

Writing

Write the answers to the following interview questions to create a short autobiography about yourself

Interviewer: What is your full name and where and when were you born?

Interviewer: What words from a song are on your mind right now?

Interviewer: Who is the person you most admire in the world? Give a reason for your answer.

Interviewer: Name three things you would buy if you won a million Rand.

Interviewer: What one thing would you like to change about the world to make it a better place?

When writing an interview (120 – 140 words) remember to follow the process approach to writing. This means following these steps:

- Planning/Pre-writing
- Drafting
- Revising
- Editing
- Proofreading
- Presenting

Language

People often make the mistake of using an adjective instead of an adverb. **Correct these sentences.**

- a) I think Pat sings beautiful.
- b) Don't speak so loud.
- c) Do it quick while the teacher's not looking.
- d) We'll beat them easy.
- e) You dance very good.

Suggested answers:

- a) I think Pat sings **beautifully**. ✓
- b) Don't speak so **loudly**. ✓
- c) Do it **quickly** while the teacher's not looking. ✓
- d) We'll beat them **easily**. ✓
- e) You dance very **well**. ✓

Summarizing

Getting to the Point

Summary

Short account of the **central ideas** of a text

Summaries are not a place for...

- Opinions
- Background knowledge
- Personal information

How To Summarize

1. Read the text.
2. Don't let big words scare you.
3. Ask, "What was this text about?"

Your Answer...

- **Should** be a complete sentence or two
- **Should** cover **main point** and **key ideas**
- **Should** be in your own words
- **Shouldn't** just be a word or two

Should It Go in My Summary?

Only **major ideas** and **necessary information** should go into a summary.

Ask yourself:

"Do you need this information to understand the text?"

If the answer is **yes**, put it into your own words in your summary.

Main Idea and Key Points

The **main idea** is what the text is about.

Key points are arguments or information that is used to support the main idea.

Key points may be developed or elaborated with **supporting details**.

Your **summary** should only include main ideas and key points, **not supporting details**.

A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so, the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Incorrect Example Response 1

This text is about pennies.

- This response is too short.
- It does not include key ideas.

Incorrect Example Response 2

The 1943 copper penny is worth a lot of money. Copper was hard to get during the war so there aren't many of them. The 1955 double die penny is worth a lot too. These pennies were stamped twice on accident.

- Too much unnecessary stuff.
- Main idea is not clear.

Correct Example Response

This text is about two very rare and valuable pennies: the 1943 copper penny and the 1955 double die penny.

- Includes key information.
- Doesn't include unnecessary information
- Is a complete sentence.

Practice

Summarizing nursery rhymes.

Directions

1. We will read each nursery rhyme.
2. Summarize the nursery rhyme in **as few words as possible**.
3. Include key information.
4. We will discuss our answers.

1

The itsy bitsy spider
Climbed up the water spout
Down came the rain and
Washed the spider out
Up came the sun and
Dried up all the rain
And the itsy bitsy spider
Climbed up the spout again.

2

Humpty Dumpty
Sat on a wall.
Humpty Dumpty
Had a great fall.

All the King's horses
And all the King's men
Couldn't put Humpty
Together again.

3

Old Mother Hubbard
Went to the cupboard
To give her poor dog a bone.
But when she got there
The cupboard was bare,
And so the poor dog had none.

4

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home did trot,
As fast as he could caper,
And went to bed to mend his head
With vinegar and brown paper.

5

Little Miss Muffet
Sat on a tuffet,
Eating some curds and whey.

Along came a spider
Who sat down beside her
And frightened Miss Muffet away.

What do these nursery rhymes tell us?

Just in one sentence:

Example Answers

1. A spider fell but got up again.
2. An egg fell and was irreparably broke.
3. An woman had no food to feed her dog.
4. A boy fell, hurt his head, and bandaged it.
5. A spider scared away a girl.

Summarizing techniques:

1. Paraphrasing: paraphrase means to completely and correctly express other people's ideas in one's own words.
2. Grasping the central ideas
3. Condensation:
Use synonyms or synonymous phrases He had a good command of English. (He knew English well.)
Change the structure of simple sentences My brother has an appreciation of modern art. (My brother appreciates modern art.)
4. Turn complex sentences into simple sentences He received a welcome that was as cold as ice. (He received an icy welcome.) • Combine the sentences Hurry up. If you don't, you'll miss the train. (Hurry up or you'll miss the train.)
5. 4. Finding the topic sentence and making an outline.



LEARNER'S ACTIVITIES

Learner activities:

1. Listen to the passage read to you by your parent or family member.
2. Write down instructions on how to stay protected from getting infected by COVID-19.
3. Your instructions should be in point form.
4. Number your instructions 1-5.
5. You have now completed Activity 1.
6. Move onto Activity 2.
7. Good job! We are almost done.
8. Lastly, complete Activity 3.
9. Thank you for working so well. Keep all your activities in your language book and in a safe place. Your teacher will assess your efforts when school re-opens.

Activity 1

What should I do to prevent catching and spreading the virus?



Wash hands frequently with soap and water or use a sanitiser gel



Catch coughs and sneezes with disposable tissues



Throw away used tissues (then wash hands)



If you don't have a tissue use your sleeve



Avoid touching your eyes, nose and mouth with unwashed hands



Avoid close contact with people who are unwell

Source: NHS



Activity 1: Listening

Listen to the prevention measures read to you by your family member.

Write down FIVE instructions on how to protect yourself from being infected with COVID-19.

Your instructions should be in point form.

Number your instructions 1-5.

Activity 2: Writing and Presenting

Your friend is coming to visit you after the lockdown. He/she wants you to prepare a cup of tea for them. He/she takes their tea with TWO teaspoons of sugar and milk.

Write the instructions on how you will prepare the cup of tea for your friend. Number each step. Use the provided sheet to do the activity.

Activity 3: Reading and viewing

Use the provided sheet to write down your answers

Reading comprehension:

Read the passage about COVID-19 and answer the following questions.

1. Where and when was the first COVID-19 cases reported to the World Health Organization? (2)
2. Name ONE common sign of the COVID-19 infection. (1)
3. Which body part is being attacked by this virus? (1)
4. How is the virus transmitted? (2)
5. List TWO precaution measures that people can take to keep themselves protected from contracting the virus. (2)
6. Under the heading, "What are the symptoms" quote SIX consecutive words that states that the virus can be transferred from one person to another without the carrier being aware of being infected. (1)
7. South Africa is currently under lockdown. In your view is this a good regulation or not? Substantiate your answer. (2)

READING PASSAGE FOR ACTIVITY 2:

The World Health Organization (WHO) has declared the new coronavirus outbreak, which originated in Wuhan, China, a global pandemic.

As of April 3, over 53,000 people have died from the disease and there have been more than 1 million confirmed cases worldwide, according to data collected by the Johns Hopkins University in the United States.

What is a coronavirus? The coronavirus family causes illnesses ranging from the common cold to more severe diseases such as severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS), according to the WHO.

They circulate in animals and some can be transmitted between animals and humans. Several coronaviruses are circulating in animals that have not yet infected humans. The new coronavirus, the seventh known to affect humans, has been named COVID-19.

What are the symptoms? Common signs of infection include fever, coughing and breathing difficulties. In severe cases, it can cause pneumonia, multiple organ failure and death.

The incubation period of COVID-19 is thought to be between one and 14 days. It is contagious before symptoms appear, which is why so many people get infected. Infected patients can be also asymptomatic, meaning they do not display any symptoms despite having the virus in their systems.

Where did it come from? China alerted the WHO to cases of unusual pneumonia in Wuhan on December 31.

COVID-19 is thought to have originated in a seafood market where wildlife was sold illegally.

On February 7, Chinese researchers said the virus could have spread from an infected animal to humans through illegally trafficked pangolins, prized in Asia for food and medicine. Scientists have pointed to either bats or snakes as possible sources.

Should I worry? How can I protect myself?

The WHO declared the virus a global pandemic on March 11, and said it was "deeply concerned by the alarming levels of spread and severity" of the outbreak. The WHO recommends basic hygiene such as regularly washing hands with soap and water, and covering your mouth with your elbow when sneezing or coughing.

Maintain "social distancing" - keeping at least 1.8 metres (six feet) between yourself and others - particularly if they are coughing and sneezing, and avoid touching your face, eyes and mouth with unwashed hands.



LEARNER'S ACTIVITIES

Reading

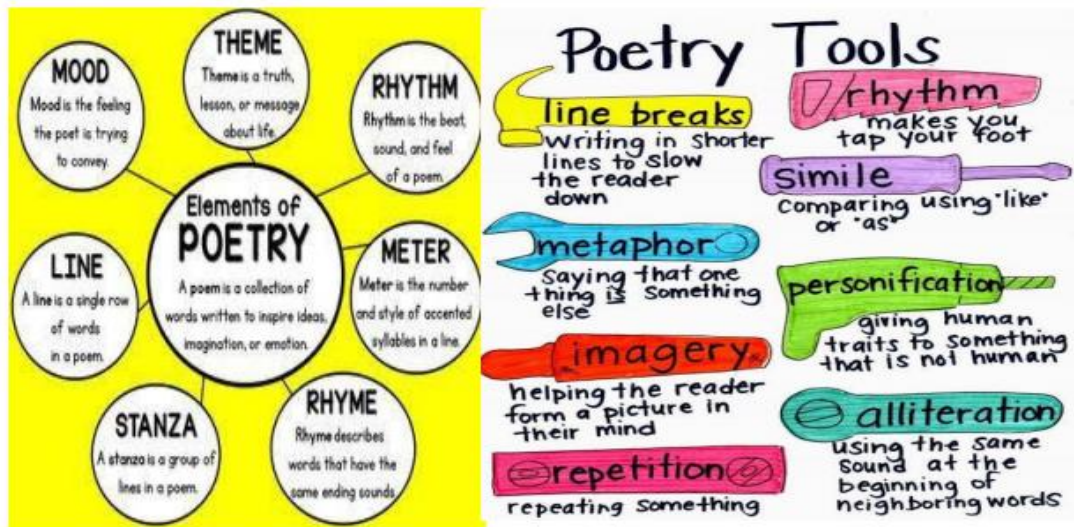
1. Make predictions about the text by looking at the title.
2. Answer questions on a poem.

Language

Complete the activity on figurative language.

Learners:

Read the following notes and make sure you understand and know it:



Activity 1:

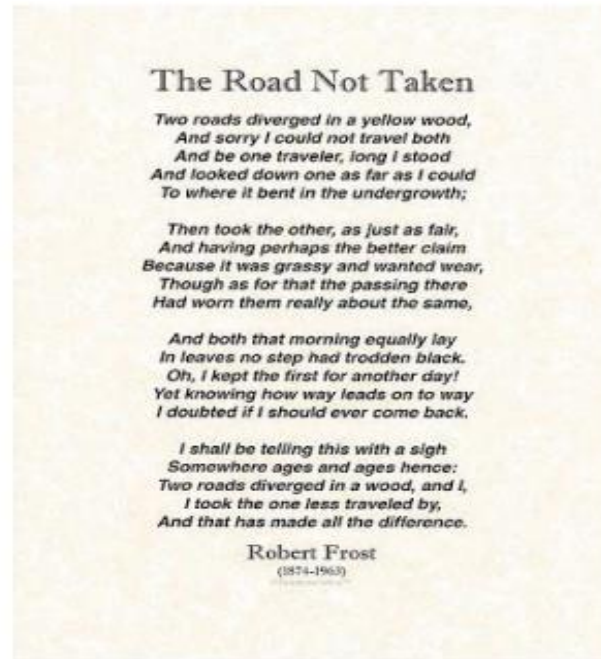
FIGURATIVE LANGUAGE		
Type	Definition	Examples
Alliteration	Repeating the same beginning sound in two or more words	The rain made a racket on the roof. The sizzling sun shone on the silky sand.
Metaphor	A comparison between two unrelated things	A blanket of snow covered the ground. A rainbow of lollies flew out of the piñata.
Simile	A comparison between two unrelated things (using the word <i>as</i> or <i>like</i>)	His eyes were as cold as ice. The girls are like two peas in a pod.
Hyperbole	An obvious exaggeration	She ate a mountain of food. He was more powerful than the sea.
Personification	Giving non-human objects human qualities	The wind howled in the night. The leaves danced on the ground.
Onomatopoeia	Words that sound like the object or action they refer to	Clap, clap! Stomp, stomp! The crowd roared with joy.

- Figurative language is used in written text and in some cases used verbally.
- Think about characters like Oom Oubaas in 7de Laan, who always had something “funny” to say to describe a person or a situation.
- Poets/writers use figurative language to make their writing interesting. They want the reader to think about the deeper meaning.

Identify the figurative language (figure of speech) used in the following sentences:

1. As strong as an ox.
2. Love is a battlefield.
3. I told you a million times to wash your hands before you eat.
4. The tree hugged me with its branches.
5. The sunny sun shone brightly.
6. The donkey walked, clop,clop,clop.
7. They boy ran like the wind to get to class on time.

Activity 2:



Read the poem, 'The Road Not Taken' by Robert Frost and answer the following questions.

1. What is the title of the poem?
2. Describe the structure of the poem.
3. Give an example of enjambment in stanza 1.
4. What dilemma is the speaker facing in stanza 1?
5. Quote a verse in stanza 2 that states that both roads looked similar.
6. In your own view, state what the road symbolizes.
7. The poem is an example of an extended metaphor. Comment on how this extended metaphor is created throughout the poem.

What is visual literacy?


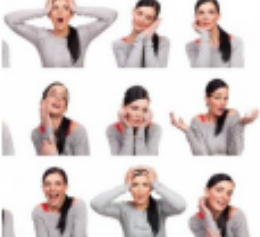




Visual literacy is the ability to **interpret**, negotiate, and make meaning from information presented in the form of an **image**, extending the meaning of **literacy**, which commonly signifies interpretation of a written or printed **text**. Visual literacy is based on the idea that **pictures** can be “read” and that meaning can be communicated through a process of reading.




Hints:

When looking at a comic strip or a cartoon, pay attention to the following:





Visual clues:

Some parts of the drawing which may be used to help the reader establish what the cartoon is about.

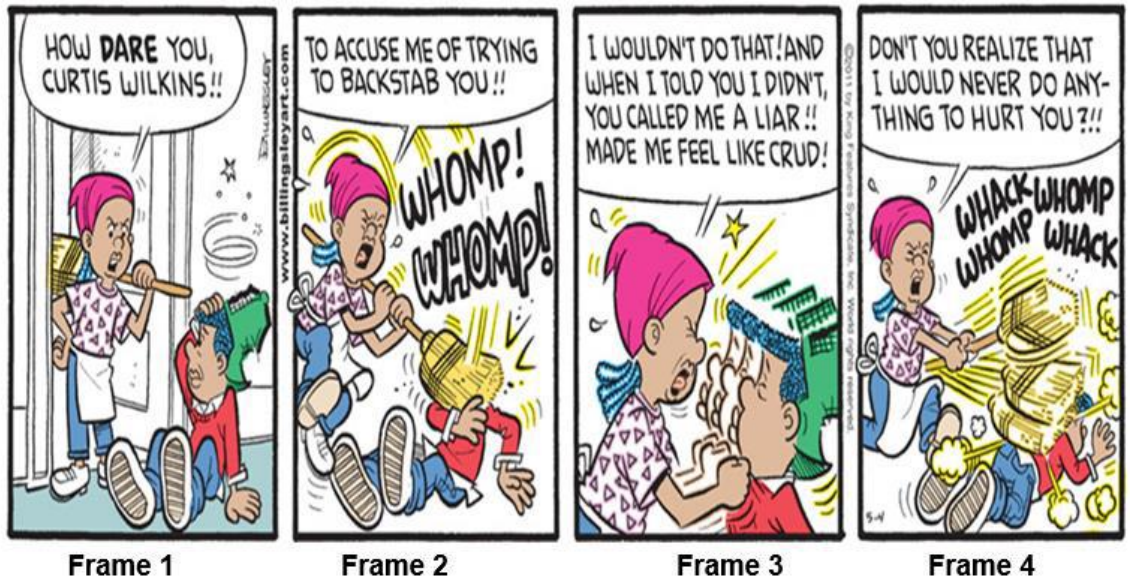
Body language How do they use their bodies to convey a certain message: non-verbal communication	Gestures Movement of hands	Facial expressions Do they look sad, happy, irritated, angry etc.
		
Scale Is one character bigger than the other?	Setting: What is the background to the pictures?	Movement lines: Movement is indicated by means of vertical, curved and diagonal lines. Speedy action is indicated by streaky lines, or by the action going out of the frame
		

<p>Caricature: features or actions of a person are exaggerated to help the reader work out who is being represented or what aspect of the person's character is being emphasised.</p>	<p>Visual metaphor: in a metaphor two things are compared. In a visual metaphor, a picture stands for or represents something else</p>	<p>Stereotyping: An exaggerated preconceived generalisation about the typical behaviour, attitudes, dress, etc. of various types of people.</p>
		

Verbal communication (What do the characters say?)

<p>Speech bubbles:</p>  <p>indicate the words spoken by the character.</p>	<p>Tone (of voice). The WAY in which something is said, e.g. monotonous</p>	<p>FONT size (size of letters in the text)</p> <p>It refers to the size and type of letters used. Larger or bold letters are used for emphasis.</p>
<p>Thought bubbles:</p>  <p>show what the character is thinking.</p>		

- Frame Each separate picture in a comic strip is called a **frame**.
- Punchline The final phrase or sentence of a cartoon, providing the humour. The different frames usually build up to the punch line in the last frame.
- Irony When one thing is said, but something else is meant.
- Satire Uses humour to make a serious point. It involves using wit, irony or sarcasm to highlight human vices or follies.
- Anti-climax This is when tension is created and we expect something important or exciting to happen, but instead, the ending is very ordinary or a let-down.



- 2.1 How does the cartoonist show that the girl is angry? In your answer refer to the words and the drawing. (Frame 1) (2)
- 2.2 In Frame 1. Give two visual clues that indicate that Curtis is confused. (2)
- 2.3 Frame 2 - Explain what the girl means by “backstab”. (2)
- 2.4 Frame 3 – How does the cartoonist show that the girl is shaking Curtis? (1)
- 2.5 Explain the irony of the girl’s words in Frame 4 when she says, ‘I would never do anything to hurt you’. (2)
- 2.6 Give any one word from the cartoon that is an example of onomatopoeia. (1)

Memorandum

- 2.1 Words: Many exclamation marks which indicate that she is shouting.
 Facial expression: Her mouth is wide open, she stands with her hands on her hips and she holds the broom in a threatening manner (2)
- She is standing with her hands on her hips / she is shouting at Curtis / her words are highlighted/in bold / she carries a broom in her hand (which she uses to hit Curtis with) / she is leaning towards Curtis / her eyes are wide open / her mouth is open [answer must relate to words and image]
- 2.2 Curtis’ confusion: The star and circle above his head (2)
 He is holding/scratching his head
- Curtis has been beaten on the head (with the broom) / he lays on the floor / there are stars around his head / he holds his head / he mouth is turned up (in anger) [any two]
- 2.3 Backstab means to betray someone (Use discretion) (2)
- 2.4 The movement lines/ we see three of Curtis (1)
- 2.5 She says that she will never do anything to hurt him but she hits him over the head with a broom. (2)
- 2.6 “whomp” or “Whack” (1)