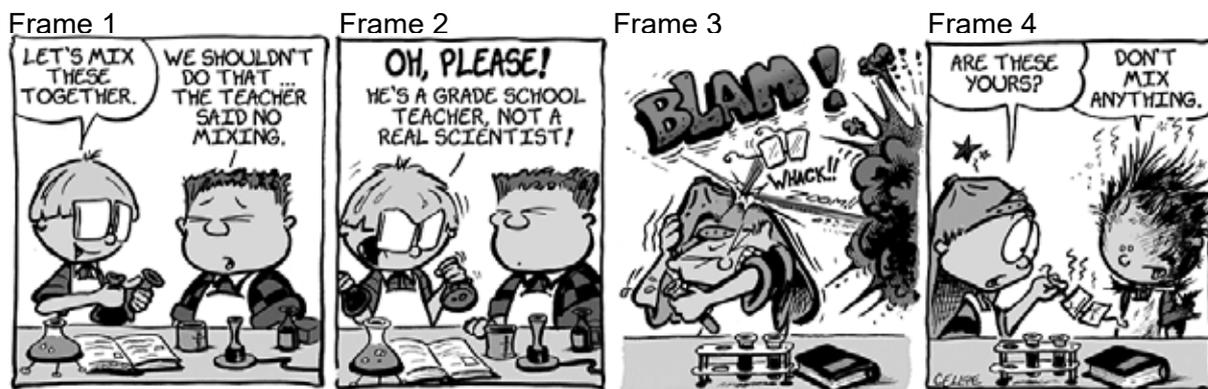
### ACTIVITY 1: (SOURCE – SSIP 2016, GAUTENG PROVINCE): ANALYSING A CARTOON

Read the cartoon (TEXT A) below and answer the set questions.

#### TEXT A

#### CONRAD AND WINSLOW

In the following text, the character wearing eye protection goggles is Conrad and the other one is Winslow



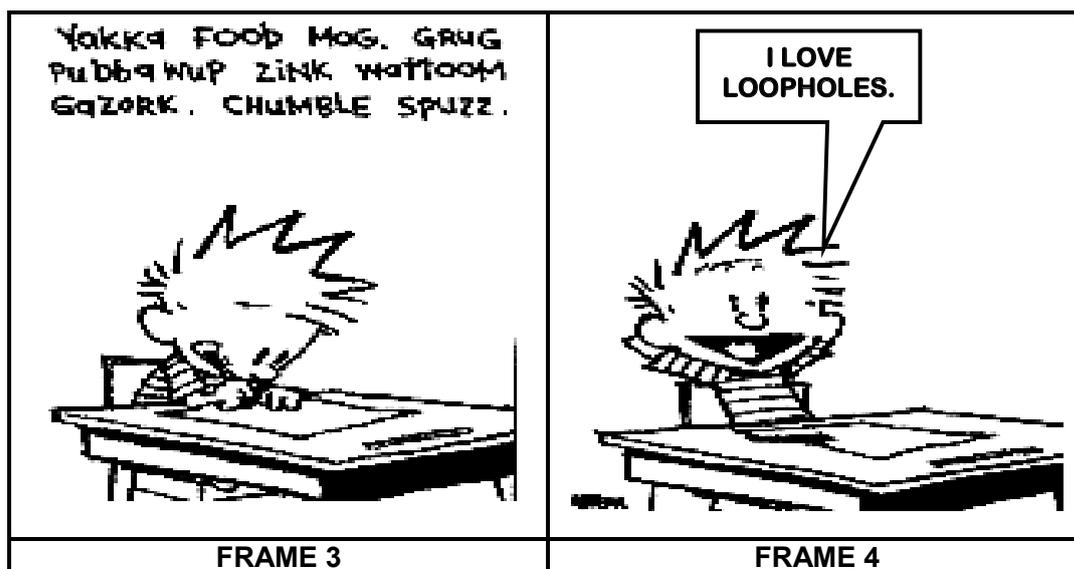
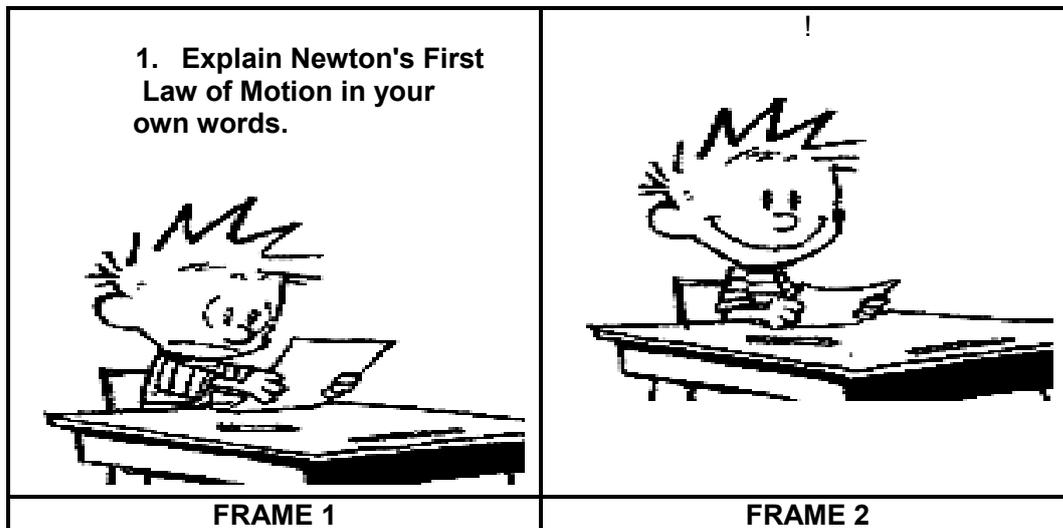
1. How do you know that Conrad is safety-conscious? *He is wearing eye protection goggles*
2. Why does Winslow invoke (bring in) the teacher in their discussion in Frame 1? *To bring in an element of authority this should justify his position that they should not mix the chemicals.*
3. Why is 'Oh, Please!' written in bold and in a larger font? *It probably said out loud and with disdain.*
4. Look at Frames 1 and 2 and explain, in your own words, how Conrad justifies his intention to mix chemicals. *The teacher is not scientist and thus possesses little knowledge for his warning to be taken seriously.*
5. Refer to Frame 3 to explain why the following statement is false: Conrad was right? *He mixed the chemicals which resulted in an explosion.*
6. Refer to Frame 4. Why is it ironic for Conrad to warn against mixing anything? *He did not listen to the same warning given to him earlier.*
7. Learners should always listen to the warnings given to them. Do you agree with this statement? Justify your answer. *Yes. Teachers have better knowledge that learners and give informed advices. Conrad would have avoided the damage caused (including his goggles) should he have listened. / No. learners must explore and find out things for themselves. Conrad now speaks from experience when he warns others.*

CLASSWORK

Look at the cartoon (TEXT E). Answer the questions.

TEXT E

CALVIN AND HOBBS



[Source: [www.google.com](http://www.google.com)]

NOTE: The boy's name is Calvin.

- 4.1 **FRAME 1**
- 4.1.1 Give **ONE visual clue** that **shows** that **Calvin is worried**. (1)
- 4.1.2 **Why is Calvin worried?** (1)
- 4.1.3 **Choose the correct form** of the **word in brackets**: (1)
- Write the question number and the letter (A–D).**
- Calvin is asked to **give an (explain)**.
- A explanatory
- B explaining
- C explained
- D explanation
- 4.2 **Why is an exclamation mark used in FRAME 2?** (1)
- 4.3 **Why will Calvin not get marks for his answer in FRAME 3?** (1)
- 4.4 **FRAME 4**
- 4.4.1 **Describe Calvin's body language.** (2)
- 4.4.2 **What does Calvin's body language show about how he feels? Explain your answer.** (1)
- 4.5 Has the **cartoonist created humour successfully?** (2)
- Motivate your answer.** [10]

## MEMO

### QUESTION 4: ANALYSING A CARTOON

- 4.1.1 Calvin is not smiling/is frowning./Calvin is gripping the page firmly/his arms are outstretched./ Calvin is staring at the page/wide – eyed. (1)
- 4.1.2 Calvin does not know the answer to the question./Calvin does not know how to explain Newton's First Law of Motion.
- NOTE:** Accept any ONE of the above answers. (1)
- 4.1.3 D/explanation. (1)
- 4.2 To show that Calvin has found a way to answer the question. (1)
- 4.3 He has interpreted the question literally./He has provided meaningless words as an answer. (1)
- 4.4.1 Calvin is leaning backwards.  
Calvin's arms are folded behind his head.  
Calvin is laughing/smiling.**NOTE:** The **action** must be described. Accept any TWO of the above answers. (2)
- 4.4.2 Calvin feels happy/relieved (because he thinks that he has answered the question correctly).

**NOTE:** The **feeling** must be explained. (1)

4.5 Open-ended. Accept a suitable response, e.g.

Yes

Humour is created when Calvin sees a loophole in the question. He uses his 'own words' which is a ridiculous response.

**OR**

No

Not everyone will know what a loophole is and will, therefore, not find this cartoon funny. Calvin's answer might seem foolish/meaningless.

**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.

(2)

[10]

**SUPPORT MATERIAL (REVISION BOOKLET FET FAL, DBE 2017)**

**VISUAL LITERACY – CARTOONS**



Refer to pages 29 – 36 of the MTG study guide EFAL Paper 1 Language in Context for more information and activities on cartoons. (You can download the notes at

<http://www.education.gov.za/Curriculum/>

[LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx) )

A cartoon is generally a sketch or drawing that comments on topical issues in an interesting, original or sly way. It may be humorous, cynical or critical.

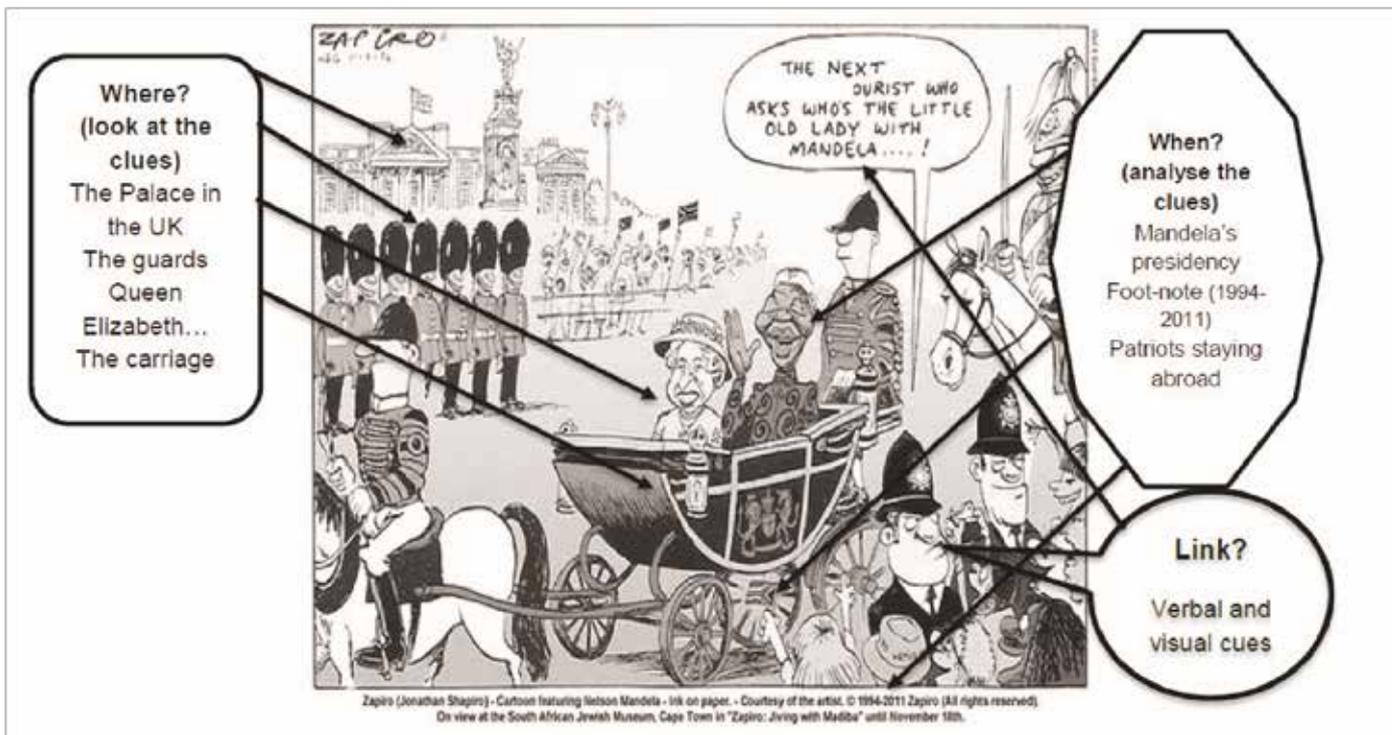
Method of communication	Kinds of cartoons	Purpose	Types	Techniques
Graphics	political	comment in a very subjective, personal and persuasive manner, and provide a forceful view point	irreverent	wit
Symbols	historical		anti-authority	humour
Stereotypes	domestic		m o c k i n g	self-ridicule
	social		arrogance pretence	



**When studying cartoons/comic strips, take the following into consideration:**

**Setting:**

Where and when is the scene taking place?



**Characters:**

The characters in a cartoon can be a caricature or a stereotype. In some cartoons, animals are used as characters and they have the ability to speak.

Caricatures make use of exaggerated or enlarged features to identify individuals. In political cartoons, distinguishing features such as hair style, nose, chin or any other distinctive individual trait is highlighted.

Stereotypes are set ideas that people have about someone or something, which are often not based on factual information, and they are often wrong. In cartoons, stereotypes are often seen in terms of gender, nationality or careers.



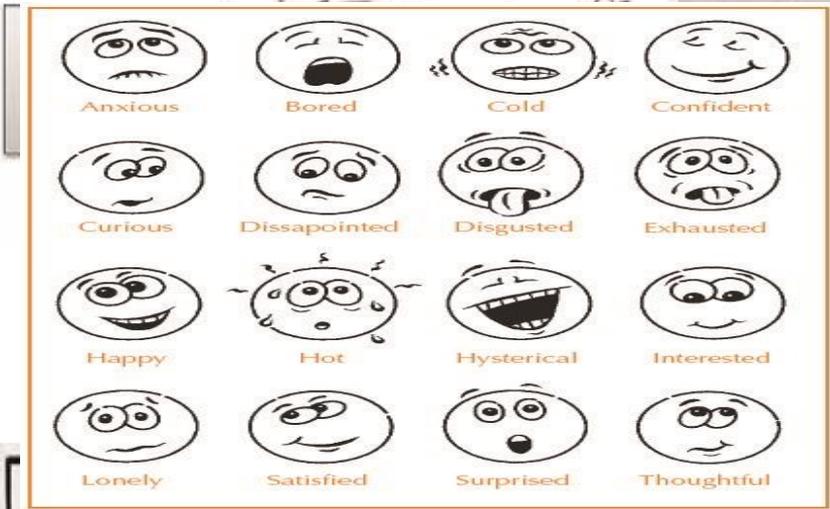
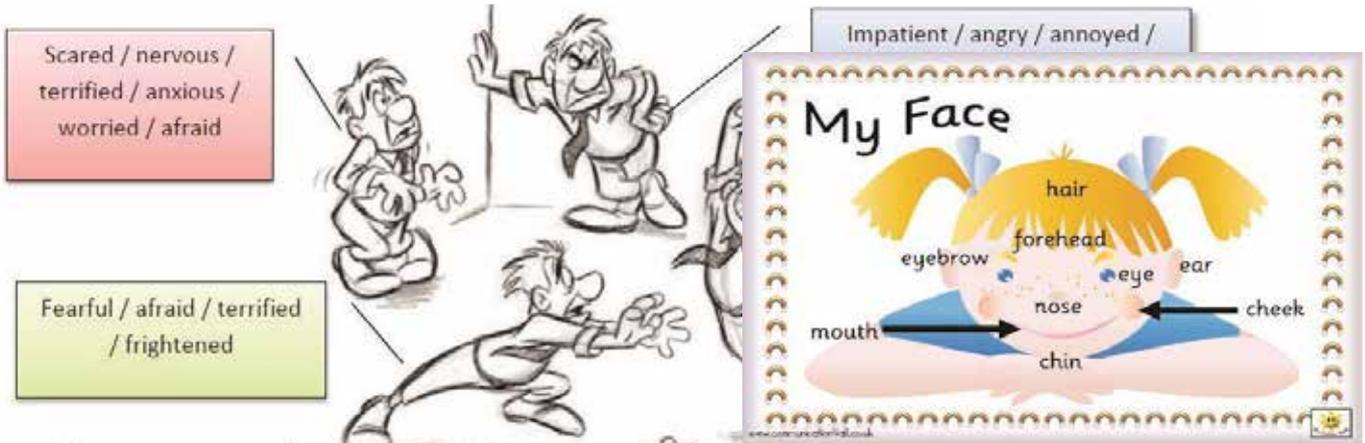
**Facial expression:**

When answering questions on a cartoon, do not just write *facial expression* when asked for evidence of emotion. Describe the facial expressions you see. Remember there are more than just happy, sad or angry. Use your dictionary and look up words that describe facial features.

**Body language:**

Body language in cartoons is indicated using symbols that show various gestures and emotions expressed in different situations. *Across the world, people derive the same implicit meaning from our body language and facial expressions.*

Look at the examples below.



Worried / concerned / anxious / thoughtful

**Movement lines:**

Symbols or lines are used to indicate movement/emotion.

used

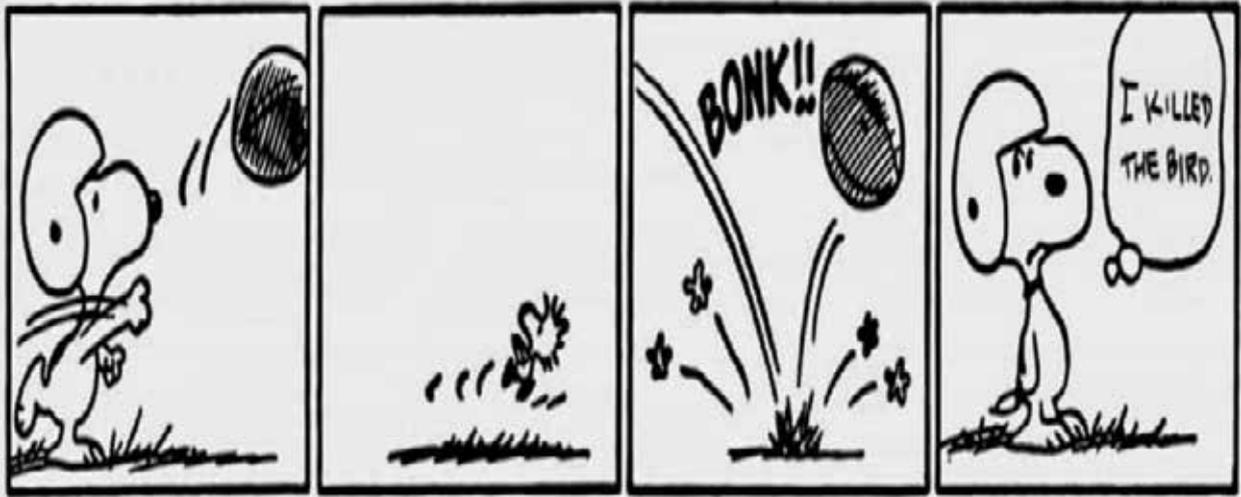


[Source: Google Images]

Movement is indicated by vertical, curved and diagonal lines.

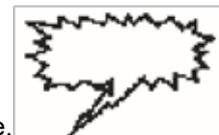
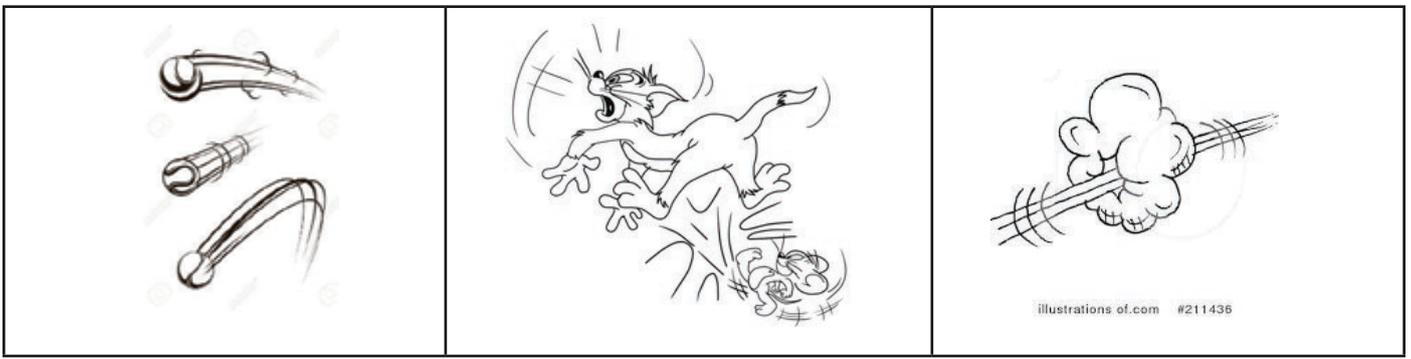
**Movement lines:**

Symbols or lines are used to indicate movement/emotion.

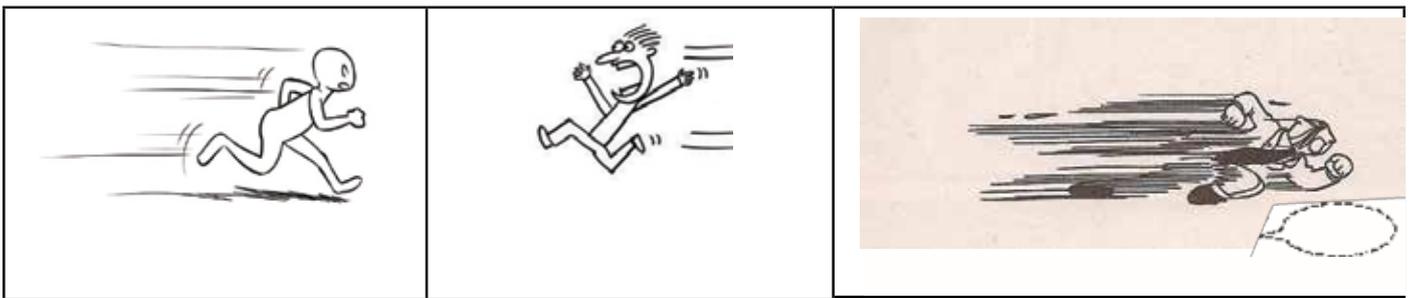


[Source: Google Images]

Movement is indicated by vertical, curved and diagonal lines.



Speedy action is indicated by streaky lines or the action leaving the frame.



**Font size and punctuation:**

Fonts are changed for emphasis. Important words are written in bold. When a character is shouting, the words are printed in bold lettering with exaggerated exclamation marks (!!).



[Source: Google Images]



**NB!** It is only acceptable in a cartoon to use multiple punctuation marks to show emotion.

## MADAM & EVE

by Stephen Francis & Rico



[Source: Google Images]

**Language:**

Language in a cartoon can be formal or informal.



Toothpaste For Dinner.com



© 1986 Universal Press Syndicate



[Source: Google Images] Bubbles

## Bubbles

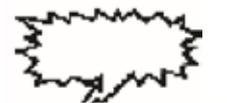
Speech bubbles are used for words spoken aloud.



Thought bubbles are used for words that are not spoken aloud.



Shouting or emotional reactions can also be captured in jagged-edge speech bubbles.



A *dotted line bubble*: if there are two or more characters, it is called a whisper bubble; but if there is only one character, it shows focus or concentration.



Loud noises are also enclosed in 'bubbles'.





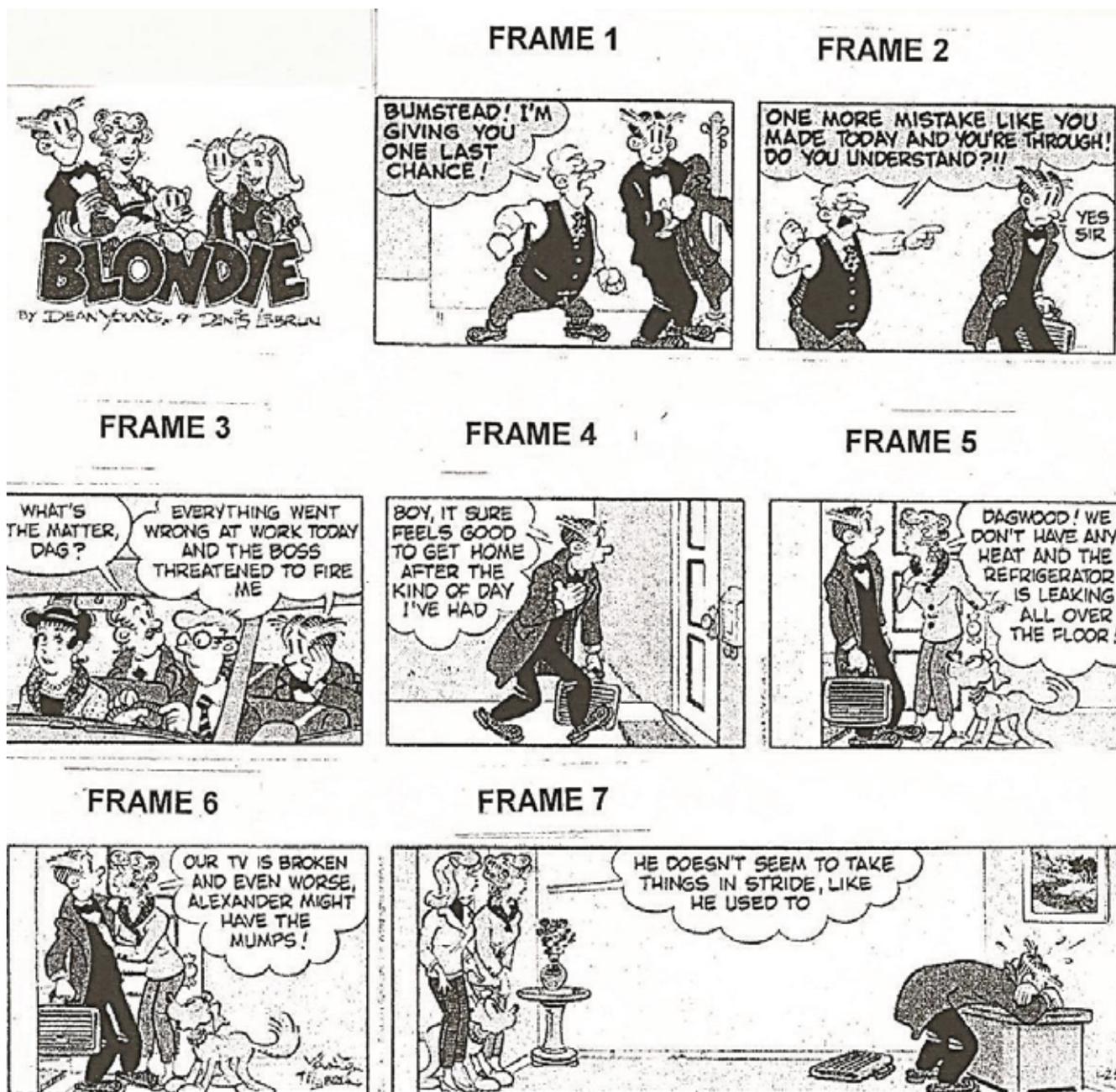
**ACTIVITY 9:** Now, let's try to respond to questions on a cartoon:

Read the cartoon below and answer the set questions.

**NOTE:** In this cartoon, the characters are the boss, the employee, Dagwood Bumstead and Dagwood's wife, Blondie.



It's important to read this note so that you are able to differentiate between the characters. You don't want to refer to Bumstead as Blondie, do you? Also take note of frame references, so that you can get the right context.



[Source: Google Images]

1 Refer to frame 1.

State ONE of the ways in which the boss shows that he is angry at Bumstead.

**NOTE:** In your answer, refer to the visual and verbal clues.

(1)

Visual



- The boss has his fists clenched, one towards his back. / He is leaning forward as if mouth is wide open, suggesting that he is shouting.

*rds Bumstead* and the other *to attack* Bumstead. / His ✓

OR

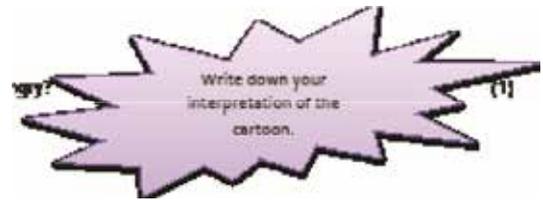
Visual

The words spoken by the boss end with exclamation marks, suggesting that he is shouting. / The boss tells Bumstead that he is giving him one last chance. ✓

2 Refer to frame 2.

Why is the boss angry?(1)

Dagwood seems to have made a mistake.



3 Refer to frame 3.

What indication is there that Dagwood is sad? Mention TWO points.

(2)



-The man sitting next to Dagwood asks what is wrong ('What's the matter ...'). ✓

-Dagwood sits in silence with his hand on his cheek. ✓

4 Refer to frame 4.

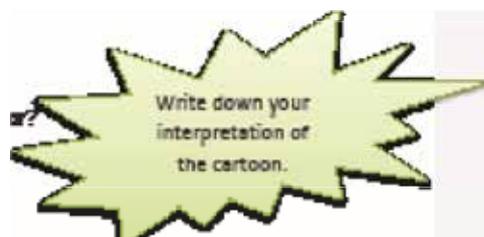
How does Dagwood show that he is relieved to be home?

**NOTE:** In your answer, refer to the visual and verbal clues.

(2)

He has his hand on his chest, which suggests that he is relieved to be home. / The statement, 'Boy it sure feels good to get home', also suggests relief.

5 Refer to frame 5.



Why does Blondie meet Dagwood at the door?

Blondie meets Dagwood to tell him about all the household problems. (1)

6

Refer to frame 7.

Choose the correct answer to complete the following sentence. Write down ONLY the question number (2.6.1) and the letter (A–D) of the correct answer.

6.1 The expression 'to take things in stride' means to ...

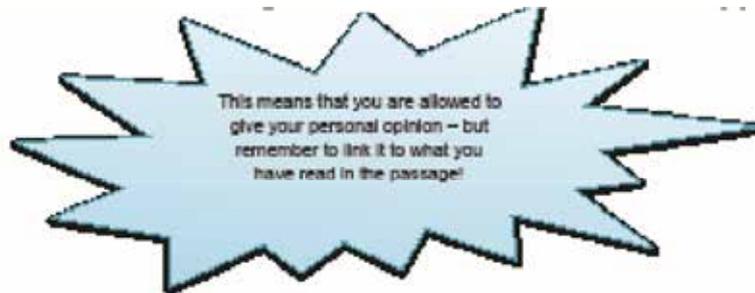
- A make progress.
- B walk with long strides.
- C cross with a single, long step.
- D cope easily.

D - to cope easily.

(1)

6.2 Do you think Dagwood's reaction in this frame can be justified?

Discuss your view.



Yes. The tears and the action of him putting his head down on the table suggest he is tired and frustrated because he has had a very difficult day at work. He had expected to come home to some peace and quiet, but now he encounters further problems.

OR

No. Even though he has had a difficult day at work, he should leave those problems at work and not bring them home with him. As the man of the house, he has a responsibility towards his family when he arrives

home.

(2)

Department of Basic Education  
English First Additional Language Lesson Plans

LESSON 4.1

Day 4: 60 minutes

<b>Topic / Aspect: Writing-Essay</b>		
<b>Date:</b>	<b>Duration:1 hour</b>	<b>Grade: 12</b>
<b>Resources used</b>		<b>Text Produced (evidence)</b>
Mind The Gap	Class discussion	Essay
Revision Booklet	Group work	Transactional text
Dictionaries	Individual work	Shorter Transactional text
Thesaurus	Written text	
	Reading aloud	
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Rubric	Teacher Assessment	Informal Assessment
		Formal Assessment
		Summative Assessment
<b>New Vocabulary words and meanings (at least 3):</b>		
1. Narrative		2. Diction and tone.
3. Storyline		4.

## Lesson Procedures

Teaching Strategies	Learner Activity <i>(attach learner task to lesson plan)</i>
<p><b>Planning/Pre-writing:</b></p> <p>Discuss</p> <ul style="list-style-type: none"> <li>• The structure of Paper 3</li> <li>• Writing Tips</li> </ul> <p><b>During activities</b></p> <p>Discuss</p> <ul style="list-style-type: none"> <li>• The Writing Process</li> <li>• The essay and writing guidelines</li> <li>• The criteria that will be used to evaluate the piece of writing</li> <li>• And Give the learners the activity sheet and advice on how to choose a topic.</li> <li>• Brainstorming ideas for the topics</li> </ul> <p><b>Post activities</b></p> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate writing for improvement using set criteria</li> </ul>	<p><b>Planning/Pre-writing:</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion with educator regarding structure of the paper.</li> <li>• Engage in discussion with educator on writing tips.</li> </ul> <p><b>During activities</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion on the Writing Process</li> <li>• Engage in discussion on the essay and writing guidelines.</li> <li>• Engage in discussion relating to the criteria that will be used to evaluate the piece of writing</li> <li>• Choose a topic on which to write</li> <li>• Brainstorm ideas for the topic using, for example, mind maps</li> <li>• Research the topic, for example in a library, and select relevant information</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Write a first draft that includes purpose, audience, topic and text type</li> <li>• Choose appropriate words - for example, in a narrative one uses evocative words and phrases to make the writing vivid</li> <li>• Organize ideas in a logical sequence so that the argument flows smoothly</li> <li>• Organise ideas and/or images so that the story makes sense</li> <li>• Establish an individual voice and style</li> <li>• Read drafts critically and get feedback from teacher and classmates</li> </ul>

**Revising, editing, proofreading and presenting:**

- Evaluate their own and others' writing for improvement using set criteria
- Refine word choice, sentence and paragraph structure
- Work on the sequencing and linking of paragraphs
- Eliminate ambiguity, verbosity and any offensive language
- Use grammar, spelling and punctuation correctly
- Prepare the final draft including layout, for example, headings and fonts
- Present the text

**Educator reflections:****Integration:****Remedial exercises:****Challenges faced:****Homework:**

Department of Basic Education  
English First Additional Language Lesson Plans

Lesson 4.2.

Day 4: (30 minutes)

<b>Topic / Aspect: Writing-Longer Transactional</b>			
<b>Date:</b>	<b>Duration: 30 minutes</b>	<b>Grade: 12</b>	<b>Level: FAL</b>
<b>Resources used</b>	<b>Teaching and Learning Strategies</b>	<b>Text Produced (evidence)</b>	
Textbooks	Class discussion	Essay	
Dictionaries	Group work	Transactional text	
Thesaurus	Individual work	Shorter Transactional text	
	Written text		
	Reading aloud		
<b>Assessment</b>			
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>	
Rubric	Teacher Assessment	Informal Assessment	
		Formal Assessment	
		Summative Assessment	
<b>New Vocabulary words and meanings (at least 3):</b>			
1. narrative		4. storyline	
2. diction		5. narrator	
3. tone		6. point of view	

## Lesson Procedures

Teaching Strategies	Learner Activity <i>(attach learner task to lesson plan)</i>
<p><b>Planning/Pre-writing:</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain                             <ul style="list-style-type: none"> <li>○ Section B- Longer Transactional Writing</li> <li>○ Audience, intention, tone and register</li> <li>○ Types of longer transactional pieces</li> </ul> </li> <li>• Hand out the sample letters and mediate them with learners</li> <li>• Give the learners the activity sheet and advice on how to choose a topic. Brainstorm ideas for the topics</li> <li>• Discuss the criteria that will be used to evaluate the piece of writing</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Read drafts critically and give feedback</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate writing for improvement using set criteria</li> </ul> <p><b>Review and Remediation:</b></p> <ul style="list-style-type: none"> <li>• List of common errors</li> <li>• Review the writing process</li> </ul>	<p><b>Planning/Pre-writing:</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion with educator regarding longer transactional writing.</li> <li>• Discussion on audience, intention, tone and register</li> <li>• Brainstorm ideas for the topic using, for example, mind maps</li> <li>• Discuss the criteria that will be used to evaluate the piece of writing</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Write a rough first draft that takes into account purpose, audience, topic and text type</li> <li>• Choose appropriate words - for example, in a narrative text, one uses evocative words and phrases to make the writing vivid</li> <li>• Organize ideas in a logical sequence so that the letter flows.</li> <li>• Establish an individual voice and style</li> <li>• Read drafts critically and get feedback from teacher and classmates</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their own and others' writing for improvement using set criteria</li> <li>• Refine word choice, sentence and paragraph structure</li> <li>• Work on the sequencing and linking of paragraphs</li> <li>• Eliminate ambiguity, verbosity and any offensive language</li> <li>• Use grammar, spelling and punctuation correctly</li> <li>• Prepare the final draft including layout, for example, headings and fonts</li> <li>• Present the text</li> </ul>
<b>Educator reflections:</b>	
<b>Integration:</b>	
<b>Remedial exercises:</b>	

<b>Challenges faced:</b>	<b>Homework:</b>
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Department of Basic Education  
English First Additional Language Lesson Plans  
Lesson 4.3

Day 4: (30 minutes)

<b>Topic / Aspect: Writing-Shorter Transactional</b>		
<b>Date:</b>	<b>Duration:30 minutes</b>	<b>Grade: 12</b>
<b>Resources used</b>		<b>Level: FAL</b>
<b>Teaching and Learning Strategies</b>		<b>Text Produced (evidence)</b>
Ming The Gap	Class discussion	Essay
Revision Booklet	Group work	Longer Transactional text
Textbooks	Individual work	Shorter Transactional text
Dictionaries	Written text	
Thesaurus		
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Rubric	Teacher Assessment	Informal Assessment
		Formal Assessment
		Summative Assessment
<b>New Vocabulary words and meanings (at least 3):</b>		
1. Style		4. Register
2. Diction		5. Context
3. Tone		

## Lesson Procedures

Teaching Strategies	Learner Activity <i>(attach learner task to lesson plan)</i>
<p><b>Planning/Pre-writing:</b></p> <ul style="list-style-type: none"> <li>• Discussion on               <ul style="list-style-type: none"> <li>○ Section C - Shorter Transactional Writing</li> <li>○ Audience, intention, tone and register</li> <li>○ Types of shorter transactional pieces</li> </ul> </li> <li>• Give the learners the activity sheet and advice on how to choose a topic</li> <li>• Brainstorm ideas for the topics</li> <li>• Discuss the criteria that will be used to evaluate the piece of writing</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Read drafts critically and give feedback</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate writing for improvement using set criteria</li> </ul> <p><b>Review and Remediation:</b></p> <ul style="list-style-type: none"> <li>• List of common errors</li> <li>• Review writing process</li> </ul>	<p><b>Planning/Pre-writing:</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion with educator regarding shorter transactional writing.</li> <li>• Engage in discussion on audience, intention, tone and register</li> <li>• Brainstorm ideas for the topic using mind maps</li> <li>• Discuss the criteria that will be used to evaluate the piece of writing</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Write a rough first draft that includes purpose, audience, topic and text type</li> <li>• Choose appropriate words - for example, in a narrative text, one uses evocative words and phrases to make the writing vivid</li> <li>• Organise ideas in a logical sequence so that the letter flows.</li> <li>• Establish an individual voice and style</li> <li>• Read drafts critically and get feedback from teacher and classmates</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• Evaluate their own and others' writing for improvement using set criteria</li> <li>• Refine word choice, sentence and paragraph structure</li> <li>• Work on the sequencing and linking of paragraphs</li> <li>• Eliminate ambiguity, verbosity and any offensive language</li> <li>• Use grammar, spelling and punctuation correctly</li> <li>• Prepare the final draft including layout, for example, headings and fonts</li> <li>• Present the text</li> </ul>
<b>Educator reflections:</b>	
<b>Integration:</b>	
<b>Remedial exercises:</b>	

<b>Challenges faced:</b>	<b>Homework:</b>
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## RESOURCE MATERIAL

### LESSON 4.1.

#### 1. STRUCTURE OF THE PAPER

This paper is made up of THREE sections.

- 1.1. SECTION A- Essay- 50 marks
- 1.2. SECTION B- Longer Transactional Writing- 30 marks
- 1.3. SECTION C- Shorter Transactional Writing- 20 marks

#### 2. INSTRUCTIONS IN THE PAPER

THE FOLLOWING INSTRUCTIONS WILL APPEAR AT THE FRONT OF THE QUESTION PAPER:

- Answer ONE question from EACH section

This means that you must choose only ONE topic from EACH of the three sections.

- Write in the language in which you are being assessed.

This means that since this is an English paper, you will have to write your responses in ENGLISH. Do not use any other language.

- Start EACH section on a new page

This means that after you finish writing your response to one section, you must start the next response in the next section on a new page. Do not simply rule off and continue. Rather write Section B/C on a new page and start your response there.

- You must plan (for example with a mind map/ a diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE the essay.

This means that you will have to plan and show ALL planning. It is up to you to choose your method of planning but there must be evidence of planning. Also your planning must appear before the final copy of your work.

- All planning/rough work MUST be clearly indicated as such. It is advisable to draw a line across all planning.

This means that you must indicate your planning clearly. You are also advised to draw a line across your planning as in some instances, the marker may end up marking the draft rather than the final copy and this can be a very stressful for the marker. It is thus advisable to draw a line across the planning, so the marker can identify it as the planning.

- You are strongly advised to spend approximately 80 minutes on SECTION A, 40 minutes on SECTION B and 30 minutes on SECTION C.

This is only the recommended time management structure. It is however advisable to follow it, since it is the pre-determined by experienced educators.

- Number each response according to the numbering system used in this question paper.

This means that you should number your response exactly as the question is numbered. If you choose to do question 2.6 then you should number your response 2.6.

- Write down the title/heading of each response. Give your own title/heading if one has not been provided. NOTE: The title /heading must not be part of the word count.

This is to help the marker identify the topic you have chosen. If no title or heading is provided, then you should write down the number of the question and then provide a title. You should not include the number of words you use in the title, in your word count, at the end.

- Write neatly and legibly

It is in your best interest; to ensure that your writing is neat and legible (can be read). Markers do not appreciate untidy and illegible writing as it places extra strain on the actual marking process. It is also important to present your work neatly as it represents you and what you would like to say.

### 3. WRITING TIPS

1. Write from your own experience. Ignore any topics that are about things you know little about or that don't interest you.
2. Choose a format that you know. If you've forgotten the format for a dialogue, for instance, DON'T choose that one! You will lose marks for the incorrect format.
3. Use mostly short sentences. Count the words in the sentence if necessary-keep to sentences of about 10 words. However, try to vary your sentence structure and length to some extent, as reading the same pattern of sentence can become both boring and irritating.
4. Remember that every sentence should contain a verb and a subject (something or someone that is doing the action of the verbs.)
5. Use words that you know. The examiners will not be impressed if you use words that you think sound impressive, but are not right for the context.
6. Use the same tense throughout the piece of writing.
7. Describe things using your five senses: sight, sound, touch, smell and taste. You can incorporate these into figures of speech (similes, metaphors): She was as welcome as a cold ice cream on a hot summer's day.

### 4. THE WRITING PROCESS

- Draw a mind-map or any planning format with which you are comfortable
- Write a rough draft
- Edit your rough draft
- Write out your final work.

#### TIP

If a mind map does not work for you, use another form of planning, such as a flow chart or bullet points. **But make sure that you do use some form of planning!**

### 1. SECTION A- ESSAY

This Section is worth 50 marks.

There are many different types of essays and you will be given one topic on each of them. Choose your topic very carefully and ensure you bear in mind all the writing tips we mentioned earlier.

However, since we have limited time, we will discuss only the most common of these essays and that is the narrative essay.

#### 1.1. *THE NARRATIVE ESSAY*

A narrative essay tells a story or tells of a past event. It can be written from any perspective, or point of view.

#### **WRITING GUIDELINES**

Elements of a story

INTRODUCTION: setting-who, where, when

RISING ACTION: the conflict, problem, issue

CRISIS: an event, action which changes the direction of the action

FALLING ACTION: the new direction which is leading towards the conclusion

CONCLUSION: the conflict is resolved

## ACTIVITY 1

### SECTION A: ESSAY

#### QUESTION 1

- Choose **ONE** topic.
- Write an **essay** of **250–300 words**.
- **Write** the **number and title** of the essay.
- Give your **own title** if your choice is **QUESTION 1.7.1 OR 1.7.2**.

- 1.1 No one knows ... [50]
- 1.2 'Alone we are **smart**<sub>(clever)</sub>. Together we are **brilliant**<sub>(very clever)</sub>.' – Steven Anderson [50]
- 1.3 My music, my life [50]
- 1.4 The world in 2050 [50]
- 1.5 You are not a victim of **circumstances**<sub>(things that happened)</sub>; you are a **product**<sub>(result)</sub> of your decisions.  
Do you agree? [50]
- 1.6 Teachers shape the future. Discuss this statement. [50]

## LESSON 4.2 - LONGER TRANSACTIONAL TEXTS

### 1. SECTION B - LONGER TRANSACTIONAL WRITING

This piece is worth 30 marks.

The stipulated length is 120-150 words.

#### 1.1. DIFFERENT FORMS AND WHAT TO BEAR IN MIND

This covers a number of forms. Some of these are:

- friendly/formal letters (request/complaint/ application/business)
- formal and informal letters to the press
- curriculum vitae and covering letter
- obituary
- agenda and minutes of meeting
- report
- review
- newspaper article
- magazine article
- brochure
- speech
- dialogue
- interview

When you are writing any of the above texts, the following should be taken into account:

- Intention: This is the purpose or reason for the writing.
- Audience: Who will read this writing? Who is it addressed to/who is it aimed at?
- Tone: Tone is the emotion behind the words that you are writing. When we speak, we express tone by using our voices. In writing, tone is expressed by the words we choose to use.
- Register: The level of formality in the writing. We use slang when talking to our friends, but more formal words and terms when we are talking to a teacher, principal or boss.

The tone and register of your writing must be appropriate for the relationship that you have with the person who will be receiving it. For example, you will use a formal tone in a business letter and a friendly one when writing to a family member.

#### TIP

Even if you are writing a letter of complaint or to a friend who you are angry with, **DON'T BE RUDE**. You can complain in a polite way, or express your anger or disappointment without resorting to swearing and name-calling.



Refer to pages 43 – 117 of the MTG study guide EFAL Paper 3 Writing for more information and activities on Longer Transactional Writing. (You can download the notes at

[http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx)

In the examination, you will always be asked to write a letter. This could be either a formal letter or an informal letter. It is important that you have knowledge on both formats.



## The Informal/Friendly Letter

What is a friendly/informal letter?

A friendly/informal letter is something we write to people we know well. We write friendly letters to:

- ✓ Parents
- ✓ Grandparents
- ✓ Friends
- ✓ Classmates
- ✓ Teachers
- ✓ Neighbours

A friendly/informal letter consists of five main parts.

- ✓ At the top is the heading. This includes the sender's address and the date at the top right-hand side of the page.
- ✓ A greeting follows the heading and is usually "Dear ..."
- ✓ The body of the letter includes a short introduction, one or two paragraphs and a short conclusion.
- ✓ After the conclusion, you have to include a closing, such as "Yours sincerely".
- ✓ The final part of your letter will be your name.

20 Station Street

Salt River

Cape Town

7925

2 September 2017

Dear Errol

*(Introduction)*

We read a poem in class yesterday that I found very disturbing. It was about ...

*(Body: The longest part of your letter. Here you give your view about the issue. You may use more than one paragraph)*

Modern poets address current issues. However, the poet has really gone overboard this time around...

*(Conclusion: Give your final view and end on a definite note.)*

Although I was this disturbed, the poet has enhanced my love for poetry. I suggest that we share our poetry experiences henceforth...

Yours sincerely

Zandile



Remember that you only use a friendly letter when writing to someone you know; therefore it is not necessary to use a formal tone or formal address (such as title or surname).

See an annotated model text below:

Correct format: number, street name,  
suburb, town, postal code.  
No punctuation marks or abbreviations.  
Date in full.

20 Station Street

Salt River

Cape Town

7925

06 January 2017

Greeting / Salutation

Dear Susan

It feels like such a long time since I last saw you. I know it's only been several weeks, but I already miss you. So far, my holiday has been great!

I spend my all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing and building a nice collection of sea shells. Just this past weekend I took second place in a sandcastle building contest!

On weekdays, I work. I drive an ice-cream truck around and sell ice-cream to the kids. It's so cool. It's a combination of the two things I love most: ice cream and kids. The pay isn't great, but I love the job so much.

I hope the holidays have been going well for you too. There's only a-week-and-a-half left of our holiday and after that it's back to school. Would you like to meet up some time before school starts?

Yours sincerely

Rebecca

Body

time before school starts?

Yours sincerely

Rebecca

Writer's name

Closing

### The Formal Letter

A formal letter must be written in direct, simple English. The writer must keep in mind that the intended audience should understand what is communicated in order for the response to be positive.

**The letter should be** clear and straightforward: the recipient must not be left wondering what you are trying to say.

- All letters should have an introduction, a body and a conclusion.
- There must be two addresses: the writer's and the recipient's.

English First Additional Language Lesson Plans

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- A formal salutation – Dear Sir, Dear Mrs Bukov, etc. - follows the recipient’s address.
- A title or subject line follows the salutation. This is a one-line summary of the letter and it should be underlined.
- The language register must be formal.
- The conclusion must also be formal – Yours faithfully - followed by the writer’s surname and initials.
- **Avoid:** slang and colloquial language; contractions, abbreviations and acronyms; unsubstantiated accusations; threats that cannot be carried out; emotional language; sarcasm; clichés; etc.

**The format of a formal letter:**

	15 Church Street
	Sandton
<i>Your address and the date in full.</i>	Johannesburg
	2008
	31 October 2017

The Manager		<i>The title of the receiver of the letter.</i>
City Groove Magazine		<i>The company name.</i>
55 Tabloid Street		<i>The full address of the company.</i>
Bloemfontein		<i>Skip a line.</i>
9300		

Dear Sir

Starting a Youth Talk Club *Sir/Madam is acceptable if you do not know the gender of the recipient.*

Introductory paragraph *Skip a line.*

Paragraph one *The topic line should be underlined and very short and to the point.*

Paragraph two

Concluding paragraph *If the letter begins with Dear Sir, Dear Sirs, Dear Madam, or Dear Sir/Madam, the COMPLIMENTARY CLOSE should be "Yours faithfully". If the letter begins with a p: e.g. Dear Mr James, Dear Mrs Robinson, or Dear Ms Jasmin, it should be "Yours sin*

Yours faithfully

*Only add your title if you are female e.g. Doe, J (Ms)*

Doe, J.

**Sample letter:**

**Topic:** You are applying for a job at a local school as an intern teacher’s assistant. Write the covering letter that will accompany your CV as part of your application. Direct your letter to the principal of the school.

15 Church Street

Sandton

Johannesburg

2008

31 October 2017

The Principal

Johannesburg Metropolitan High School

28 Morison Street

Johannesburg

2158

Dear Sir

Application for Intern Teacher's Assistant, English FAL

It is with great interest that I submit my application for the advertised position as Intern Teacher's Assistant. As a student teacher, I know my skills and knowledge will make me an asset to the school.

As you will see from the attached curriculum vitae, I have played a variety of roles in my community. I am not only a Sunday School Teacher and mentor to learners, but also a big brother to troubled teens. I am not only used to wearing many hats, but sincerely enjoy this. I thrive in an environment in which no two work days are exactly the same.

I want you to know that I am passionate about education and teaching. I am excited about joining your school. I would love the opportunity to meet with you and discuss the value that I can bring to your English department.

I appreciate your consideration.

Yours faithfully

J. Doe

You should be familiar with the required format for each of these. Each transactional writing task requires a specific tone and register to suit the intended audience. Be familiar with the requirements of each type of text, e.g. in a letter to the editor, you should only voice your own concerns and feelings and NOT request assistance or action from the editor.

Do not merely copy the information from the topic: elaborate and give specific details, e.g. Your youth group wants a donation – include the name of the youth group, what you want to do with the funds, how much money you need, how the company can pay over the funds, any advertising opportunity for the company, etc.

Marks for the longer transactional writing piece will be awarded as follows:

- Content, Planning and Format – responses and ideas; organisation of ideas for planning; purpose, audience, features / conventions and context. (18 marks)
- Language, Style and Editing – tone, register, style, purpose / effect, audience and context; language use and conventions; word choice; punctuation and spelling. (12 marks)

## **ACTIVITY 2**

### SECTION B: LONGER TRANSACTIONAL TEXT

#### QUESTION 2

- Choose ONE of the transactional writing texts.
- The body of your response should be 120–150 words.
- Write the number and the heading of the text.
- Pay attention to format, language and register.

#### 2.1 FORMAL LETTER

Your local municipality has shown improvement regarding service delivery.

Write a letter to the municipal manager.

Write about your gratitude (thankful/happy about) for these improvements.

Make reference to specific improvements made in your area. [30]

#### 2.2 OBITUARY

A famous South African celebrity (well-known person) has recently passed away (died).

You have been asked to write an obituary for an entertainment magazine.

You must also pay tribute to him/her.

Write out the obituary. [30]

#### 2.3 MAGAZINE ARTICLE

Life in the 21st century is challenging for teenagers.

Write an article for a teenage magazine called *Teen Mag*.

Give advice on how teenagers can cope with life in this century.

Write out the article. [30]

#### 2.4 SPEECH

Your Grade 12 friends have planned a party to celebrate the end of their schooling.

They have asked you to present a speech at this party.

Write out your speech. [30]

### LESSON 4.3- SECTION C- SHORTER TRANSACTIONAL TEXT

The length of your shorter transactional text should be **80 – 100 words**. You should edit your writing to ensure that it does not exceed 100 words.



Refer to pages 118 – 161 of the MTG study guide EFAL Paper 3 Writing for more information and activities on Shorter Transactional Writing. (You can download the notes at

[http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx) )

In the examination, you will always have to produce one of the following:

- ✓ Advertisement
- ✓ Invitation card
- ✓ Flyer
- ✓ Poster

The main reason why candidates do poorly in these questions is that they do not write in full sentences, use less than 80 words and fill the page with pictures and illustrations. Avoid these pitfalls if you want to obtain good marks in this section.



## The Flyer

Consider the following two examples of flyers:

**TOPIC:** The youth group that you belong to has decided to start a physical fitness programme in your community. You have been asked to design a flyer that includes all the necessary details.

**NOTE:** Do NOT include illustrations or drawings.

See the model text below

**Stop saying tomorrow!**

**Join 'Get Fit For Fun' Today!**

Training includes yoga, spinning, dancing and a whole lot of fun presented by Today Youth Organisation.

Join our professional trainers and get that summer body you've always wanted.

Where? The Today Youth Centre, Long Street, Bloemfontein.

When? Weekdays at 6h00 and 17h00.

How much? Zero, Nadda, Nothing. Yes. it's free!

How do you sign up? It's easy!

Visit [www.getfit-for-fun.org](http://www.getfit-for-fun.org) to register.

Sign up for the 3-month or 6-month programme.

**Catchy headline.**

**Give details about the nature of the fitness programme.**

**Motivates the reader to action.**

Provides the detail required by this type of text. Conversational style fits the task as it is a youth group activity that is being advertised. The topic is fully explored – it acknowledges that it is a youth organization.

Come join in the fitness fun and be healthy and happy.

Language is virtually error-free and well-constructed.



Content – 11

Language – 8

**Total = 19/20**

Here under is an original example of a poor response to the text, mistakes and all. Compare the two texts and learn.

The youth of Kutlwanong Odendaal-rsus, you have been invited to the local Municipality holl for those who decided to start physical fitness or those who want to build their bodies.

There will be trainers from state of South Africa that will help. people Our Entry Is only R150 and you should come with your training outfit

Please come you will see many changes to your body and invites others and there will be free drinks and food don't miss out the best time of your enteyer life because they are memories.

*Some knowledge of the type of text.*

*Not attention grabbing. Very little detail developed i.e. nature of the fitness program.*

*Relevant details not included, i.e. contact details, date and time.*

*Grammatical errors evident but do not impede meaning.*

Content – 4

Language – 4

**Total = 8/20**



### Hints for writing a Shorter Transactional piece

You should be familiar with all the types of shorter transactional texts prescribed in the policy documents, i.e.:

- Advertisement
- Diary entry
- Postcard
- Invitation card
- Filling in forms
- Direction
- Instructions

- Flyer
- Poster
- Email

You should be familiar with the required format for completion each type of text. Each transactional writing task requires a specific tone and register to be adopted that is suitable for the intended audience. Make sure you are familiar with the requirements of each type of text, e.g. with a diary entry, you should include a date / day, keep it personal, and express emotions and thoughts. If two diary entries are required, the total number of words for both (combined) should be 80 - 100 words, and each entry should have a date.

Do not merely copy the information from the instruction. Elaborate and give specific details, e.g. with a poster for an event, include the name of the event, the relevant information (including venue, date, dress, time and contact person), some detail about the event (such as guest speakers, entertainment, surprise guests), etc. The word count must still add up to 80 - 100 words.

In preparation for the examination, refer to the detailed information in the MTG notes.

Marks for the shorter transactional writing will be awarded as follows:

- Content, Planning and Format – responses and ideas; organisation of ideas, features / conventions and context (12 marks)
- Language, Style and Editing – tone, register, style, vocabulary appropriate to purpose and context; language use and conventions; word choice; punctuation and spelling (8 marks)
- The total mark allocation is 20.

### ACTIVITY 3

#### SECTION C: SHORTER TRANSACTIONAL TEXT

##### QUESTION 3

- **Choose ONE** topic.
- **Write a short text.**
- The **body** of your response should be **80–100 words**.
- **Write the NUMBER and the HEADING.**

##### 3.1 ADVERTISEMENT

**Your family wants to start a transport service for learners to and from school.**

**Create an advertisement that will be placed in a local newspaper.**

**Write out the advertisement.**

**[20]**

**NOTE: Do NOT include illustrations or drawings.**

3.2 **DIARY ENTRIES**

A **career guidance workshop** will be held for **Grade 12 learners**.

You have **decided to attend** the workshop.

[20]

Write **TWO diary entries**:

- **How you felt before** attending the **workshop**
- **How you felt after** attending the **workshop**

3.3 **INSTRUCTIONS**

You started a **study group** in preparation for the **final examinations**.

Your **parent/guardian allowed** you to have the **study group at home**. He/She listed a set of **instructions** for **you and your group** to follow.

[20]

**Write out the instructions** that you were given.

**TOTAL SECTION C: 20**

Department of Basic Education  
English First Additional Language Lesson Plans  
LESSON 5.3 -Literature- Novel and drama

Day 5: (60 minutes)

<b>Topic / Aspect: Literature</b>		
<b>Date:</b>	<b>Duration: 1 hour</b>	<b>Grade: 12</b>
<b>Resources used</b>		<b>Teaching and Learning Strategies</b>
		<b>Text Produced (evidence)</b>
Setworks	Class discussion	Answers to activity questions
Dictionaries	Group work	
Thesaurus	Individual work	
Poetry	Written assignment	
Set work	Reading quietly	
Mind the Gap		
Revision Booklet		
<b>Assessment</b>		
<b>Assessment Tools</b>	<b>Assessment methods</b>	<b>Types of Assessment</b>
Memoranda	Self Assessment	Baseline Assessment
	Peer Assessment	Formative Assessment
	Teacher Assessment	Informal Assessment
<b>New Vocabulary words and meanings (at least 3):</b>		
1.		2.
3.		4.

Lesson Procedures	
<b>Teaching Strategies</b>	<b>Learner Activity</b> ( <i>attach learner task to lesson plan</i> )
<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Activating background knowledge</li> <li>• Skimming and scanning text and visual features</li> <li>• Predicting, using the information gained from skimming and scanning</li> <li>• Dealing with any key vocabulary that may be unfamiliar to the learners</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• Understand the distinctive qualities of a novel and drama</li> <li>• Identify and explain author's or producer's intention</li> <li>• Explain choice and effectiveness in drama of how elements support the message/ theme.</li> <li>• Discuss terminology used in literary texts.</li> <li>• Hand out activity on novel/drama from past paper.</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating, drawing conclusions</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Activating background knowledge</li> <li>• Skimming and scanning text and visual features</li> <li>• Predicting, using the information gained from skimming and scanning</li> <li>• Dealing with any key vocabulary that may be unfamiliar to the learners</li> </ul> <p><b><u>Activity – show learners how to:</u></b></p> <ul style="list-style-type: none"> <li>• Understand the distinctive qualities of a novel and drama</li> <li>• Identify and explain author's intention</li> <li>• Explain choice and effectiveness in drama of how elements support the message/ theme.</li> <li>• Discuss terminology used in literary texts.</li> <li>• Complete activity on novel/drama.</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating, corrections and drawing conclusions.</li> </ul>
<b>Educator reflections:</b>	
<b>Integration:</b>	
<b>Remedial exercises:</b>	
<b>Challenges faced:</b>	<b>Homework:</b>

## RESOURCE MATERIAL

### The Novel

A Literary Novel consists of 5 basic elements: Time, characters and characterization, background (setting), the narrator and actions.

Element	Explanation
Time	<p>In a literary context, when you talk of time, you usually refer to the sequence of happenings as it happens in the story.</p> <p>Chronology: This story starts at the beginning and end at the ending of the story.</p> <p>A-chronology: This storyline jumps around, either into the past or into the future.</p> <p>Anti-chronology: This story will start at the end and work its way around to the end again. (In a circle)</p>
Characters and characterization	<p>The author creates the characters and the plot and storyline, without both the author would not have a story.</p> <p>The characters and their actions reveal the storyline and plot as the story develops.</p> <p><u>When the reader looks at the characters the following questions can be answered.</u></p> <ul style="list-style-type: none"> <li>▪ With whom is this happening?</li> <li>▪ Does the main character have a name or nickname that can cast this character as a type?</li> <li>▪ What type is this character and how do we know this? (It can be an external narrator, in his thoughts, his actions)</li> <li>▪ Does the main character establish relationships and with whom?</li> <li>▪ What types of relationship exist between the characters and how does this influence the development of the storyline.</li> <li>▪ Does the character grow through the novel or do they stay the same?</li> </ul>
Background or setting	<p>This refers to where the story is set or the period in which it is set. Setting and background plays a very important role in most novels. It shapes the characters and has a direct influence on their decisions and reactions. The setting can also contribute to the tension created in the book (think of Sarafina and the apartheid era in which it was set or think of horror films in which the background is part of the story e.g. graveyards, haunted houses, dark woods etc.)</p> <p>The author can use the character to describe the setting/background. The author provides the information for the readers to see, feel and smell the surroundings.</p>
Narrator	The person who is telling the story. The narrator can be part of the story or he can be an observer.
Actions	The action in the novel can be divided into two groups: internal action such as feelings e.g. scared, longing, love, hate etc. Then you have and general action/doing of the characters that result in specific events taking place.

### What Is Drama?

A drama is a story enacted onstage for a live audience. This genre refers to plays of all kinds. Plays are meant to be acted out and should always be imagined as being performed on stage.

Factors such as lighting, costumes, music and sound effects will have an impact on the interpretation of the drama.

Element	Explanation
Dramatic Structure	Like the plot of a story, the plot of a play involves characters who face a problem or conflict.

Tragedy	A tragedy is a play that ends unhappily.  Most classic Greek tragedies deal with serious, universal themes such as <ul style="list-style-type: none"> <li>• right and wrong</li> <li>• justice and injustice</li> <li>• life and death</li> <li>• tragedies pit human limitations against the larger forces of destiny.</li> </ul>
Performance of a Play	When you read a play, remember that it is meant to be performed for an audience.
Stage Directions	Playwright describes setting and characters' actions and manner.
Performance	Theatre artists bring the playwright's vision to life on the stage.  The audience responds to the play and shares the experience.
Props	(short for properties) Are items that the characters carry or handle onstage
The Characters  The characters' speech may take any of the following forms.	Dialogue: conversations of characters onstage  Monologue: long speech given by one character to others  Soliloquy: speech by a character alone onstage to himself or herself or to the audience  Asides: remarks made to the audience or to one character; the other characters onstage do not hear an aside
The Audience	Finally, a play needs an audience to: <ul style="list-style-type: none"> <li>o experience the performance</li> <li>o understand the story</li> <li>o respond to the characters</li> </ul>

### Terminology used in literary texts

Terminology	Explanation
Compare	Carefully look for similarities and differences. Conclude which is best?
Contrast	Place thing opposite each other to highlight differences
Give criticism	Be critical on the facts or opinions given by the author but support your statements by producing evidence for your arguments
Define	Give the exact meaning of words or phrases. You will have to discuss them
Discuss	Investigate a cause with both for- and against arguments. Look for evidence for your statements. Understand the implications of both.
Describe	Give a very detailed description or graphical account or events (things)
Distinguish between	Look for differences
Evaluate	Evaluate the worth of something in the light of the validity or use of it.
Explain	Simplify, interpret and give an account of reasons for ...
Illustrate	Make it clear or explicit (could also mean to draw)
Interpret	Give a personal account based on factual information, simplify and give reasons for
Justify	Provide enough evidence to support claims made and conclusions drawn
Outline	The main points of a chapter, the principles of a topic. Leave out the less important work and give the bare essentials only.
Bring in line with...	Recount what happened  Show how things are related and the effect it has on each other
Name / explain	Write down the fact shortly
Summary	Summarize the chapters/events by giving a short recount of the most important aspects of the novel.
Chronologically	Follow the running / history of the novel in order as it happens

**SECTION A: NOVEL**

There are **questions** set on the **novels**:

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson

Answer **ALL the questions** on the **novel** that **you have studied**.

**QUESTION 1: CRY, THE BELOVED COUNTRY**

Read the **extracts**. Answer the **questions**.

The **number of marks** indicates how **long your answer** must be.

**NOTE:** Answer **QUESTION 1.1 AND QUESTION 1.2**.

**1.1 EXTRACT A**

[Stephen Kumalo asks his wife for the money.]

– How can I use it? he said. This money was to send Absalom to St. Chad’s.

– Absalom will never go now to St Chad’s.

– How can you say that? he said sharply. How can you say such a thing?

– He is in Johannesburg, she said wearily. When people go to Johannesburg, they do not come back. 5

– You have said it, he said. It is said now. This money which was saved for that purpose will never be used for it. You have opened a door, and because you have opened it, we must go through. And \*Tixo alone knows where we shall go.

– It was not I who opened it, she said, hurt by his accusation. It has a long time been open, but you would not see.

– We had a son, he said harshly. Zulus have many children, but we had only one son. He went to Johannesburg, and as you said – when people go to Johannesburg, they do not come back. They do not even write any more. They do not go to St. Chad’s, to learn that knowledge without which no black man can live. They go to Johannesburg, and there they are lost, and no one hears of them at all. And this money ... 10

But she had no words for it, so he said, It is here in my hand. 15

[Book 1, Chapter 2]

**Glossary:**

\*Tixo – God

1.1.1 **What is the difference** between the **landscapes** where **Stephen Kumalo and James Jarvis live?** (4)

**(TWO differences for EACH character’s landscape).**

1.1.2 **Lines 1–4** (‘How can I ... such a thing?’).

(a) **Why** did the **Kumalos** want to **send Absalom to St. Chad’s?** (1)

(b) **Choose the correct answer.**

**Write the question number and the letter (A-D).**

**Absalom goes to Johannesburg to ...**

A study.

B become a priest.

C look for Gertrude.

(1)

D visit his uncle.

1.1.3 **Lines 5–6** ('He is in ... not come back').

(a) **Identify the tone that Mrs Kumalo uses** in these lines.

(1)

(b) **Why is Mrs Kumalo's tone appropriate** (suitable) in these lines?

(1)

1.1.4 **Lines 8–10** ('You have opened ... we shall go').

(a) **Identify the figure of speech** in these lines.

(1)

(b) **What does Stephen Kumalo mean** in these lines?

(2)

(c) **Lines 9–10** ('And *Tixo* alone ... we shall go')

**What do these lines tell you about Stephen Kumalo's beliefs?**

(2)

1.1.5 **Stephen and John Kumalo are brothers.**

**Stephen and John are very different in character.**

**Write ONE difference** between the **characters** of **Stephen and John Kumalo.**

(2)

1.1.6 **Absalom's background** (where he comes from/his family) **contributes to his actions when he is in Johannesburg.**

**Do you agree?**

**Explain your answer.**

(3)

**AND**

**EXTRACT B**

[Stephen Kumalo and James Jarvis speak for the first time.]

– Then, said the old man, this thing that is the heaviest thing of all my years, is the heaviest thing of all your years also. 5

Jarvis looked at him, at first bewildered, but then something came to him. You can mean only one thing, he said, you can mean only one thing. But I still do not understand.

– It was my son that killed your son, said the old man.

So they were silent. Jarvis left him and walked out into the trees of the garden. He stood at the wall and looked out over the veld, out of the great white dumps of the mines, like hills under the sun. When he turned to come back, he saw that the old man had risen, his hat in one hand, his stick in the other, his head bowed, his eyes on the ground. He went back to him. 10

– I have heard you, he said. I understand what I did not understand.

There is no anger in me.

– Umnumzana.

– The mistress of the house is back, the daughter of uSmith. Do you wish to see her? Are you recovered? 15

– It was that I came to do, umnumzana.

– I understand. And you were shocked when you saw me. You had not thought that I would be here. How did you know me?

[Book 2, Chapter 8]

Glossary: Umnumzana – Sir/ mister

- 1.2.1 **Why does Stephen Kumalo go to the house of Smith's daughter?** (1)
- 1.2.2 **Why is the following statement false?**  
While in Johannesburg, James Jarvis stayed with Smith's daughter. (1)
- 1.2.3 **Lines 1–2:** 'the heaviest thing ... your years also'  
**What does Stephen Kumalo mean in these lines?** (2)
- 1.2.4 **What does this extract tell you about James Jarvis' character?** (2)
- 1.2.5 **How does James Jarvis assist the community of Ndotsheni after the death of his son? Give TWO examples.** (2)
- 1.2.6 **Line 19** ('How did you know me?').  
**How does Stephen Kumalo know James Jarvis?** (1)
- 1.2.7 **What happens to Absalom after the judge's verdict** <sub>(decision)</sub> **is given.** (2)

1.2.8 **Migration** (large number of people moving from one place to another) is **one** of the **themes** of this novel.

**What did migration do to the Kumalo family?**

(3)

1.2.9 **Is the title** of the novel, *Cry, the Beloved Country*, **suitable** (fits in the content)?

**Explain your answer.**

(3)  
[35]

## QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the extracts. Answer the questions.

The number of marks indicates how long your answer must be.

### NOTE: QUESTION 2.1 AND QUESTION 2.2

#### 2.1 EXTRACT C

[Mr Enfield and Mr Utterson are having a conversation.]

‘H’m,’ said Mr Utterson. ‘What sort of a man is he to see?’

‘He is not easy to describe. There is something wrong with his appearance; something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why. He must be deformed somewhere; he gives a strong feeling of deformity, although I couldn’t specify the point. He’s an extraordinary-looking man, and yet I really can name nothing out of the way. No, sir; I can make no hand of it; I can’t describe him. And it’s not want of memory; for I declare I can see him this moment.’ 5

Mr Utterson again walked some way in silence and obviously under a weight of consideration. ‘You are sure he used a key?’ he inquired at last. 10

‘My dear sir –’ began Enfield, surprised out of himself.

‘Yes, I know,’ said Utterson; ‘I know it must seem strange. The fact is, if I do not ask you the name of the other party it is because I know it already. You see, Richard, your tale has gone home. If you have been inexact in any point, you had better correct it.’

‘I think you might have warned me,’ returned the other with a touch of sullenness. 15  
‘But I have been pedantically exact, as you call it.’

[Story of the Door]

2.1.1 **What** are the **differences** between the **houses** of **Dr Jekyll** and **Mr Hyde**?

(**TWO** differences for **EACH** character’s house).

(4)

2.1.2 **Mr Enfield** is **upset** about the **actions** of the **‘man’** (line 1).

**What** did the **man** do?

(1)

2.1.3 **Lines 2–6** (‘He is not ... an extraordinary-looking man’).

- (a) **Identify Mr Enfield’s tone** in these lines. (1)
- (b) **What** does this **tone tell** you about **Mr Enfield’s feelings**? (1)

2.1.4 **Lines 10–11** (‘Mr Utterson again ... inquired at last’).

- (a) **Identify the figure of speech** in these lines. (1)
- (b) **What** does the **author mean** in these lines? (2)
- (c) **What** do these lines **tell** you **about Mr Utterson’s character**?

Write **TWO points**.

(2)

2.1.5 **Lines 15–16**: ‘You see, Richard, ... better correct it’

**What** does **Mr Utterson mean** by **these words**?

(2)

2.1.6 **This extract** is from a **chapter titled** ‘Story of the Door’.

**Does** this **title fit** in with the **story**?

(3)

**AND**

2.2 **EXTRACT D**

[Dr Lanyon relates the incident with Dr Jekyll.]

‘O God!’ I screamed, and ‘O God!’ again and again; for there before my eyes – pale and shaken, and half fainting, and groping before him with his hands, like a man restored from death – there stood Henry Jekyll!	5
What he told me in the next hour I cannot bring my mind to set on paper. I saw what I saw, I heard what I heard, and my soul sickened at it; and yet now when that sight had faded from my eyes, I ask myself if I believe it, and I cannot answer. My life is shaken to its roots; sleep has left me; the deadliest terror sits by me at all hours of the day and night; I feel that my days are numbered, and that I must die; and yet I shall die incredulous; As for the moral turpitude that man unveiled to me, even with tears of penitence, I cannot, even in memory, dwell on it without a start of horror. I will say but one thing, Utterson, and that (if you can bring your mind to credit it) will be more than enough. The creature who crept into my house that night was, on Jekyll’s own confession, known by the name of Hyde, and hunted for in every corner of the land as the murderer of Carew.	10  15
[Dr Lanyon’s narrative]	

2.2.1 **Line 1** (‘ ‘O God!’ I screamed, and ‘O God!’ again and again’).

**Why** does **Dr Lanyon scream** ‘again and again’?

(2)

2.2.2 **Line 5** (‘I saw what I saw, I heard what I heard’).

**Why** are the words **‘saw’ and ‘heard’ repeated** in this line?

(2)

2.2.3 **Dr Lanyon** commits **suicide**.

**Why** is the statement **FALSE**?

(1)

2.2.4 **Lines 13–15** (‘The creature who ... murderer of Carew’).

- (a) **Why** does **Dr Lanyon** describe **Hyde** as ‘**the creature**’?  
Give **TWO** reasons. (2)
- (b) **What work** did **Carew** do? (1)
- (c) **Why** does **Hyde** murder **Carew**? (1)

2.2.5 **Choose the correct answer.**

**Write the question number** and the **letter (A-D)**.

The **beneficiary** (person who receives everything) nominated in **Dr Jekyll’s will** is ...

- A Mr Poole.
- B Mr Hyde.
- C Dr Lanyon.
- D Mr Enfield. (1)

2.2.6 Think about the **whole novel**.

**Mr Utterson** is **loyal** (friend/support) to **Dr Jekyll**.

**How** does **Mr Utterson** show his **loyalty** towards **Dr Jekyll**?

Write **TWO** things **Mr Utterson** **does**. (2)

2.2.7 **One** of the **themes** in the novel is **scientific experimentation**.

**Discuss** this theme. (3)

2.2.8 Do **Dr Jekyll** **prefer** (like/choose) to **be himself** or **Mr Hyde**?

Think about the **whole novel**.

**Explain** your answer. (3)  
[35]

**TOTAL SECTION A:** 35

## ACTIVITY 2-DRAMA

### SECTION B: DRAMA

There are questions on the dramas:

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

**Answer** the **question** on the **drama** that you **have studied**.

### QUESTION 3: *MACBETH*

**Read** the **extracts**. **Answer** the **questions**.

The number of **marks** indicates **how long** your **answer** must be.

**NOTE:** Answer **QUESTION 3.1 AND QUESTION 3.2**.

#### 3.1 EXTRACT E

[The Sergeant gives Duncan a report.]

SERGEANT:	Doubtful it stood; As two spent swimmers, that do cling together And choke their art. The merciless Macdonwald – Worthy to be a rebel, for to that The multiplying villainies of nature Do swarm upon him – from the Western Isles Of kerns and gallowglasses is supplied;	5     10
DUNCAN:	And Fortune, on his damned quarrel smiling,	
SERGEANT:	Showed like a rebel's whore. But all's too weak; For brave Macbeth – well he deserves that name – Disdaining Fortune, with his brandished steel, Which smoked with bloody execution, Like valour's minion carved out his passage, Till he faced the slave; Which ne'er shook hands, nor bade farewell to him, Till he unseamed him from the nave to the chops, And fixed his head upon our battlements.	15    20  25
DUNCAN:	O valiant cousin! Worthy gentleman! As whence the sun 'gins his reflection	
SERGEANT:	Shipwrecking storms and direful thunders break, So, from that spring whence comfort seemed to come, Discomfort swells. Mark, King of Scotland, mark: No sooner justice had, with valour armed, Compelled these skipping kerns to trust their heels, But the Norway lord, surveying vantage, With furbished arms and new supplies of men, Began a fresh assault.	30
	Dismayed not this Our captains, Macbeth and Banquo? Yes. As sparrows eagles, or the hare the lion. [Act 1, Scene 2]	

3.1.1

**BEFORE** the play starts:

**You must introduce Macbeth and Lady Macbeth.**

(4)

**How will you introduce them to the audience?**

- 3.1.2 **With which country is Scotland at war?** (1)
- 3.1.3 **Lines 2–3** ('As two spent ... choke their art').
- (a) **Choose the correct answer.**
- Write the question number and the letter (A-D).**
- The **figure of speech** used in this line is ...
- A personification.
- B simile.
- C metaphor. (1)
- D alliteration.
- (b) **How does this figure of speech emphasise what the Sergeant is saying to Duncan?** (2)
- 3.1.4 **Line 16** (1)
- What is meant by, 'unseamed him'?**
- 3.1.5 **Line 18** ('O valiant cousin!').
- (a) **Who is this 'valiant cousin'?** (1)
- (b) **Identify the tone** in this line. (1)
- (c) **Explain the irony** in the words 'O valiant cousin'.
- Think about **what happens later** in the play. (2)
- 3.1.6 **What does this extract tell you about Macdonwald?** (2)
- 3.1.7 **Discuss the suitability** (fit in the content) of the **title** of the drama, *Macbeth*. (3)

## AND

### 3.2 EXTRACT F

[Macbeth has a conversation with Lady Macbeth.]

LADY M:	What do you mean?	5
MACBETH:	Still it cried 'Sleep no more!' to all the house. 'Glamis hath murdered sleep, and therefore Cawdor Shall sleep no more, Macbeth shall sleep no more!'	
LADY M:	Who was it that thus cried? Why, worthy Thane, You do unbend your noble strength, to think So brainsickly of things. Go get some water, And wash this filthy witness from your hand. Why did you bring these daggers from the place? They must lie there! Go carry them, and smear The sleepy grooms with blood.	10
MACBETH:	I'll go no more. I am afraid to think what I have done; Look on't again I dare not.	15
LADY M:	Infirm of purpose! Give me the daggers; the sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed, I'll gild the faces of the grooms withal, For it must seem their guilt. <i>Exit. Knocking within.</i>	20
MACBETH:	Whence is that knocking? How is't with me, when every noise appals me? What hands are here? Ha! They pluck out mine eyes! Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red.	25
	[Act 2, Scene 2]	

- 3.2.1 **Lines 3–4** ('Glamis hath murdered ... sleep no more!')
- About whom are Glamis and Cawdor talking?** (1)
- 3.2.2 (a) **Why does Macbeth murder Duncan?**
- Give **TWO reasons**. (2)
- (b) **Duncan is murdered in his own castle.**
- Why is the statement FALSE?** (1)

- 3.2.3 **Lines 5–11**(‘Who was it ... grooms with blood’).  
(a) **Macbeth** has **returned** with **blood on his hands**.  
**Quote TWO CONSECUTIVE WORDS** to **prove** this statement. (1)
- (b) **What** is **Lady Macbeth’s mood** in these lines?  
**Explain** your answer. (2)
- 3.2.4 **Lines 15–16:**  
**Lady Macbeth says**, ‘Infirm of purpose! Give me the daggers’.  
**You** are the **director**.  
**Tell Lady Macbeth** what to **do** while **saying these lines**.  
Write **TWO things** Lady Macbeth **must do**. (2)
- 3.2.5 **Read** the **extract**.  
**How** is the **theme of appearance versus reality** shown? (3)
- 3.2.6 **Read** the **extract**.  
**What** is the **difference** between **Macbeth’s and Lady Macbeth’s states of mind** (think/feel)? (2)
- 3.2.7 Think about the **whole play**.  
**Do you sympathise** (feel sorry/understand) with what **happens** to **Lady Macbeth** at the **end**?  
**Explain** your answer. (3)
- [35]

LESSON 5.2

Topic / Aspect: Literature (SHORT STORY: LAST BREATH)		
Date:	Duration: 30 MINUTES	Grade: 12
Lesson objectives		Level: FAL
Teaching and Learning Strategies		Text Produced (evidence)
Learners will: <ul style="list-style-type: none"> <li>- Respond to contextual questions asked.</li> <li>- Demonstrate how the story is told.</li> </ul>	Class discussion  Group work  Pair work  Individual work	<u><b>Text</b></u>  Learner response to questions on contextual literature  <u><b>Resources</b></u> <ol style="list-style-type: none"> <li>1. Changes: An Anthology of Short Stories - B. Walter.</li> <li>2. Revision booklet (DBE)</li> <li>3. English FAL Support Material (Short stories) (GDE)</li> <li>4. Internet</li> <li>5. 2017 NSC Grade 12 EFAL Nov exam question paper 2</li> </ol>
Assessment		
Assessment Tool	Assessment methods	Types of Assessment
Memo	Self Assessment  Peer Assessment  Teacher Assessment	Informal Assessment

Lesson Procedures	
Teaching Strategies	Learner Activity <i>(attach learner task to lesson plan)</i>

<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Activates background knowledge</li> <li>• Ask questions to establish prior knowledge.</li> <li>• Lead the discussion on unfamiliar vocabulary</li> </ul> <p><b><u>During the lesson</u></b></p> <p><b>The teacher</b></p> <ul style="list-style-type: none"> <li>• Discusses and gives a detailed summary of the short story.</li> <li>• Explains how elements support the message/theme of the story.</li> <li>• Explains how the story is told including <ul style="list-style-type: none"> <li>○ the role of the narrator,</li> <li>○ structural elements, e.g. theme, characters, setting, conflict, tone, plot, exposition, rising action, climax, falling action</li> </ul> </li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Evaluates and draws conclusions</li> <li>• Summarises the lesson.</li> <li>• Further work is given to the learners - classwork.</li> <li>• Marking is done in class and feedback is provided.</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Participates in the activation of background knowledge</li> <li>• Work in groups to discuss answers to the questions asked.</li> <li>• Engages in discussion on key vocabulary that may be unfamiliar to the learners.</li> </ul> <p><b><u>During the lesson</u></b></p> <p>The learner</p> <p>Engages in the discussion</p> <ul style="list-style-type: none"> <li>• of the story</li> <li>• of the elements of the story and use thereof</li> <li>• on the role of the narrator and the structural elements</li> </ul> <p><b><u>Post-Activity</u></b></p> <ul style="list-style-type: none"> <li>• Engages in discussion on evaluation and drawing conclusions</li> <li>• Writes classwork and do corrections.</li> <li>• Engages with feedback provided</li> </ul>
<b>Educator reflections:</b>	
<b>Integration:</b>	
<b>Remedial exercises:</b>	
<b>Challenges faced:</b>	<b>Homework:</b>

**CLASSWORK**

**ACTIVITY 1: (SOURCE: 2017 NSC NOVEMBER EXAM PAPER 2)**

## 'THE LAST BREATH'

### EXTRACT J

[The narrator and his father drive back home after visiting Eva.]

<p>'Now you have seen her. My last word on the subject is this. When I come of age next August I am going to ask Eva to marry me.'</p> <p>'But she is blind ...!'</p> <p>I sank back in my seat. This was hopeless. For how long would Dad keep on beating home the fact? As if it wasn't home already – and what was more, accepted!</p> <p>'Then give her eyes.' My voice was hoarse with anger.</p> <p>A look of surprise momentarily came to Dad's face. Then he looked grim. Though he didn't seem to realise it he increased his speed. I thought I knew what had got hold of Dad, and the thought brought a faint smile on to my lips.</p> <p>Dad was confused and angry with himself for it. He had until now thought Eva as a blind, helpless creature who had stolen my heart. Now he had seen her and perhaps caught a glimpse of the angel in her – and had even seen, perhaps, how very far from helpless Eva was.</p> <p>'What are you going to do?' I asked in a shout, for now the mad roar of the car would have drowned anything less.</p> <p>Dad didn't reply. A terrible cough shook his frame and the car swerved dangerously to the edge of the road.</p> <p>He corrected this (just in time too!) and settled comfortably in his seat.</p>	<p>5</p> <p>10</p> <p>15</p>
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- 1 **Where** do the **speaker** and his **father** go to **see Eva**? (1)
- 2 **Lines 1–2** ('My last word ... to marry me').
  - (a) **Identify** the **speaker's tone** in these lines. (1)
  - (b) **Why** is the **speaker's tone appropriate** (fits in the content) **at this stage** in the **story**? (1)
- 3 **Line 13** ('the angel in her')
 

**What** do **these words** tell you about **Eva's character**? (2)
- 4 The **speaker's father** is **ill**.
 

**Quote SIX CONSECUTIVE WORDS** from this **extract** to **prove** this. (1)
- 5 **Line 19** ('He corrected this ... in his seat')?
 

**What** does the **speaker's father** **correct**? (1)
- 6 **How** does the **narrator's relationship** with his **father** **differ** from his **relationship** with his **mother**? (2)
- 7 Later the **speaker** **proposes** (asks) **marriage** to **Eva**.
  - (a) The **speaker** **proposes** with a **diamond ring**.
 

**Why** is the **statement FALSE**? (1)

(b) **What is Eva's answer to the speaker's proposal?**

Write **TWO points**. (2)

8 **Use the extract.** (3)

**How is the theme of discrimination evident?**

9 **Is the title of the short story, *The Last Breath*, suitable** (fits in the content) ?

**Explain your answer.** (3)

## ANSWERS

### THE LAST BREATH – SAM KAHIGA

1 They go to the school for the blind to see Eva./They go to Eva's school. □ (1)

2 (a) Decisive/confident/commanding/assertive/forceful/angry/  
dismissive □ (1)

(b) The speaker has made up his mind that he will propose marriage to Eva, even if it is against his father's will. □/ The speaker is resolute that despite his father's disapproval of the relationship, he will propose marriage to Eva. □ (1)

3 She is sensitive/loving/kind/patient/understanding/considerate □ □

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

4 'a terrible cough shook his frame' □ (1)

5 The speaker's father corrected the loss of control/swerving of the car. □ (1)

6 The speaker enjoys a better relationship with his mother because she understands him and is more accepting of his decisions while his father tries to control his life (even deciding his career path).

OR

The speaker confides in his mother about his relationship with Eva because she has accepted her but is guarded with his father because he is initially resistant to his relationship with her.

**NOTE:** Accept any ONE of the above combinations. (2)

7 (a) He proposes with a ring with imitation jewels/a copper ring. □ (1)

(b) Eva tells the speaker that she wants to wait □ until she is able to see the ring. □/She wants to wait □ until after the cornea transplant to accept his proposal. □ (2)

8 Accept a relevant text-based response which shows an understanding of the theme of discrimination.

In this extract:

\*the father discriminates against Eva based on her physical disability/blindness.

\*he is adamant that his son should not marry a blind girl.

\*the father is unable to see that his son looks beyond Eva's blindness to her character and personality.

\*the father does not realise, at this stage, that she is not disabled but differently abled. He thinks that she is helpless and therefore discriminates against her.

**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must include a discussion of 'discrimination' which must be grounded in the text of the short story. (3)

9 Open-ended.

**others:** Accept a relevant response which shows an understanding of the following viewpoints, **among**

The 'last breath' usually refers to when a person dies. It is through the father's death that Eva gains sight. His last breath symbolises his approval of their marriage.

**NOTE:** Credit responses where a combination is given.

For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the short story.  
(3)

Department of Basic Education  
English First Additional Language Lesson Plans

Lesson 5.3

Day 5

Topic / Aspect: LITERATURE POETRY SPRING		
Resources used	Teaching and Learning Strategies	Text Produced (evidence)
Mind The Gap	Class discussion	Learner responses to the poem, Spring.
Revision Booklet	Individual work	
Past year papers	Answering questions	
Assessment		
Assessment Tools	Assessment methods	Types of Assessment
Rubric	Self-Assessment	Informal Assessment
	Peer Assessment	Formal Assessment
	Teacher Assessment	Summative Assessment

Lesson Procedures	
Teaching Strategies	Learner Activity ( <i>attach learner task to lesson plan</i> )
<p><b><u>Pre-Activity</u></b></p> <p>Teacher</p> <ul style="list-style-type: none"> <li>Introduces the elements of poetry with the learners</li> <li>Discusses various meanings and their use in poetry</li> <li>Discusses various styles of writing</li> <li>Discusses various poetic devices</li> </ul> <p><b>During reading</b></p> <ul style="list-style-type: none"> <li>Introduces the poem, Spring</li> <li>Discusses the poet's background</li> <li>Reads and analyse the poem with learners</li> <li>Points out poetic devices in the poem</li> <li>Gives informal assessment activities</li> </ul> <p><b>Post reading</b></p> <ul style="list-style-type: none"> <li>Classwork activity on the poem, Spring</li> <li>Activity on the poem, Captive</li> </ul>	<p><b><u>Pre-Activity</u></b></p> <ul style="list-style-type: none"> <li>Engage in the discussion on               <ul style="list-style-type: none"> <li>the elements of poetry</li> <li>various meanings and their use in poetry</li> <li>various styles of writing</li> <li>poetic devices</li> </ul> </li> </ul> <p><b>During reading</b></p> <ul style="list-style-type: none"> <li>Engage in               <ul style="list-style-type: none"> <li>the introduction of the poem, Spring</li> <li>the discussion of the poet's background</li> <li>reading and analysing the poem</li> <li>the discussion on poetic devices</li> </ul> </li> <li>Respond to informal assessment activities</li> </ul> <p><b>Post reading</b></p> <ul style="list-style-type: none"> <li>Respond to the classwork activity on the poem, Spring</li> <li>Respond to the questions on the poem, Captive</li> </ul>

**ACTIVITY: POETRY**

**NOTE: QUESTION 6.1 AND QUESTION 6.2**

**QUESTION 6**

6.1

**Read the poem. Answer the questions.**

The number of **marks indicates how long** your **answer** must be.

**Spring – Gerard Manley Hopkins**

- 1 Nothing is so beautiful as Spring –
- 2 When weeds, in wheels, shoot long and lovely and lush;
- 3 Thrush’s eggs look little low heavens, and thrush
- 4 Through the echoing timber does so rinse and wring
- 5 The ear, it strikes like lightnings to hear him sing;
- 6 The glassy peartree leaves and blooms, they brush
- 7 The descending blue; that blue is all in a rush
- 8 With richness; the racing lambs too have fair their fling.
- 9 What is all this juice and all this joy?
- 10 A strain of the earth’s sweet being in the beginning
- 11 In Eden garden. – Have, get, before it cloy,
- 12 Before it cloud, Christ, lord, and sour with sinning,
- 13 Innocent mind and Mayday in girl and boy,
- 14 Most, O maid’s child, thy choice and worthy the winning.

- |   |     |
|---|-----|
| 6.1.1 <b>Describe</b> the <b>structure</b> of this <b>poem</b> fully.                             | (4) |
| 6.1.2 <b>How</b> does the <b>speaker feel</b> about <b>Spring</b> ?                               |     |
| Use our <b>OWN words</b> .  | (1) |
| 6.1.3 <b>Line 2</b>   |     |
| <b>Why</b> is the <b>speaker’s description</b> of <b>weeds</b> (line 2) <b>unusual</b> ?          | (2) |
| 6.1.4 <b>Line 3</b>   |     |
| <b>Why</b> are the <b>thrush’s eggs</b> compared to <b>‘heavens’</b> ?                            | (2) |
| 6.1.5 <b>Line 5</b> (‘it strikes like ... hear him sing’).  |     |
| (a) <b>Identify</b> the <b>figure of speech</b> in this line.                                     | (1) |
| (b) <b>Why</b> is this <b>figure of speech appropriate</b> <small>(fits in the content)</small> ? | (2) |

6.1.6

**Lines 9–14** ('What is all ... worthy the winning').

(a)

**Quote TWO CONSECUTIVE WORDS** from these lines that **refer to paradise**.

(1)

(b)

**Choose the correct answer.**

**Write the question number** and the **letter (A-D)**.

In the **context** of the poem, '**Mayday**' (line 13) **means ...**

A Workers' Day.

B Spring Day.

C Good Friday.

D Arbour Day.

(1)

(c)

**Line 14**

**Who** is the '**maid's child**'?

(1)

6.1.7

**Does the speaker convince the reader** about the **beauty of Spring**?

**Explain** your answer.

(3)

## SPRING – GERARD MANLEY HOPKINS

6.1 6.1.1 It is an Italian/Petrarchan sonnet. □

It comprises of 14 lines. □

The first eight lines are referred to as the octave. □

The last six lines are referred to as the sestet. □

The rhyme scheme is abba abba cdcd cd. □

**NOTE:** Accept any FOUR of the above.

Award ONE mark for the identification of octave and sestet. (4)

6.1.2 The speaker feels that Spring is the best/loveliest season. □ (1)

6.1.3 Weeds are parasites and are generally not viewed in a positive light. □ However, the poet describes weeds as 'lovely and lush' which are terms of admiration. □ (2)

6.1.4 Thrush's eggs are blue in colour □ and therefore resemble the colour of the sky which is associated with the heavens. □ (2)

6.1.5 (a) Simile □ (1)

(b) Just as the striking of lightning is powerful, □ similarly, the sound/singing of the thrush evokes a powerful feeling in the speaker. (2)

6.1.6 (a) 'Eden garden' (1)

(b) B/Spring Day(1)

(c) The Virgin Mary's son, Jesus/Jesus/Christ/Jesus Christ/ Baby Jesus

(1)

6.1.7 Open-ended. Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

\*The speaker's use of figures of speech and words like 'beautiful', 'lovely' and 'lush' convey the idea of the splendour of Spring. \*The descriptions of Spring, create a pleasant picture of nature, new life, bliss/happiness in the mind of the reader. \*Through his descriptions the speaker convinces the reader to feel the way that he does about Spring.

No. \* The preference of readers as to their favourite season will differ. \* Other seasons also have a unique beauty, not just Spring. \* Not all readers will understand the language/diction/comparisons that the speaker uses.

**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given.

For full marks, the response must be well-substantiated. (3)

A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the poem.











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