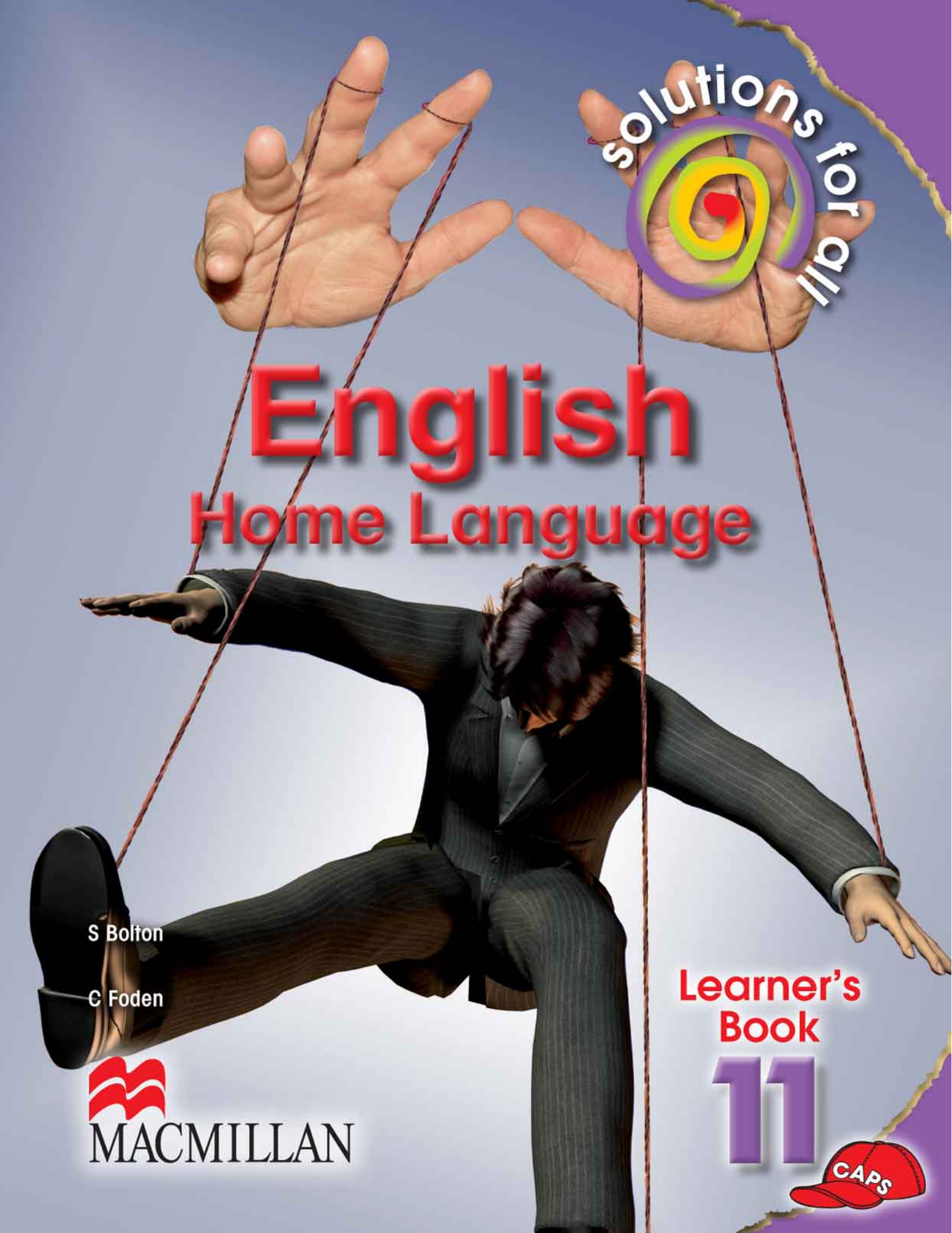




solutions for all

English

Home Language

S Bolton

C Foden



MACMILLAN

Learner's
Book

11



Solutions for all
English
Home Language
Grade 11
Learner's Book

S Bolton
C Foden



Solutions for all English Home Language Grade 11 Learner's Book

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First published 2012

11 13 15 17 16 14 12

0 2 4 6 8 10 9 7 5 3 1

Published by
Macmillan South Africa (Pty) Ltd
Private Bag X19
Northlands
2116
Gauteng
South Africa

Design and typesetting by Resolution

Cover design by Deevine Design

Cover image by

Illustrations by

ISBN: 978-14310-0898-8

WIP: 3995M000

e-ISBN: 9781431018123

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Acknowledgements

Photographs supplied by:

Afripics

Gallo Images

Great Stock

The Bigger Picture

Digital Source

AAI FotoStock

Photo Access

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Dear Learner

Welcome to another exciting year of learning, developing and practising your English skills!

This year you will continue on your path of developing your speaking, reading and writing skills whilst continuously practising your ability to use the English language correctly.

In Grade 11 you will be studying the following three topics, integrated with familiar and new language skills.

Topic	Key focus	Term
1. Listening & speaking	Listening Listening process Different kinds of listening Speaking The speaking process Features and conventions of oral communication texts	1-4
2. Reading & viewing	Interpretation of visual texts Vocabulary development and language use Sentence structures and the organisation of texts Features of literary texts Reading process	1-4
3. Writing & presenting	Process writing Language structures and conventions during the writing process Features of texts produced	1-4
Language: Language structures and conventions integrated within all three topics (Term 1–4)		

The Curriculum and Assessment Policy Statement (CAPS) requires assessment in English to be based on knowledge and skills and the application of skills within a variety of written and visual texts, as well as visual and audio media. For this reason you will find that this book offers you:

- content knowledge previously learnt
- explanations and examples of new language concepts
- a variety of extracts and exercises with new and challenging literary texts
- a variety of current and interesting visual and written sources presented in 18 exciting themes
- Classroom, Homework and Extra practice activities, as well as formal assessment tasks that give you sufficient practice to apply both your knowledge and skills in speaking, reading and writing English, using appropriate language skills.

Good luck and enjoy the journey!

What you will learn about in this theme

- Listening and speaking:
 - Listening for comprehension
- Reading and viewing:
 - Key features of a text
 - Literature
- Writing and presenting:
 - Friendly/formal letter
 - Writing process
- Language:
 - Sentence construction

Let's talk about this theme

- What does it mean to you to be proudly South African?
- What cultural and sporting attributes does South Africa have that make us proud to be South African?
- What South African national heritage sites do you know about?
- What natural attributes does South Africa have to make us proud?
- Why is it important for us to promote South Africa?

Weeks 1–2

Listening skills

What do I know already?



Listening skills

Listening involves the process of actively listening to information to learn about the world around us. We need to be good listeners to develop successful relationships with friends, parents and teachers and to improve our knowledge and understanding of life.

Check
myself

How carefully do you listen when others are sharing information with you?

Answer Yes or No to the following questions.

1. I am able to concentrate fully when a teacher reads a passage aloud in class.
2. I am able to answer questions asked by the teacher based on the passage.
3. I am able to identify the topic sentences in a passage. I am able to take notes when listening to the passage being read aloud.

Word bank



collotype	first individual of a species described by science
palaeoanthropologist	a person who studies fossils to find evidence of early human beings and other species
fossil	the remains of an animal or plant that has been preserved
hominid	an ape-man
Sediba	fountain in Sotho

What do I still need to know?



Listening skills

Tonight, when you turn on your favourite television show, close your eyes for a short while and listen. Then open your eyes and tell someone what was said. Do you think you would have accurate recall? We often rely on images to tell a story for us rather than listen to the words.

Listening for specific information demands that we pay attention to the words spoken and not to the images we see, facial expression, body language or dress.

To listen for specific information we must be able to listen for what we need to know.

When you are listening in class, take meaningful notes. Your notes are an effective way to recall what you need to know. You may use key words or short phrases that will help you recall the information. When note-taking, it is useful to list each key word or phrase with a number – this will help you to recall the information in the correct sequence. Read your notes and, if necessary, write your notes in full sentences; then read them again, ensuring that you have recorded the main and supporting ideas.

- The main idea is: the key concept that you need to know
- The supporting ideas: provide details such as how, what, when, where, why, how much, or how many

Identifying the main idea and the supporting details helps you understand the information you have listened to.

Classroom activity 1

Task 1

In this task you will learn to listen for specific information, making meaningful notes by identifying main and supporting ideas. It is important to concentrate and listen carefully to the passage being read aloud by your teacher. Listen to the first reading of the passage to check understanding of the speaker's purpose and the message. Listen to the second reading of the passage to make meaningful notes identifying main and supporting ideas.

Then complete the following:

- answer the questions
- review your notes
- clarify the information
- share your answers with the class.

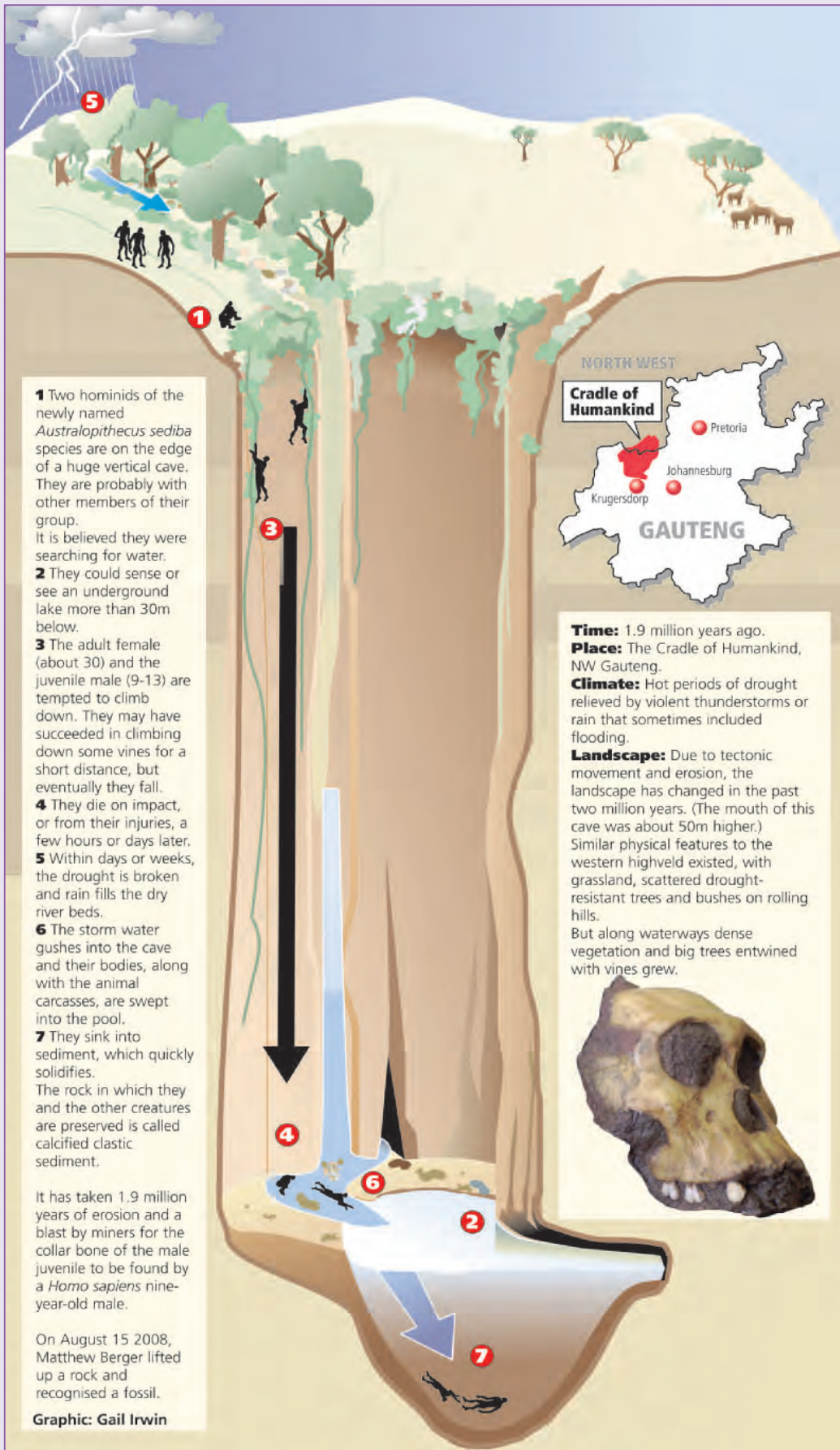
Read this introduction first:

The discovery of two fossilised skeletons in the Cradle of Humankind World Heritage Site is a significant palaeontological find for South Africa and the world. The fossils, which are owned by the people of South Africa, are being described as a transitional species. Your teacher will read the article 'Boy's amazing fossil find' aloud to the class. After the reading you will be asked to answer the questions based on the passage and then share your answers with the rest of the class.

Schoolboy fossil hunter, Matthew Berger, who found the clavicle bone



Reconstruction of an accident that happened 1,9 million years ago



Reconstruction of an accident that happened 1,9 million years ago, Daily News, Friday, 9 April 2010

- 1 Who discovered the fossils?
- 2 Where was the discovery made?
- 3 State the similarities of the skeletons to those of earlier species of ape-man and later species of Homo.
- 4 What is the writer's reason for writing this article?
- 5 What do you think will be the outcome of this discovery for:
 - Palaeoanthropologists?
 - South Africa?
- 6 Why do you think it is important for scientists to excavate for, and explore, fossils and skeletons of ancient species?
- 7 To what extent do you think the name *Sediba* is an appropriate name for the species?

Task 2

In this task you will be divided into groups of four. One member of the group will read the article *History of Robben Island* aloud and the other three members of the group will listen and make notes of the main and relevant supporting ideas. Rewrite the notes you have taken into your own words to share with your group. Each member of the group will then be given an opportunity to read their summarised version to the rest of the group. Compare your summary of the task with the original article. Take note of any factual content you may have omitted or irrelevant information you may have included. This activity should take 30 minutes. This is a peer assessment task.

Key features of a text

What do I know already?



Parts of a book and literary genres

In Grade 10 you learnt the difference between a drama and a novel or short story. A play or drama is written in a different format from that of a novel or short story.

A play or drama is organised as follows:

- It is divided into sections called acts and scenes.
- It is mostly written in the form of a dialogue.
- Characters' names on the left-hand side of the page are followed by a colon.
- Characters' spoken words follow after the colon.
- The action in the play is described through the characters' words.
- Stage directions for the characters to follow are written in italics in the script.

Novels are divided into chapters. Short stories, which are much shorter than novels, are not divided into any sections.



A book has many parts. Can you identify the correct function (purpose) of the following sections of a book?

Write down your answer for discussion and feedback with your class.

1. What information does the title page of a book provide the reader?
2. How does the table of contents help you manoeuvre your way through the book?
3. What information does the glossary of a book provide?
4. Why is the index of a book valuable to the reader?
5. Why is it necessary for a writer to include a bibliography?

Word bank



genre	a category of writing based on style and content
fiction	writing that is about imaginary people and events
non-fiction	writing that is about real people and their experiences
suspense	a state or feeling of tension, excitement or anxiety
adept	to be skilled at something
veld	open grassland

What do I still need to know?



Literary genres

South African literature is also a part of our proud heritage. Your teacher will take you to the library to complete the next activity. You will also be given an opportunity to choose a library book to read for homework.

Literary genres can be categorised in two broad categories: fiction and non-fiction.

Fiction includes:

- drama: writing of plays
- poetry: verse and rhythmic writing
- fantasy: writing that features magical or supernatural worlds/events/characters
- fable: a short story, often with animal characters that speak like humans and teach a moral
- fairy tales: a type of fable or folktale that is about fairies or other magical/imaginary beings
- science fiction: writing that is set in the future or on other planets and includes imaginary scientific developments
- short story: writing that is shorter than a novel
- folklore: traditional stories passed down in a community from generation to generation
- horror: writing that evokes a response of fear, shock or disgust in the reader



- historical fiction: writing that relates the past and is supported by historical facts
- mystery: usually a story that involves solving a crime or something that has been kept secret
- mythology: writing that relates stories about heroes, gods, ancestors and supernatural beings of a particular culture

Non-fiction includes:

- biography: someone's life story written by another person
- autobiography: a story that someone has written about his or her own life

Classroom activity 2

Read the extracts and complete the activities that follow.

Text 1

From an early age, I spent most of my free time in the veld playing and fighting with the other boys of the village. A boy who remained at home tied to his mother's apron strings was regarded as a sissy. At night, I shared my food and blanket with these same boys. I was no more than five when I became a herd-boy, looking after sheep and calves in the fields. I discovered the almost mystical attachment that the Xhosa have for cattle, not only as a source of food and wealth, but as a blessing from God and a source of happiness. It was in the fields that I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire. I learned to stick-fight – essential knowledge to any rural African boy – and became adept at its various techniques, parrying blows, feinting in one direction, striking in another, breaking away from an opponent with quick footwork. From these days I date my love of the veld, of open spaces, the simple beauties of nature, the clean line of the horizon.

(Mandela, N. (1994) *Long Walk to Freedom*. Little, Brown)



Madiba

Text 2

Suddenly she was on the tar of Signal Hill Road and spotted the woman and dog a hundred metres to the left. Her mouth shaped a cry, two words, but her voice was lost in the rasping of her breath.

She ran towards the woman and her dog. It was big, a Ridgeback. The woman looked about sixty, white, with a large pink sun hat, a walking stick and a small bag on her back.

The dog was unsettled now. Maybe it smelled her fear, sensed the panic inside her. Her soles slapped on the tar as she slowed. She stopped three metres from them.

'Help me,' said the girl. Her accent was strong.

'What's wrong?' There was concern in the woman's eyes.

She stepped back. The dog growled and strained on the lead, to get closer to the girl.

'They're going to kill me.'

The woman looked around in fear. 'But there's nobody.'

The girl looked over her shoulder. 'They're coming.' Then she took the measure of the woman and dog and knew they wouldn't make any difference. Not here on the open slope of the mountain. Not against them. She would put them all in danger.

'Call the police. Please. Just call the police,' she said and ran again, slowly at first, her body reluctant. The dog lunged forward and barked once. The woman pulled back on the lead.

'But why?'

'Please,' she said and jogged, feet dragging, down the tar road towards Table Mountain. 'Just call the police.'

(Meyer, D. (2009) *Thirteen hours*, New York: Atlantic Monthly Press)



The writing is filled with suspense and action. The reader's interest is heightened by the action of the woman trying to escape pursuers who are intent on killing her. The situation is unexplained – we do not know why the men are chasing a woman up Table Mountain with the purpose of killing her. This element of suspense is key to a mystery novel.

Task 2

- Discuss, as a class, the genre of each extract and specify the typical characteristics of the genre.
- Find examples of *two* other types of genres not discussed here.
- Identify the characteristics that indicate the specific genre. Use the table on page 9 to record your findings. The first column has been filled in to assist you.
- Report your findings to the class.

Autobiography	Mystery novel	Learner's choice 1	Learner's choice 2
A true story of a person's life			
Written by the person; he/she is the narrator			
Written in the first person (I, me, mine)			
Real-life characters			
The setting is described in detail			
This writing has both objective (factual) and subjective (feelings and emotions) details and anecdotes (often humorous) to tell the writer's life story			
The writing is in chronological order (as the events happen)			

Verbs and sentence structure

What do I know already?



Verbs

You know that using various types of sentences makes your writing more vivid and interesting. Throughout your schooling you have been taught how to construct sentences in order to convey meaning, explain an idea or concept and portray emotion and feelings.

You already know that a sentence must contain a *finite verb* (i.e. a complete verb). 'Verb' is the name given to a word or words that denote either:

- The *action* performed by a noun or pronoun. Example: At night, I shared my food with these same boys. I learned to stick-fight. Or:
- The *state of being* of a noun or pronoun. Example: I was no more than five when I became a herd-boy.

1. Finite verbs

A *finite verb* has a subject (the person, place or thing that does what the verb describes), number (singular/plural) and tense (present, past or future). Get into the habit of underlining finite verbs.

When you have identified a finite verb, remember that you must ask the question who? or what? **before** the verb to find the *subject*. Example: Matthew finds a fossil. Who finds a fossil? *Matthew* is the subject. The number is singular (one person) and the tense is present.

Further, finite verbs are:

- transitive*: a finite verb that takes a direct object, i.e. the noun or pronoun that you identify by asking the question what? **after** the verb. Example: Matthew found a fossil. Matthew found what? – 'a fossil' is the direct object.
- intransitive*: a finite verb that has no direct object. Example: The skeletons were found at the heritage site. (Answers the question where? not what? after the verb and so 'at the heritage site' is an adverbial phrase, not an object.)



2. Non-finite verbs

Non-finite verb forms have no person, tense or number.

There are three types of non-finite verbs:

- a) *infinitives*: this verbal form is preceded by 'to'. Example: *to find*; *to have found*
- b) *participles*: present and past participles
 - present participles end in -ing. Example: *finding*, *calling*, *learning*
 - past participles usually end in -ed or -t. Example: *found*, *called*, *learnt*

Present and past participles can be used either as

- verbal adjectives: It *was* an *exciting* discovery. Or:
- be added to auxiliary verbs to form finite verbs. Examples: I *am finding*, they *are learning*, we *will be seeing*, everybody *will have been seen*.

- c) *Gerunds*: verbal nouns (a verb that functions as a noun). Example: *Fishing* with bits of wire *requires* patience. (The verbal noun 'fishing' is the subject.)

3. Auxiliary verbs

The word 'auxiliary' means 'helping'. Auxiliary verbs are added to non-finite verbs (usually participles) to form finite verbs. Examples: we *are finding*, they *have found*, we *will find*, he *will have found*, they *will have been found*. Other examples of auxiliary verbs: *shall*, *may*, *might*, *can*, *could*, *must*, *ought to*, *should*, *would*, *used to*, *need*.

4. Phrasal verbs

Verbs that consist of two words are called phrasal verbs: such as a verb and an adverb. For example: *pull off*, *carry out*, *hold up*, *shout out*, *fall down*.

5. Verb tenses

There are three verb tenses:

- a) Present (today) e.g. I eat fruit.
- b) Past (yesterday) e.g. I ate fruit.
- c) Future (tomorrow) e.g. I shall eat fruit.

These verb tenses can be further analysed into:

- Simple
- Continuous
- Perfect

Use the table below as a guideline:

Verb tense	Simple	Continuous (the action is still happening)	Perfect (the action is completed)
Present	I am	I am eating.	I have eaten.
Past	I was	I was eating.	I had eaten.
Future	I shall	I shall be eating.	I shall have eaten.

Examples:

I eat fruit. (present simple tense)

I am eating fruit. (present continuous tense)

I have eaten fruit. (present perfect tense)

I ate fruit yesterday. (past simple tense)

I was eating fruit yesterday. (past continuous tense)

I had eaten fruit yesterday. (past perfect tense)

I shall eat fruit tomorrow. (future simple tense)

I shall be eating fruit tomorrow. (future continuous tense)

I shall have eaten fruit by this time tomorrow. (future perfect tense)

Check
myself

Assess your understanding of verbs by answering <i>true</i> or <i>false</i> to the statements below. If your answer is <i>false</i> , provide the correct response.	True/False
1. A finite verb is the most important part of a sentence; it expresses an action or a state of being.	
2. Finite verbs are either transitive or intransitive.	
3. Transitive verbs take a direct object.	
4. An infinitive is a non-finite verb form (to discover).	
5. The word 'discovering' is an example of a present participle.	
6. Auxiliary or 'helping' verbs are added to participles to form finite verbs e.g. is discovering.	
7. Verbs have tenses: past, present, future.	

Word bank

A B C

simple sentence	made up of one subject and one finite verb
compound sentence	made up of two or more simple sentences joined by coordinating conjunctions
complex sentence	made up of a main clause (a simple sentence) and one or more subordinate clauses
complex compound sentence	made up of one or more main clauses and one or more subordinate clauses
subordinate clause	part of a sentence. Begins with a subordinate conjunction such as <i>although, as, if, unless, when</i>
phrase	a group of words that does not contain a finite verb
finite verb	shows tense, person and number, e.g. <u>run</u> , <u>has run</u> , <u>had run</u> , <u>is running</u> , <u>will be running</u>
conjunction	a word that joins two ideas
coordinating conjunction	<i>and, but, or, yet</i> . These words join a group of words of equal value
subordinating conjunction	<i>when, while, as, since, before, where, because, although</i> join a group of words that depend on the main idea



What do I still need to know?



Sentence structure

The ability to write well is a skill that you will need beyond your days at school. Writing involves constructing sentences in various forms in order to transfer information, imply meaning or elicit emotions from the reader. To achieve this you must be able to use structurally sound sentences in a meaningful way.

Remember in your writing that a clause and phrase are different. A clause has a finite verb while a phrase does not. It is not acceptable for you to write an entire text at this level of your schooling in simple sentences (clauses) alone.

Sentences may be simple, compound or complex. Remember that a sentence must be a complete thought or idea and make sense.

1. A **simple** sentence has its place in writing but overuse will make the written task appear immature. A simple sentence has only one subject and one finite verb and makes sense on its own. Example: Archaeologists dig for fossils. (Who digs? The subject is *archaeologists*.)

A simple sentence may also contain an *object*. In the above sentence, ask yourself: Archaeologists dig for what? – the object is *fossils*.

2. A **compound** sentence consists of one or more simple sentences (main clauses) joined by coordinating conjunctions (linking words). Remember that a main clause is an *independent* clause that can stand alone as a sentence. The most common coordinating conjunctions are *and*, *but*, *for*, *nor*, *or*, *so*, *yet*.

Study this sentence: Two boys fell down a crevice and found a skull but it was a dog's.

- First underline the finite verbs (*fell*, *found*, *was*).
- If there are three finite verbs, look for two conjunctions (*and*, *but*).
- Place boxes round the conjunctions.
- Two boys fell down a crevice and found a skull but it was a dog's.

As there are three main (independent) clauses, this is a compound sentence.

Remember: Not all conjunctions (mainly *and* and *but*) introduce new main clauses. Example: The lion and lionesses and all their cubs were lying under the trees. Can you see that this is a simple sentence? Why? What about this one: I shared my food and blanket with five boys.

3. A **complex** sentence is different in that it consists of a single main clause and one or more subordinate clauses. A subordinate clause is a *dependent* clause that adds some extra information to the main clause. It is important to remember that it is dependent on the main clause and cannot stand on its own.

4. A **complex compound** sentence is a sentence that consists of two or more main clauses joined by a coordinating conjunction and one or more subordinate clauses. For example: When Matthew came to Malapa cave site [subordinate clause], he discovered the Sediba fossil [main clause] and [coordinating conjunction] he was interviewed by the press [main clause].

A subordinating conjunction is a word that connects a subordinate clause to a main clause. Some subordinating conjunctions are: *as, since, while, after, before, what, because, although, though, if, unless, while, where, when, why*. Clauses may also be introduced by relative pronouns: *that, who, whose, or which*.

Study the following sentence and use this method to discover its sentence construction:

- Underline the finite verbs.
- Circle all subordinating conjunctions.
- Place a square bracket immediately before each conjunction.
- Close the bracket at the end of the section that has a finite verb.
- Whatever words are not enclosed by brackets form the main clause (it was a long time). Ensure that the main clause has a finite verb. Example:

[Although the boys found a human skull in the crevice], it was
a long time [before it was identified as early man.]

Now try these sentences on your own:

- 1 The boy found a skeleton while he was on a fossil-hunting expedition with his father.
- 2 She ran towards the woman who looked about sixty.
- 3 Although the dog was big and fierce, she knew that it would be no help against her pursuers.

Finally, it is important to understand why you need to know how to construct sentences. To improve your writing style and make your writing interesting, use simple, complex and compound sentences. Write short and long sentences. In addition, you can rearrange your complex sentences by beginning with a main clause (the main idea comes first) or with a conjunction (the main idea comes at the end). This latter technique holds the reader in suspense until the end of the sentence.

If you wanted to increase the tension, which of the following sentences would you choose? Provide reasons:

- The fierce dog growled and strained at the lead as it tried to get closer to the girl.
- As it tried to get closer to the girl, the fierce dog growled and strained at the lead.
- Although the dog was big and fierce, she knew that it would be no help against her pursuers.
- She knew that the dog would be no help against her pursuers, although it was big and fierce.

Classroom activity 3

An experience of *Africa Umoja* in Gauteng

Gauteng caters for just about everyone's entertainment taste. The province offers visitors and residents scores of museums, a world heritage site, beautiful shopping malls, craft and flea markets, world-class hotels, theatres and much more. My husband, our 17-year-old boy and I went to the Victory Theatre the other day to watch *Africa Umoja, The Spirit of Togetherness*. The show has been named 'South Africa's best-loved musical' and it's not hard to see why. Its dancing, drumming and singing bring together audiences from all walks of life. The overall show was just unbelievable. As we came from Mafikeng in the North West Province, our experience was one of value for money that was both pleasant and entertaining.



(Adapted from: <http://www.gauteng.net/blog>)

Work individually for this activity. Use the notes and the word bank to help you. Refer to the above passage and then answer these questions:

- 1 Underline all the finite verbs.
- 2 Find examples of two infinitives and three gerunds.
- 3 Find five simple sentences. Explain why they are simple. What do you notice about the length of simple sentences?
- 4 Write down an example of:
 - a compound sentence
 - a complex sentence
 - a main clause
 - a subordinate clause
 - a phrase
 - a coordinating conjunction
 - a subordinating conjunction

Writing process

What do I know already?



Writing process

In grade 10 you learnt how to plan, draft, edit, proofread and present your creative writing. The following checklist is to help remind you of the writing process. Your teacher will revise spelling patterns and rules with you to help you avoid unnecessary spelling errors in your writing.



I understand the writing process. Tick the appropriate boxes.		Yes	No
1. I am able to think carefully about the purpose and audience of the text being written.			
2. I am able to use the correct style and tone when I write my first draft.			
3. I am able to read my first draft carefully to evaluate the use of punctuation marks, spelling and grammar appropriately.			
4. I am able to ask a classmate to edit my first draft before I write my neat copy.			
5. I know how to proofread my text for final minor errors.			
6. I know the format of a friendly/formal letter.			

What do I still need to know?



Writing process

It is important to correspond in an appropriate manner that reflects the purpose of the correspondence.

A friendly letter is informal. The letter is usually addressed to a friend or someone you know well. The purpose of this type of letter is to share information in an informal way. Your letter will follow an informal format. Examples are provided on the following page.



1. Letter to a friend	2. Letter to an uncle
621 Nelson Mandela Drive Pretoria 0001 15 June 2010	27 Lechwe Street Fauna 9301 12 February 2010
OPEN LINE	OPEN LINE
Dear John	Dear Uncle Tall
OPEN LINE	OPEN LINE
Can you believe it? I am off to new Zealand to watch our team in the quarter finals of the World Cup ...	I am writing to thank you sincerely for the gift to ...
OPEN LINE	OPEN LINE
My uncle sent two tickets to the Rugby World Cup quarter finals for my father and me. You know he lives in New Zealand and he knows how much I love our Springbok team ...	I am very excited to be able to watch my beloved Springbok team in the quarter finals and share this once in a lifetime experience with you and my father ...
OPEN LINE	OPEN LINE
I'll write to you when I'm there and give you all the details of the match and ...	I am so grateful to you for providing me with this wonderful opportunity.
OPEN LINE	OPEN LINE
Your friend	Your loving nephew
Smiley	Smiley

A formal letter is written to someone you do not know and is written in a respectful, formal way. The purpose of this letter may be to apply for a job or university, to lodge a formal complaint or to request information. An example is provided on the next page.



1. Letter to the editor		2. Application for a vacant post
The Editor City Post Magazine 79 Sort Street Pretoria 0001		27 Lechwe Street Fauna 9301 12 February 2010 OPEN LINE
OPEN LINE		The Manager City Groove Magazine 55 Tabloid Street Bloemfontein 9300
Sir/ Madam		OPEN LINE
OPEN LINE		Dear Sir/ Madam
BIASED JOURNALISTS RUN OUR COUNTRY INTO THE GROUND		OPEN LINE
OPEN LINE		APPLICATION FOR A VACANT POST
The current cohort of journalists ...		OPEN LINE
OPEN LINE		Kindly receive herewith my application for the post of
I hope someone speaks to them about being a patriot.		
OPEN LINE		OPEN LINE
Concerned citizen Kihika (pseudonym)	OR Yours faithfully Keabetswe K.	Yours faithfully Katlego K.
Katlego K. (Ms) 12 Macumba Street BLOEMFONTEIN 9300	Keabetswe K. 12 Macumba Street BLOEMFONTEIN 9300	
12 February 2010	12 February 2010	

(Adapted from: DBE: *Guideline for Teaching and Writing Essays and Transactional Texts English Gr 10–12*)

Classroom activity 4

Africa Umoja

After touring over 26 countries, *Africa Umoja* is returning to SA shores to continue on their journey. *Africa Umoja: The Spirit of Togetherness* – the tale of South Africa, its people and their song.

Travelling to the beats of drums, from the dusty streets of Soweto to all the corners of the world's best and biggest stages, *Africa Umoja* tells the moving tale of indigenous South African music – from the earliest rhythms to kwaito.



Marvel at the beautiful costumes and award-winning, internationally acclaimed choreography. *Africa Umoja* is a loud, colourful and jubilant celebration of life that audiences from all backgrounds have found infectiously delightful and uplifting.

Twenty-six countries have embraced the traditional love songs, lullabies and other musical expressions of rural life. They have also cried along in the city streets while listening to music that reflects the pain of the migrant labourers and their families.

Relive the energy of Sophiatown, infused with passionate voices as they tell their story. The heart is saddened by cold stories of forced removals yet the feet continue to stomp along with the explosions of gumboot dancing.

There are also the reminiscent sounds of the vibrant jazz that forced its way free from the constraints of the times. A thread of gospel music running through the tale recalls the huge helpings of faith and courage. This saw black South Africans through some of the country's stormiest historical passages. Experience the remarkable journey travelled to the current sounds of Kwaito!

Despite its occasional moments of reflection and pathos, *Africa Umoja* is a loud, colourful, and jubilant celebration of life that audiences – whatever their cultural backgrounds – have found infectiously delightful and uplifting. The 40-piece cast made up from a myriad of South African cultures has its own touching story to tell ...

(Adapted from: www.victorytheatre.co.za)

After reading the article, 'Africa Umoja', choose one of the topics and plan your letter using the correct format. Your letter must contain 180–200 words. You will need to discuss:

- the show
- the people involved in the show
- why it would be worth going to watch the show
- how you felt about the show

You may use a mind map, spray diagram, list or table to brainstorm your ideas. Remember to think carefully about what you wish to say.

These are the topics:

- 1 Write a friendly letter to your drama teacher asking her to consider taking your drama class to watch the show *Africa Umoja* at the Victory Theatre to enrich your study of drama.
- 2 Write a formal letter to the editor of the local newspaper requesting that he or she feature an article on *Africa Umoja* to promote this uniquely South African show to tourists visiting our country.

Once you have planned and written your letter, edit your work carefully to avoid careless spelling and grammatical errors. Then ask a classmate to edit your work carefully to ensure that your writing is meaningful and appropriate for the purpose. You could do the same for his/her work. Proofread your letter to eliminate any minor errors. Your teacher will use the Transactional rubric to assess your letter. The rubric is at the back of this book.

Homework activity for Theme 1

Task

- 1 Find a newspaper or magazine article that promotes a South African heritage site or a uniquely South African festival/show/event/film. Read the article and identify an example of each of the following:
 - a finite verb
 - a simple sentence
 - a compound sentence
 - a complex sentence
 - a complex compound sentence
 - a main clause
 - a subordinate clause
 - a phrase
 - a coordinating conjunction
- 2 Find an example of South African fiction or non-fiction. Identify the genre of the text and write a short blurb detailing the characteristics of the genre and why you recommend that other members of your class should consider reading the book.

Extra practice activity for Theme 1

Task 1

Use the article you have selected and write a letter to the SABC asking them to broadcast a programme on the film/event/show/heritage site in your article to promote our South African cultural heritage.

- Remember that the letter is a formal letter.
- Ensure that the format is correct and the letter is error free.
- Your letter should maintain a respectful tone.
- Your letter must be 180–200 words in length.

Task 2

Have an informal discussion in class about the importance of preserving and protecting South African cultural events/shows/festivals and heritage sites.

Then, in groups of four learners: Allocate roles to each member: chairperson, speaker B, speaker C and speaker D. The first group is presented with one of the questions listed below and is then given five minutes to prepare their topic:

- Do local heritage sites need to be preserved and protected?
- Why should members of the local community play a role in conserving South African Heritage?
- Is the promotion of South African culture and heritage beneficial to our country?



The chairperson is responsible for facilitating the discussion while the other three speakers discuss possible answers to the question presented. After five minutes, call group 1 into the classroom to present their discussion while group 2 leaves the classroom to prepare their topic. Each group should be given five minutes to hold a discussion providing their views to the class.

Task 3: Revision

Start a reading club with your class group. It will provide you with a fun opportunity to share the stories of the books you have read. This activity can take place outside under a tree or in the classroom. It is a way of improving your listening and reading skills.

Summary

Listening for comprehension

- Listen for what we need to know.
- Take down meaningful notes.
- Use key words or short phrases.
- List each key word or phrase with a number.
- Record the main and supporting ideas.

Key features of a text

- Genres can be divided into two groups: fiction and non-fiction. The genre of a book is determined by the style and content of the book.

Sentence construction

- There are two verb forms: finite (have subject, tense and number); non-finite (have no subject, tense or number).
- A simple sentence has one subject and one finite verb and makes sense on its own. It may have an object.
- A compound sentence has two or more finite verbs and two or more subjects joined in a single sentence by a coordinating conjunction.
- A complex sentence consists of a single main clause and one or more subordinate clauses.
- A complex compound sentence consists of one or more main clauses and one or more subordinate clauses.
- Coordinating conjunctions join two sentences of equal value using *and*, *but*, *yet*, *or*, *nor*.
- Subordinating conjunctions join a subordinate clause to a main clause using *because*, *although*, *if*, *unless*, *as*, *since*, *though*, *while*, *after*, *before*.

Friendly/formal letter

- Friendly letter: to a friend, informal in tone and format.
- Formal letter: to someone you don't know, respectful in tone and formal.

Festival fun in South Africa

Weeks 3–4

What you will learn about in this theme

- **Listening and speaking**
 - The features and conventions of a debate
 - Planning, researching, organising and presenting a debate
- **Reading and viewing**
 - Reading for comprehension
 - Strategies using written texts
 - Literature
- **Writing and presenting**
 - Essay: reflective/discursive/argumentative
 - Process writing
- **Language**
 - Creating cohesion (links)

Let's talk about this theme

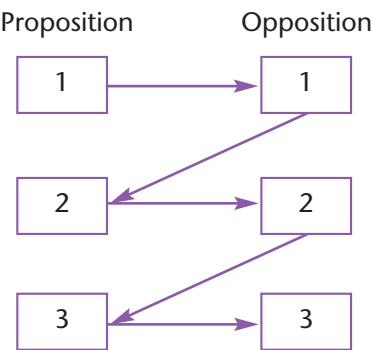
- What drama productions/shows/festivals/arts events have you attended in your community?
- Why did you attend the drama production/show/art event/festival?
- What aspect of the outing did you enjoy most?
- How do you think it helped your community economically to hold such an event?
- Do you think there may have been other community benefits surrounding the event?
- Have you had the opportunity to travel to one of the following festivals:
 - National Arts Festival Grahamstown
 - Cape Town International Jazz Festival
 - Klein Karoo National Arts Festival
 - Hermanus Whale Festival
 - Dance Umbrella Festival
 - Splashy Fen Music Festival

Debate

What do I know already?

Debate

A debate is a formal discussion that involves two teams debating a resolution. The topic of the debate needs to be researched and evidence found to support or refute the motion. The speeches are presented in the following manner:



(This model is based on
World Schools Debating:
www.schoolsdebate.com)



Do you know the process of a debate? Tick the most appropriate box.	Yes	No
1. The statement about which two teams argue is called the motion .		
2. The rebuttal explains why one team disagrees with the other team.		
3. The proposition speakers agree with the motion. The proposition team always has the burden of proof and they begin and end the debate.		
4. The opposition speakers disagree with the motion by presenting a logical negative case which refutes the proposition's argument.		
5. The chairperson introduces the speakers and times the speeches.		

Word bank



content	subject matter or argumentation and examples
style	the way in which the speech is presented
strategy	role fulfilment, timing and prioritisation of arguments
case split	the division of arguments and examples between speakers
burden of proof	the proposition states what they are intending to prove in the debate

What do I still need to know?



Debate

Debate procedure:

A debate follows a specific procedure. It is important that you understand the role of your team when debating. The explanations provided below will familiarise you with terminology used for a debate and the role of the proposing or opposing team.

- Define the motion: the proposition team must provide a clear understanding of what the motion means.
- Burden of proof: the proposition states what they are intending to prove in the debate.
- Clash: the opposition team states what they intend to prove in the debate.
- Case split: the division of arguments and examples between speakers.
- Positive matter: arguments and examples.
- Researched arguments and examples are necessary to prove each side of the case.
- The opposition and proposition are given a 5–10 minute break to prepare their rebuttals.

Proposition speaker roles

First speaker:

- Defines the motion
- Provides burden of proof
- Gives the case split
- Presents positive matter

Second speaker:

- Rebutts first opposition speaker's arguments
- Presents positive matter

Third speaker:

- Rebutts issues that arise from the debate
- Brief summation of team's case

Opposition speaker roles

First speaker:

- Provides the clash
- Rebutts first proposition's arguments
- Gives the case split
- Presents positive matter

Second speaker:

- Rebutts second proposition's argument
- Presents positive matter

Classroom activity 1

Your teacher will divide the class into teams of three indicating the proposition and opposition sides. Each proposing and opposing team will be assigned one of the following motions to research and then to present the debate in class:

- 1 This house believes that the arts are no more than entertainment.
- 2 This house believes that we cannot afford the arts.
- 3 This house believes that the reading of novels is a waste of time.

Your teacher will mark you on the content, style and strategy of your debate. You will need to research the importance of arts in South Africa for homework to prepare for this task. Refer to the Homework section of this unit to clarify aspects to be researched for homework.

Reading and viewing strategies

What do I know already?



Reading and viewing strategies

Comprehension skills are necessary life skills. Reading a text for understanding is essential for all subjects taken in school and one day in your chosen career. The reading process involves skimming an article for the main ideas, reading the questions and then scanning an article to find possible answers.



Skimming the text involves reading the passage the first time to understand the general meaning.

Scanning the text involves reading the passage a second or third time to find/search for possible answers or details to questions.

Check
myself

Are you familiar with the reading process?	Yes	No
1. Do I skim read a text to get a general sense of the topic?		
2. Is it important to read the comprehension questions?		
3. Do I scan for possible answers to questions when reading the text a second time?		
4. Am I able to write answers to questions in my own words?		
5. Is it important to write answers to questions in full sentences?		

Word bank



contextualisation	to determine the meaning of a word by using clues that surround the word in the text
topic sentence	the sentence that contains the central idea in the paragraph. It may be found in the beginning, middle or end of the paragraph.

What do I still need to know?



Reading and viewing strategies

When reading books, magazines or the newspaper or watching television or films you practise the process of reading which involves the following skills:

predict/make inferences/draw conclusions:

this skill involves determining an outcome based on information read and understood in the text. You may be asked to state what may happen as the result of a particular action.

clarify/reread:

this skill involves making meaning of the text. Once you have skim read the text, read the questions and highlight the key word or idea. *Discuss, explain, identify* are examples of key words. Then reread the passage and highlight the topic sentences. The topic sentence gives the main idea of the paragraph.

evaluate/visualise:

this skill involves commenting on the text. You could be asked to draw a conclusion based on the text and your own experience. You could also be asked to discuss the writer's tone, style or attitude towards the subject matter and you could be asked whether the writer has achieved his or her purpose in writing the text.

compare:

this skill requires you to discuss the similarities and differences between people, things and places.

contrast:

this skill requires you to discuss the differences between people, things and places.

synthesise:

this skill requires creating/integrating pieces of information gathered from the text to create a new concept or idea. You could be asked to relate information from several sources to answer a question.

Classroom activity 2

The Dance Umbrella

17 February – 4 March

The Dance Umbrella is the definitive, annual platform for South African contemporary dance at which new choreographic creations are presented.

It is an open platform, which includes performances of youth and community groups, the efforts of young choreographers and commissioned works from professional practitioners. Foreign dance companies also show work, often with assistance from their respective diplomatic missions.

Among the major objectives of the Dance Forum is to create a space for new work and the Dance Umbrella's role in the development of contemporary dance in this country cannot be overestimated. The Dance Umbrella festival takes place annually in February/March. The Dance Umbrella has, over the past 22 years, become the main and biggest platform for new contemporary dance works.

In the next three years, the Dance Umbrella will work towards becoming the premium dance event in southern Africa. After spending the past 20 years on developing contemporary dance in South Africa, the time has come to create a platform that shows the fruits of the work that has been done. It will be the time to refine and further develop the talent we have discovered; it will be the time to create local and international collaborations and it will be the time to create a secure future for contemporary dance.

The Dance Umbrella will in the next three years create a programme that consists of

- new commissioned work from South African artists
- international collaborations with South African artists
- selected works from proposals submitted
- Stepping Stones programmes for young artists/youth groups.

(<http://www.at.artslink.co.za/~arts/umbrella/index.html>)

Task

- 1 Skim the article *The Dance Umbrella* to get a general idea of the topic.
- 2 Read the following comprehension questions. Then answer the questions in full sentences in your books.
 - a) What is the intention of this article?
 - b) Explain where this text would most likely be published.
 - c) What is contemporary dance?
 - d) In your opinion, should contemporary dance be promoted as an art form in South Africa? Support your answer with reference to the text.



- e) What do you predict will happen to the future of contemporary dance in South Africa?
- f) Write a short summary, in your own words, of the objectives of the Dance Umbrella programme in the next three years. Your summary should not exceed 50 words in length.
- g) Compare contemporary dance to classical dance. Use a dictionary to assist you. Which type of dance, do you think, would more likely appeal to the youth in your community? Give a reason for your answer.

Your teacher will discuss the answers to the questions at the end of the task.

Short stories

What do I know already?



Short stories

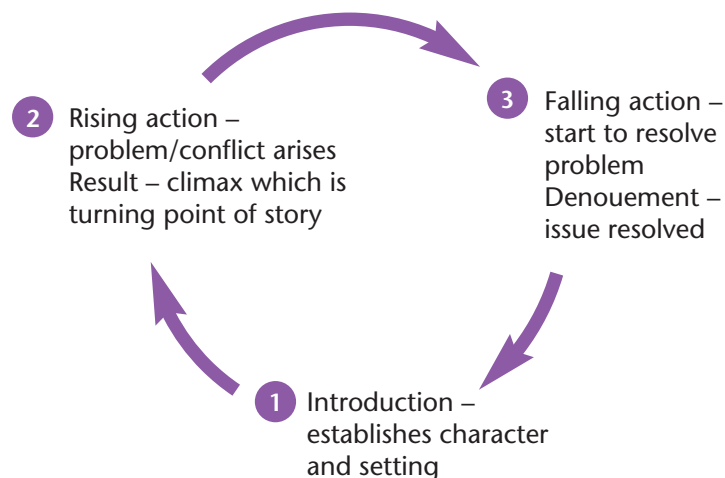
It is important to study short stories, firstly, as an enrichment activity and, secondly, to develop your understanding of key features that are similar to both the short story and the novel. You will be able to use (1) the notes provided in this topic and (2) the skills developed in the analysis of the short story to help you study the novel you are reading in class with your teacher.

In Grade 10 you learnt about the key features of a short story:

- setting: place and time of the story
- plot: action of the story
- conflict: problem
- style: the way in which the story is written
- character: the protagonist and/or antagonist in the story
- theme: the message or purpose of the story



How familiar are you with the following key features of a short story?



Word bank



imagery	an image creates a picture in the reader's mind by comparing one thing in terms of another
values	a person's moral standards
formal language	language used in situations that calls for respect, e.g. speaking to your principal
colloquial language	speech that we use every day to converse with each other, e.g. a conversation between friends
slang	informal language that is specific to a particular group of people at a particular time, e.g. teenagers may talk about a <i>cool</i> party
jargon	the technical language that is associated with a particular activity, e.g. a computer technician would speak about gigabytes, hard drive, software, etc.
cause	an incident that brings about a change or gives rise to a specific emotion
effect	the result or consequence of something happening to someone

What do I still need to know?



Short stories

We all enjoy a good short story, whether in book form or in a magazine. A short story captivates our attention and interest almost instantaneously. Have you ever thought that you could easily write a short story? It seems so simple, not too long and less effort than writing a whole novel. Reading and analysing a short story will assist you to analyse an entire novel as there is a similarity between the two. A short story may contain some or all of the following technical elements:

Short story

Setting

- Time and place of the story
- Purpose of the setting is to create atmosphere
- Can take place in a person's mind (internalised)
- Significance of the place, i.e. does it create a positive or negative impression?
- How is the passage of time indicated?
- Take into account the historical period, geographical location, time of day, beliefs, customs, etc.

Conflict

- Character in the story is faced with a problem/choice/conflict of some kind.
- There are two types of conflict:
 - internal: character is engaged in a conflict with him/herself
 - external: character engaged in conflict with force external to him/herself.

- Conflict affects the development of the character.

Character

- Need to focus on whether character grows or deteriorates from experience
- Are the characters victims of their circumstances?
- Effects of character on others
- When assessing characters, take note of the following details:
 - character's name
 - words or actions
 - thoughts
 - appearance
 - what others think
 - values
 - changes.

Narrative viewpoint

- First person – I – subjective
- Limited third person – author tells the story through the eyes of one of the characters.
- Third person omniscient (all knowing) – objective.

Style/language

- Formal, informal, colloquial, slang, etc.
- Author's attitude to subject
- Tone: amused, cynical, factual, sarcastic, etc.
- Irony:
 - situational – contrast between what a person thinks or says and what actually happens
 - verbal – character is unaware there is a hidden meaning behind what is said
 - dramatic – audience is aware of something the character on stage is unaware of
- Symbolism – the use of symbols to represent a thing, idea or quality, e.g. a wedding ring, dove
- Imagery, e.g. simile, metaphor, personification.

Theme

- The writer's message:
 - to entertain
 - to inform
 - to persuade
 - to explain.
- The main idea that emerges from the plot usually gives a perception about life/human nature.
- Revealed through title, ways characters change, lessons learnt.

Climax

- The turning point in the story – changes come about in the main character.
- Falling action/Resolution – the conflict is resolved.

Plot

- Sequence of events – conflict is the essential ingredient – cause and effect.
For example: The husband died and then the wife died of a broken heart. This is an example of a plot. The wife died of a broken heart. Her heart was broken (effect) because her husband had died (cause).

Classroom activity 3

The Music of the Violin

by Njabulo Ndebele

Vukani trembled. He felt his head going round now. He did not know what to do to escape this ordeal. The tears came back, but this time he did not stop them. He felt them going down his cheeks and he gave in to the fury in him: 'I do not want to play...not any more...'

Then he choked and could not speak any further. But what he already said had carried everything he felt deep inside him. He felt free. There was a vast expanse of open space deep inside him. He was free. He could fly in the sky. Then he heard Mrs Zwane say: 'How difficult it is to bring up a child properly in Soweto! To give them culture. Black people just turn away from advancement.' Those words seemed to build a fire in Vukani's mother. They had sounded like a reflection on her. She let go at Vukani with the back of her hand. Vukani reeled back and fell on the bed letting the violin drop to the floor. It made no noise on the carpet. Vukani's mother lifted him from the bed and was about to strike him again when Teboho rushed into the bedroom and pulled her mother away from her brother. 'Ma! What are you doing? What are you doing?' she was screaming. 'Are you fighting me?' shrieked her mother. 'You laid a hand on your mother. Am I bewitched?' 'You never think of anybody else, just yourself.' 'Teboho,' called her father. 'Don't say that to your mother.' 'Please, dearie, please, appealed Mrs Zwane, 'there is no need for all this. How can you do this to your children?'



Now answer the following questions:

- 1 What conflict is Vukani faced with in this extract?
- 2 What effect did standing up to his mother have on Vukani? Support your answer with evidence from the extract.

- 3 How does Vukani's mother react to his refusal to play the violin in front of her guests?
- 4 In your opinion, did Vukani deserve his mother's treatment for his disobedience? Support your answer with a valid reason.
- 5 Does Mrs Zwane approve of the mother's treatment of her children? Explain your answer.
- 6 What comment is the writer making about the relationship between Vukani's mother and her children?

Creating cohesion

What do I know already?

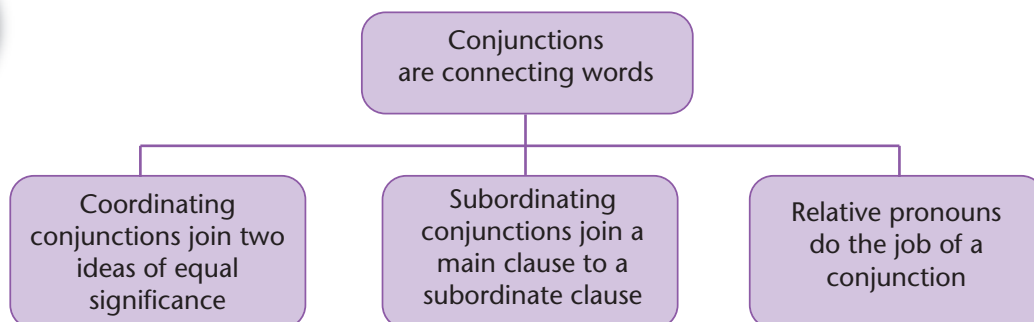


Creating cohesion

We use words to link ideas in writing. This is useful to convey meaning and enables the reader to follow the writer's thoughts easily.

Check
myself

How much do I know about types of conjunctions?



What do I still need to know?



Creating cohesion

Writing must follow a logical sequence to be understood and enjoyed by the reader. Cohesion is the achievement of this logical sequencing through the appropriate use of conjunctions and pronouns.

When you write an essay, letter or article use linking words appropriately to link your ideas in a logical manner. Here are some linking words to help you.

Coordinating conjunctions:	and, but, yet, or, nor
Subordinating conjunctions:	although, unless, when, while, as
Relative pronouns:	who, whom, whose, that, which, what
Linking words that specify time:	now, later, finally, next
Linking words that specify cause and effect:	because, hence, therefore
Linking words that specify a comparison:	similarly, equally
Linking words that specify a contrast:	however, on the other hand

Classroom activity 4

Read the short extract provided below and complete the following task.

- 1 Use conjunctions to link the sentences in the extract in a meaningful and interesting way.
- 2 State whether the linking words are coordinating or subordinating conjunctions or relative pronouns.

Hermanus Whale Festival

The Hermanus Whale Festival is the only enviro-arts festival in South Africa. It puts the creatures of the deep on stage. Top performers and musicians take part in the festival. Hermanus is known as the best land-based whale watching destination in the world. It plays host to thousands of visitors who flock to the seaside resort. The whales are always the star performers at the festival. They are joined on land by great food, quality crafters, sport events, kids' entertainment and thousands of people celebrating spring.



Adapted from: www.whalefestival.co.za

Writing an essay

What do I know already?



Writing an essay

An argumentative essay is an objective essay in which you are expected to express your point of view about a particular topic and defend your position. The object of this essay is to persuade your reader to agree with your position. The essay should be written in paragraphs.



Do you know about writing an argumentative essay?

Tick the appropriate box.

	Yes	No
1. Does the essay need to begin with an introduction that clearly states my position on the subject?	☐	☐
2. Is it necessary to research the topic and provide a range of suitable examples to substantiate my point of view?	☐	☐
3. In an argumentative essay do I need to use persuasive techniques and emotive language to convince my reader that my argument is valid?	☐	☐
4. Does the conclusion of an argumentative essay need to be a clear, convincing statement that sums up my argument?	☐	☐

What do I still need to know?



Writing an essay

These are the steps to follow when you write an argumentative essay:

- Decide on the position you are going to argue.
- Research the topic.
- Plan effectively with a mind map or flow chart.
- Ensure that you have a suitable range of examples and facts to substantiate your viewpoint.
- Write a first draft in which you build your argument in a logical, sequential manner.
- Discuss only one central idea per paragraph.
- Ensure that your introduction clearly states your position.
- Ensure that your conclusion rounds off your argument in a persuasive manner.

Classroom activity 5

Write an argumentative essay on one of the debate topics provided in *Classroom activity 1*. Remember you researched one of these topics. Your teacher will use the rubric for essay writing to mark your essay. It is at the back of this book.

The following features need to be remembered when writing your essay:

- Must be 400–450 words in length
- Must have an interesting heading
- Style can be subjective, emotive and persuasive
- Use a variety of sentences as you were taught in Theme 1
- Use logical connectors (cohesion) to help your reader follow your argument easily
- Use an appropriately formal tone

- You should convince your reader to adopt your point of view on the subject
- Edit your work carefully
- Ask a peer to edit your work
- Present the final draft to your teacher.

Homework activity for Theme 2

Text 1

Splashy Fen Music Festival

Established in 1990, Splashy Fen is South Africa's longest-running music festival, which every Easter attracts thousands of people to a farm near Underberg in KwaZulu-Natal for a unique outdoor music experience.

The festival offers a four-day line-up of some of the country's hottest acts, top-class sound and lighting, plus a wide choice of outdoor leisure activities for the whole family. Add to that the beautiful scenery of the southern Drakensberg, an abundance of different food and drink outlets, colourful arts and crafts, a crèche and children's entertainment programme, as well as various camping and accommodation options and you're set for a winner of a long weekend!

Splashy Fen has something for everyone; in fact there's nothing else in South Africa quite like it!

(<http://www.splashyfen.co.za/index.html>)



Text 2

Annual Cape Town International Jazz Festival

The Cape Town International Jazz Festival has grown into a hugely successful international event since its inception in the year 2000. Attendance figures have increased from the initial 14 000 to 34 000 in the last 11 years. The festival's winning formula of bringing more than 40 international and local artists to perform over two days on five stages has earned it the status of being the most prestigious event on the continent.

(Adapted from: <http://www.capetownjazzfest.com/Festival.aspx>)



Task

- 1 In order to prepare for your debate in *Classroom activity 1* and the writing of the argumentative essay in *Classroom activity 5* spend time researching the importance of the arts in South Africa. Refer to the various examples of art festivals discussed in this theme as well as the two extracts from articles provided above.
- 2 As part of your planning, compare the various festivals discussed in your debate and then in your argumentative essay using the following criteria:
 - Tourism value of festival
 - Economic value of festival
 - Platform for development of local artists and youth groups
 - Entertainment value of festival
 - Cultural relevance of festival.

Extra practice activity for Theme 2

- 1 Read your library book making notes about the setting, plot, theme and characterisation.
- 2 Read Gcina Mhlophe's short story *The Toilet* and answer the following questions. Use your notes on short stories to help you.
 - Where is the story set? Has the writer used the setting for a specific reason?
 - Who narrates the story and why has the author chosen this type of narration?
 - What conflict does the main character face in the story?
 - What is the climax of the story?
 - How is the crisis resolved?
 - What message about life can we learn from reading this story?

Summary

A **debate** involves a motion (resolution), which is argued by the proposition and the opposition. Three debaters in each team present positive matter to prove their argument.

The **process of reading** involves using the following skills: evaluating, re-reading, making notes, predicting, making inferences, drawing conclusions and synthesising.

Some key features of **short stories** include the setting (time and place of the action), plot (introduction, rising action, the climax, falling action, denouement), conflict (internal or external), style (the way the story is written) and theme (the writer's message).

An **argumentative essay** focuses on persuading the reader to adopt the writer's viewpoint. The writing process involves researching the topic area, brainstorming the pros or cons of the topic using a mind map or flow chart, writing a first draft, editing the work carefully and rewriting the essay.

Home to gentle giants

Weeks 5–6

What you will learn about in this theme

- **Listening and speaking:**
 - Listening comprehension
- **Language:**
 - Register, style and voice
 - Punctuation
 - Borrowed words
- **Writing and presenting:**
 - Newspaper and magazine articles
- **Reading and viewing:**
 - Film study

Let's talk about this theme

- Have any of you had the opportunity to visit a game park? Describe your experience.
- How do game parks promote South Africa internationally and locally?
- How do game parks help in the development of local communities?
- What do you think are the benefits of parks and conservation areas for the environment in South Africa?
- Why do we, as the youth of the country, need to be aware of conserving nature?
- What can South Africa do to stop the poaching of our rhino, elephant, southern right whale and other game that is threatened?



Listening comprehension

What do I know already?

Listening comprehension

In Theme 1 you practised a listening comprehension with the focus of listening for specific information. You were taught how to identify the main and supporting ideas read to you and to record them by taking meaningful notes.



Do you know the listening process?	Yes	No
1. When listening I must give my complete attention to the listening task.		
2. It is useful to make meaningful notes when listening.		
3. I am able to evaluate the speaker's message.		
4. I am able to answer questions on the listening text.		

Word bank

- doleful** sad, mournful
- jaundiced** resentful
- stroll** walk in leisurely manner, amble, wander, plod, trudge
- dominant** head, principal, leading, commanding
- dignified** calm and respectful manner
- ample** sufficient

What do I still need to know?

Listening comprehension

It is necessary when rewriting the main ideas of a listening text in your own words to consider the factual content of the original text.
fact: something known to be universally true; something that can be proved
opinion: a personal belief or point of view

Classroom activity 1

Your teacher will read the passage *Doleful Elephants* and *Speedy Tortoises* by Jim Eagles to you.

You will be permitted to take notes while the passage is being read. You need to listen carefully. You will have to distinguish between fact and opinion in order to rewrite the main ideas in a paragraph of no more than 80–90 words. Your paragraph should include five main ideas.

Punctuation

What do I still need to know?



Punctuation

We use punctuation to provide meaning and order in written language. It is essential to be able to use the various punctuation marks effectively in written language in order to communicate the message or purpose of the written task clearly and efficiently.

Check
myself

Do you know the function of the following punctuation marks?

Capital letters

- start a sentence
- indicate proper nouns
- indicate proper adjectives

Full stop

- used at the end of a sentence

Commas

- separate items in a list
- parenthesis
- separate clauses and phrases

What do I still need to know?



Punctuation

The meaningful use of the apostrophe, dash and semicolon can help you to improve your writing skills. Practise the use of these punctuation marks until you are familiar with them.

When you use apostrophes, apply the following rules carefully:

Apostrophe for possession:

- To the singular form of the noun add 's: Sarah's evening gown.
- To the plural form of nouns that end in s simply add an apostrophe: the girls' school.
- If the word is in the plural form and does not end in s add 's: the men's coats, children's hats.
- If a word or person's name ends in an s the possessive takes the form of 's: Elvis's songs.
- If the noun ends in ss add an 's: the boss's office.



Apostrophe for contraction:

I wanted to invite Mpho to the concert but she *couldn't* come. (couldn't/could not)

It is important to remember that contractions are used in a colloquial/informal register. The apostrophe should be placed where the letter has been omitted.

A dash is used to indicate change of thought:

I have to win this race – it is Bennie that I have to beat. (change of thought)

Dashes to indicate parenthesis:

It is the responsibility of the youth to ensure that our environment – *zoos, game parks, reserves and heritage sites* – is cared for to ensure the sustainability of earth.

The section in italics is in parenthesis. It may be omitted and the sentence will still make sense.

Semicolon to separate two simple sentences that are closely connected:

He used to fix cars; now he fixes motorbikes too.

(Simple sentence a: He used to fix cars.

Simple sentence b: Now he fixes motorbikes too.)

Semicolon to separate clauses and phrases that already have commas:

The air was biting, cold; the ground was damp; the waterhole was murky, shallow and brown at the far north corner of the reserve where the elephants bathed.

(semicolons separate clauses that have commas:

- The air was biting, cold
- the ground was damp
- the waterhole was murky, shallow and brown)

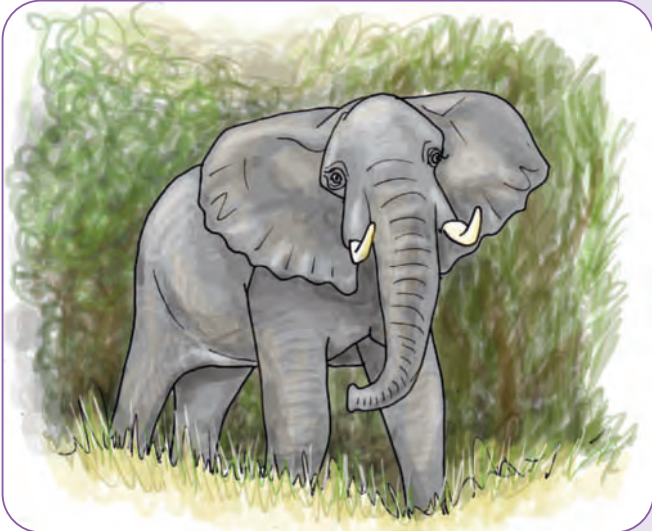
Classroom activity 2

Rewrite the review provided below of Dalene Matthee's book *Circles in a Forest*.

- 1 Insert punctuation marks where you think they are needed.
- 2 Make use of capital letters, commas, semicolons, dashes and the apostrophe to complete the task. Indicate the name of the book in the text with single inverted commas.

circles in a forest

saul barnard is a woodcutter with a restless soul he wants to keep strangers away from the forest and stop the destruction of the forest there is also the legendary elephant bull old foot which broke free from his herd old foot and saul share a strange bond in the green duskiness of the outeniqua they walk on circular paths saul barnard rejected by his people and humiliated by unscrupulous timber merchants old foot relentlessly followed by hunters a



man and his animal brother together in an untouched ancient forest that is being destroyed by gold diggers woodcutters and other eradicators saul follows old foot's tracks closer and closer to the truth that will change his life forever

in circles in a forest dalene matthee focuses on conservation and strongly speaks out against the reckless destruction of the indigenous forest she also takes up the issue of the heartless exploitation of those less privileged the illiterate people specifically the people of the forest but not only them attitudes and relationships are important underpinnings in her work

(<http://www.dalenematthee.co.za/english/books/circles/html>)

Borrowed words

Many words that are used today are not original to the English language, but were borrowed from other languages. Read these examples:

Word	Origin
animal	Latin
stampede	Spanish
magazine	Arabic
poach	Old French

Classroom activity 3

The following words are borrowed from other languages. Use a dictionary to look up their language of origin. Create a table as provided in the example above and report your findings to the class.

athlete, forest, veld, blizzard, alphabet, hamburger, impala, clock, a la carte, niece, bank, guitar, jumbo, safari, ancient, doleful

Newspaper and magazine articles

What do I know already?



Newspaper and magazine articles

In Grade 10 you learnt how to *plan*, *draft*, *edit*, *proofread* and *present* your creative writing. The checklist is to help remind you of the writing process.



Are you familiar with the process of writing? Tick the appropriate box.	Yes	No
1. Do I know the purpose of the text being written?		
2. Do I brainstorm ideas before I begin writing, using a mind map, flow chart or list?		
3. Do I use the main and supporting ideas from the planning process to write a first draft?		
4. Am I able to use the correct style and tone when I write the first draft?		
5. Do I read my first draft carefully to evaluate the appropriate use of punctuation marks, spelling and grammar?		
6. Do I ask a classmate to edit my first draft before I write my neat copy?		

What do I still need to know?

Newspaper and magazine articles

When you write a newspaper article, consider the following criteria:

- The headline should be concise and attract the attention of the reader.
- The language of a newspaper report should be factual and formal.
- The sub-title should be clear and to the point.
- The lead paragraph should give the general idea of the content of the report by answering briefly the questions: Who? What? When? Where? Why? How?
- The body of the report should expand on this information, giving facts, reasons and details, and quoting comments from eye-witnesses.

Carefully read the example newspaper article provided below and note the strategy used for this writing task.

Stranded fishermen rescued

Bobby Jordan
(*The Times*, 21 May 2010)

A dramatic air and sea rescue operation had a happy ending yesterday when two fishermen were found washed up on a beach in a remote diamond area of the Northern Cape. Pascale van Rooyen, 49, and Andries Klaase, 23, said they spent the night praying in the thick fog after their outboard engine broke down during a mission to find crayfish and they drifted out of cell phone reception with only one oar.

They had set off from the Hondeklip Baai earlier in the day, in tandem with another boat that also suffered engine failure, but whose crew managed to row ashore.

An earlier search for them was called off owing to thick fog.



They were found on a remote stretch of beach in a restricted diamond area.

(DBE: *Guideline for Teaching and Writing Essays and Transactional Texts in English Gr 10–12*)

Writing a magazine article is very similar to writing your personal blog. The style is personal because you are speaking directly to the reader. The style can be descriptive and make use of figurative language. Names, places, times, positions and any other necessary details should be included in the article. Keep the article fairly short and to the point. Make your magazine article attractive to captivate the reader's attention with the use of light and attractive fonts and appropriate illustrations or photographs.

Carefully read the example magazine article provided below and note the strategy used for this writing task.

Wizard of Waltz

Dutch maestro plays his first shows in South Africa.

Andre Rieu is almost solely responsible for the renewed popularity of classical music in South Africa.

It should come as no surprise then that tickets to the popular Dutch violinist, conductor and composer's first-ever South African performances with his 50-piece Johann Strauss Orchestra at Sun City, Durban and Cape Town are selling faster than Rieu can fly through his octaves on his Stradivarius.

The 59-year-old from Maastricht plans to get

audiences out of their seats and jigging in the aisles. Last year, Rieu was the world's most successful male touring artist.

Taking into account that the only person who ever openly criticised his music was an Aussie, he should be an enormous hit with the locals, including South African rugby fans.

Andre's work and schedule can be viewed at www.andrerieu.com.



(Indwe, April 2010)

(DBE: *Guideline for Teaching and Writing Essays and Transactional Texts in English Gr 10–12*)

Note

style:	way in which the author writes about the topic
tone:	the attitude of the writer to the content and the audience
register:	depends on the vocabulary and sentence structure as well as the suitability of language to the situation

Classroom activity 4

Write your own newspaper or magazine article.

Remember to plan. You may use a mind map, spray diagram, list or table to brainstorm your ideas. Remember to think carefully about what would interest your audience.

Once you have planned your article, write the first draft. Your style of writing must be appropriate to the article and topic you have chosen. Once you have written your article ask a classmate to edit it carefully. You could do the same for his/her work. Refer to the examples provided to guide you. Your teacher will use the rubric for transactional texts to assess your article. It is at the back of this book.

Choose one of the following topics:

- 1 Write a newspaper article about the problem of poaching in game parks and why this is an increasing economic and environmental problem in South Africa. Refer to the Homework task at the end of this theme to prepare for this task.
- 2 Write a magazine article promoting a game park or sanctuary in your local area that works successfully to protect endangered species. Refer to the Homework task at the end of this theme to prepare for this task.

Remember the following features when you write your article:

- Length must be 180–200 words.
- Provide an interesting heading.
- Choose an appropriate tone.
- Include all names, places, times and other necessary details.
- Stimulate interest and keep the reader absorbed.
- Edit your work carefully.



Film study

What do I know already?



Film study

Films are an integral part of our lives. Films are not simply about entertainment: we can learn valuable life lessons, grow in understanding and knowledge of other cultures, develop our imaginations and creativity, and discover how ordinary people can do extraordinary things. In a film study we learn to analyse critically the dialogue, action, soundtrack and types of shots and the effect on the audience.

Do you know what cinematographic techniques are?

Choose the appropriate boxes to check your knowledge of the terminology we use when discussing films.

	Yes	No
1. A film consists of shots, scenes and sequences.		
2. I am able to identify various camera shots: long, medium and close-up.		
3. I am able to identify various camera angles: high angle, low angle, eye level, bird's-eye view and worm's-eye view.		
4. I know about different soundtracks used in film: synchronous and non-synchronous.		
5. I am able to identify different camera movements: panning, tilting, zooming, tracking, and craning.		
6. I am able to identify different types of focus: soft, sharp, differential.		

Word bank

composition	the way in which the shot is put together
framing	the way that the shot is framed – closed or open
foregrounding	the focus of the shot which appears nearest to the viewer
backgrounding	the part of the shot that appears in the distance
line	lines in a shot can be vertical, horizontal or diagonal

What do I still need to know?**Film study**

Directors influence the way we respond to what we watch by *manipulating* various cinematographic techniques. We need to develop a clearer understanding of how the audience is persuaded to react to a shot by identifying the composition of a shot. Understanding concepts such as composition, foregrounding, backgrounding and line will also assist you in the analysis of advertisements. The composition of the shot focuses on one or all of the following:

- **Character:** the shot emphasises aspects of the character's personality or the problem the character is dealing with or resolving. This involves the foregrounding of the character and the discussion of what appears in the background of the still.
- **Theme:** the message the shot conveys
- **Setting:** where and when the shot takes place and its significance to the action
- **Plot:** the action in the film
- A closed frame emphasises that the focus of the frame is on the character/action that is taking place within the frame. The open frame indicates that the action continues off frame.
- The foregrounding of an object or character highlights its significance to the action taking place in the frame. The background of a shot highlights the setting of the action.



Classroom activity 5

In this activity you will critically discuss the composition of various stills from the film *Circles in a Forest* that will highlight character, setting, theme and plot. Watch the film in class with your teacher. Your teacher will freeze certain shots for you to analyse the composition and discuss the impact of shot, angle, frame and line on the plot, character, and setting.

Homework activity for Theme 3

Research the problem of poaching in game parks and why this is an increasing economic and environmental problem in South Africa to assist you with writing your newspaper article.

- 1 Research a game park or sanctuary in your local area that works successfully to protect endangered species to assist you with writing your magazine article.
- 2 Watch your favourite television show and practise analysing the composition of shots and its impact on the audience. Evaluate how the composition of each shot emphasises the personalities of the main characters, portrays the importance of the setting, highlights the director's message or advances the action. Remember to consider type of shot, angle of shot, frame and line.
- 3 Find a picture in a magazine and analyse its composition. Cut it out and bring the completed task to school to share with your class. (Refer to the *Extra practice* exercise below: image of elephants.)

Extra practice activity for Theme 3

Read the following text and answer the questions that follow:

Addo Elephant National Park

Introduction

Discover...Experience...Explore a world of diversity in one park...

Now the third largest national park in South Africa, Addo Elephant National Park has expanded to conserve a wide diversity of biodiversity, landscapes, fauna and flora. Stretching from the semi-arid Karoo area in the north around Darlington Dam, over the rugged Zuurberg Mountains, through the Sundays River valley and south to the coast between Sundays River mouth and Bushman's River mouth, Addo covers about 180 000 hectares (444 700 acres) and includes the Bird and St Croix island groups.

The original elephant section of the park was proclaimed in 1931, when only 16 elephants remained in the area. Today this finely tuned ecosystem is a sanctuary to over 550 elephants, lions, buffalo, black rhino, spotted hyena, leopard, a variety of antelope and zebra species, as well as the unique Addo flightless dung beetle, found almost exclusively in Addo. And their Addo has only just begun, with plans to expand the Park into a 264 000 hectare (652 300 acre) mega-park.

In addition, plans include the proposed proclamation of a 120 000 ha (296 500 acre) marine reserve that includes islands that are home to the world's largest breeding populations of Cape gannets and second largest breeding population of African penguins.

Vision

Addo Elephant National Park seeks to be fully integrated into the regional landscape, conserves and enhances the characteristic terrestrial and marine biodiversity, ecological processes and cultural, historical and scenic resources representative of the Eastern Cape region for the appreciation and benefit of present and future generations.

(www.sanparks.org/parks/addo)

Task

- 1 Read the article carefully and critically discuss the style, tone and register. The mark allocation for this type of question in a comprehension test would be five marks. Take careful consideration of the mark allocation when answering this question.
- 2 Comment on the suitability of the article to its purpose and audience.
- 3 Rewrite the article as a personal blog, diarising your visit to Addo Elephant Park. Share your blog with the other members in your class. Remember to use the correct register.
- 4 Discuss the composition of the shot provided in detail, referring to the following aspects:
 - The type of shot used
 - The use of frame
 - The use of line
 - The angle of the shot





Summary

Listening and speaking

When you record the main ideas of a listening text consider:

- fact: something known to be universally true
opinion: a personal belief or point of view.

Language

Use the appropriate punctuation marks for the text you write:

- apostrophe: used either to show possession or to contract a word
dash: used when the writer wants to change the idea of a sentence or use two dashes to include extra information
semicolon: used when separating two closely connected sentences without using a conjunction or when separating clauses and phrases that already have commas.

Borrowed words are words that the English language has adopted from other languages.

Writing and presenting

When you write a newspaper article, keep the language formal and include facts. Attract your readers' attention by using short 'punchy' headlines and sub-titles. Answer the *Who? What? When? Where? Why?* and *How?* of the story including facts, reasons and details, and quoting comments from eye-witnesses. Use a personal style of writing. Include information about the names, places, times, and positions in the article. Use light, attractive fonts and beautiful illustrations or photographs.

Reading and viewing

In this topic, film study, we focus on cinematographic techniques. An audience reacts to a shot by identifying the composition of a shot.

Cinematographic techniques include: camera shots, camera angles, foregrounding, backgrounding, frame of the shot and line of the shot. The composition of a shot is the way it is put together to emphasise character, theme, setting and/or plot.

What you will learn about in this theme

- **Listening and speaking**
 - Prepared/Unprepared speech
 - Public speaking techniques, structure and preparation process
 - Features and conventions
 - Planning, researching, organising, practising and presenting
- **Reading and viewing**
 - Interpretation of visual texts: advertisements, cartoons, pictures
 - Literature
- **Writing and presenting**
 - Transactional text: speech
 - Process writing
- **Language**
 - Denotative and connotative meaning
 - Emotive and persuasive language
 - Adjectives

Let's talk about this theme

- Why is fashion such an important part of our lives?
- Does what we wear define us?
- Should animals suffer in order to clothe us?
- Is South Africa keeping up with international fashion trends?
- What important fashion events currently market South African fashion designers in South Africa and internationally?
- Is there a place for South African fashion in international markets?

Prepared speech

What do I know already?



Prepared speech

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental. Here are some proven tips on how to control your butterflies and make better presentations:

- 1 **Know your material.** Pick a topic you are interested in. Know more about it than you include in your speech. Use humour, personal stories and conversational language – that way you won't easily forget what to say.
- 2 **Practise. Practise. Practise!** Rehearse out loud with all the equipment you plan on using. Practise, pause and breathe.
- 3 **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. 'One one-thousand, two one-thousand, three one-thousand'... Pause... Begin. Transform nervous energy into enthusiasm.
- 4 **Visualise yourself giving your speech.** Imagine yourself speaking, your voice loud, clear and confident. Visualise the audience clapping – it will boost your confidence.
- 5 **Realise that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.
- 6 **Don't apologise** for any nervousness or problem – the audience probably never noticed it.
- 7 **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.

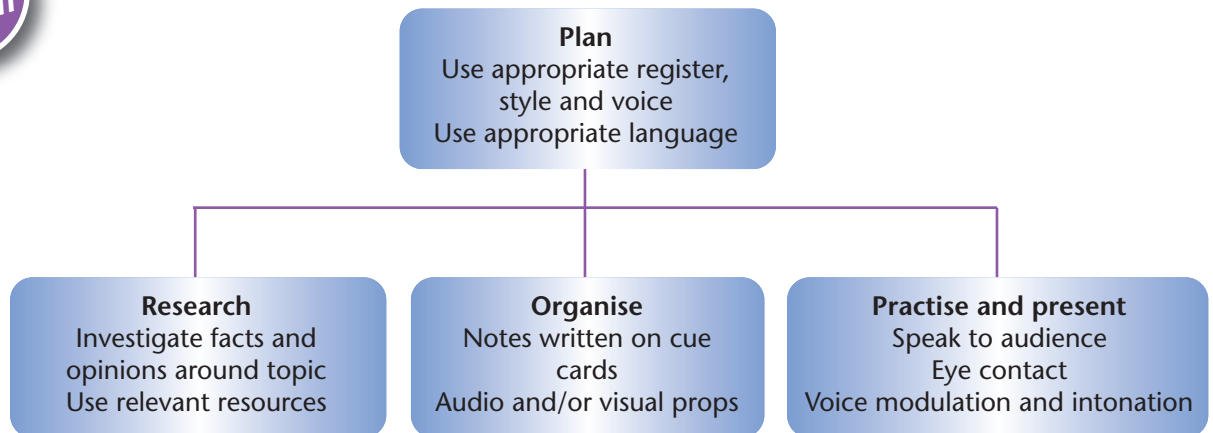
(Adapted from: www.toastmasters.org/.../FreeResource).

An effective speaker is able to do the following:

- Maintain a good comfortable posture (usually this involves standing with your feet slightly apart and in line with your shoulders).
- Speak clearly and project your voice.
- Pace your speech and modulate your voice to maintain audience interest.
- Voice modulation involves not speaking too loudly or too softly, varying the pitch of your voice and pausing correctly to ensure audience understanding.
- Eye contact, relevant facial expressions and natural gestures are also essential to maintain audience contact.
- Use key cards with key words to ensure that you are speaking to the audience rather than reading to them.



A prepared oral involves the following process:



Word bank



voice modulation	how you regulate your voice when speaking
pause	essential to hold audience attention and understanding
articulation	how you pronounce your words
projection	how loudly or softly you speak
stance	the way you stand when you speak
pace	how slowly or quickly you speak
inflection	change in tone or pitch of voice

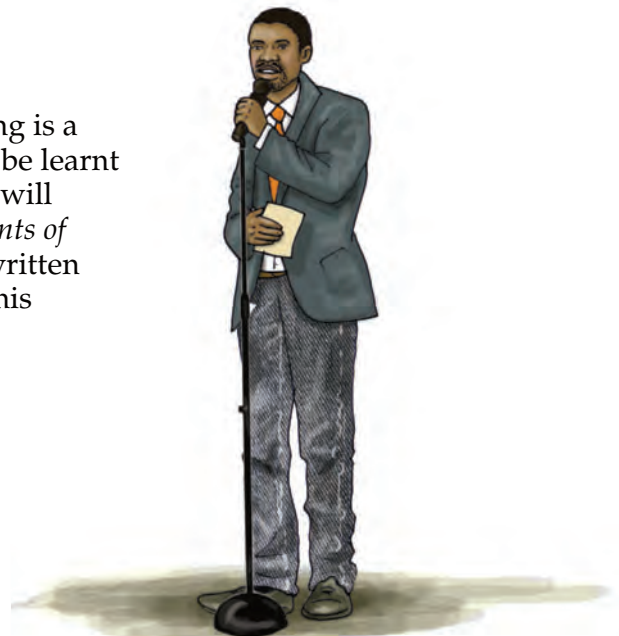
Prepared speech

Speaking to an audience in a formal setting is a skill. There are many techniques that can be learnt to develop this skill further. Your teacher will share an excerpt from *The 10 Commandments of Communication: How to speak like a leader* written by Michael Landrum, ATMB with you. This excerpt provides you with a number of useful public speaking techniques.

Steps to preparing a speech

Remember to follow these steps when preparing your speech:

- 1 Choose a topic that you feel passionate about.
- 2 Brainstorm and plan your speech using a mind map/flow chart/bullet points.



- 3 Research information relevant to the topic area.
- 4 Take into consideration your audience and the purpose of your speech.
- 5 The introduction should grab your audience's attention immediately.
- 6 The body of your speech should be logical; balance facts with opinions.
- 7 Your conclusion should either call your audience to action or give them a message that is relevant to life to think about.
- 8 Practise your speech by saying it to yourself in front of the mirror at home.

Classroom activity 1

Prepare a speech with the focus on one of the following topic areas:

- Red Carpet fashion sets the trends.
- What we wear defines who we are.
- Before wearing that fur, consider the fox.
- Matric dance: It's all about the dress, not the partner.

Remember to use the stages of speech preparation:

- Planning, researching and organising
- Practising
- Presenting.

Your teacher will use the prepared speech rubric at the back of this book to assess your oral.

Transactional writing: written speech

What do I know already?



Written speech

Writing a speech takes thought, planning, researching and organising. Remember to pay attention to the following criteria for a written speech.

HOW? What style to use: serious, humorous. Will you placate, encourage, etc.? Will you be aggressive, gentle, truthful, diplomatic?

WHEN? When are you speaking? After dinner, interval, in the morning, afternoon, evening?



- WHERE? At a christening, wedding, business lunch, school function. In a hall, lounge? Around a table?
- WHY? What is the purpose of the occasion? Why have YOU been invited to speak?
- WHO? Who will be there? How many? Young/older audience/athletes/businesspeople/women?
- WHAT?
- Show conviction, enthusiasm and self-confidence in the planning stage and it will show in your presentation.
 - A strong (clever) opener will attract attention.
 - Develop your points well and avoid clichés.
 - Decide where you should pause and where to use gestures (naturally) and for what purpose. (Maintain eye contact.)
 - Use contrasting tones (and points) but remain audible.
 - Use fairly short sentences with simple ideas, using familiar examples.
 - Balance criticisms with reasonable alternatives.
 - Consider the closing. Leave the audience with a thought (or two).
 - Visual or physical aids may be used, but your words must come first.
 - You may use notes, but only for reference.
 - Avoid irritating mannerisms.
 - Use language that expresses your maturity, values and background. Swearing, crudity and profanity are unacceptable.
 - Use appropriate forms of address, e.g. 'Ladies and gentlemen...'

The example of a short speech provided below will help you recognise the importance of asking these questions: How? Where? When? Who? Why? What?

Example:

Today, 20 July, a number of decades ago, a child was born. The scream, the yawn, the gentle snore – and he still snores Gloria tells me – decades later, has turned into an archetype of human perfection. A teacher, a father, a brother, a husband, a colleague and a preacher we celebrate today. Incredible you would say, that he is crying now. That is him, a cry baby.

Our wish for you today, your birthday, is to strive to remain true to the course you did not choose, the course our father mapped out for you. We pray that today will bring you closer and closer to attaining your dreams while remaining true to your course. You are the pride of our nation and an immeasurable measure of joy in our lives.

May you be flooded with wealth, joy and happiness henceforth.

Happy birthday my brother.

(Department of Basic Education: *Guidelines for Teaching and Writing Essays and Transactional Texts*)

Classroom activity 2

In *Classroom activity 1* you researched and presented a speech to your class. Your speech must now be submitted to your teacher as a written text. You may use the planning and research you have already completed in this task.

Don't forget to edit and proofread your work before handing it in. Your teacher will assess the speech against the rubric for transactional writing.

Adjectives

This week we will revise the different types of adjectives that modify nouns. You will remember that nouns are naming words. Adjectives may create a favourable or unfavourable impression of the nouns they describe. Advertisers use adjectives to help sell their products by giving them a favourable impression (for example: **mouth-watering** chocolate brownies), and writers use adjectives to make their sentences more interesting and descriptive.

Adjectives usually come before the noun in the sentence that is being described, but may also follow a linking verb such as *is*, *am*, *are*, *was*, *were*. We form adjectives from nouns.

For example: the adjectives in these examples are enclosed in brackets

The [beautiful] girl won the modelling competition.

The girl *is* [beautiful].

[Beautiful] is formed from the noun beauty.

Types of adjectives:

- 1 Descriptive adjectives: **handsome/intelligent/polite/tall/short** youngster
- 2 Adjectives of number: **some/most/many/three/few** youngsters
- 3 Demonstrative adjectives: **this/that** youngster; **these/those** youngsters
- 4 Proper adjectives: **Gauteng/Western Cape** stadiums are easily accessible
- 5 Compound adjectives: **mouth-watering** hamburger

Adjectives may also be used in the comparative or superlative form:

Adjective	Comparative	Superlative
beautiful	more beautiful	most beautiful
handsome	more handsome	most handsome
tall	taller	tallest
short	shorter	shortest



Remember there are exceptions:

Adjective	Comparative	Superlative
many	more	most
few	less	least
bad	worse	worst
good	better	best

Interpretation of visual texts

What do I know already?



Interpretation of visual texts

You have analysed advertisements in previous grades and will have a good grasp of how advertisements are designed for the greatest effect.

Successful advertisements:

- capture your *attention*
- create a *desire* for what is being advertised
- hold your *interest*
- convince you to take *action*

Advertisers appeal to your basic human needs for:

- security
- mother love
- success
- health
- conformity
- hero worship
- exclusivity
- beauty

To grab your attention, advertisers often use the following techniques:

- emotive words
- jargon
- slogans
- exclamations and questions (usually rhetorical)
- alliteration and rhyme
- repetition
- opinions
- eye-catching headlines
- visuals such as pictures, charts, etc.

AIDA Principle

Attention

- catchy headline
- large, bold font

Interest

- type of language used
- visual appeal – attractive layout

Desire

- selling a promise, e.g. a desire to be exclusive or a desire to be safe

Action

- special offers
- contact details
- marketing a lifestyle

Word bank



denotative	the dictionary or literal meaning of the word <i>example:</i> dog – a domestic carnivorous animal with a long muzzle, a fur coat and a long fur-covered tail whose characteristic call is a bark
connotative	the subjective/cultural or emotional association of the word. <i>example:</i> dog – the lovable family pet to someone who loves animals, but vicious aggressive animal to be feared by someone who is trying to burgle the house
emotive language bias	words that evoke an emotional response judging someone or something based on an unproven generalisation

What do I still need to know?



Interpretation of visual texts

When an advert shows on television, do you say all the words, sing the jingle or instantly recognise the product? Some advertisements stay with you for a long time. Why? Many factors are taken into account when creating advertisements. It is not just the visual appeal of the advertisements that sells the product.

Target audience: An advertiser must first identify the target audience. Grab their attention immediately by using a bold, emotive headline. The bold headline used in the advertisement **I'd Rather Go Naked than Wear Fur** is effective as it has used large, bold font to emphasise the words 'Go Naked'.

Consider the social status, age and gender of your consumer when determining whom an advert is targeting.

Emotive language is one of the techniques used by advertisers to grab our attention, hold our interest, create a desire and call us to action.

Christina Storm
FOR **PETA**

I'D RATHER
Go Naked
THAN WEAR FUR

Animals killed for their fur are electrocuted, drowned, beaten and often skinned alive. Be comfortable in your own skin, and let animals keep theirs.

www.alexand.co.uk of Harlow Studios using Proactive Technology from PETA. Distributed, supported by David Davis (Dunelm) Design. Hair: One, copyright www. of Laura Hair Salon. Makeup: Michelle Fisher