



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 1 - 9 DIRECTORATE

NCS (CAPS)

TEACHER SUPPORT DOCUMENT

GRADE 8

ENGLISH FIRST ADDITIONAL LANGUAGE TRACE THE CONCEPT

2022

This document has been compiled by the KZN Top Teachers, FET and GET English Subject Advisors.

Dear Senior Phase teacher

It is with absolute delight that we present this material to assist you in your efforts to lay solid foundations at senior phase level as your contribution towards a well-capacitated body of learners who will be sitting for the Grade 12 NSC examinations in the next few years.

Just as a disclaimer: the material is not a replacement for your Recovery Annual Teaching Plan nor is it meant necessarily to replace your daily lesson plans. It does not even cover all the prescribed areas in your subject, but only focuses on those concepts and skills where the majority of learners show a poor foundation in the NSC examinations. It is essentially intended as extra support which you may adapt to suit your various purposes and endeavours in your classroom.

As a starting point in developing this material, we asked key questions i.e.: 'what are the critical skills and concepts that our learners struggle with in later grades' and 'how can we support teachers to be able to help entrench those skills and concepts early on among their learners so that by the time they reach Grade 12 they are better-equipped to perform optimally?'. We then embarked on a process of identifying all the knowledge, skills and concepts where learners struggle according to successive NSC examinations diagnostic reports. After that we assembled our subject advisors (both FET and GET) and some of our top teachers in the Senior Phase to develop materials that will make teaching these problematic areas easier for teachers.

Another key focus area of this material is its thrust that teachers teach and assess at all cognitive and difficulty levels. We want to bring an end to unbalanced lessons and assessments. To that end, you will be expected to attend a content and methodology workshop to capacitate you on teaching and assessment that caters for all cognitive demands and difficulty levels. We shall also ensure that Departmental Heads are sufficiently equipped to support your efforts and to assist with effective use and manipulation of this material to achieve this end across all our classrooms.

We are convinced that after our learners have been taught all these concepts and skills as proposed in this document, and after you have given them enough practice in these problematic areas taking into account all cognitive demands, our Matric pass percentage as a province will improve significantly in the next few years when our current Grades 7, 8 and 9 finally reach Grade 12.

We sincerely hope you will find this material to be very useful and that it will afford your learners an opportunity to thrive in areas historically found to be challenging by those who came before them. We believe a better-equipped teacher is more inclined to deliver quality outcomes. Wishing you all the best.

Dr Bheka A. Makhathini

(A) Chief Director: Curriculum Management

TABLE OF CONTENTS

NUMBER	CONTENT	PAGE NUMBER
1.	Visual literacy	3
1.1.	Cartoons	3 - 20
1.2.	Advertisements	21 - 39
2.	Literature	40
2.1.	Poetry	41 – 49
2.2.	Short Story	50 - 60
3.	Writing and Presenting	61
3.1.	Narrative essay	61 - 73
3.2.	Transactional writing	74 - 92

VISUAL LITERACY



[Source:<https://www.dreamstime.com/body-language-word-cloud-body-language-word-cloud-concept-vector-illustration-image179473666>]

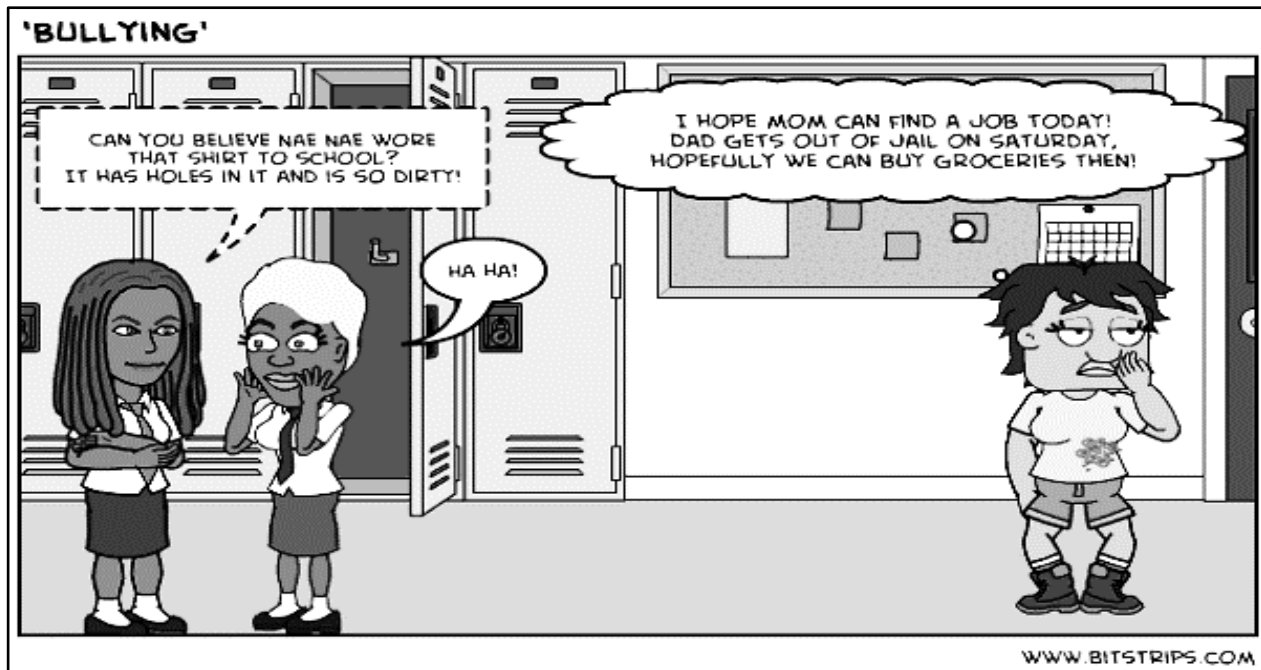
Visual Literacy is the ability to make meaning of information presented in the form of an image. It is very useful in providing a springboard for learning interpretative and analytical skills such as:

- analysing character traits
- bias
- predicting outcomes
- constructive evaluations

Cartoons

A cartoon is usually a humorous drawn picture of a situation. Cartoons may be totally pictorial or can use bubble speech or have a caption. It can have a single frame or a series of frames.

Example of a cartoon with a single frame.



[Source: www.BITSTRIPS.COM]

A comic strip is a sequence of drawings and words in boxes that tell an amusing story, typically printed in a magazine or a newspaper. It has more than one frame.



[Source: <https://www.comicartfans.com/gallerypiece.asp?piece=486866>]

The purpose of a cartoon or comic strip is to:

- create humour
- create awareness
- provide enjoyment
- It may be a vehicle of more serious/sensitive/biting messages.

Features of cartoons

Learners must learn the terms associated with cartoons to understand them.

Characters

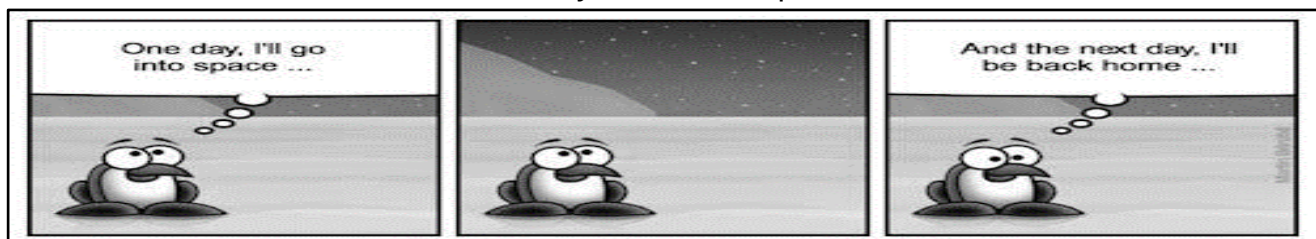
Human or animal figures could be used in cartoons.



[Source: www.google.com]

Frames

Frames are used in which a cartoon storyline is developed.



Frame 1

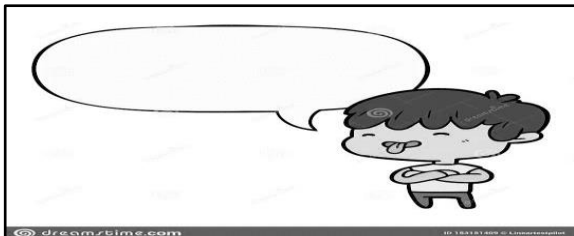
Frame 2

Frame 3

[Source: www.google.com]

Bubble types

Speech bubbles contain the words spoken by the character. It often points to the mouth of the character to indicate that the character is speaking.



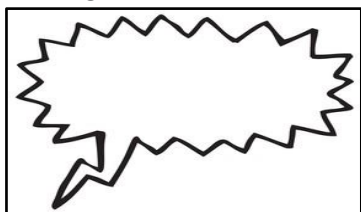
[Source: dreamstime.com]

Thought bubbles indicate the character's thoughts.



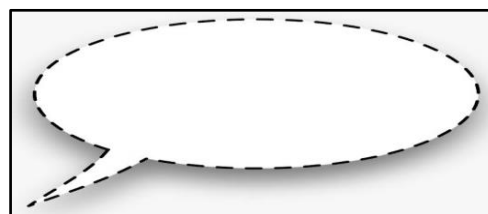
[Source: www.google.com]

Shout bubbles are speech bubbles which are spiky with jagged edges and has a long tail. It is used to indicate someone screaming or shouting.



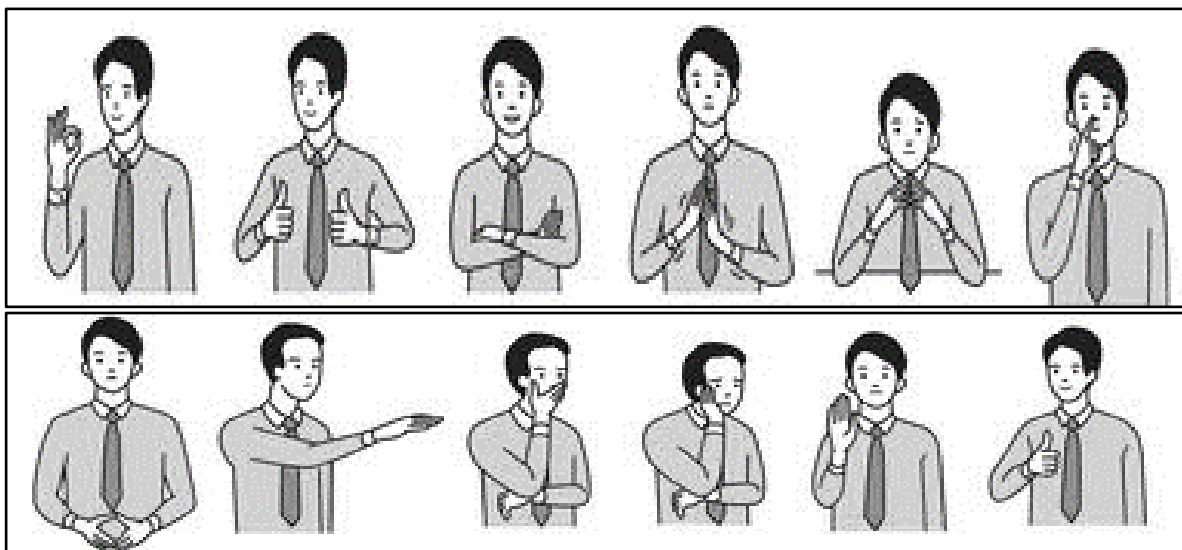
[Source: <https://www.shutterstock.com/>]

Whisper bubbles are characterised by the dotted lines that indicate that a character is whispering.



[Source: www.google.com]

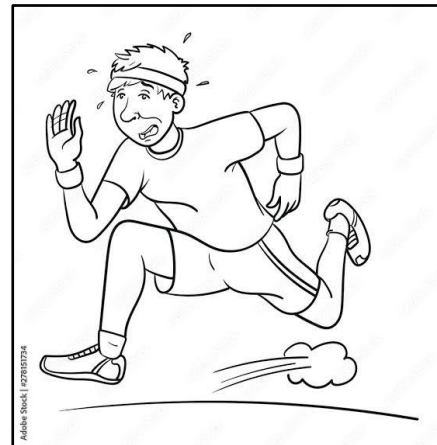
Body language



[Source: <https://examples.yourdictionary.com/>]

Body language interpretation.

- The position of the character's arms/hands indicates that he is running.
- His stretched legs indicate speed.
- The movement lines in the form of a cloud on the ground and those around his head tell us that he is running very fast.

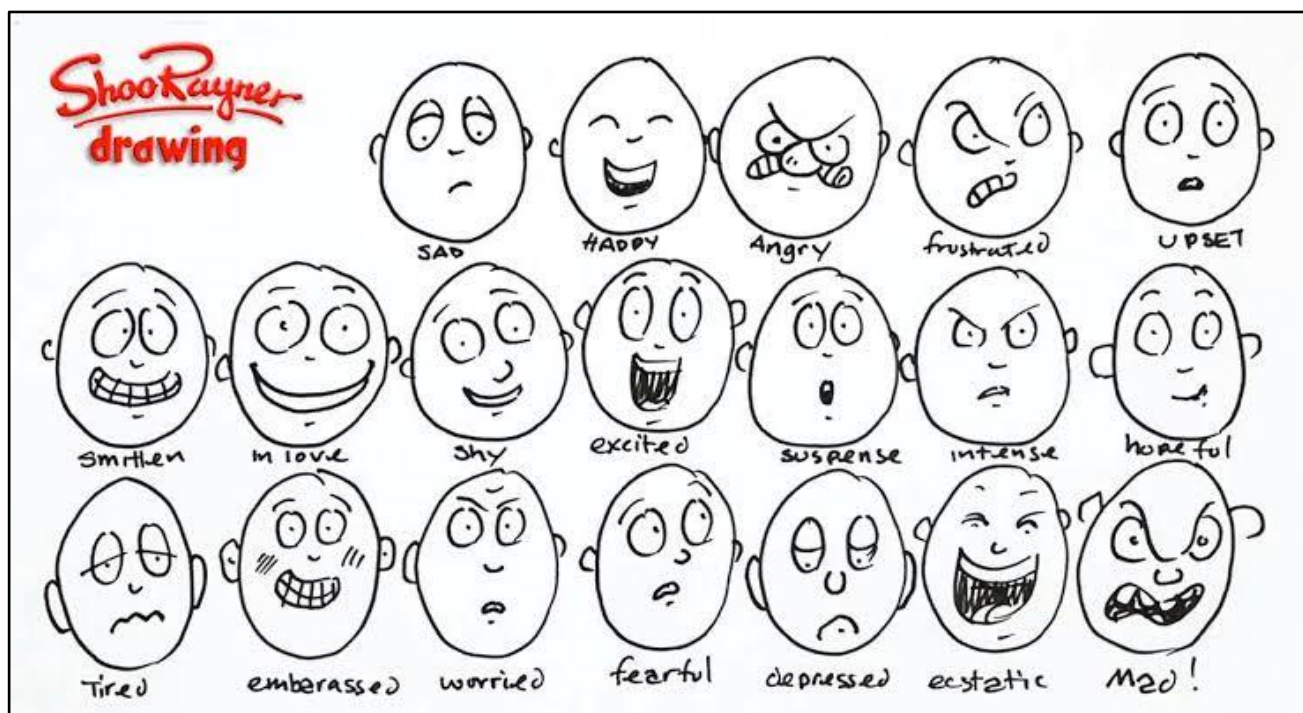


[Source: www.google.com]

Facial expression.

- It is one or more motions or positions of the muscles beneath the skin of the face.
- These movements convey the emotional state of an individual to observers.

Facial expression examples.



[Source: www.google.com]

Font types and sizes

Cartoonists use different font types and sizes of the words in the speech bubbles. e.g. bold print or italics.

Caricature

Caricature is an exaggerated portrayal of a character which is achieved by mocking personality traits or appearance. The drawings of cartoonists in newspapers are usually intended to be caricatures and work by exaggerating or distorting features of appearance with a view to being comic or satirical.



[Source: <https://www.newframe.com/super-rugby-superheroes-siya-kolisi/>]

Symbolism

It is something that represents another thing e.g. a heart representing love.

Onomatopoeia

It refers to words that are used to recreate the sounds they describe. The actual word sounds like the sound effect e.g. buzz gives the effect of a bee actually flying.



[Source: www.google.com]

Punctuation

- Exclamation mark (!) shows emotions and emphasises the tone.
- Ellipsis (...) the speaker has not completed his/her sentence.

Language associated with cartoons

Manipulative language

Manipulative language is aimed at obtaining an unfair advantage or gaining influence over others. The cartoonist may influence the reader by using certain words. Manipulation is associated with a negative outcome since it has a negative intention.

Emotive language

It refers to word choices that are aimed at arousing an emotion or tapping into the emotional aspect of the human being.

Persuasive language

Persuasion is associated with a positive outcome as it is exercised with good intentions unlike manipulation.

Cartoon reading strategies

- Skimming involves looking for the main or general ideas in a text. It does not involve detailed or extensive reading.
- Scanning is related to finding specific facts.
- Intensive reading is aimed at understanding the finer details contained in the cartoon, e.g. figures of speech, euphemism, bias, etc.
- Inference is a conclusion that you draw about something because of known facts or evidence.

DO's & DON'Ts when choosing a cartoon to use in the classroom.

- Choose a cartoon that is not offensive to the audience.
- Choose cartoons that always convey a positive message.
- Choose cartoons that are funny and appealing to learners.
- Avoid texts that show political or religious bias.
- Always acknowledge sources from which texts have been taken.

[Source: www.google.com]

LESSON PLAN

SUBJECT: ENGLISH FAL

GRADE: 8

DATE:

THEME:

SKILL	READING AND VIEWING	
DURATION	1 hour 30 minutes/1hour 45 minutes	
TOPIC	Cartoon	
TEACHING AND LEARNING ACTIVITIES	PRE- READING • Explain and use the KWL chart (in worksheet) to activate learners' background knowledge. • Ask learners to explain what a cartoon/ cartoon strip is. • Ask predictive questions. about the following aspects: - What is the setting - What do you think might happen at the end? -Who are the characters? -What do you think you know about them? - What do you think is the main idea of the text? DURING READING • Explain the following in detail: - What is a cartoon/comic strip? - The difference between the cartoon/comic strip -The purpose • Ask learners to skim through the text (in worksheet) to get the general idea. • Tell them to underline words that they might think are important to show what the cartoon is about • Tell them to give reasons for underlining those particular words. • Tell them to circle the words that they do not understand. • Write a list of the underlined and circled words on the board. • Ask learners to give the meanings of the circled words. • Tell them to use dictionaries to confirm meanings. • Role model how to read the text fluently and with expression to get the gist. • Ask a few learners to read.	• Teach the following LSC explicitly and in context, -Direct and Indirect speech -Proper nouns

	PRE- READING • Write and explain questions on the board. • Read the text and tell learners to think about the text (in worksheet). • Allocate different characters to different learners to read. • Repeated reading will help learners to move from a basic understanding to a deeper level of understanding and meaning making. DURING READING • explain the following features of the cartoon/comic strip: -The structure-speech, thought and jagged bubbles -Target group -Character -Characterisation -Milieu • Examine texts. Guide learners to identify the above features.			• Teach the following LSC explicitly and in context. -Punctuation marks -Exclamation mark -Colon -Semi colon
	PRE- READING • Ask the learners questions to recap the lesson and connect the lesson with the previous one. • Ask a few learners to share their answers to show their different ideas and opinions and encourage peer learning. DURING READING • Explain the meaning of the following concepts using the pictures and texts (in worksheet). -Manipulative language -Emotive language -Impact of using font type and size -Symbols and colour • Ask learners to formulate questions about the text.			• Teach the following LSC explicitly and in context. -Literal and figurative Language -Indirect speech POST READING Summarise the lessons Using a question-and-answer session.
ASSESSMENT	• Vocabulary Development: Network or cluster diagram to brainstorm and expand vocabulary for the cycle (in worksheet).	• Learners will study the text and fill in the table to identify the features of a cartoon.	• Learners will use a graphic organiser to summarise the cartoon.	• Informal assessment activity that accommodates all cognitive levels

TIER 1	• Learners will fill in the KWL chart (in worksheet) and the personal dictionary. • Fill in all the existing circles.	• Learners will study the text and fill in the table to identify the features of a cartoon.	• Scaffold struggling learners.	• Informal assessment activity that accommodates all cognitive levels
TIER 2	• Learners will fill in the KWL chart (in worksheet) and the personal diction • Fill in all the existing circles. • Develop the second arms and circles, then fill them in.	• Learners will study the text and fill in the table to identify the features of a cartoon.	• Fewer details to scaffold learners.	• Informal assessment activity that accommodates all cognitive levels.
TIER 3	• Learners will fill in the KWL chart (in worksheet) and the personal diction • Fill in the third arms and use the words to write a summary.	• Learners will study the text and fill in the table to identify the features of a cartoon.	• No scaffolding	• Informal assessment activity that accommodates all cognitive levels
REFLECTION				

ASSESSMENT FOR LEARNING ACTIVITIES

THEME VOCABULARY

excuse, report card, assessment, term, test scores, spell-check, calculators, results, anxiety

PRE READING ACTIVITY

KWL CHART – ACROSS THE CYCLE

Fill in the first two columns of the chart below before the lesson.

The last column should be filled in as the lesson progresses.

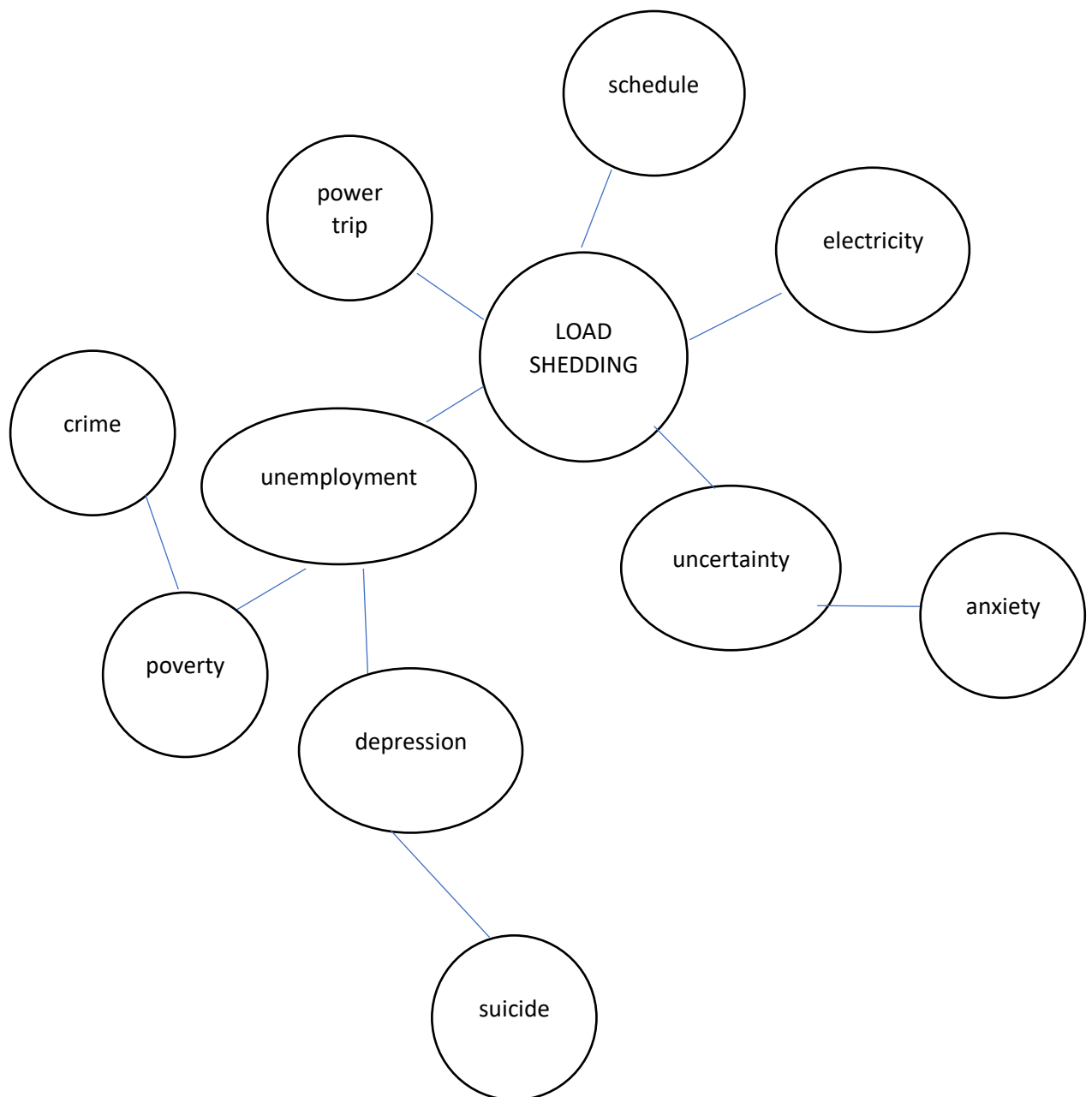
What I KNOW (K)	What I WANT to know (W)	What I have LEARNT (L)

VOCABULARY DEVELOPMENT

ACTIVITY 1

NETWORK OR CLUSTER DIAGRAM

Use the following diagram to brainstorm the vocabulary related to the main word at the centre.



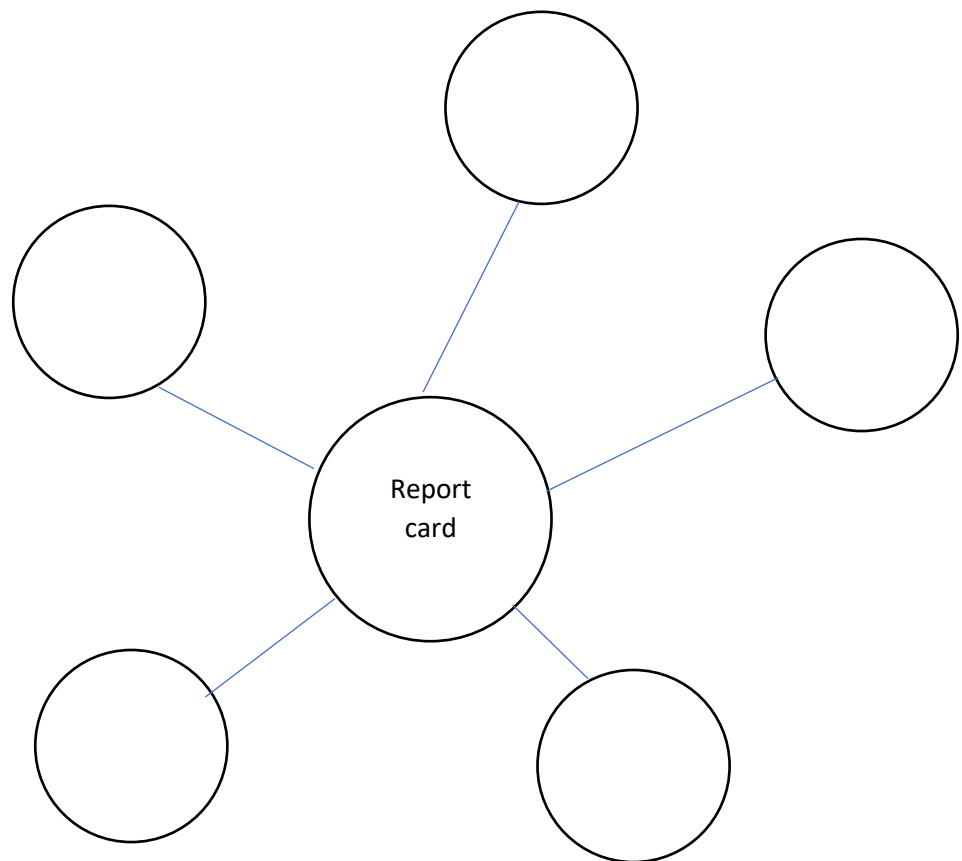
VOCABULARY DEVELOPMENT

Use the following diagram to brainstorm the vocabulary related to the main word at the centre.

TIER 1: Fill in all the existing circles.

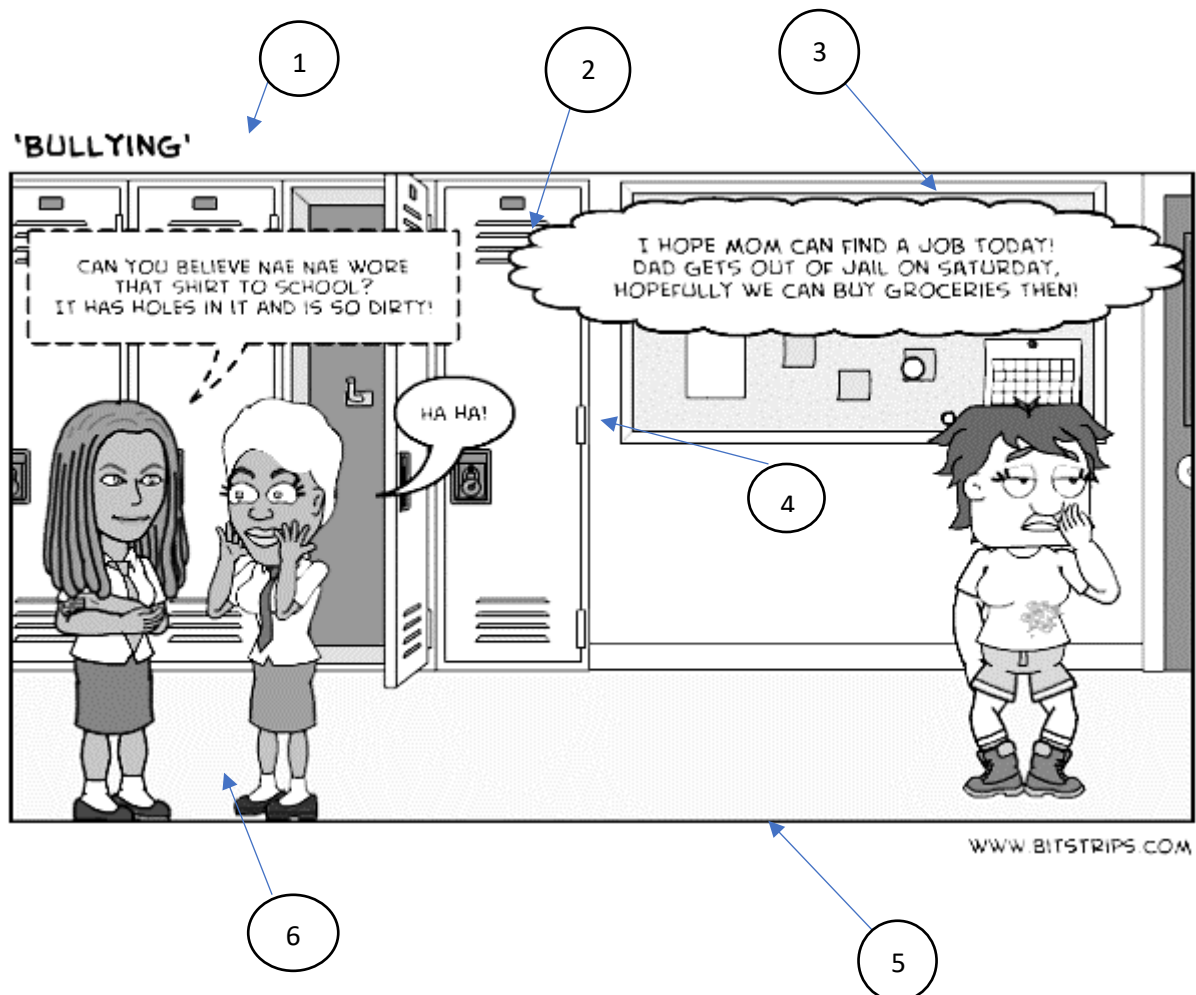
TIER 2: Fill in all the existing circles. Develop the 2nd arms and circles, then fill them in.

TIER 3 Fill in the 3rd arms and use the words to write a summary.



ACTIVITY 2

Study the text below and fill in the table to identify the features of a cartoon.



Item No.	Answers
1.	
2.	
3.	
4	
5.	
6.	

HOMEWORK ACTIVITY

Study the facial expressions below and write the feeling/emotion associated with each face.

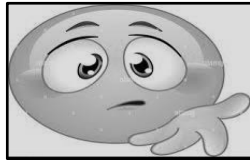
Facial expression examples



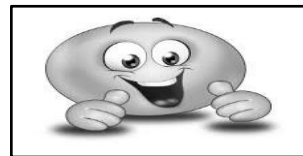
.....



.....



.....



.....



.....

.....

ACTIVITY 3

Study the cartoon below and fill in the information in the graphic organiser.



[Source: www.google.com]

GRAPHIC ORGANISER

TIER 1

Background/ milieu/ setting Where does the story take place? When does the story take place?	Characters Who are the people or animals involved in the text? Write names. A main character is the most important character in the story.	Problem/ conflict What is the problem/ conflict? What caused the problem?	Climax/ turning point How did the problem get bigger?	Conclusion/ ending How did the problem get resolved? What happened at the end?

TIER 2

Where and when does the story take place? (Setting/milieu/background)	Who are the people involved in the story? (Characters)	Problem/ conflict What is the problem/ conflict?	Explain the turning point (How did the problem get worse?)	Conclusion/ Ending How did the problem get resolved?

TIER 3

What is the milieu of the story?	Who are the characters?	What caused the problem?	Explain the climax of the story.	How did the story end?

ACTIVITY 4

1. Answer the questions set on the cartoon above.

- | | | |
|-----|---|-------------|
| 1.1 | Who is the cartoonist? | 1 |
| 1.2 | Identify the setting of this text. | 1 |
| 1.3 | What does the father's facial expression tell the reader?
Support your answer. | 2 |
| 1.4 | How does the boy respond to his father's question? | 1 |
| 1.5 | What does the question 'WHAT'S YOUR EXCUSE' suggest about the boy? | 2 |
| 1.6 | The pronoun 'they' refers to | 1 |
| 1.7 | Is the boy's answer an excuse or a reason? Why? | 2 |
| | | [10] |

MARKING GUIDELINE

- | | | |
|-----|--|-------------|
| 1.1 | Dave Granlund. ✓ | 1 |
| 1.2 | Lounge / inside the house. ✓ | 1 |
| 1.3 | Disappointed/ dissatisfied. ✓✓ | 2 |
| | (Accept any correct answer). | |
| 1.4 | He is defensive. ✓ | 1 |
| 1.5 | He is always having excuses about not performing well. ✓✓ | 2 |
| 1.6 | The teachers. ✓ | 1 |
| 1.7 | It is an excuse because they have been exposed to the spelling patterns and formulae. ✓✓ | 2 |
| | | [10] |

Word bank

Setting: the place or type of surroundings where something is positioned or where an event takes place/ when the event takes place.

Context: the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

Characters: people or animals in a story.

Characterisation: the mental and moral qualities distinctive to an individual.

Manipulative: exercising unscrupulous control or influence over a person or situation.

Persuasive: good at persuading someone to do or believe something through reasoning or the use of temptation.

Inference: a conclusion reached on the basis of evidence and reasoning.

Acronyms: an abbreviation formed from the initial letters of other words and pronounced as a word.

Similes: a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.

Exaggeration: a statement that represents something as better or worse than it really is.

Metaphor: a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Symbolism: the use of symbols to represent ideas or qualities.

Stereotypes: a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Slang: a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.

Diction: the choice and use of words and phrases in speech or writing.

Jargon: special words or expressions used by a profession or group that are difficult for others to understand.

Cartoonist: the person who creates cartoons, e.g. Zapiro, Qaps Mngadi etc.

ADVERTISEMENTS



[Source:www.nelsonlive.co.nz]

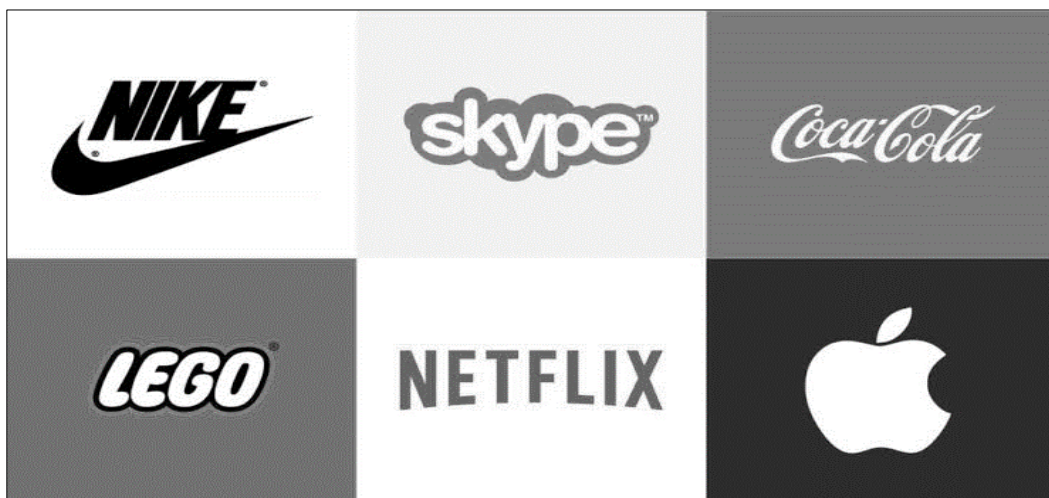
Advertising is a means of communication designed to promote a product or service or idea. This can be done through different types of media, e.g. websites, radio, television, newspapers, magazines, billboards, and flyers. Advertisements make use of emotive and persuasive means to manipulate the target audience, e.g. the youth could be targeted by companies which sell sneakers.

FEATURES OF ADVERTISEMENTS

Learners should have a clear understanding of the features of an advertisement to be able to analyse it.

1. Brand name

Brand name is one of the elements which help the customers to identify and differentiate one product from another.



[Source: www.threerooms.com]

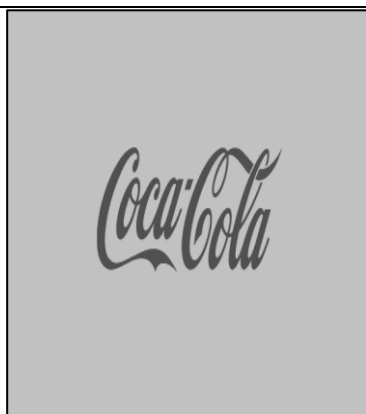
2. Target Market/Audience

This is the group of people that an advertisement is trying to reach. They may be divided into categories of age, gender, social status and activities. Advertisers use the fact that buyers classify themselves to create advertisements to appeal to those classified groups e.g. teens, computer geeks, stay-at-home mothers, jetsetters, corporate, etc.

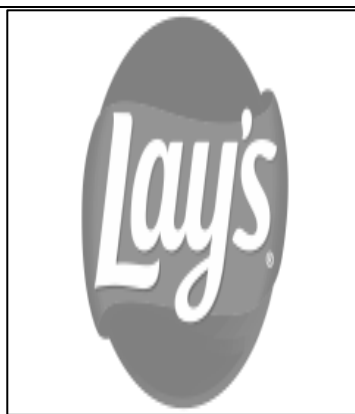
Target Audience/Market	Examples of categories.
Age group	teens/young adults/old
Gender	male/female
Location	Rural/urban/city
Hobbies	Adventure/sport/movies/computer geeks
Income	Low/middle/high income earners
Occupation	Stay-at- home/working mothers/dads/ the self-employed

3. The Logo

A picture or graphic is used as an identifying symbol which acts as signature for a brand. Some examples are listed below.



[Source:www.logotaglines.com]



[Source:www.wikipedia.org]



[Source:www.1000logos.net]

4. Slogan

A slogan is a short, memorable phrase that is immediately associated with a brand.



5. Catch Phrases

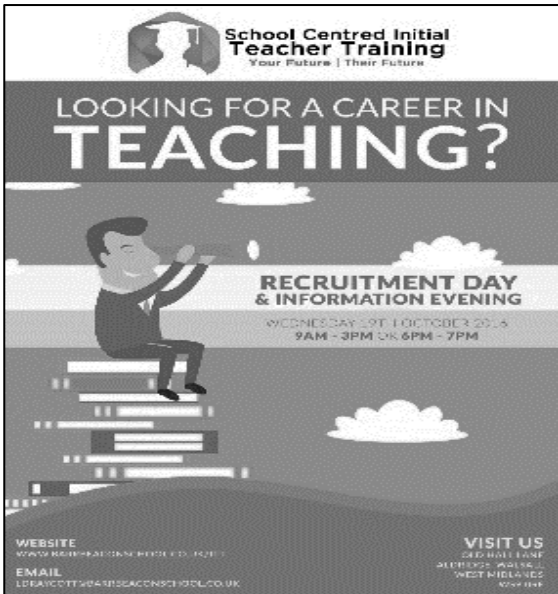
A catch phrase is a clever, witty phrase designed to attract the public and which does not necessarily appear in every advert for that product.

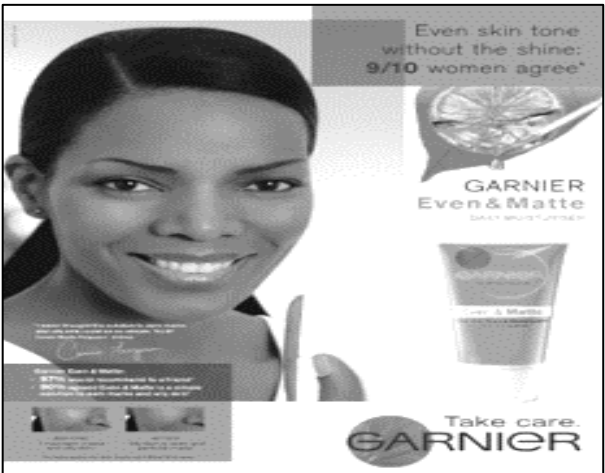
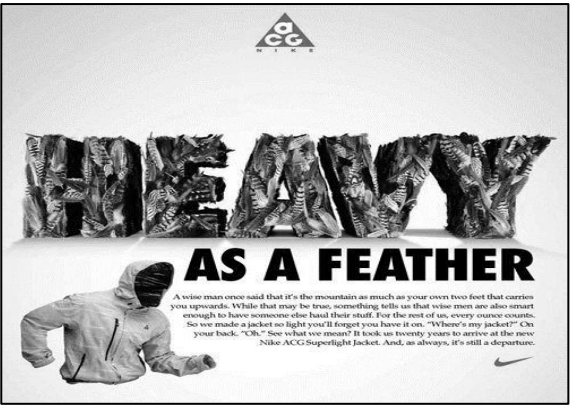


[Source: www.pinterest.com]

Persuasive devices

Understanding the use of persuasive devices is important in analysing advertisements.

Repetition Words or phrases are repeated as a rhetorical device to bring attention to an idea.	Opinions An opinion is a personal belief or judgement that is not founded on proof or certainty.
Alliteration It is the repetition of the first consonant sound in words that are close to each other. e.g. ‘big, beefy. bliss.’  [Source:www.medium.com]	Rhetorical Question A question is asked to make a point rather than to get an answer. It is used for emphasis or to get consumers thinking e.g. ‘Looking for a career in Teaching?’  [source:www.otosection.com]
Facts & Statistics The reader will feel that they cannot argue with facts and that statistics that will prove what the writer is saying.	

Celebrity Endorsement A well-known person is used to sell a product.  [Source:www.timadvertising.wordpress.com]	Simile A simile is a comparison of one thing with another using AS or LIKE.  [Source:www.i.pinimg.com]

7. Headline

An advertisement headline is a group of a few words or sentences that promote a product or service. Headlines can be used to emphasise a product's primary purpose or benefit to a consumer.

How do advertisers motivate their target market?

Advertisers try to persuade the target audience to buy a product by motivating them. They do this by use of:

- persuasive techniques (e.g. use of colour, typography, type size, type style, font),
- space, graphic devices, photography (framing, lighting, focus, angle, effects, etc.),
- beautiful people, star/personality,
- figures of speech (puns, personification, alliteration, etc.),
- expert witnesses, scientific jargon, facts and figures
- appeal to conscience (emotional blackmail, lifestyle commitments),
- advantageous promises (freebies, coupons, etc.), promises of pleasure, gaining attention (humour, shock, surprise),
- language (brand names, key words, slogans, captions), logos, caricatures, animals, repetition of product name, cartoon, use of children).

LESSON PLAN

SUBJECT: ENGLISH FAL

GRADE: 8

DATE:

THEME:

SKILL	READING AND VIEWING		
DURATION	1 hour 30 minutes/1hour 45 minutes		
TOPIC	Advertisement		Language Structures and Conventions
TEACHING AND LEARNING ACTIVITIES	• Ask questions to determine learners' background knowledge on identified aspects of purpose, target group and font. • Allow learners to compare and discuss their texts. • Discuss vocabulary words • Group learners. • Call out advertising vocabulary words and ask learners to match it with purpose, target group and font.	• Teach features of advertisements. • Use the AIDA model to guide the discussion. • Provide common text for discussion and analysis. • Summarise key aspects and allow for note taking. • Tell learners to answer the activity. • Check responses and provide feedback.	• Discussion of vocabulary words and emotive language
RESOURCES	Advertisements		
CURRICULUM DIFFERENTIATION	Tier 1: Provision of word meanings, use of graphic organisers for note taking. Tier 2: Use of graphic organisers for note taking. Tier 3: Learners design their own advertisements for classroom discussion.		
ASSESSMENT	Features of advertisements.		
REFLECTION	What worked? What should be revised?		

NOTES:

TYPES OF ADVERTISEMENTS

There are different types of advertisements.

- **Consumer Advertising** – Advertising a product.

Example: cosmetics, tv, food, clothing, etc.



[Source:www.behance.net]

- **Services** – promotion of tangible products

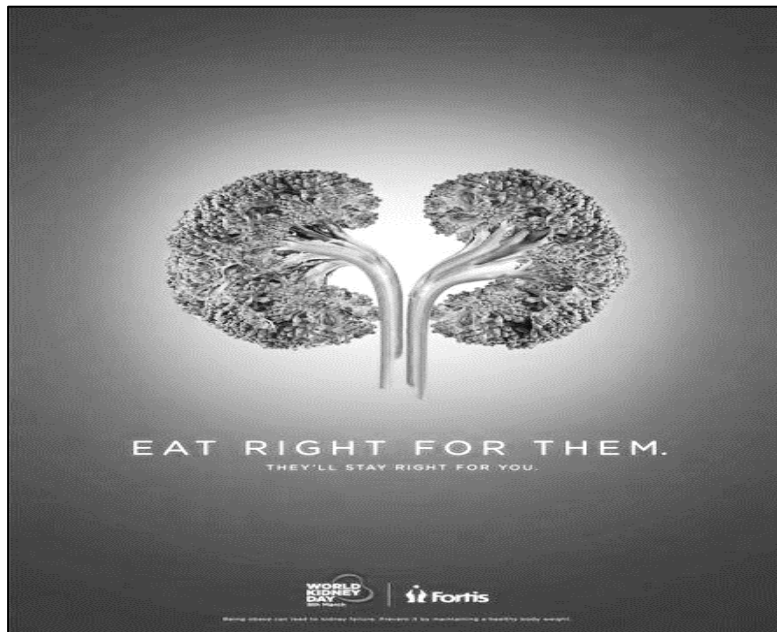
Example: financial service, banks, airlines etc.



[Source:www.postermymwall.com]

- **Idea Advertising** – Promotion of ideas.

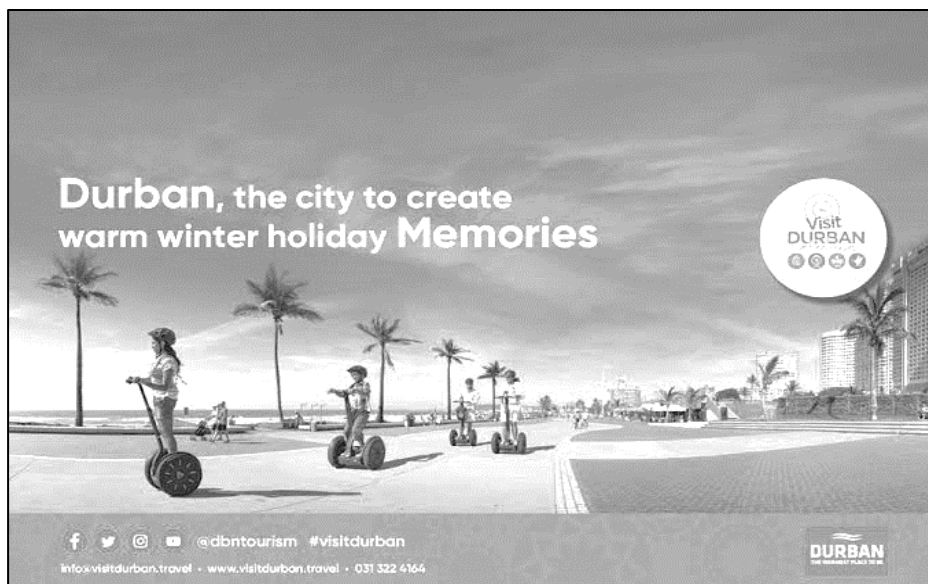
Example: no-smoking, environment protection, gender equality, etc.



[Source:www.adsoftheworld.com]

- **Place Advertising-** Promotion of a particular place

Example: Durban



[Source:www.smile904.fm]

- **Job Advertising-** promotion of vacancies

Example: IT developer, associate software engineer or delivery driver.



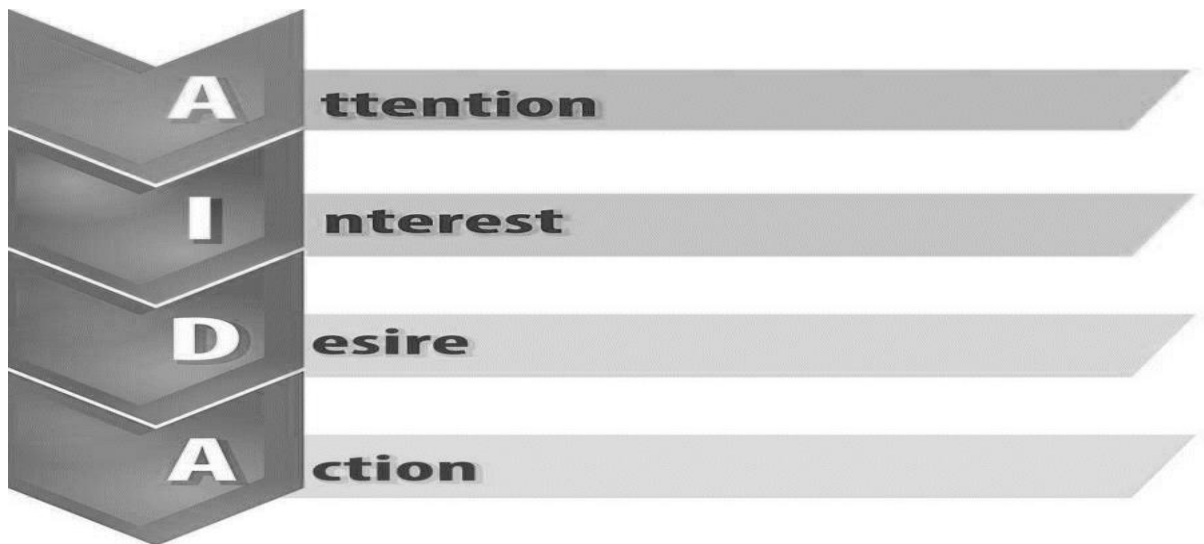
[Source:www.in.pinterest.com]



[Source:www.jobsinGTA.com]

The AIDA Model

The AIDA Model, which stands for **A**ttention, **I**nterest, **D**esire, and **A**ction model, is an advertising effect model that identifies the stages that an individual goes through during the process of purchasing a product or service.



[Source: <https://corporatefinanceinstitute.com/resources/knowledge/other/aida-model-marketing/>]

The steps involved in an AIDA model are:

- **Attention:** The first step in marketing or advertising is to consider how to attract the attention of consumers.
- **Interest:** Once the consumer is aware that the product or service exists, the business must work on increasing the potential customer's interest level.
- **Desire:** After the consumer is interested in the product or service, then the goal is to make consumers desire it, moving their mindset from 'I like it' to 'I want it'.
- **Action:** The ultimate goal is to drive the receiver of the marketing campaign to initiate action and purchase the product or service.

Therefore, the AIDA model says that Awareness leads to Interest which leads to Desire, and finally, Action.

[Source: <https://corporatefinanceinstitute.com/resources/knowledge/other/aida-model-marketing/>]

A – Awareness

The reader's attention is attracted by:

- A photograph or illustration.

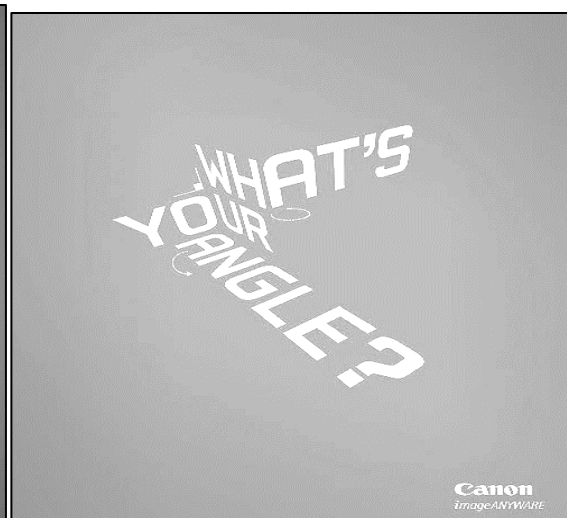


[Source:www.pinterest.com]

- Fonts



[Source:www.pinterest.com]



[Source:www.wordpress.com]

- Negative space around the advertisement

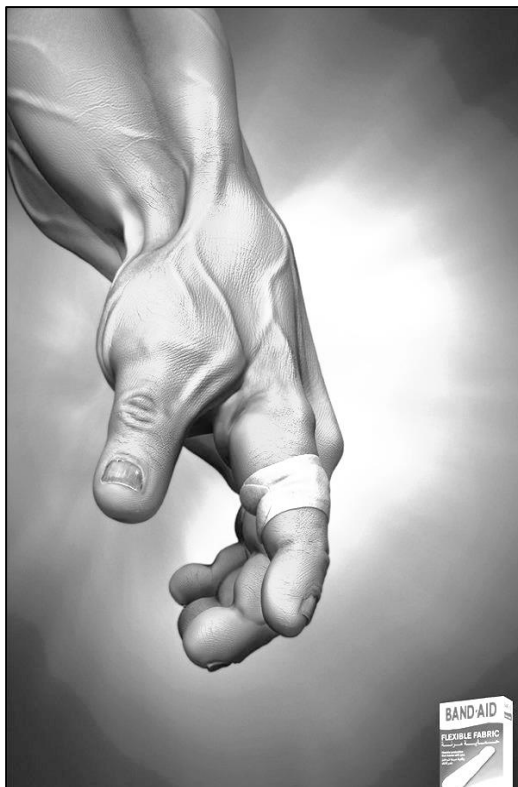


[Source:www.pinterest.com]



[Source:www.adsoftheworld.com]

- The size of the advertised product in comparison to the background.



[Source:www.adsoftheworld.com]



[Source:www.pinterest.com]

I – Interest

Less information may be given to create interest in the advertisement.

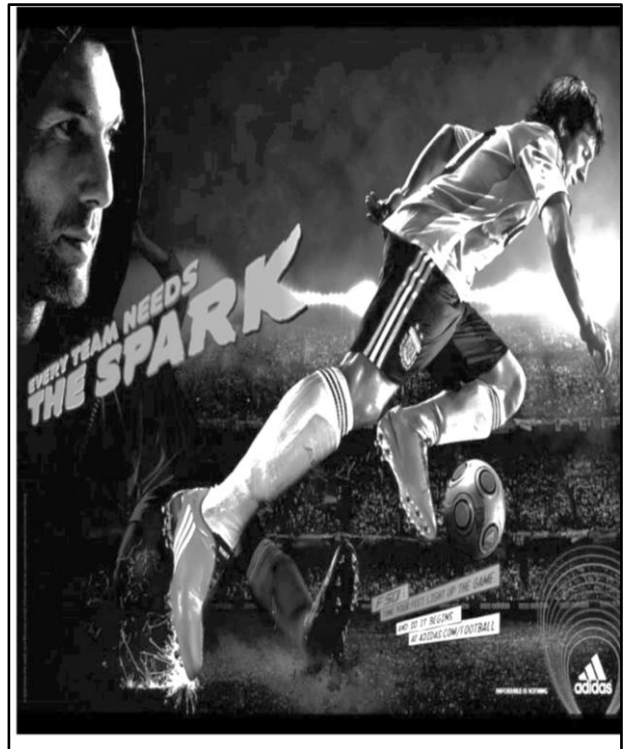
Notice the caption ‘Every team needs the spark’.

Lionel Messi’s picture initially attracts the consumer, the intended audience being sports (especially football) enthusiasts.

The contrasting colours of the shoe and matching caption convey that it’s a shoe advertisement.

The shoe appears to be emitting sparks (representing fast performance), and the caption contains the same imagery.

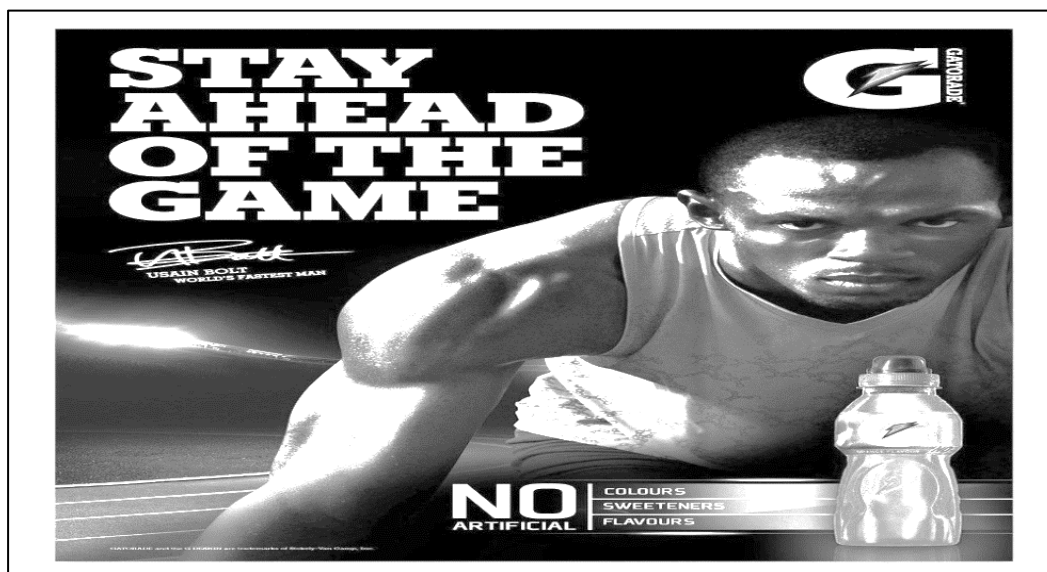
So the consumer gets curious and looks up what exactly does the campaign refer to and how can ‘that spark’ be added to the team. At this point, considerable interest has been generated and the consumer has most likely read up the features of the shoe.



[Source: English HL/FAL group/fb]

D - Desire

A celebrity may appear in the advertisement to motivate the reader to want to buy the product.



[Source:www.tom-drysdale.com]

OR

The images and language of the advertisement may suggest that the reader will benefit from the product e.g. *happiness, saving money or prevention of a problem.*



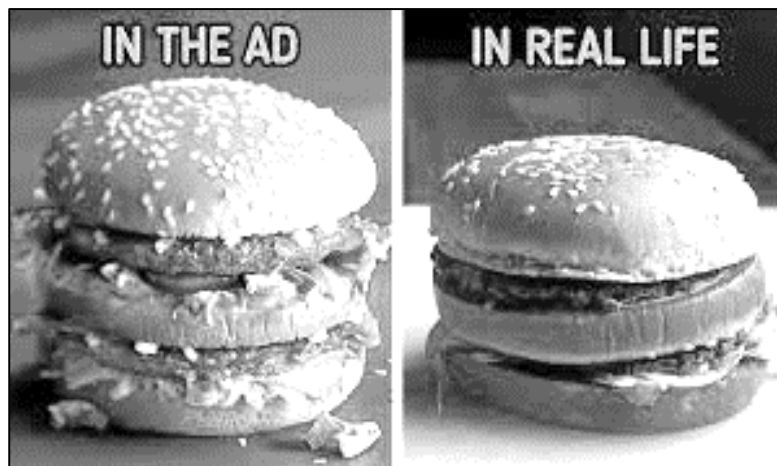
[Source:www.peterttphan.com]



[Source:www.conversionsciences.com]

OR

An appeal is made that hunger can be satisfied.



[Source: www.brightside.me]

A – Action

Something is done to urge the reader to act immediately. For example, there may be a time limit on a sale price or a limited supply of the product.



[Source: www.google.com/wendy'sbahamas]



[Source: wwwbp.blogspot.com]

ASSESSMENT FOR LEARNING ACTIVITIES

1.1 Match column A with column B. Write the number and correct letter in the answer column.

Column A	Column B	Answer	
1.1.1 Body Copy	A. A little drawing that represents the company		
1.1.2 Logo	B. Explains the special features of the advertised product or service.		
1.1.3 Slogan	C. A group of a few words or sentences that promote a product or service.		
1.1.4 Headline	D. A Short phrase that is easy to remember and represents the company e.g.: 'Just do it' (Nike)		
1.1.5 TM	E. Item offered for sale or advertised		
1.1.6 Product	F. Registered (registered trade mark)		
1.1.7 [®]	G. Trademark (unregistered trademark)		

[7]

1.2 Study the following advertisement and answer the questions.

TEXT 2



[Source:www.smile904.fm]

DURBAN

The warmest place to be

- 1.2.1 What is the catch phrase used in this advert? (1)
- 1.2.2 Why are the words 'Durban' and 'Memories' written in a larger font? (2)
- 1.2.3 Choose the correct answer: (1)
- This advert is an example of...
- A Product Advert
- B Job Advert
- C Place Advert
- D Service Advert
- 1.2.4 Write the antonym for the word 'warm'. (2)
- 1.2.5 Write the correct form of the word in brackets: (2)
- Durban (visit) enjoys adventure.
- 1.2.6 How can the reader obtain more information if they would like to visit Durban? (2)
- 1.2.7 What is the slogan of this advert? (2)
- Do you think the pictures used in the advert support the slogan? Explain (2)
- 1.2.8 'Durban, the Warmest place to be' (3)
- Identify the parts of speech of the underlined words.
- 1.2.9 Why do you think it is important to create memories? (3)

[20]

TEXT 3



[Source: www.google.com]

- 1.3.1 Name the product that is being advertised. (1)
- 1.3.2 Identify the slogan that appears in the advertised product. (1)
- 1.3.3 Name TWO ingredients found from the advertised product. (2)
- 1.3.4 Who is the target market for this advert? (1)
- 1.3.5 What is your opinion about the font used by the advertiser? (2)
- 1.3.6 Do you think the advertiser managed to convince the buyer with this advertisement? (2)
- 1.3.7 If you were the advertiser, what would you have included in this advertisement? (2)
- 1.3.8 Why do you think there is a crown above the word **BURGER**? (2)
- 1.3.9 The words 'Leave Happy' are they a fact or an opinion? (2)
Explain your answer

[15]

MARKING GUIDELINE

Column A	Column B	Answer	
1.1.1 Body Copy	A. A little drawing that represents the company	1.1.1	B✓
1.1.2 Logo	B. Explains the special features of the advertised product or service.	1.1.2	A✓
1.1.3 Slogan	C. A group of a few words or sentences that promote a product or service.	1.1.3	D✓
1.1.4 Headline	D. A Short phrase that is easy to remember and represents the company e.g.: 'Just do it' (Nike)	1.1.4	C✓
1.1.5 TM	E. Item offered for sale or advertised	1.1.5	G✓
1.1.6 Product	F. Registered (registered trade mark)	1.1.6	E✓
1.1.7 ®	G. Trademark (unregistered trademark)	1.1.7	F✓

[7]

TEXT 2

- 1.2.1 Durban, the city to create warm winter holiday memories. ✓ (1)
1.2.2 To attract and catch the attention of people who love to travel. ✓✓ (2)
1.2.3 C✓ (1)
1.2.4 Cold✓ (2)
1.2.5 Durban visitor enjoys adventure. ✓✓ (2)

1.2.6 For more information, the readers can visit their website, call the number provided or visit the social media platforms like Facebook, twitter, and Instagram. ✓✓ (2)
1.2.7 'The warmest place to be.' ✓✓ (2)
Yes. The sky is blue and it is shining, the people are dressed in light clothing which indicates that it is warm which is what is suggested by the slogan. ✓✓ (2)
1.2.8 The – article (Definite)✓
Warmest – Adjective (Superlative degree of comparison) ✓ (3)
Place – common noun✓
1.2.9 Creating memories can be viewed as important because memories are everlasting and they serve as a good reminder of experiences. ✓✓✓ (3)

[20]

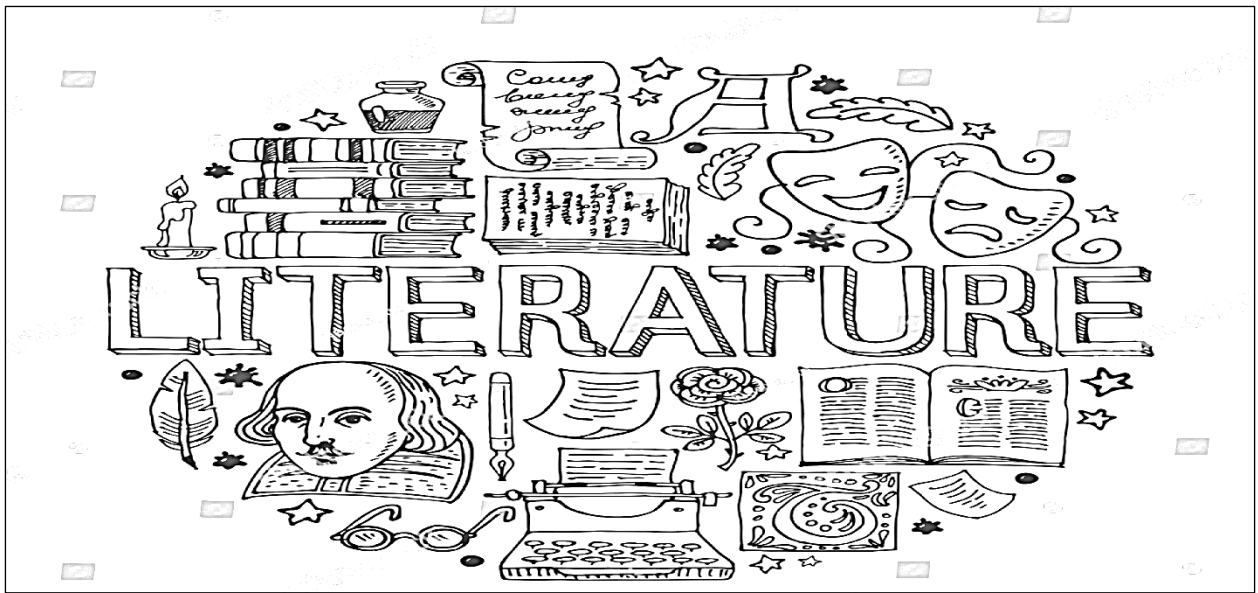
TEXT 3

- 1.3.1 Burger.✓ (1)
1.3.2 'Come Hungry Leave Happy'. ✓ (1)
1.3.3 Cucumber, tomatoes, lettuce, cheese] Mention any two. ✓✓ (2)
1.3.4 People who love Burgers/ People who love junk food/ People who love fast food. ✓ (1)
1.3.5 The font used is big, bold and eye catching. ✓✓ (2)
1.3.6 Yes. (2)
The picture is enhancing and mouth-watering and the language used by the advertiser is catchy, the effectiveness of the phrase Come Hungry Leave Happy. ✓✓
or
NO.
The picture of the burger looks unattractive✓ and unappetising. ✓

1.3.7 Contact detail such as the Telephone Numbers✓ and Physical address. ✓ (2)
1.3.8 To indicate the size of the burger ✓and also to convince the buyer that eating the king size burger will make you feel like a king. ✓✓ (2)
1.3.9 Opinion. ✓ Not everyone feels happy after eating a burger. Other people may even feel guilty after eating such a big burger. ✓ (2)

[15]

LITERATURE



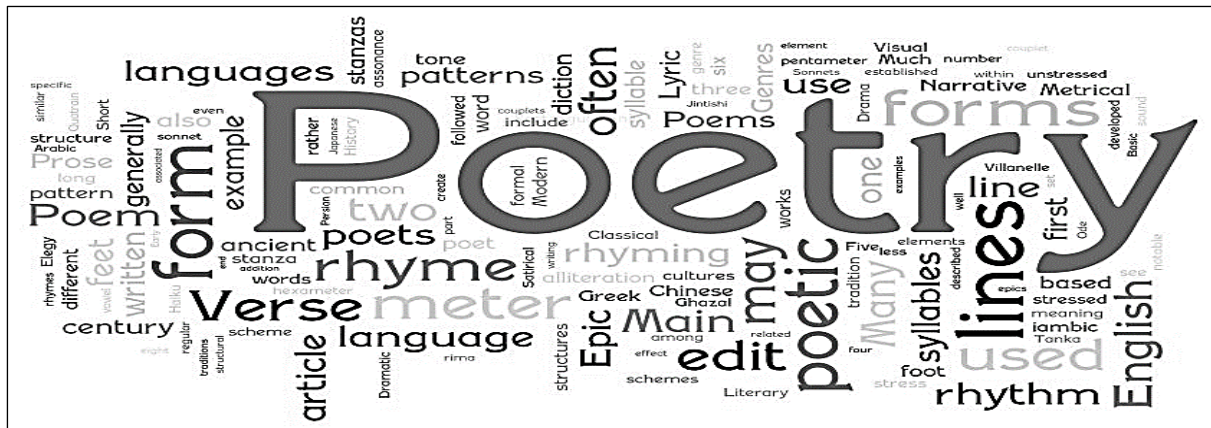
[Source:<https://www.shutterstock.com/image-vector/literature-hand-drawn-vector-illustration-doodle-477961261>]

The teaching of literature should focus on teaching for comprehension and including the reading process strategies (pre-reading, reading and post/after reading).

The best ways to approach the teaching of literature would involve some or all of the following.

- Make every attempt to read as much of the text in class as possible within the two-week cycle to enable learners to have a clear idea of what is going on at the most basic level of the text.
- Learners should be given the opportunity to look closely at how text is being created, manipulated, and re-arranged to clarify and emphasise what is being expressed.
- Creative writing should be closely attached to the study of any literary text.
- Use a whole text approach to incorporate interpretative, creative, personal, and exploratory practices.

POETRY



[Source: <https://hhsadvocate.com/news/2019/01/28/upcoming-poetry-cafe-celebrates-the-spoken-word/>]

In the study of poetry, a learner needs to ask two important questions: What is being said? How do I know?

Poems are studied to support, corroborate, clarify and reveal what writers have to say to us. It also involves looking at the figurative use of language; of the way sentences, verse lines and poems as a whole are presented; of the choice of image, rhythm, pace and sound; of the emotive feelings that such images generate. All this in an attempt to reach a tentative conclusion at best as to what the poet is hoping we will sooner or later discover to be a meaning of the text.

The following aspects will enhance understanding of the intended message.

- literal and figurative meaning
 - mood
 - theme and message
 - imagery
 - figures of speech/imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses, lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment.
- [Source: CAPS grades 7-9]

[Source: CAPS grades 7-9]

LESSON PLAN

SUBJECT: ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE: 8

DATE:		THEME:	
SKILLS	READING AND VIEWING		LANGUAGE STRUCTURES AND CONVENTIONS
DURATION	1 hour 30 minutes/1hour 45 minutes		
TOPIC	POETRY: The Black Land by Joseph Warren Beach		
TEACHING AND LEARNING ACTIVITIES	• Ask the learners to make predictions about the title and picture. • Role model reading the poem. • Compile a list of difficult words on the board which the learners must copy in their personal dictionaries. • Tell the learners to read the poem in smaller groups then individually. • Ask questions on the external structure of the poem.	• Summarise on the board for learner note taking. • Discuss the meaning, theme, tone. • Discuss the figures of speech in detail. • Ask the learners to make their own examples in pairs and give feedback. • Provide application activity. • Discuss answers. • Provide homework activity.	• Vocabulary building. • Sentence construction with new words. • Figurative language. • Literal and figurative meaning.
RESOURCES	Chalkboard, dictionary, copies of poem.		
CURRICULUM DIFFERENTIATION	• Group struggling learners together for assistance. • Seat learners with impairments in the front of the class. • Display chart on poetry.		
ASSESSMENT	Poetry.		
REFLECTION	To be done after the implementation of the lesson.		

POEM

The Black Land

by Joseph Warren Beach

I will plough the land,
Turning up the black soil.
I will ride upon this heaving surface
As a boat rides upon the water.
Even as a boat
Cleaving the water with an eager keel,
I have run a furrow¹
Straight across the ridges.

I will sow down this field,
Scattering gems.
With both hands will I scatter
Quivering emeralds out of a bottomless pouch.

As I tread the loam²
My feet sink deep.
The black earth embraces my ankles
And clings to my bent knees.

I sing as I go
Scattering emeralds.
The wind sings upon my lips,
And pearls stream off my neck and forehead.
I am bathed in a sweat of pearls.

Eyes straight forward
Rest on a brightening ultimate slope.

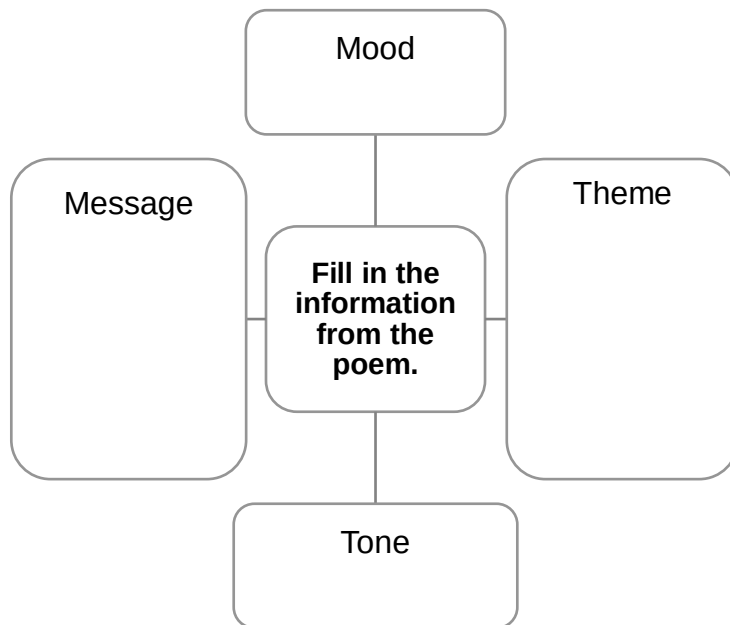
1. A long narrow trench made in the ground by a plough.
2. Soil with equal amounts of sand, silt, and clay.



[Source: <https://photos.com/featured/crop-rotation-sowing-seed-broadcast-print-collector.html>]

ASSESSMENT FOR LEARNING ACTIVITIES

Read the poem and fill in figures of speech from the poem.			
Simile	Metaphor	Personification	Hyperbole



Describe how the farmer does his work in stanzas 1-4.

1. Answer the following questions set on the poem.

- 1.1. What is the narrator's job? (1)
- 1.2. Write one activity that he does in stanza 1. (1)
- 1.3. What is a 'furrow'? (1)
- 1.4. Identify the figure of speech in.
'The wind sings upon my lips,' (1)
- 1.5. Identify the figure of speech in,
'I will ride upon this heaving surface
As a boat rides upon the water.' (1)
- 1.6. What is being compared in the figure of speech above? (2)
- 1.7. Write two words from stanza 2 that are used as metaphors for seeds. (2)
- 1.8. Explain why the seeds are described in these words. (2)
- 1.9. What do the following lines tell us about the speaker?
'Eyes straight forward
Rest on a brightening ultimate slope.' (2)
- 1.10. Write one line from stanza 3 that paints a picture about the way in which the speaker does his work. (2)

[15]

2. Answer the language questions set on the poem.

- 2.1. Write the root of the underlined word.
I will scatter emeralds out of a bottomless pouch. (1)
- 2.2. Write the suffix of the underlined word.
I will ride upon this heaving surface. (1)
- 2.3. Add a prefix to the underlined word to make it an antonym.
He looked forward to the rest after toiling on the land. (1)
- 2.4. Underline the pronoun.
I am bathed in a sweat of pearls. (1)
- 2.5. Write the meaning of the underlined word.
I will sow down this field. (1)

- 2.6. Write a sentence and use the word 'sow' to show a different meaning from that above. (1)
- 2.7. Write the following sentences in the tenses indicated within brackets.
I have run a furrow straight across the ridges. (Past tense). (1)
- 2.8. With both hands I will scatter emeralds out of a bottomless pouch. (Present tense). (1)
- 2.9. Write the following sentence in the indirect speech.
He said, "I will plough the land and turn up the black soil." (2)
- [10]**

MARKING GUIDELINES

1. He is a farmer. ✓ (1)
2. He has ploughed the land. /He has made a furrow. ✓ (1)
3. A long narrow trench made in the ground to plant in. ✓ (1)
4. Personification. ✓ (1)
5. Simile. ✓ (1)
6. The way the man works is compared to the movement of a boat on water. ✓ (2)
7. 'gems', ✓ 'emeralds'. ✓ (2)
8. Just like gems and emeralds are valuable, the seeds are precious to the man. ✓✓ (2)
9. He is focussed/determined and positive about the harvest. ✓✓ (2)
10. I sing as I go. ✓✓ (2)
- [15]**

1. bottom. ✓ (1)
- 2.1. -ing. ✓ (1)
- 2.2. unrest. ✓ (1)
- 2.3. I am bathed in a sweat of pearls. ✓ (1)
- 2.4. plant. ✓ (1)
- 2.5. Learner's response. The sow suckled her piglets. ✓ (1)
- 2.6. I had run a furrow straight across the ridges. ✓ (1)
- 2.7. With both hands I scatter emeralds out of a bottomless pouch. ✓ (1)
- 2.8. He said that he✓ would plough the land and turn up the black soil.✓ (2)
- [10]**

TEACHER'S NOTES

BACKGROUND INFORMATION

Joseph Warren Beach (January 14, 1880 - August 13, 1957) was an [American poet](#), [novelist](#), academic, and [literary critic](#).



INFORMATION FOR TEACHER PREPARATION

The poem is about farming. The poet describes how a farmer works on his land and sows seeds.

[Theme](#)

The theme of the poem is about hard work. The speaker talks about his small patch of land where he happily works all day.

Mood

The mood of the poem is a hopeful. The speaker is in a happy mood as he sings and hopes for a good harvest.

Tone

The tone is presented as determined and confident as is indicated in the lines,
‘Eyes straight forward
Rest on a brightening ultimate slope’.

Literary Devices

[Literary devices](#) are tools that writers use to create meanings in their texts to enhance their poems or [stories](#) and connect the readers with the real message of the text.

- [Hyperbole](#) is an exaggeration of a statement for the sake of emphasis.

Example, 'out of a bottomless pouch'.

The bag holding the seeds is described as 'bottomless' which suggests that it contains a lot of seeds.

- [Simile](#) is a [figure of speech](#) in which two dissimilar [objects](#) or concepts are compared with one another through the use of 'like' or 'as.'

Example, 'I will ride upon this heaving surface as a boat rides upon the water'.
The speaker compares the way the farmer works on his land to the way a boat moves smoothly on water.

- Metaphor is a [figure of speech](#) that makes a [comparison](#) between two non-similar things without the use of 'like' or 'as'. It asserts that two things are identical in comparison rather than just similar.

Example, 'And pearls stream off my neck and forehead
I am bathed in a sweat of pearls'.
Sweat drops are being compared to pearls.

Example, 'Scattering gems'.
Seeds are likened to gems

Example, 'Quivering emeralds'.
Seeds are compared to emeralds.

Gems and emeralds are precious. The comparison of seeds to gems and emeralds suggests that the seeds are very valuable.

- Personification is a [figure of speech](#) in which an idea or thing is given human attributes and/or feelings or is spoken of as if it were human.

Example, 'The black earth embraces my ankles'.
The soil is given the human quality of holding the farmer's ankles.

Example, 'The wind sings upon my lips'.
The soil is given the human quality of singing.

Example, 'Quivering emeralds out of a bottomless pouch'.
Emeralds are given the human quality of quivering.

The use of different figures of speech helps to create graphic pictures in the reader's mind about how the farmer does his work. It also enhances the meaning and mood of the poem. This makes the poem memorable.

Poetic Devices

Poetic and literary devices are the same, but a few are used only in poetry. These are examples.

- [Stanza](#) is a poetic form of some lines. There are five stanzas with a differing number of lines.
- [Rhyme scheme](#): There is no fixed [rhyme scheme](#) in this poem.

SHORT STORY



[Source:<https://theshortreads.com/short-stories-publish/>]

THE FEATURES OF THE SHORT STORY

Setting includes time, place and environment.

Characterisation is a representation of human character in a fiction or drama.

Theme is the main or central idea in the story.

Figurative language: It is a word or phrase that does not have its normal everyday literal meaning. The figurative language relates the meaning of something by relating it to some other thing, action or image.

Figures of speech

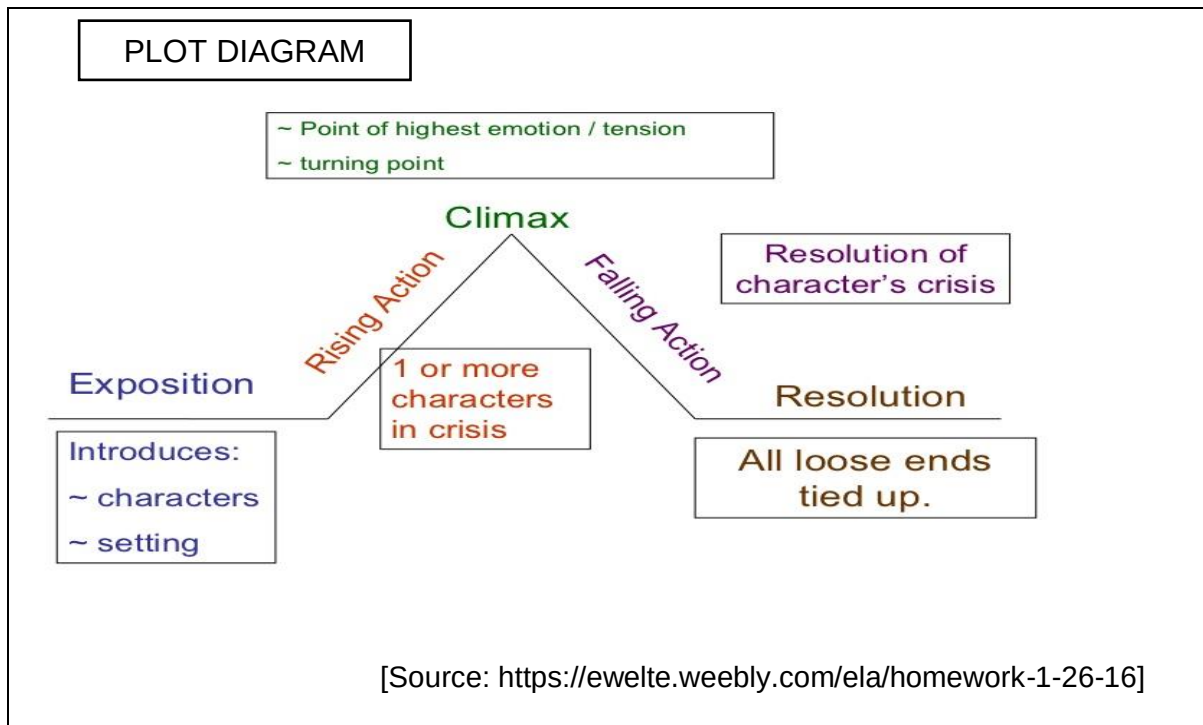
Writers use some figures of speech to enhance the meaning of a story. These are some examples for discussion.

Simile: a comparison of two things using words 'like' or 'as'.

Metaphor: a comparison of two things without using 'like' or 'as'.

Personification: a device used to describe non- human things using human qualities.

Irony: the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.



Plot

A plot is the sequence of events that make up a story. This is an example of how to understand the plot of **Looking for a Rain-God**.

1. Exposition: At the beginning of the story, characters, setting, and the main conflict are typically introduced	The background of the story is set against the African bush where a village faces a seven-year drought. Farmers' hopes are raised with the arrival of the rain. Mokgobja and family are one of the few to rush out to clear and plough the land.
2. Rising Action: The main character is in crisis and events leading up to facing the conflict begin to unfold. The story becomes complicated.	When the rain stops after about two weeks, complication and conflict begin. The family becomes desperate waiting for the rain. Tiro and Nesta break down and start a strange, frenzied wailing. This creates conflict in the men, who fail to exercise self-controlled and slowly become affected. Mokgobja tries to find a solution and remembers a rain-making ceremony where children are sacrificed to appease the Rain God.

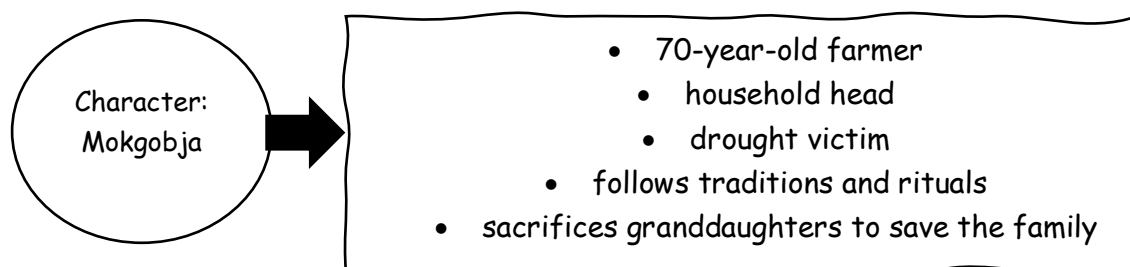
3. Climax: This is when a major event occurs in which the main character faces a great challenge or other source of conflict.	The climax of the story occurs when the two children are sacrificed.
4. Falling Action: The story begins to slow down and moves towards a conclusion. Loose ends are tied up.	Unfortunately the rain does not come. The family feels guilty and fearful. They flee back to the village. The villagers become suspicious when they do not see the children. When the police arrive demand to see the graves of the children the mother, Tiro, breaks down and reveals the truth.
5. Resolution: It is like a concluding paragraph that resolves any remaining issues and ends the story.	There is a resolution as Mokgobja and Ramadi are sentenced to death. On the other hand, there is no resolution to the problem of the drought as the rain still does not come.

Character and characterisation

A character is any person, animal or figure found in a story. The events of the story happen to the character and are sometimes caused by the character.

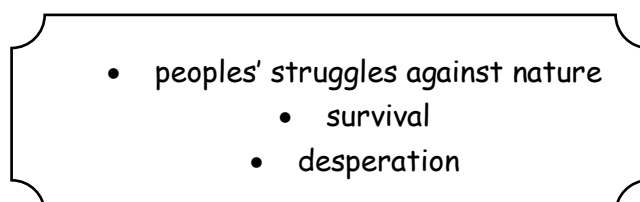
Characterisation is the description of the character's physical traits, how the character looks, thinks and acts.

This is an example of how characterisation may be expressed.



Theme

The theme is the main message or lesson to be learnt from the story.



THE STORY

Looking for a Rain-God – Bessie Head

It is lonely at the lands where the people go to plough. These lands are vast clearings in the bush, and the wild bush is lonely too. Nearly all the lands are within walking distance from the village. In some parts of the bush where the underground water is very near the surface, people made little rest camps for themselves and dug shallow wells to quench their thirst while on their journey to their own lands. They experienced all kinds of things once they left the village. They could rest at shady watering places full of lush, tangled trees with delicate pale-gold and purple wild flowers springing up between soft green moss and the children could hunt around for wild figs and any berries that might be in season.

But from 1958, a seven-year drought fell upon the land and even the watering places began to look as dismal as the dry open thorn-bush country; the leaves of the trees curled up and withered; the moss became dry and hard and, under the shade of the tangled trees, the ground turned a powdery black and white, because there was no rain. People said rather humorously that if you tried to catch the rain in a cup it would only fill a teaspoon. Towards the beginning of the seventh year of drought, the summer had become an anguish to live through. The air was so dry and moisture free that it burned the skin. No one knew what to do to escape the heat and tragedy was in the air. At the beginning of that summer, a number of men just went out of their homes and hung themselves to death from trees. The majority of the people had lived off crops, but for two years past they had all returned from the lands with only their rolled-up skin blankets and cooking utensils. Only the charlatans, incanters, and witch-doctors made a pile of money during this time because people were always turning to them in desperation for little talismans and herbs to rub on the plough for the crops to grow and the rain to fall.

The rains were late that year. They came in early November, with a promise of good rain. It wasn't the full, steady downpour of the years of good rain, but thin, scanty, misty rain. It softened the earth and a rich growth of green things sprang up everywhere for the animals to eat. People were called to the village kgotla to hear the proclamation of the beginning of the ploughing season; they stirred themselves and whole families began to move off to the lands to plough.

The family of the old man, Mokgobja, were among those who left early for the lands. They had a donkey cart and piled everything onto it, Mokgobja - who was over seventy years old; two little girls, Neo and Boseyong; their mother Tiro and an unmarried sister, Nesta; and the father and supporter of the family, Ramadi, who drove the donkey cart. In the rush of the first hope of rain, the man, Ramadi, and the two women cleared the land of thorn-bush and then hedged their vast ploughing area with this same thorn-bush to protect the future crop from the goats they had brought along for milk. They cleared out and deepened the old well with its pool of muddy water and still in this light, misty rain, Ramadi inspanned two oxen and turned the earth over with a hand plough.

The land was ready and ploughed, waiting for the crops. At night, the earth was alive with insects singing and rustling about in search of food. But suddenly, by

mid-November, the rain fled away; the rain-clouds fled away and left the sky bare. The sun danced dizzily in the sky, with a strange cruelty. Each day the land was covered in a haze of mist as the sun sucked up the last drop of moisture out of the earth. The family sat down in despair, waiting and waiting. Their hopes had run so high; the goats had started producing milk, which they had eagerly poured on their porridge, now they ate plain porridge with no milk. It was impossible to plant the corn, maize, pumpkin and water-melon seeds in the dry earth. They sat the whole day in the shadow of the huts and even stopped thinking, for the rain had fled away. Only the children, Neo and Boseyong, were quite happy in their little girl world. They carried on with their game of making house like their mother and chattered to each other in light, soft tones. They made children from sticks around which they tied rags and scolded them severely in an exact imitation of their own mother. Their voice could be heard scolding the day long: "You stupid thing, when I send you to draw water, why do you spill half of it out of the bucket!" "You stupid thing! Can't you mind the porridge-pot without letting the porridge burn!" And then they would beat the rag-dolls on their bottoms with severe expressions.

The adults paid no attention to this; they did not even hear the funny chatter; they sat waiting for rain; their nerves were stretched to breaking-point willing the rain to fall out of the sky. Nothing was important, beyond that. All their animals had been sold during the bad years to purchase food, and of all their herd only two goats were left. It was the women of the family who finally broke down under the strain of waiting for rain. It was really the two women who caused the death of the little girls. Each night they started a weird, high-pitched wailing that began on a low, mournful note and whipped up to a frenzy. Then they would stamp their feet and shout as though they had lost their heads. The men sat quiet and self-controlled; it was important for men to maintain their self-control at all times but their nerve was breaking too. They knew the women were haunted by the starvation of the coming year.

Finally, an ancient memory stirred in the old man, Mokgobja. When he was very young and the customs of the ancestors still ruled the land, he had been witness to a rain-making ceremony. And he came alive a little struggling to recall the details which had been buried by years and years of prayer in a Christian church. As soon as the mists cleared a little, he began consulting in whispers with his youngest son, Ramadi. There was, he said, a certain rain god who accepted only the sacrifice of the bodies of children. Then the rain would fall, then the crops would grow, he said. He explained the ritual and as he talked, his memory became a conviction and he began to talk with unshakeable authority. Ramadi's nerves were smashed by the wailing of the women and soon the two men began whispering with the two women. The children continued their game: "You stupid thing! How could you have lost the money on the way to the shop! You must have been playing again!"

After it was all over and the bodies of the two little girls had been spread across the land, the rain did not fall. Instead, there was a deathly silence at night and the devouring heat of the sun by day. A terror, extreme and deep, overwhelmed the

whole family. They packed, rolling up their skin blankets and pots, and fled back to the village.

People in the village soon noted the absence of the two little girls. They had died at the lands and were buried there, the family said. But people noted their ashen, terror-stricken faces and a murmur arose. What had killed the children, they wanted to know? And the family replied that they had just died. And people said amongst themselves that it was strange that the two deaths had occurred at the same time. And there was a feeling of great unease at the unnatural looks of the family. Soon the police came around. The family told them the same story of death and burial at the lands. They did not know what the children had died of. So the police asked to see the graves. At this, the mother of the children broke down and told everything.

Throughout that terrible summer, the story of the children hung like a dark cloud of sorrow over the village and the sorrow was not assuaged when the old man and Ramadi were sentenced to death for ritual murder. All they had on the statute books was that tribal murder was against the law and must be stamped out with the death penalty. The subtle story of strain and starvation and breakdown was inadmissible evidence at court; but all the people who lived off crops knew in their hearts that only a hair's breadth had saved them from sharing a fate similar to that of the Mokgobja family. They could have killed something to make the rain fall.

SUBJECT: ENGLISH

GRADE: 8

DATE:		THEME:	
DURATION	1 hour 30 minutes/1hour 45 minutes		
TOPIC	Short story		
SKILLS	READING AND VIEWING		LANGUAGE STRUCTURES AND CONVENTIONS
TEACHING AND LEARNING ACTIVITIES	• Revise story features orally. • Tell the learners to look at the title and the pictures and make predictions about what the story will be about. OR • Groups of learners can skim and scan different pages and make predictions. • Discuss difficult words from the story for addition to personal dictionaries • Provide and explain a graphic organiser for summarising and note taking. • Role model reading. • Ask learners to also read aloud.	• Stop at important points to discuss the main points, features of the story and verify predictions. • Teach theme, figurative language, literal and figurative meaning when the ‘teaching moment’ arises in the story. • Show the learners how language structures are used. • Group the learners and tell them to summarise the key points taught using a graphic organiser. • Allow feedback, discussion and checking/correcting notes. • Provide application activity.	• Vocabulary building. • Sentence construction. • Tenses • Punctuation.
RESOURCES	Graphic organiser, story, dictionary		
CURRICULUM DIFFERENTIATION	Use of differentiated graphic organisers. Tier 1 skim and scan 1 page. Tier 2 skim and scan 2/3 pages		

	Tier 3 skim and scan all pages.
ASSESSMENT	Informal
REFLECTION	What worked well in the lesson? What should be changed?

ASSESSMENT FOR LEARNING ACTIVITIES

Match the story feature in column A with the correct definition in column B

COLUMN A	COLUMN B
1. Setting	A. The main message in the story
2. Characterisation	B. Metaphor, simile, personification
3. Figurative language	C. The expression of one's meaning by using language that normally signifies the opposite
4. Theme	D. How characters are portrayed
5. Irony	E. Where and when the story takes place.

ANSWERS

1. E
2. D
3. B
4. A
5. C

Vocabulary Extension

As learners read the story, they must identify words that are unfamiliar and difficult. They must compile a list of those words, look up their definitions in the dictionary and use the words in a sentence.

The following format is an example.

Personal Dictionary format

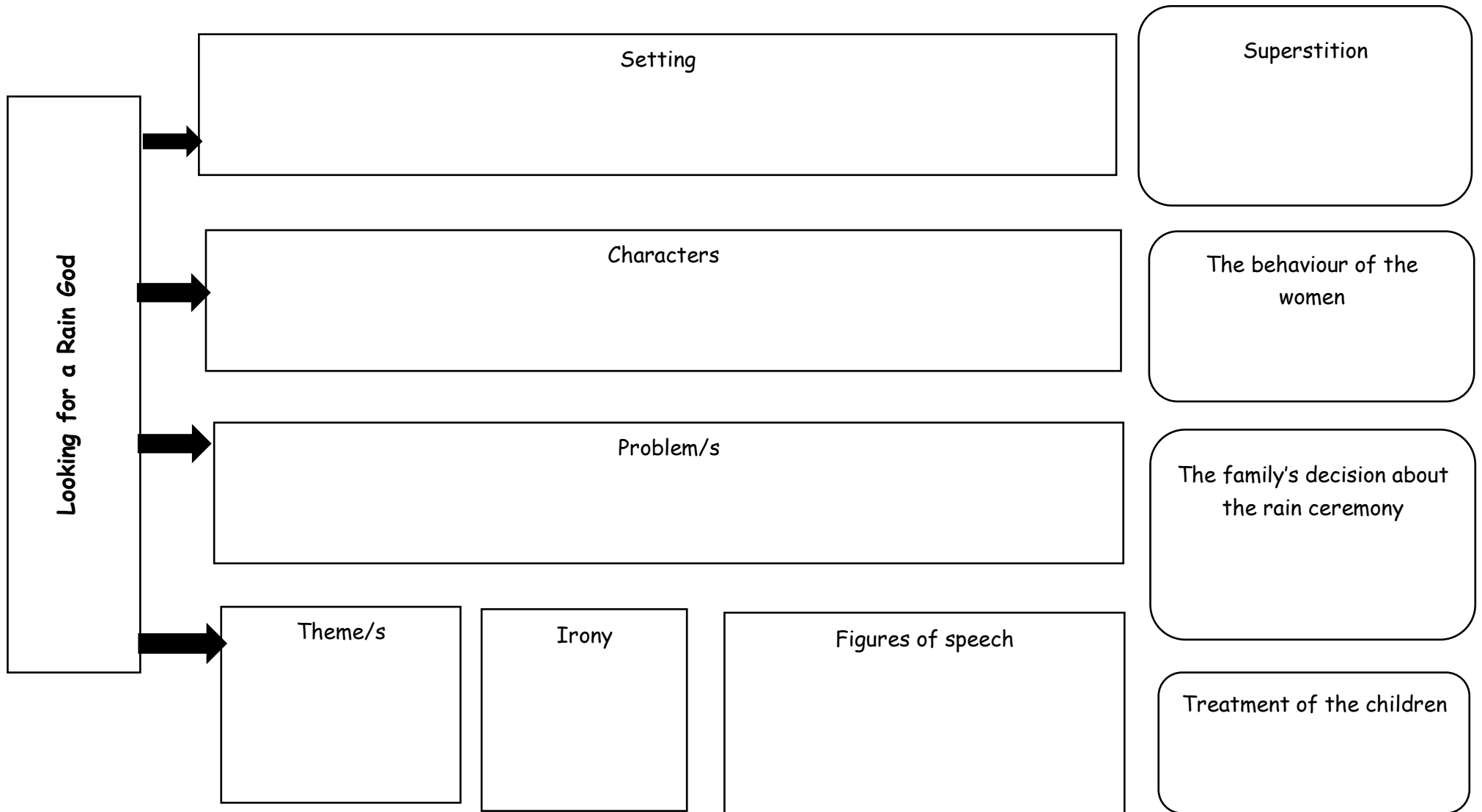
Word: _____.

Meaning: _____.

Sentence: _____.

Worksheet

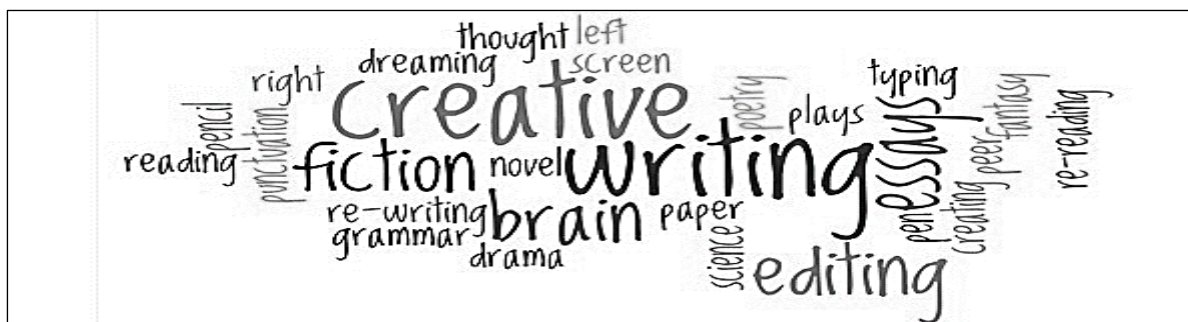
Fill in the information to summarise the story.



ASSESSMENT FOR LEARNING

NO	QUESTION	MARKING GUIDELINE	MARKS
1.	Who is the main character?	Mokgobja✓	1
2.	What natural disaster changed the villagers' lives?	Drought✓	1
3.	Describe Mokgobja.	70-year-old farmer/ household head/ drought victim/ follows traditions and rituals/ sacrifices granddaughters to save the family. (Accept any two.) ✓✓	2
4.	Identify the figure of speech in the following sentence and say why it is effective. 'the sun sucked up the last drop of moisture out of the earth'.	Personification. ✓ It shows how severe the drought was.✓	2
5.	Why did the men sacrifice the children?	They were terrified of starvation ✓and struggled to deal with the behaviour of the women. ✓	2
6.	Where is the story set? Explain why you say so.	A rural village. ✓ The land is described as vast clearings in the bush. ✓	2
7.	Why is the end of the story ironical?	The men thought by sacrificing the children, their lives would be saved. ✓But because they sacrificed the children, they lost their lives. ✓	2
8.	If you were Ramadi, would you sacrifice your daughters for your survival? Provide reasons for your answer.	Yes/No✓ A reasonable explanation in the context of the text. ✓✓	3
	TOTAL		15

WRITING

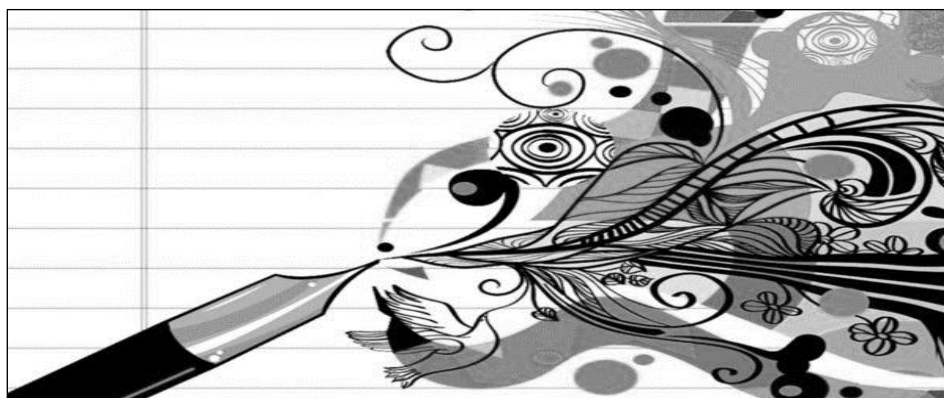


[Source: <https://essayscouncil.net/creative-writing/>]

Writing and presenting allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively.

Writing should be closely linked to the literary text being studied. A good understanding of the text can assist the learners when they have to write a similar text. For example after a short story is read, the learners may be asked to write a narrative essay. Therefore, discussions about the structure of the text and teaching the language structures can lead to written work activities that serve a clear purpose.

The Narrative Essay



[Source: <https://dkpl.org/tea-for-tweens-july-edition-send-us-your-creative-writing/>]

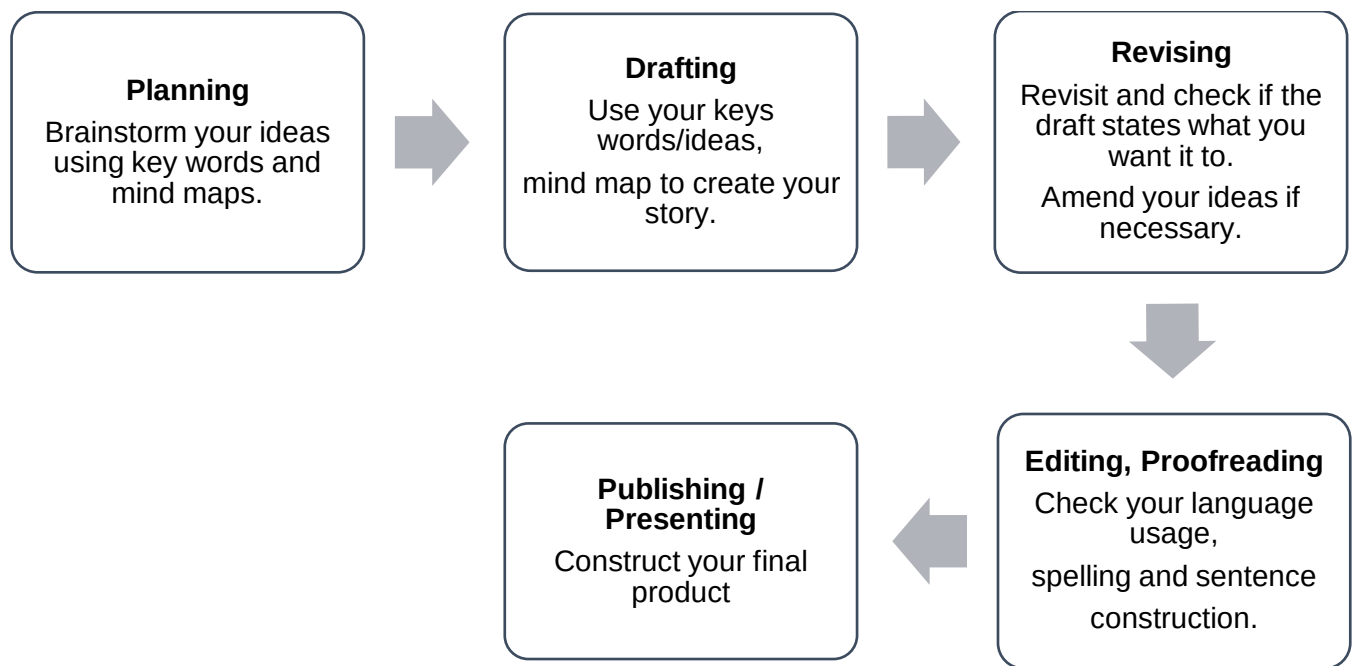
A narrative essay tells a story or a past event that does not have to be a true event.

Features

- ⇒ It can be written from any perspective.
- ⇒ It is usually written in the past tense to recount events.
- ⇒ The introduction should capture the reader's attention.
- ⇒ Characters are developed.
- ⇒ Detailed description is given of people, places, objects and action.
- ⇒ Sensory details such as sight, sound, taste, smell and tactile sensations should be highlighted to maintain the reader's interest.
- ⇒ Direct speech can be used to add interest and develop characters.
- ⇒ A problem or difficulty is introduced.
- ⇒ It develops tension as it builds to a climax.
- ⇒ The problem is typically resolved.
- ⇒ The conclusion could either resolve the issue or leave the reader reflecting.

Process writing

The teaching of writing does not only focus on the product but also on the process of writing. During process writing learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work and to present a written product that communicates their thoughts. The process may unfold as stated below:



The Process Writing Approach

- Fosters creativity
- Has a focus on the process by which learners produce their written products rather than on the products themselves.
- Learners have to think about what they are going to write, produce draft, revise, edit and give and receive feedback on their work before coming up with the final version of the text.
- An approach to teaching writing that allows the teacher and the learners to go through the process of producing a text together.

HOW TO TEACH WRITING:

When teaching writing one should integrate Language structures e.g. punctuation, sentences construction, types of sentences, paragraphs, etc.

The teacher can ask learners to define a sentence and a paragraph.

Describe /define a sentence:

- **A sentence** is a set of words that is complete in itself, containing **a subject** and **predicate**, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

A paragraph:

- Is a group of sentences that are built around a main idea.
- It usually starts with a topic sentence.
- Has all other sentences supporting its main idea and maintains a consistent flow.

The topic sentence:

- It is usually the first sentence of the paragraph.
- It is the main idea of the paragraph.
- It gives direction to the rest of the paragraph.
- It tells what the paragraph is all about.
- There should be a 'strong' verb in the sentence.
- It is a clearly stated idea.

The supporting sentences:

- 4-8 sentences that follow after the topic sentence.
- It supports the main idea.
- It explains the main idea.
- It elaborates the main idea.
- Makes use of simple and complex, compound sentences, clauses, and phrases.

The concluding paragraph:

If one paragraph is being written, the learners should summarise the last idea/theme.

When 3-6 paragraphs are being written, the last paragraph should include the following:

- Refer to introduction
- Summarise all paragraphs
- Give own opinion

THE WRITING PROCESS

All learners should:

- decide on the **purpose** and **audience** of a text to be written.
- **brainstorm** ideas using, for example mind maps, flow charts or lists,
- select relevant information and **organise ideas**.
- produce the first draft which considers purpose, audience, topic and genre.
- read drafts critically and **get feedback** from peers.
- **edit** and proofread the draft.
- produce the **final version**.

MARKING SYMBOLS

Teachers should use the following symbols when marking their learners' writing.

SYMBOL	EXPLANATION
Punc	Punctuation mistake
()	Something not necessary
Sp	spelling
○	Put in full stop here
Ww	Incorrect word usage
Wo	Incorrect word order
Λ	Word omitted
T	Incorrect Tense
?	Unclear
Pl	plurality
Sva	Subject verb agreement

ESSAY WRITING

An essay should have an introduction, body and conclusion.

- **Introduction:** should catch the reader's attention and briefly tell the reader what the essay will be addressing.
- **The body:** must be divided into **paragraphs**, each must pursue a specific idea to the end. The writer must address all the ideas he/she wanted to address.
- **The conclusion:** should tie up all that was presented by the writer. As this is the end, the writer must not bring in new information.

ELEMENTS OF A NARRATIVE ESSAY

1. Setting
Where and when the story happens/event takes place.
2. Characters
Answers the question who by naming each character and the role he/she plays.
3. Conflict (Problem)
Why? How? Questions. Note the main character's problem. Then describe his/her situation as the story opens.
4. Action (What happens)
What? Question. Summarises the major events of a story.
5. Climax
What? Question. Indicates the point that leads to the highest
6. Outcome (Resolution)
What? How? Questions. Indicate how the conflict is resolved.

How to start a Narrative Essay?

1. Introduction
This is the paragraph that begins a story.
This is where the writer describes the setting, introduces the character and prepares the reader for the action to come.
It must be interesting, lively enough to make the reader want to keep reading.

How to make the introduction interesting?

- It must have a hook
- The hook is usually in the first sentence.
- It grabs the attention of the reader.
- It makes the reader start guessing.

2. Body
 - It contains most of the plot.
 - The action in the plot can be organised in different ways.
 - Each paragraph gives more information about the story as it proceeds in time.
 - The first paragraph usually describes the first event.
 - The second paragraph describes the second event.
 - In a chronological order, each paragraph ends with a transitional sentence.
 - A transitional sentence is a sentence that signals the end of the action in one paragraph.
 - It provides a link to the action of the next paragraph.

3. Conclusion

- Show how the main character has grown or changed as a result of his/her experiences.
- To achieve this, a combination of techniques can be used, e.g. describe the main character's memories, actions, feelings, hopes or wishes as a result of the events in the story.

Joint constructing

- During this step, which will facilitate later independent composing, the teacher and learners work together to begin writing a text.
- While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising.
- The learners contribute information and ideas, and the teacher writes the generated text on the board.

Independent constructing

- At this point learners have examined model texts and have jointly constructed a text in the genre. They now undertake the task of **composing their own texts** on a related topic.
- Class time can be set aside for learners to compose independently.

Revising

- Learners will eventually have a **draft that will undergo final revision and editing**.
- This does not necessarily mean that teachers have to collect all the papers and mark them one by one.
- Learners may check, discuss, and evaluate their work with their peers, as the teacher again guides and facilitates.

Topics

Write an essay of between 180- 210 words (4 – 7 paragraphs) on one of the following topics.

Write the title of your essay.

1. People change, some stay together, and some fall apart. Write about an old friend you have lost touch with and write why it happened.
2. An encounter with the police.
3. Stronger together.

PLANNING

Answer the following questions to guide you with your planning.

Hand in your planning with your final product.

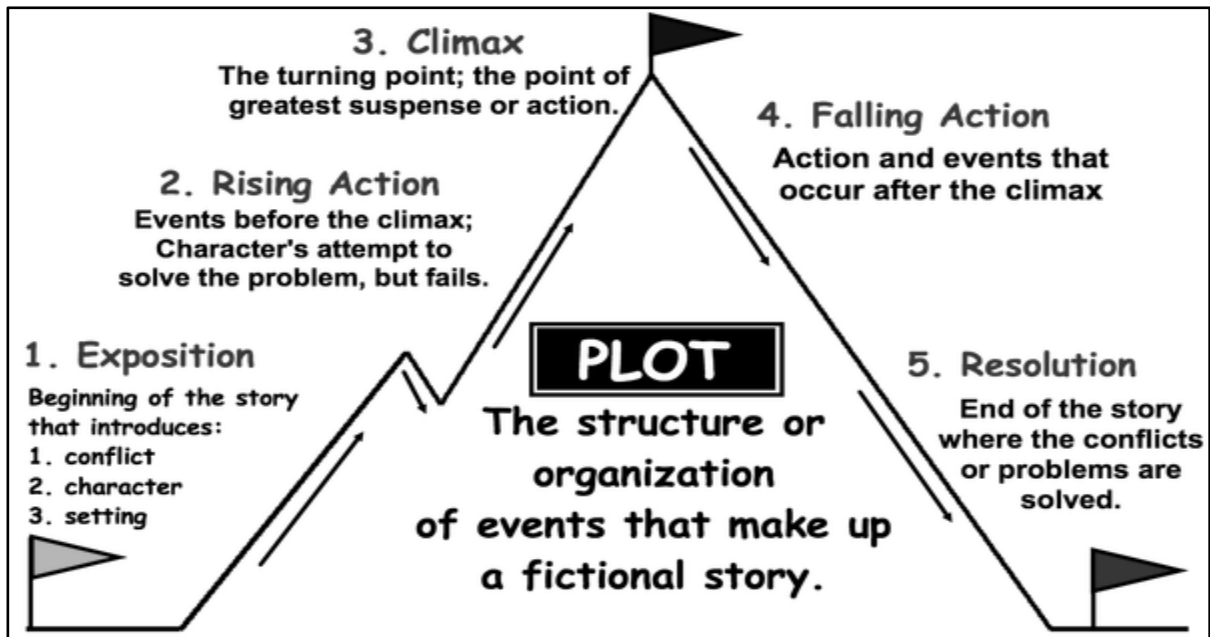
1	Where did the story begin?
2	Who was the main character? Describe that person. Who else was there? Give a reason why they were together.
3	Write about a problem/ complication that started.
4	Did it get worse? How?
5	What was the worst point?
6	Was the problem solved? How did the story end?

NARRATIVE ESSAY CHECKLIST		
CRITERIA	YES	NO
My essay has a title.		
My essay tells a story of a past event.		
It is written in the past tense.		
My introductory paragraph will capture the reader's attention.		
My essay has characters and they are correctly introduced and developed.		
My essay has a strong plot and it is convincing even if it is fiction.		
My essay is divided into paragraphs.		
Connecting words and phrases show how events progress.		
It is the appropriate length.		
It has an unusually interesting ending.		

LESSON PLAN			
DATE:		GRADE: 8	THEME:
SKILLS	WRITING AND PRESENTING		LANGUAGE STRUCTURES AND CONVENTIONS
DURATION	2 hours/ 3hours 30 minutes		
TOPIC	Narrative essay		
TEACHING AND LEARNING ACTIVITIES	- Determine learners' prior understanding of the plot of a short story - Revise the plot using a story read in class. Refer to the teachers' notes, - Tell the learners to include a plot in their writing. - Provide the topic. - Highlight the key words and discuss the meanings to ensure understanding of the topic. - Provide a worksheet for planning purposes (worksheet 1). - Model shared writing on the board.	- Revise tenses and vocabulary from the story read and encourage learners to apply these in their writing. - Tell the learners to draft their essays. - Support learners at different levels by walking around and offering help. - Revise the shared writing. Refer to notes. - Tell the learners to also do revision. - Show learners how to edit their work. Refer to notes. - Provide the checklist for use before presenting. Rubrics may also be shared for direction about mark allocation.	Spelling - Provide spelling words. - Use this for rapid rounds of spelling competitions during the teaching cycle. Punctuation - Use learners' writing or a paragraph from the story to highlight and discuss punctuation. - Give learners an activity on punctuation. - Teach tenses.
RESOURCES	Worksheets, pictures, chalkboard, checklist, rubric		
DIFFERENTIATION	Support struggling learners e.g. by providing pictures with vocabulary words. Learners at grade level will use the planning template. Learners above grade level can design their own planning template.		
ASSESSMENT	Assessment for learning or formal assessment.		
REFLECTION	Reflect on what worked and what may be changed the next time essay writing is taught.		

TEACHER'S NOTES

Use the plot diagram as a guideline for writing the essay.



[Source: www.teacherspaytrachers.com]

Analyse the topic

Help the learners to understand the essay question. They must practise to:

- identify key words.
- understand process words
- work out meanings of words.
- understand the requirements of the question.

Use these topics for discussion:

1. A funny story that happened to you.
2. A time when you discovered a secret.
3. Mothers can be a voice of reason and moral discipline. Write about the way your mother influenced you.
4. Write about your talent and how you developed it.
5. Write about how you got a job because of your hobby.

Shared writing

- Shared writing is a process used by the teacher to provide learners with a model example on how to write a particular kind of text.
- The teacher writes a text together with learners.
- Both contribute their thoughts and ideas to write.
- The teacher acts as a scribe, writing the text as it is developed on the board. A learner could also take the role.
- This can be done as a whole class or in smaller groups, involving the teacher meeting with a group of learners with similar writing abilities.
- The product could be used for editing.
- Shared writing is also known as joint construction.

GUIDELINES FOR EDITING WRITING

When you edit your work, you correct spelling, punctuation and grammar.
Remember to use **CUPS**.

C	Capitalise: check words that should be written in capital letters like names, places, months, titles, etc.
U	Use of grammar: check that correct grammar is used e.g. nouns match with verbs.
P	Punctuation: check full stops, commas, question and exclamation marks, apostrophes etc.
S	Spelling: use a dictionary and check the spelling of words.

GUIDELINE FOR EDITING WRITING

When you edit your work, you correct spelling, punctuation and grammar.
Remember to use **CUPS**.

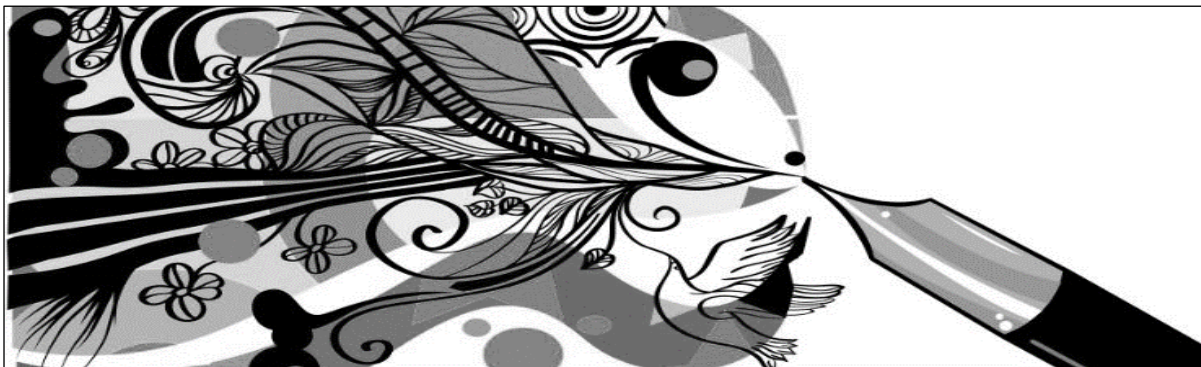
C	Capitalise: check words that should be written in capital letters like names, places, months, titles, etc.
U	Use of grammar: check that correct grammar is used e.g. nouns match with verbs.
P	Punctuation: check full stops, commas, question and exclamation marks, apostrophes etc.
S	Spelling: use a dictionary and check the spelling of words.

MARKING RUBRIC (30 MARKS)

GRADE 8

	15-18	11-14	8-10	5-7	0-4
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context. 18 MARKS	Outstanding/Striking response. Thought-provoking and mature ideas. Excellent development of topic. Very well organised and coherent (connected) including introduction, body and conclusion.	Well-crafted response. Relevant and interesting ideas. Well-organised and coherent (connected) including introduction, body and conclusion.	Satisfactory response. Reasonably convincing and coherent ideas. Reasonably organised and coherent including introduction, body and conclusion.	Consistently incoherent response. Unclear ideas and unoriginal. Little evidence or organisation and coherence.	Largely to totally irrelevant response. Confused and unfocussed ideas. Vague and repetitive. Little or no evidence of organisation and coherence.
LANGUAGE, STYLE, EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context. Word choice. Language use and conventions. Punctuation, grammar, spelling. 08 MARKS	07-08 Tone, style, register and vocabulary highly appropriate. Language excellent. Rhetorically effective in tone/context. Virtually error-free in grammar and spelling. Skilfully crafted.	06-05 Tone, style, register and vocabulary very appropriate. Language engaging and generally effective. Appropriate and effective tone. Few errors in grammar and spelling. Well-crafted,	05-04 Tone, style, register and vocabulary appropriate. Appropriate use of language to convey meaning. Tone is appropriate. Rhetorical devices used to enhance content. Several language errors.	03-02 Tone, style, register and vocabulary less appropriate. Very basic use of language. Tone and diction are inappropriate. Very limited vocabulary. Error ridden and confusing.	01-0 Tone, style, register and vocabulary not appropriate. Inadequate use of language. Tone and diction are inappropriate. Exceptionally limited vocabulary. Error ridden and confusing.
STRUCTURE Features of text; Paragraph development and sentence construction 04 MARKS	4 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed Essay makes sense	3 -Logical development of details -Coherent -Sentences, paragraphs logical, varied Essay makes sense.	2 -Relevant details developed -Sentences, paragraphs well-constructed Essay makes sense.	1 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0 -Necessary points lacking -Sentences, paragraphs faulty -Essay lacks sense

TRANSACTIONAL WRITING



[Source: <https://wilmetteinstitute.org/learner-seeks-balance-between-spiritual-practice-and-creative-writing/>]

INTRODUCTION

Transactional writing is an umbrella term that covers many different writing genres. The purpose of each transactional writing text type is to communicate ideas and information to the reader by persuading, informing, advising or arguing a point. Sometimes two or more purposes can be combined in a single text type.

THE OBITUARY

DEFINITION

An obituary is a notice of a death which commemorates and informs others of someone's death.

FEATURES

- Full names; birthplace; where the person lived; date of birth; date of death, key survivors (spouse, children) and their names; time, date, place of funeral, brief information about the deceased, etc.
- Some of the following may also be included: Cause of death (cultural sensitivity); biographical information; memorial tribute information.

LENGTH OF TEXT TO BE PRODUCED

TEXT TYPE	GRADES	
	8	9
Longer transactional texts	120-140 words	140-160 words
Shorter texts	80 – 90 words	90-100 words

LESSON PLANS			
Grade	8		
Skill	Writing and Presenting		Language Structures and Conventions
Duration	2 hours/ 3hours 30 minutes		
Topic	Write an obituary		Vocabulary building
Teacher activities	Lesson 1 • Ask questions to determine the learners' background knowledge about the obituary and funeral notice in Worksheet 1. Refer to the teacher's notes. • Tell the learners they will be learning about an obituary. • Define 'obituary'. Ask the learners to copy the definition in their books. Refer to the teacher's notes. • Read and examine the obituary example in Worksheet 1. • Guide the learners to fill in the features next to the obituary. Refer to the teacher's notes. • Examine the language and tone. • Discuss the obituary topic. • Explain the writing framework in Worksheet 2.	• Role model drafting the obituary on the board. Use the sample obituary in the teacher's notes for role modelling if required. • Tell the learners to follow the example and write their drafts using the writing framework in Worksheet 2. • Give the learners the rubric and explain how marks will be awarded. Lesson 2 • Teach the learners how to revise their draft copies. Refer to notes. • Show the learners how to edit their work. Refer to notes. • Provide a checklist after they write their final copies.	Lesson 1 • Discuss vocabulary from text 1. • Tell the learners to enter the words in their personal dictionaries or word bank. Lesson 2 • Teach the learners how to build word families. • Tell the learners to answer the questions in Worksheet 2.

Resources	Worksheets.	Worksheets.	Worksheets.
Differentiation	Tier 1: Provide a writing framework and cues. Tier 2: Provide a writing framework. Tier 3: Learners create their frameworks.		-
Assessment	Obituary		
Reflection	Reflect on what worked well and what should be improved.		

ASSESSMENT FOR LEARNING ACTIVITIES

WORKSHEET 1

OBITUARY

Nobuhle Ndlela, 48, passed away on the 18th of March 2007 at her home in Westville near Durban after a short illness.

She was born on the 11th of April 1959 in Pretoria to Anna and Joseph Ndlela. Nobuhle is survived by her three children, Lilly, Samkelo and Okuhle and two grandsons Mxolisi and Mvelo.

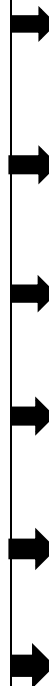
Nobuhle obtained a Bachelor of Arts degree from the University of South Africa in 1999 and had a successful career as a Human Resource Officer.

She was involved in her local NGO, 'Feed a Child' and had a passion for changing the lives of children. Nobuhle was the most generous human being.

Everyone who came across her was impressed by her selflessness. Her empathetic nature and care will be sorely missed.

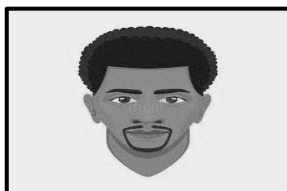
Her funeral service will be held on the 22nd of March 2007 at 10:00 at the Catholic Church in Lake Road Westville followed by her burial at 13:00 at the All-Saints Cemetery in Westville.

Write the features.



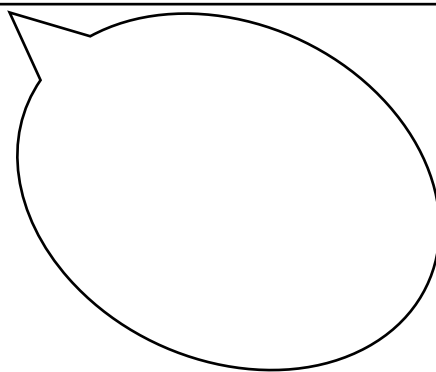
FUNERAL NOTICE

- Full names and Surnames.
- Image



- Birth year – Death year
Or
Full date of birth – Full date of death
- Funeral notice:
 - Venue
 - Time
 - Date
 - Contact
- You may also include a poem

Note the differences between the obituary and funeral notice.



WORKSHEET 2

ANSWER THE FOLLOWING QUESTIONS IN YOUR EXERCISE BOOKS.

1. Write the definition of 'obituary'.
2. Make sentences with the words below after you write them in your dictionary.

cremation	commemoration	cemetery	condolences	survived by	preceded by
impressed	generous	passion	empathetic	selfless	tribute

3. Identify the word families for the bold words in row 1. Use the word 'impressed' as an example to complete the other word families. Use your dictionary to help you. Draw the table below in your exercise book to write your answers.

Word family	impressed	care	appreciation	empathetic
Noun	impression			
Verb	impress			
Adverb	impressively			
Adjective	impressive			

4. Your best friend has unfortunately passed away and her parents would like you to draft an obituary for her. Write an obituary in about 140 words. [10]

WRITING FRAMEWORK FOR THE OBITUARY

TIER 1 WRITING FRAMEWORK

GENERAL FEATURES OF THE OBITUARY	LEARNER'S RESPONSE
Write the deceased's: • full names and surname. • year of birth and year of death. • birthplace and residence.	
Provide biological information: • name, surname and age of the deceased • place a nickname within inverted commas • date and place of death. • cause of death. • say who the key survivors are.	
Highlight the deceased's: • education • achievements at work and in the community.	
Write what the person was: • best at • will be remembered for	
Provide information about: the effect this person had on others.	
Write about the funeral arrangements Date, time, place and address	
Write the deceased's: • full names and surname. • year of birth and year of death. • birthplace and residence.	

TIER 2 WRITING FRAMEWORK

GENERAL FEATURES OF THE OBITUARY	LEARNER'S RESPONSE
Give a brief description of the deceased and his/her death.	
Write the person's biographical details.	
Provide information about his/her education, job and other achievements.	
Write about what the person was best at and will be remembered for.	
Provide information about the deceased's effect on others.	

TIER 3 WRITING FRAMEWORK

The learners design their own framework for the topic provided.

3.1.7. OBITUARY CHECKLIST

In my obituary I have ...	YES	NO
1. A description of the person and the person's death.		
2. Biographical details.		
3. Information about education and other achievements.		
4. Said what the person was best at and will be remembered for.		
5. Information about the effect this person had on others.		
6. The funeral / memorial arrangements.		
7. Revised ideas.		
8. Edited work.		

GUIDELINES FOR REVISING WRITING

When you revise, you make your work better by rereading it and adding more details.
You can also change the words you used. Remember to use **ARMS**.

A	Add sentences or words. Add details. Add descriptions. Add Use your senses.
R	Remove unnecessary words and sentences. Remove what does not make sense.
M	Move a sentence or word placement to make it sound better.
S	Substitute words or sentences. Substitute 'dead' words with 'alive' words.

GUIDELINES FOR EDITING WRITING

When you edit your work, you correct spelling, punctuation and grammar.
Remember to use **CUPS**.

C	Capitalise: check words that should be written in capital letters like names, places, months, titles, etc.
U	Use of grammar: check that correct grammar is used e.g. nouns match with verbs.
P	Punctuation: check full stops, commas, question and exclamation marks, apostrophes etc.
S	Spelling: use a dictionary and check the spelling of words.

TEACHER'S NOTES

Use the information below to guide responses to the learners during discussion.

1. Death notices usually contain basic information about the deceased person like full name, date of birth, place of birth, and age.

An obituary is a notice of a death which commemorates and informs others of someone's death.

A *euphemism* is a polite expression used in place of words that might be considered harsh or unpleasant e.g. instead of saying 'died', one may use 'passed away', 'at rest' or 'lost his/her life.'

2. This is an example of information that should appear in the obituary.

THE OBITUARY

Give a brief description of the deceased and his/her death.

Start with the person's name, where they lived, and when they passed away. You do not need to provide the cause of death if you do not want to.

Write the person's biographical details.

State the place where the deceased was born. Mention the close family members, such as immediate family and parents, by name. For others that have passed away before your loved one, use the phrase 'preceded in death by,' and use 'survived by' before listing any relatives still living.

Provide information about his/her education, job and other achievements.

Write the important events their life like education and their job. Write events chronologically or in order of what you feel is the most important.

Write about what the person was best at and will be remembered for. When you include personal details, it will capture the spirit of your loved one, so others understand what their life was like. List hobbies or activities they participated in.

Provide information about the deceased's effect on others.

Say how the deceased made a positive difference to others.

Write about the funeral / memorial arrangements.

If it is a public service, list the time, date and place so that others who were close to your loved one know where to go.

3. An example for teacher demonstration on the board and discussion to guide the learners while they draft, revise and write their obituaries.

Give a brief description of the deceased and his/her death.	On the morning of 10 June 2022, Thandi Sibiya, of Kokstad passed away at the age of 45 in a car accident.
Write the person's biographical details.	Thandi was born to Somizi and Agnes Khoza in 1977 in Kokstad. In July 2010 she married Jomo Sono, and together they raised two children, Thokozile and Zama. She is preceded in death by her father and her mother. She is survived by her husband, her two children and several cousins, nieces, and nephews.
Provide information about his/her education, job and other achievements.	Thandi matriculated at Kokstad College in 1995. Thereafter she studied at Jacky Comomo's Culinary School in Port Shepstone. She qualified as a chef in 2002 and was the Head Chef at the Cheeky Owl Restaurant in Margate for the last 15 years.
Write about what the person was best at and will be remembered for.	When Thandi was not working at the restaurant, she dedicated her time to community upliftment. She was passionate about alleviating poverty in her neighbourhood.
Provide information about the deceased's effect on others.	She will be remembered for her good sense of humour, delicious meals and commitment to teaching unemployed youth to plant food gardens.
Write about the funeral/ memorial arrangements.	A public memorial service will be held on 18 June 2022 at 11:30 at the Revival Church in Gamalakhe. It will be followed by a burial at 14:00 at the church cemetery.

OBITUARY RUBRIC				
CRITERIA	EXCEPTIONAL	SATISFACTORY	MODERATE	INADEQUATE
CONTENT/PLANNING FORMAT - Biographical information - Response and ideas - Purpose, features, context/ conventions [12]	9 – 12 - Biographical information provided in detail. - Complete adherence to topic. - Contains all the details of an obituary - Outstanding achievement of purpose - Exceptional development of content	7 – 8 - Detailed description of the background and achievements of the deceased is provided. - Response demonstrates adequate understanding of obituary - Purpose achieved	5 – 6 - Some details are provided - Partial achievement of purpose. - Demonstrates basic knowledge of an obituary.	0 – 5 - Little or no relevant details provided - Not related to the topic - Rules of format applied - Purpose not achieved - Incoherent
LANGUAGE STRUCTURES AND CONVENTIONS - Tone, register, style, purpose, effect, audience, and context. - Language use and conventions - Word choice, punctuation, and spelling [8]	7 – 8 - Varied and correct sentence structure - Register, style and tone highly appropriate to the purpose and context of an obituary - Exceptional use of appropriate vocabulary - Correct language usage, spelling and punctuation	5 – 6 - Correct sentence structure - Register, style and tone appropriate to the purpose and context of an obituary - Appropriate use of vocabulary - Few errors in language usage, spelling and punctuation	3 – 4 - Some errors in sentence structure - Register, style and tone inappropriate for an obituary - Limited use of appropriate vocabulary - Many errors in language usage, spelling.	0 – 2 - Tone, register, style and vocabulary not appropriate to the purpose of an obituary - Poor sentence structure - Meaning seriously obscured/incoherent.

DIARY ENTRY

DEFINITION

A diary is a portrayal of daily events.

FEATURES

- The writer presents his/her evaluation of the day or event.
- The writer's point of view is expressed using the first-person narration which is the most appropriate approach.
 - The language choice is simple and to the point.
- The tone is determined by the nature of the entry.

LENGTH OF TEXT TO BE PRODUCED

GRADE	7	8	9
Longer transactional texts, e.g. letters	110-120 words	120-140 words	140-160 words
Shorter texts	70 - 80 words	80 – 90 words	90-100 words

LESSON PLANS

SUBJECT: ENGLISH – FAL

GRADE: 8

Skill	Writing and Presenting		Language Structures and Conventions
Duration	2 hours/ 3hours 30 minutes		
Topic	Diary entry		
Teacher Activity	Lesson 1 - Introduce the concept of a diary and assess prior knowledge of diary entries - Define what a diary entry is. - Hand out Worksheet 1 with an example and discuss the features. - Tell the learners to take note of the features, language and tone. - Explain that the language is informal and the tone will vary according to the situation. - Discuss the use of first person to write diary entries.	Lesson 2 - Revise the concept of a diary entry. - Guide the learners to design their own diary entry. Use the guidelines in worksheet 2. - Teach the learners to use the writing process of planning, drafting, editing and presenting. - Give the learners the Checklist in Worksheet 2 to check their work before presenting.	- conjunctions - adverbials
Resources	Worksheets.	Worksheets.	Worksheets.
Differentiation	Tier 1: Provide time allowance for completion of dairy entry.		
Assessment	Assessment for learning	Assessment for learning	Assessment for learning
Reflection	Reflect on what worked and what should be revised in the lesson taught.		

ASSESSMENT FOR LEARNING ACTIVITIES

WORKSHEET 1

Read the following diary entry. Identify the features of diary entries in the blank column.

Tuesday, 5 August 2021 18:00 Dear Diary Today was a most amazing day at school. You will never believe what happened! I received the 'Student of the Year' award for the grade 8s. Can you believe it? Finally, all my hard work really paid off. At first, I thought that it was a mistake when I heard the teacher announce my name and did not respond. After a while I heard my friend, Thabo call my name. As soon as everyone started to clap my heart swelled with pride. I smiled broadly before I bounded up the steps to receive the BIGGEST trophy from my Principal. When I came home my parents hugged me and we danced in a circle. Today marks a milestone in my life and I will carry on doing my best at school. That's all for now 😊	
--	--

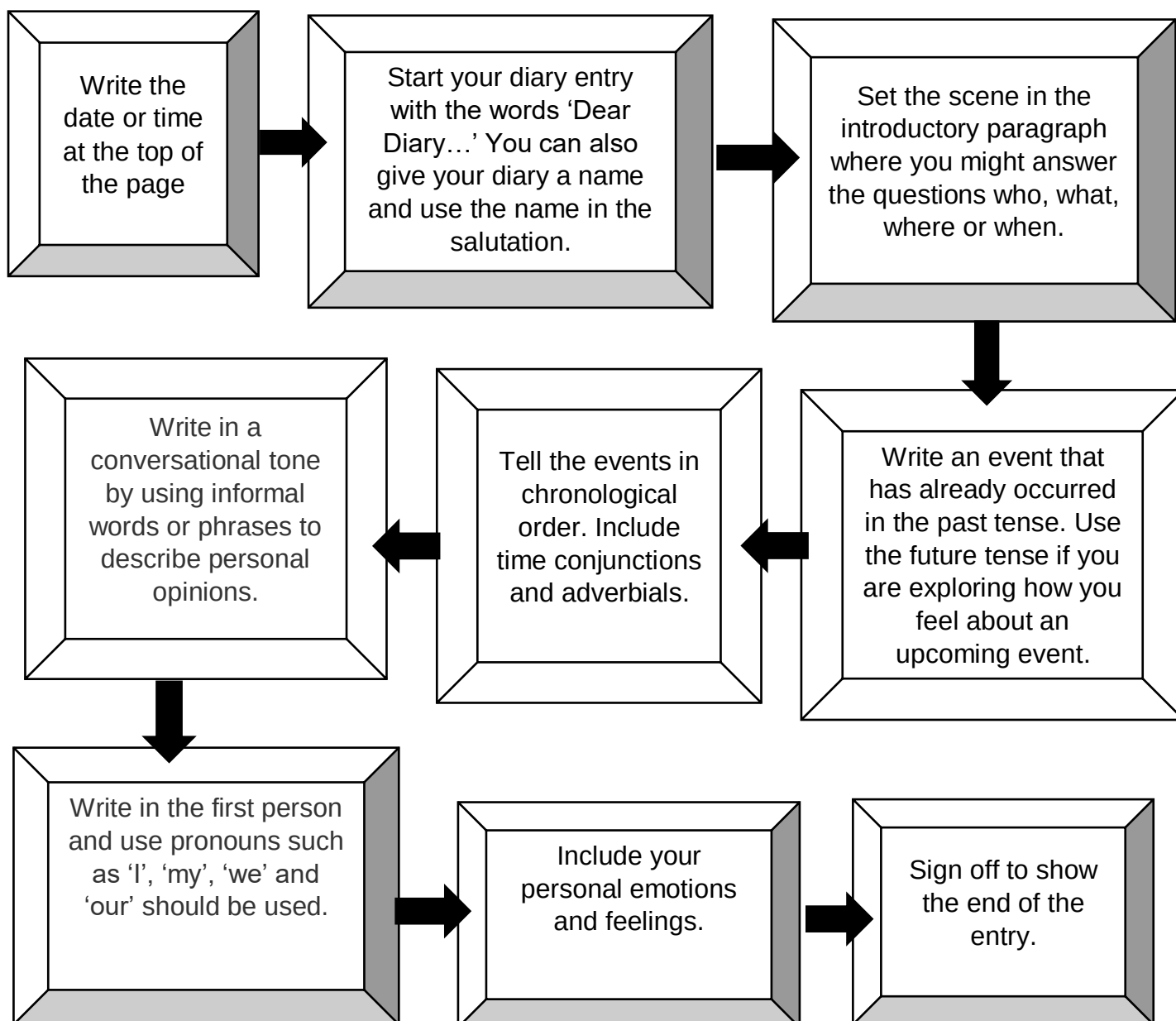
Read about words that connect ideas.

A time adverbial is a word, phrase or clause that modifies a verb.	• These are examples: today, soon, in the morning, after a while, all of a sudden. • Identify and write 2 examples of time adverbials from the text above.
Time conjunctions tell us when something is happening.	• Here are some examples: when, while, meanwhile, before, then. • Identify and write 2 examples of time conjunctions from the text above.

WORKSHEET 2

GUIDELINES TO WRITE A DIARY ENTRY

Read the guidelines below and use it when you write your diary entry.



WORKSHEET 3

DIARY WRITING TOPIC

You were seen fighting during break time. Your teacher tells you that the principal would like to see you in his office. Write a diary entry to express your feelings on being called to the office.

[10 marks]

DAIRY WRITING CHECKLIST

Check your work by indicating if you have (✓) or have not (x) included the item in the first column.

I HAVE ...	YES ✓	NO x
• the day and date at the top of the diary entry.		
• started with, 'Dear Diary.'		
• set the scene in the introduction.		
• events in chronological.		
• time conjunctions and adverbials.		
• written in the first person.		
• written in the past tense.		
• included personal emotions and feelings.		
• written in an informal, conversational tone.		
• used punctuation marks like question marks and exclamation marks.		
• rhetorical questions.		
• conclusion with reflection		
• signed off.		

TEACHER'S NOTES

INFORMATION SHEET

What is a Diary?

A diary is a personal record of thoughts, feelings and events. Usually, it is written in chronological order. People keep diaries to record what they did on a particular day and to explain feelings, thoughts and opinions about their experiences. Diaries can help us to focus on our lives, work out our thoughts and values, and see how we change as we grow older.

Writing a Diary Entry

When you write a diary entry you write about a day in the life of a real person or character. The diary entry needs to sound as if the person or character has written it so it needs to be written from their point of view. This means including pronouns such as 'I', 'my', 'we' and 'our'.

Date

It is important to include the date or refer to when the account is being written. The response combined with the date of the diary entry gives the reader a firm idea of when the events occurred.

Point of View

Diaries should be written in the first person. This means they are written from the perspective of the writer. Pronouns such as 'I', 'my', 'we' and 'our' should be used. They tell the reader that the diary is being written by someone and that they are talking about themselves. Let's take a look at an example of what is and is not the first person.

As I looked at the finishing line, I knew my training had paid off.

This IS written in the first person.

As she raced past her competitors, she thought about her mother.

This IS NOT written in the first person.

Tense

A diary entry must be written in the past tense if you are talking about an event that has already happened. Main events must be written in the past tense.

The future tense can be used if you are exploring how you feel about an upcoming event.

Structure

A well-written diary entry will have a clear structure. Structure refers to how the diary is laid out in cohesive parts so that it reads well. Since diary entries are personal accounts, they are bound to differ. However there is a common way to structure an entry. For example,

- using the date as a header.
- starting with the words 'Dear Diary...'
- setting the scene when you are writing your introductory sentences, so it is clear what you are actually writing about. Address the 'who', 'what', 'where' or 'when' questions in the introduction. Here is an example of an introduction to a diary entry that answers the questions who, what, when and where.

Today I noticed that my coach was in a pensive mood while we trained in the stadium.

- You might like to close each entry by writing, 'Write soon...', 'Got to go now...'

Since a diary usually describes more than one event, the use of time conjunctions and adverbials helps to keep the reader engaged. These are examples of time conjunctions and adverbials.

TIME CONJUNCTIONS	ADVERBIALS
• Whenever, after, before, as soon as	• after that, before the race, until sunset

Tone

The tone of a diary entry is often conversational which means you will find informal words or phrases to describe personal opinions. You can create a conversational tone by using:

- simple words
- first person
- contractions
- words that show feelings
- questions
- question marks and exclamation marks
- emojis or doodles

LANGUAGE STRUCTURES AND CONVENTIONS

Encourage the learners to use time connectives by:

Pointing out time connectives when reading texts or encouraging learners to see if they can find any time connectives in texts they are reading.

Encouraging learners to use time connectives in spoken sentences. For example, giving them a time connective and then asking them to make a sentence.

Modelling writing using time connectives on the board during shared writing.

Including written reminders to use time connectives when marking a learner's work.

Putting time connectives on display to remind learners to include them in their writing

[Source: <https://www.theschoolrun.com/user/register?destination=/using-time-connectives>]

DIARY RUBRIC				
CRITERIA	MARKS (10)			
	3	2	1	0
STRUCTURE AND STYLE [3]	• Appropriate and accurate format • Register, style and tone is totally appropriate for the purpose and context of diary entries • Exceptionally well organised and coherent	• Appropriate format with minor inaccuracies • Register, style and tone is appropriate • Well organised and coherent	• Format is inconsistent with requirements • Register, style and tone is inconsistent with diary entries	• Format is incorrect • Register, style and tone is not appropriate
CONTENT [3]	• Complete adherence to the topic. • Excellent development of content • Outstanding response to purpose • Thought-provoking ideas • Exceptional detail in writing	• Adheres to the topic with minor deviations • Content is relevant • Ideas are coherent • Purpose is achieved	• Limited focus on the topic • Ideas are muddled • Partial achievement of purpose	• Completely off the topic • Ideas are poorly presented
LANGUAGE [2]	2		1	0
	• Effective and correct sentence structure • Exceptional use of appropriate vocabulary • Correct language usage, spelling and punctuation		• Limited use of appropriate vocabulary • Many errors in sentence structure, spelling and punctuation	• Vocabulary not appropriate for the purpose • Language usage, spelling and punctuation are seriously flawed
PLANNING AND EDITING [2]	• Evidence of thorough planning and editing • A flawless and well-crafted product • Length is in keeping with requirements		• Inadequate planning and editing • a poorly presented product • Length is incorrect	• No evidence of planning and editing • Length is incorrect