NASCA English Materials Draft 1

THEME 1

Languages and personal development

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# Introduction

Welcome to the English First Additional Language (EFAL) workbook. As you begin using it, think about the following:

Language is what distinguishes us as a species and we are bombarded by it. It

comes at us in conversations, arguments and love letters; we hear it on the

radio or when we watch television or movies; we see it on billboards, on walls and

on sweet or candy wrappers; we find it in books and magazines and on the internet.

We use it on computers, on our cell phones and on blackboards; we use it for

research and text messaging and social networking. When we use language we

produce spoken or written texts for others to consume. (Janks, 2014: 1)

It is likely that you are able to communicate in two or more languages but the focus of this workbook is on English, because of its importance for giving you access to further education and employment and for communicating in a range of contexts. Languages play a vital role when people are looking for work and when they are carrying out activities at work. They are also important for promoting diversity, inclusivity, social and environmental justice, and human rights.

The main purpose of the content and learning activities in this EFAL workbook is to enable you to develop the knowledge and skills required for listening and speaking, reading and viewing, writing and presenting, and for thinking creatively and critically in English.

The workbook presents language knowledge and skills in relation to broad themes that the writers hope adult learners will find interesting and relevant. These themes are: language and personal development; language and working life, language and the world around us; language and literature.

The learning activities in each unit include tasks and questions at different levels of what is termed ‘cognitive demand’. The level of cognitive demand refers to what you are expected to do in order to demonstrate your learning or understanding of the content of the course. Examination tasks and questions will be set at these different levels, with the questions at each level being given a specific weighting in the examination paper as indicated in the table on the next page.

## WEIGHTING OF LEVELS OF COGNITIVE DEMAND

|  |  |  |
| --- | --- | --- |
| **Cognitive level** | **Example** | **Weighting** |
| **Literal**  **(Level 1)** | Questions that deal with information explicitly stated in the text | **20%** |
| **Reorganisation**  **(Level 2)** | Questions that require analysis, synthesis or organisation of information explicitly stated in the text. | **30%** |
| **Inference**  **(Level 3)** | Questions that require the interpretation of messages that are not explicitly stated, by  linking information from different parts of the text or relating clues in the text to prior knowledge or experience and then drawing conclusions. | **30%** |
| **Evaluation**  **(Level 4)** | Questions that focus on judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. | **20% - distributed between this level and level 5 below** |
|  |  |  |
| **Appreciation**  **(Level 5)** | Questions that focus on the psychological and aesthetic impact of the text on the reader, including emotional responses to content, identification with characters or incidents, and reactions to the writer’s use of language (such as word choice and imagery). |

**The formal assessment at the end of the course is explained on the next page.**

**STRUCTURE OF ASSESSMENT**

**External examination**

**Paper 1: Reading and Literature**

* Duration: 3 hours
* Marks: 100

## Paper 2: Language in context and Writing

 Duration: 3 hours Marks: 100

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | **Weighting** |
| **Paper 1: Reading and Literature**   1. **Reading Comprehension**   Candidates respond to questions based on a written text of approximately 500 words. (35)  Candidates construct an 80 word summary of a text. (15)   1. **Literature**   Candidates respond to two questions (a choice of two contextual questions based on an extract from prescribed literary texts (one poem / one short story extract) (20) and an essay of 250-300 words from a choice of three questions (short stories, memoir, autobiography or biography). (30) | 50        50 | 25%        25% |
| **Paper 2: Language in context and Writing A. Language in context**  Candidates demonstrate knowledge and use of the language conventions and structures in a short text (e.g. job or product advertisement; short news article).  **B. Writing**   1. **Transactional text (Formal / Friendly Letter)**   Candidates write a letter of 150 words   1. **Essay**   Candidates write an essay of 250-300 words from a choice of topics. | 40      20      40 | 20%      10%      20% |

**THEME 1**

**Languages and personal development**

**Introduction**

This theme gives you opportunities to use language for personal development. It encourages you to express and explore your own identities and opinions, and to respond to the opinions of others. You will read and write personal narratives of various kinds, including a friendly letter and life narrative. You will identify, adopt and express points of view in speaking/listening and reading/writing.

**Learning Outcomes (LO) and Assessment Criteria (AC) covered in the theme:**

**LO 1.1 Summarise main ideas from an oral presentation:**

AC1: The summary is accurate in terms of what has been said;

AC2: The summary is of an appropriate length in relation to the original audio piece;

AC3: The summary conveys the main points of the audio piece.

**LO 1.2 Present a short prepared speech:**

AC1: The presentation is interesting and relevant;

AC2: The presentation is logically structured;

AC3: The presentation is easy to follow and clear;

AC4: The presentation is enthusiastic and spoken with confidence.

**LO 1.3 Read and respond to a variety of personal development texts:**

AC1: The response shows a clear understanding of the conventions and key

Characteristics of the text type;

AC2: The response shows an understanding of the key information provided.

**LO 1.4 Plan, write and edit a life narrative:**

AC1: The conventions of personal writing are used in a narrative;

AC2: The narrative is written with sensitivity and personal insight;

AC3: There is evidence of planning in the narrative;

AC4: The narrative is self-edited for grammatical and other errors;

AC5: The narrative shows awareness of a coherent structure.

**LO 1.5 Plan, write and edit a friendly letter:**

AC1: The letter is correctly formatted;

AC2: The letter demonstrates the use of appropriate tone and register;

AC3: There is evidence of planning in the letter;

AC4: The letter is self-edited for grammatical and other errors.

**LO 1.6 Understand and use language structures appropriately and accurately:**

AC1: The following language structures are used appropriately and accurately:

Personal pronouns; adjectives; tense (past, present and future simple verb forms); relevant parts of speech; statements; direct and indirect speech; Subject-verb concord; conjunctions and disjunctions;

AC2: The following text units are formulated accurately and used appropriately:

statements; paragraphs.

**LO 1.7 Use a variety of strategies to determine the meanings of words, phrases**

**and sentences in the context of a passage:**

AC1: Give meanings of individual words in context;

AC 2: Use a wide range of words in various contexts;

AC3: Use prefixes and suffixes to determine the meanings of words.

**LO 1.8 Explain the meaning of words, phrases and sentences used in context:**

AC1: Explain the correct meaning of a word in a phrase or sentence;

AC2: Explain the simple and underlying meaning of words in phrases or sentences;

AC3: Explain whether a word is formal, informal, or slang (or offensive) and how to

use it appropriately (or not at all).

**LO 1.9 Use the dictionary and thesaurus to increase vocabulary:**

AC1: Use a monolingual and bilingual dictionary to check the meaning of words;

AC2: Use a dictionary or thesaurus to spell words;

AC3: Use a dictionary or thesaurus to identify the part of speech a word is and how

to use it in a sentence;

AC4: Keep a personal dictionary or vocabulary book to expand vocabulary.

**LO1.10 Increase vocabulary and improve writing skill by reading and by**

**writing using interesting, thought-provoking vocabulary.**

AC1: Use word synonyms and antonyms to improve writing expression;

AC2: Identify and use new vocabulary from Literature.

**UNIT 1 Personal histories**

**Introduction**

In this unit you will read an extract from Nelson Mandela’s autobiography, *Long walk to freedom.* The extract highlights his childhood in the rural countryside of Transkei and you will learn of his early childhood and the games he played. You will be encouraged to reflect on your own lives and the place where you grew up. The lesson provides scope for you to apply what you have learnt to the broader context of your life.

**Learning outcomes:**

When you have completed this unit, you should be able to:

* Read and respond to a life narrative;
* Preview a text and predict purpose and meaning;
* Summarise main ideas from an extract;
* Plan and write a paragraph;
* Understand and use the following language structures appropriately and accurately: verbs, past and present tense, words/phrases for comparing, parts of speech, suffixes and prefixes.

**Activity 1: Read and respond to an extract from a life narrative**

**Purpose**

The purpose of this activity is to encourage you to think about your own childhood and your experiences as you were growing up.

Artwork: Nelson Mandela, young boys playing in a rural area or a picture of Mandela’s autobiography.

**1.** **Pre-reading**

You will do a pre-reading exercise.

Look for **clues** in the heading and picture that help you to predict what the text is about.

* What do you expect the extract to be about? Write a sentence to show what you expect to read in the extract.
* What games do you remember from your childhood? Think of at least three games.
* Now read the first two sentences. Is this what you expected or is it something different?

**2. Read the extract carefully**. Make a note of any word that you don’t understand and use a dictionary to find the meaning.

Extract: A Country Childhood

|  |
| --- |
| **A Country Childhood**  As boys, we were mostly left to our own **devices**. We played with toys we made ourselves. We moulded animals and birds out of clay. We made ox-drawn **sledges** out of tree branches. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller-coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting atop **weaned** calves – after being thrown to the ground several times, we got the hang of it.  I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity, or what the Chinese call ‘face’. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to **humiliate** another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.  **Terminology:**  **devices** – to do as they wished.  **sledge** – a wooden frame used for sliding over snow  **weaned** – to replace mother’s mild with other nourishment  **humiliate** – to lower or hurt someone’s dignity  Extract from Nelson Mandela’s *Long Walk to Freedom.* 1994. London: Abacus |

**Activity 2: Intensive reading of an abstract.**

Answer the questions based on the extract. Write the answers in your own words and know that your opinions and feelings are important.

a. What did the boys play with?

b. Name two animals that the boys used to ride.

c. Explain in your own words what the following sentence means: ‘Nature was our playground.’

d. The word ‘face’ has two meanings in this extract.

i) Quote from the text to identify the two uses.

ii) Explain in your own words what each meaning is.

e. What did Nelson Mandela learn from riding the donkey?

f. ‘Even as a boy, I defeated my opponents without dishonouring them’. Do you agree with this principle? Give reasons to support your answer.

**Guided reflection**

We read **life narratives** to get a good understanding of famous people’s lives. When you read childhood memories, it gives you an opportunity to **reflect on your own** life and your experiences as a child. You also explore your own identity, interesting aspects of your early life, where you come from, the games you played and the experiences you had in the primary school that you attended. Life narratives take many forms, for example a diary, a memoir or a biography. Think of a life narrative of a famous person that you have read and what you remember from the story of his or her life.

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**Resources**

Look at this webpage that outlines 17 pieces of wisdom from Nelson Mandela that everyone should read:

[**https://globalvoices.org/2013/12/06/17-pieces-of-wisdom-from-nelson-mandela-that-everyone-needs-to-read/**](https://globalvoices.org/2013/12/06/17-pieces-of-wisdom-from-nelson-mandela-that-everyone-needs-to-read/)

Nelson Mandela, the first democratically elected president of South Africa and a Noble Peace Prize laureate, died on December 5, 2013 aged 95

**Activity 3: Write a summary**

**Purpose**

In this **activity** you learn to write a summary of an extract. When you write a summary you use your own words to express briefly the main idea and relevant details of the extract you have read. The **purpose** in writing a summary is to give the basic ideas of the original reading in fewer words.

**Steps to writing a summary**

1. As you **read**, underline or choose 5 keywords from the extract. Words that are repeated several times are likely to be keywords.

2. Read the **topic sentences** of each paragraph to get an overall idea of the extract.

3. List the **main idea** of the extract, the main supporting ideas, and the main evidence for each idea.

4. Express the ideas in your **own words** as much as possible, rather than copying or just rearranging sentences from the extract.

5. Do **not** include **too much detail.** Excludeexamples or information which are not relevant to the overall article.

**Write your summary**

Follow the five steps above and write the summary of the extract. The summary is usually one third of the extract in length.

**Use this checklist to determine if your summary is good.**

|  |  |
| --- | --- |
| **If you answer yes to the following points, your summary is GOOD** | **✓** |
| It gives an outline of the extract. |  |
| The main idea of the extract is included. |  |
| The topic sentence of each paragraph is included. |  |
| The extract is written in my own words. |  |

|  |  |
| --- | --- |
| **If you answer yes to the following points, your summary is POOR** | **✓** |
| It is not easy to understand what the extract is about. |  |
| It is difficult to find the main idea of the extract. |  |
| The topic sentence of each paragraph is not included. |  |
| You did not use your own words in the summary. |  |

**Resources**

Look at this webpage for tips on writing a summary:

<https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/how-to-write-a-summary/>

**Activity 4: Listen to a video clip and summarise main ideas.**

1. Listen to the following video clip on You Tube. The clip provides a brief biography of Nelson Mandela

<http://www.youtube.com/watch?feature=player_embedded&v=UqoYmx_L-Xs>

Complete the following tasks:

1.1 What is the main theme of the video presentation.

1.2 Write 5 words that describe Mandela’s character.

1.3 Which incident from his life is most memorable for you? Explain why you feel

it is so important.

1.4 Summarise the video clip in 5 sentences.

1.5 You have been asked to inform someone of the content of this video clip.

Read the summary and tape yourself using an audio recording or a video

recording.

**Activity 5: Language structures**

In this activity you study **tenses** (the **past and present tense**). You will learn how to write a verb in the correct tense and complete exercises on vocabulary, comparisons and parts of speech.

**A. Past and present tense**

|  |  |
| --- | --- |
| **Past tense verbs** | **Present tense verbs** |
| Moulded  made  was  were  transformed  sat  did  learn | Mould  make  is  are  transform  sit  do  learned |

1. The extract from Mandela’s autobiography is written in the past tense because the author is writing about what happened in the past: ‘As boys, we were left to our own devices. We played with toys we made ourselves.’

**Write** down the **verbs** in the first paragraph of the extract that are in the **past tense**.

2.Now **rewrite** the first paragraph in the **present tense**.

3. What did you notice about the **difference in verbs** in the present tense as compared to the same verbs in the past tense?

4.How does putting the paragraph into the present tense **change the meaning** of the paragraph?

5. Do you like the paragraph better in the past or present tense? Give a reason for your answer.

**B. Vocabulary**

1. This extract has many words that describe rural life. For example, ‘calves’, ‘donkeys’, ‘clay’. Find other words that reflect a rural way of life.

2. If Nelson Mandela had grown up in an urban area, he would have used different words to describe his childhood? Write down five words that reflect an urban way of life.

3. There are both pros and cons to living in the city or a rural life and people have different reasons for their choice. Write down three words that describe for you the positive aspects and three words of the negative aspects of living either in an urban or rural area.

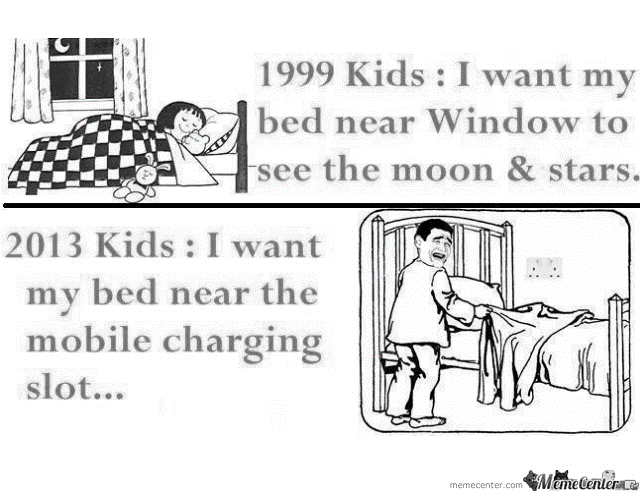
4. The main part of a word is called the stem, or the root. For example, in the excerpt you read, the stem of the word *African* is Africa, which is a noun.

a. We add a prefix before the stem, to make a new word: e.g. unnecessary: *un + necessary*. Find **5** words in the extract that has prefixes added to it.

b. We add a suffix after the stem of the word *embarrass* to make the word *embarrassing*. Find **5** words in the extract that has suffixes added to it.

**C. Comparisons**

1. Think about the children of today and how they are growing up. In what way is their life different from yours when you were growing up? In what way is it the same?

Generation Gap https://www.quotemaster.org/Generation+Gap#&gid=1&pid=22

2. When you compare **two** things, you can use the following words and expressions:

|  |  |
| --- | --- |
| **Words or phrases for comparing** | **Example** |
| On the one hand, on the other hand | On the one hand, we used to listen to the radio. On the other hand, they watch TV. |
| However, but | When I grew up we used candles and paraffin lamps. However, my children are growing up with electricity in the house.  I grew up using candles and paraffin lamps but our children now have electricity in the house. |
| In comparison with/compared to | In comparison with the old days, today’s children face more dangers.  Today’s children face more dangers compared to children in the old days. |
| Similar/different | Today’s children are similar to children in the old times because many children are still growing up in poverty.  Life now is very different for children because the technology has changed. |

3. Write **two** sentences. In the first sentence use the word ***however*** and in

the second sentence use the word ***but***.

**Guided reflection**

Notice how in English some verbs in the past tense add **–*ed*** to the present tense verb (*moulded, transformed, learned*). These are called ‘regular verbs’. Other verbs have a different form in the past tense. These are called ‘irregular verbs’ (*made, sat, did*). The verb “*to be*” changes according to the pronoun that goes with it: I am - *I was*; he is – *he was*; they are – *they were*.

**UNIT 2 Stories of our lives**

**Introduction**

In this unit we learn why we write and whom we write for. People write for many different reasons. The extract you will read comes from a book called ***To my children’s children*** by Sindiwe Magona where she tells the story of the first twenty-three years of her eventful life. Although Magona was born in the Eastern Cape, she spent most of her life in Cape Town and twenty years working for the United Nations in New York. In 2016 she received the English Academy of Southern Africa Gold Medal Award for her writings.

**Artwork: Picture of book, *To my children’s children,* by Sindiwe Magona**

**Learning outcomes:**

When you have completed this unit, you should be able to:

* Read and respond to a life narrative;
* Answer questions based on an extract;
* Plan and write a prepared speech;
* Plan and write a diary entry;
* Plan and write an email;
* Understand and use the following language structures appropriately and accurately:

adjectives, past and present tense and sentence structures, case and concord.

**Activity 1: Read and respond to an extract [60 minutes]**

**Purpose**

In this activity you will do a pre-reading exercise so that you can learn to generate ideas about what is contained in an extract. You will also read carefully to answer questions based on an extract and write about your feelings and opinions.

1. It is really important to be able to understand what the main ideas are in

an extract. The headings or pictures that come with the reading will

sometimes give you a clue. Read through the extract below and try to

figure out what it is about:

Early days - Sindiwe Magona

|  |
| --- |
| **Early days** Sindiwe Magona  By age three I had a baby sister and was, by definition, no longer a baby and thus qualified to sit around the fire with the other children, waiting for the evening meal and evening prayers thereafter.  The grown-ups busied themselves with evening chores; among the last, putting the grass mats on which we slept (perhaps less than one per cent of the village had beds) in place. Some, at this time, would be preparing what would be breakfast the following day.  Always, however, there was at least one adult, usually grandmamma, sitting with us around the fire. To keep us children awake, she would tell us *intsomi*, the fairy-tales of amaXhosa.  **vivid**: clear, strong  **modulation:** changing your voice as you tell different parts of the story  **ogre:** a giant or monster  **decorum:** good manners and behaviour, modesty, respectability.  **inadvertently:** by accident, unintentionally, without realising  **leg-pulling:** teasing or making fun of someone  There were tales about ogres and giants, about animals of the forests, great beasts, and about little hopping creatures of the veld. There were tales about animals of the river, huge scale-covered reptiles that could swallow people and animals whole, crushing them to death as they did so. And later on, when hungry, they would bring them up and chew them to cud.  There were happy tales also; princes and princesses, kings and queens, and chiefs and chieftainesses: stories that we listened to and believed. Stories that were told with such vivid detail and in such modulation of voice that we children saw them in our minds and lived them in our feelings; crying when a little orphaned girl, on her way to her uncle or grandparents who would look after her (this would-be guardian angel always lived far, far away) fell into the hands of an ogre disguised as a kindly little old lady, with designs to her for her dinner. We roared with laughter – the kind of laughter that leaves you feeling weak in your belly, tears streaming down your face; honest no-nonsense and no decorum laughter – whenever cruel giants and cannibals came to grief, usually by inadvertently falling prey to the very traps intended for their victims.  Both men and women tell folktales to children. These stories are handed down, by word of mouth, from generation to generation. In my own family, the outstanding storytellers of my childhood were my maternal grandmother, a paternal uncle, Masondo, and a cousin, Sondlo. When either of these two men came to visit, we would listen to their tales well into the night, willingly warding off sleep. They were masters of their art.  Sometimes other games were introduced in an evening. Sparks on the three-legged cast-iron pot, sparks produced by scratching the pot on the fire with one of the logs burning underneath, became *abayeni*, the team of negotiators for a daughter’s hand in marriage.  An uncle or an aunt will say, ‘Let us see how many *abayeni* will come to ask for so and so one day’ (naming one of the little girls present).  So saying, they will take one of the little sticks of word burning under the pot with one bold stroke. Immediately sparks will become visible where the pot had been scratched. Everyone, especially the one-distant-day-bride-to-be, is now spellbound. The counting begins: ‘One, two, three, four, five….’. ‘Goodness!’ someone else will butt in, ‘Where will we put such a big party?’ Another will ask, ‘How will we feed so many people?’ ‘Girl, it looks like you will marry into a well-to-do-family; otherwise how could they send so many people?’ This little game ends with much leg-pulling and laughter and no little sense of importance in the future bride. |

a. Did you notice that the story is written in the first person? The writer writes about herself. She uses the pronouns ‘I’ and ‘we’. Pick out **5** other **pronouns** in the story.

b. The writer includes many descriptions. She gives the reader information about the things she is talking about, so that we can picture them in our minds. She uses many adjectives (describing words). Identify **5 adjectives** in the story.

c. Did you understand the **isiXhosa words**? Why do you think the writer used isiXhosa words in the story?

d. What folktales can you remember from your childhood?

**2.** Read the extract again and answer the following questions:

a. In this extract, Sindiwe Magona lived in a rural area with her grandparents. Read the first two paragraphs and find the words or phrases that give you clues that she lived in a rural area.

b. In paragraph 5, Magona writes about the emotions (feelings) she and the other children experienced when they listened to the stories. Find the words or phrases that describe two emotions they had.

c. In paragraph 6, Magona writes about the tradition of storytelling. A tradition is like a custom, or a way of doing things that stays the same for many years. Why do you think she explains the tradition of storytelling to her readers?

d. In paragraph 6, we read that Magona’s uncle, Masondo, and her cousin, Sondlo, were ‘masters of the art’. Find a word in that paragraph that helps you to work out what a master of the art is.

e. Magona writes the first seven paragraphs in the past tense. She is writing about something that happened a long time ago. But in the rest of the extract she changes to the present tense. Why do you think she suddenly changes the tense she is writing in?

**3.** This activity will help you to understand the difference between a biography and an autobiography

|  |
| --- |
| Sindiwe Magona’s book, ***To my children’s children***, is an example of writing called **narrative**. A narrative is a story. Usually, narratives are in the past tense because writers tell us stories about things that happened in the past. Narratives can also be very descriptive, like Magona’s book. Magona’s book is a special kind of narrative, called an **autobiography.** |

a. What can you **detect** from the **title** of the book?

b. Why do you think she wrote this book?

c. List five autobiographies and their authors.

d. The word -*graphy* is Latin for *write.* Find 5 other words which contain the word *graphy.*

e. What is the difference between an **autobiography** and a **biography**?

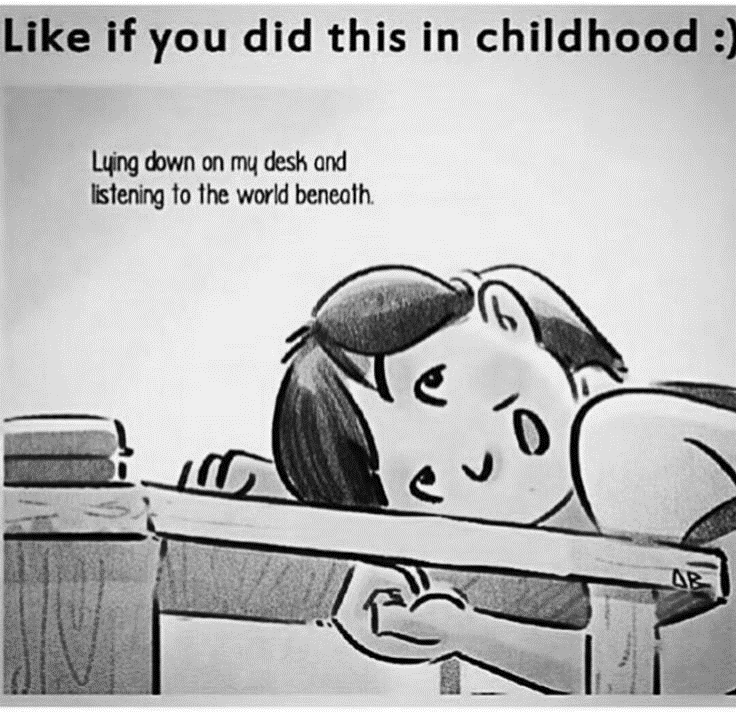
f. Imagine that you are writing **your autobiography**. What **title** would you give it and why?

**Activity 2**

**Generate ideas for a short prepared speech using a Mindmap.**

**1. Mindmap**

The purpose of this activity is to think about a topic and generate ideas that will assist you with your short prepared speech.

**Steps to the mindmapping exercise**

1. **Think** about your childhood.

* What were the most important lessons that you learnt?
* How did you learn these lessons?

2. **Plan** your presentation by making a

**mind-map**.

* Do this by writing the event that you remember in the middle of the page and circling it.

Childhood memories meme https://za.pinterest.com/pin/630011435343926564/

* Draw lines from this circle and write down the **ideas** that it makes you think of.
* Now choose the ideas that you want to include in your speech and number them according to the order that you will use them.

Look at the **mind-map** of the topic: ‘My primary school days’. One incident was chosen for the speech, ‘Winning a sports award’:

Mind-map of ‘My primary school days’

**Activity 3: Write a short prepared speech.**

Artwork: Speaker at a function

**Purpose**

In this activity you will plan, edit and write a **prepared speech**.

Imagine that you are a grandmother or grandfather. You would like to describe your

childhood to your grandchildren at a formal family function (like a wedding, a

graduation or a birthday). You want to inform the audience about some of the **most**

**important experiences** of your early life.

|  |
| --- |
| To write something interesting and to get the attention of your audience, there should be a ‘**twist’** in your story. This makes a sudden change in the story that your audience does not expect! In other words, it’s good to **surprise** your audience. |

**Steps when you write the speech**

You will use **mind-mapping** to get ideas. For this activity you will have to think of **important events** in your childhood that stand out in your memory.

Remember to **list** all the words that come to mind when you think about the topic. The aim is to get at least **five** important things that you remember best about your childhood. Your aim is to write a **speech** and in each **paragraph** of the speech, you will discuss **one memory** or incident of your childhood. Now **do** the following:

1. Decide if you want to focus on **joyful** memories or **painful** memories or a **mixture** of both? What are the reasons for your choice?
2. Each paragraph must contain one memory.
3. Write down the **events** of that memory in a paragraph that contains about four to five sentences.

Write the next paragraph in a similar manner. The speech should be about two paragraphs (10 lines).

1. **Read** through the **draft speech** carefully and check for language and spelling errors. After **editing**, you must rewrite the **final prepared** speech.
2. **Practice** reading your speech a few times, paying special attention to modulation (tone) and pace (how fast or slow).

**Resources**

Listen to one of the following famous speeches on the Internet:

<https://www.youtube.com/watch?v=0VegIvb1e7s>

**Guided reflection**

Remember each paragraph should contain **one main idea**. Organise your paragraphs so that they make sense to the reader. Make it **interesting** so that the audience would enjoy it. Think about speeches that you heard in school or at functions. Why were they interesting and what did you enjoy about them? What was boring about some of the speeches? You will notice that it is not only the content of the speech that is important, but also the delivery of the speech, i.e. how the speaker **presents** the speech, the **tone** of his/her voice, whether they spoke fast or slowly, the gestures that they used to emphasise a point and if there was any **humour** in the speech or was it serious.

**Use this checklist to see if your speech is appropriate:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Features** | **Details of the feature** | **Yes** | **No** | **Don’t**  **know** |
| Text type | I understand the features of a speech |  |  |  |
| Topic | I understand the topic I have chosen |  |  |  |
| **Content, planning and format** |  |  |  |  |
| Planning | I can show evidence of planning. |  |  |  |
| Content | Each point in my plan is relevant to the topic. |  |  |  |
| I will use these points in my text. |  |  |  |
| Purpose/audience | I understand the purpose of a speech |  |  |  |
| I understand the audience for my speech |  |  |  |
| Format | My speech is correctly laid out:  I have given my speech a heading  I have left line open after each paragraph |  |  |  |
| **Language, style and editing** | | | | |
| Choice of words/diction | I have chosen my words carefully to make my speech interesting |  |  |  |
| The register of my speech is appropriate to the topic |  |  |  |
| My ideas link to the topic. |  |  |  |
| Language | I have checked and corrected my grammar, spelling and punctuation. |  |  |  |

**Example of a short speech:**

**School farewell speech (Valediction)**

The Principal, Mrs Ndlovu, honoured guests, teachers, parents and, most importantly, the Grade 12s of 2018. Huge congratulations to the class of 2018. After a journey of so many years, we have achieved our stunning goal. I was talking to Mrs Ndlovu earlier and she said that this matric group is one of the best classes in years. We are a credit to ourselves and our families.

With gratitude in my heart I sincerely thank the Principal and the Grade 12 teachers. I also thank all our parents and my fellow students. We shared one another’s pain and successes.

Here is one piece of advice. Shoot for the stars. There, your dreams will take you to a very special place where you can be the person you want to be.

Thank you and good luck to everyone.

**Activity 4: Present a speech**

You will now present your speech. You should use your cell phone or any recording device to either audio tape your speech or video tape your speech.

Before you present your speech make sure that your device is recording correctly and experiment a few times before you do your final speech presentation that you will record. Imagine your audience is sitting in front of you at a celebration and present your speech clearly and pace yourself carefully (not too fast or too slow).

Remember to save the recording of your speech.

**Activity 5: Plan and write a response to an E-mail**

The style and tone of your e-mail will depend on who will be the person or audience that will receive the email (your target audience). An e–mail can be formal (e.g. when you are requested to send a covering letter and attach your CV electronically) and informal when you send an e-mail to your friend or family.

An e-mail needs the e-mail address of the recipient (receiver) as well as a subject heading for it to be sent successfully. It is important to include these details on e-mails written for assessment.

1. Read the email below that Kim sent to her cousin John.

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

**From:** Kim Hope <[kimkhope@btinternet.com](mailto:kimkhope@btinternet.com)>   
**Sent:** Tuesday, 10 July 2018 1:00 PM  
**To:** John Navratilova <JN@gmail.com>  
**Subject:** Hello from a warm summery Toronto

Hi Johnny

Hope the sun is now peeping through in Cape Town and the winter is coming to an end. Was good to note in your last e-mail that the rains have eventually arrived and the river in front of the house is flowing strongly.

This year we seemed to have had our best summer ever in Canada. Alice and I took the children to Seattle during the school break and it was great catching up with the Singhs again. Do you remember Gina, she was in our Grade 10 class at Marist, the troublemaker that thrived on telling strange stories? Well, she just obtained her PhD and is taking on a senior position at ‘Save the Children’ in Mexico. We bumped into her at Seattle where whe was studying and she is still the same!

I heard via the grapevine that it was Grandpa’s big birthday bash last week. I am keen to know all about it. I am sure he was in high spirits, its common knowledge about Grandpa’s love for parties! Was the usual clan there and did you end up doing the visual presentation that we spoke about when you were here last year? I am your photos must have brought much laughter and nostalgia for the old timers!

Enjoy your winter break and love to all our friends. Alice and Zara send hugs and good wishes.

Kim

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

Remember:

* The body of the e-mail is divided into paragraphs, just like any

other written text.

* The subject line sums up what the e-mail is about.
* Informal language can be used if the topic of the e-mail is informal.
* In a business e-mail you would use only formal language Guided relfection
* Keep the message focused.
* Identify yourself clearly in a formal email.
* Always proofread your email before sending.
* Don't assume privacy with an email.

**2.** Kim is your cousing that lives in Toronto and you live in Cape Town. Respond to Kim’s email (10 July 2018). You will share information about your grandfather’s 90th birthday. Your message should also give details about interesting things that happened at the party.

You may want to watch this short video clip to get you started: **(URL:** [**https://www.youtube.com/watch?v=iRT7kWv1WLY**](https://www.youtube.com/watch?v=iRT7kWv1WLY)**).**

Also visit this website for tips and sample emails:[**https://www.fluentu.com/blog/english/how-to-write-an-email-in-english/**](https://www.fluentu.com/blog/english/how-to-write-an-email-in-english/)

**Activity 6: Write a diary entry**

A diary entry is a personal account of events, thoughts and feelings that the writer has experienced.

**Features of a diary entry**

* The language is informal and the tone is chatty.
* Feel free to express emotions.
* Use the first person (‘I’ and ‘me’).
* The audience for a diary entry is usually only the writer

**Step 1**

a. Plan the diary entry.

b. Use key words in your planning.

c. Look at the mindmap that Lindiwe used for her diary entry before the exam and

after the exam

**Diary entry 1**

**Before the exam**

*feeling stressed. Excited too – the end is in sight. worked hard a bit nervous.*

*feel a bit sad – school is over!*

**Diary entry 2**

**After the exam**

*can’t change anything now.*

*glad exam over*

**Step 2**

Read Lindiwe’s diary entries based on her draft (step 1).

Monday 10 October 2018

I feel stressed but excited as this is the beginning of the end – my final high school chapter. I’m nervous because I don’t know what to expect. Did I study enough? My whole school career is almost over.

Wednesday 28 November 2018

That month flashed by! It’s over! A huge burden has lifted off me. I am so happy. I gave it my best shot. All I can do is wait for the results now. I feel a bit sad, too – school is over forever!

**EXERCISE**

Choose one of the following topics and write a diary entry.

* 1. Imagine that you played very well in a sports match for the school. Write a dairy entry that describes your feelings.
* 2. You and your best friend have had an argument. Write the diary entry for two consecutive days.

**Consecutive:**

**Directly following one another**

* 3. You have gone through a difficult period recently. You recorded your experiences in a diary.
* Write your diary entries for two of the difficult days.
* 4. Use the following diary entry checklist to check whether your entry was appropriate.

**Diary entry checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Features** | **Details of the feature** | **Yes** | **No** | **Don’t**  **Know** |
| Text type | I understand the features of a diary entry. |  |  |  |
| Topic | I understand the topic I have chosen |  |  |  |
| **Content, planning and format** | | | | |
| Planning | I can show evidence of planning. |  |  |  |
| Content | Each point in my plan is relevant to the topic. |  |  |  |
| I will use these points in my text. |  |  |  |
| Purpose/audience | I understand the purpose of a diary entry. |  |  |  |
| I understand the audience for my diary entry. |  |  |  |
| Format | I have put a date above each diary entry.  I have clearly separated each diary entry by leaving a line open.  I have left line open after each paragraph |  |  |  |
| **Language, style and editing** | | | | |
| Choice of words/diction | I have chosen my words carefully to make my diary entry interesting |  |  |  |
| My ideas link to the topic. |  |  |  |
| Language | I have checked and corrected my grammar, spelling and punctuation. |  |  |  |

**UNIT 3 Writing with a purpose**

In this unit you will learn to write a letter to family or friends. It is called a personal letter. The style you use when you write personal letters should suit the purpose and audience. We will read an extract from ‘Noorjehan’, by the South African writer, Ahmed Essop. In this extract we read that Noorjehan writes three **personal letters to her teacher**.

**Learning outcomes:**

When you have completed this unit, you should be able to:

* **Read** and **respond** to an extract;
* Do a **comprehension** exercise;
* Answer questions on your **feelings and opinions**;
* Plan and write a **friendly letter**;
* Understand and use **pronouns and punctuation** appropriately and accurately.

**Activity 1: Read and respond to an extract**

The purpose of this activity is to assist you to read with understanding and reflect on your feelings and opinions.

|  |
| --- |
| 1. **Read** the **extract** and pay particular attention to the **three letters** that Noorjehan writes to her teacher as you will be required to write your own **personal letter**. Also pay attention to the **tone** of the letters.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Noorjehan**  Ahmed Essop  When I began my career as a teacher, Noorjehan spent nine months in my matriculation English class. I shall always remember her as a very intelligent pupil, no more than five feet in height, with a smooth open forehead, hair auburn shading to brown in colour, parted in the middle and the plaits gathered neatly by mother of pearl clasps on either side of her face. The beauty of her **impeccably** fair complexion was set off by the definiteness of her dark eyes. Her refined blooming appearance, the wraith of a perfume that seemed to be her constant companion, her literary sensibility, and that subtle accord that exists between a gifted pupil and a tutor, always filled me with a singular happiness.  Then suddenly, in early October, Noorjehan left school. A friend of hers told me that her parents had decided to keep her home. That was all I learnt and she was no longer a presence. About a fortnight later I received a letter from her, brought by a maidservant to my home.  ‘You must have wondered why I left school at this time of the year. The truth is, my parents are convinced that I shall soon receive a marriage proposal and that in **anticipation** I should prepare myself. You will appreciate that I have no choice but to obey.  Last month the go-between of the boy (or man?) interested in marrying me came to have a look at me. At first they spoke to my parents in the lounge while I was told to stay in my room. Later my mother asked me to prepare tea and serve the guests. This was a way of allowing them to scrutinise me. There were two women and a man. One of the women smiled at me and the other asked me a few idle questions.  After they left, my father said that it would not be long before I was married. I protested, overwhelmed by the prospect of a sudden change in my life. My mother declared that God would punish disobedient children, and in any case who was I to object to the wishes of those who did everything for the happiness of their children.  Is it possible for you to come and speak to my father and try to **dissuade** him from forcing me into a marriage I do not want? Forgive me for troubling you, but could you come?’  I went to Noojehan’s house. She lived in a small semi-detached house, the outside painted lime-green. Her father asked me to enter after I had declared my identity and offered the explanation that I had come, in the ordinary course of my professional duties, to inquire about the absence of one of my pupils.  ‘She left for a very good reason,’ said her father, a tall, austere-looking hawk-nosed man. ‘Noorjehan is going to be engaged shortly.’  I said that perhaps it would be wise to allow her to complete her matriculation before she was betrothed, but he waved an impatient hand at me and said: ‘Teachers are understandably concerned about their charges, but parents know what is best for their children.’  I then said that it did not seem to me reasonable to provide girls with a modern education, and then expect them to follow tradition in their private lives.  To this he did not answer but looked at me **impassively**.  I left. I did not see Noorjehan while I was in the living-room. Outside, as I reached the front gate and turned to close it, I saw her standing at a bedroom window with one hand holding aside the froth of a lace curtain. She smiled **tepidly** and fluttered her fingers goodbye. After a few days I received another letterfrom her.  *‘I am engaged at the end of November. The go-betweens were here again to arrange a time and date. While they talked to my parents I sad miserably in my bedroom. You can imagine my feeling when people are* ***closeted****, seemingly for hours, deciding on the course of my life. I felt as if I was living two lives, one isolated in the bedroom and later in the kitchen preparing tea for the visitors, and the other captured in the living-room, the subject of much talk. All that talk about ‘me’ gave ‘me’ a kind of significance that frightened me.’*  After the engagement she wrote again:  *‘I was engaged two days ago. My future husband came with his family and friends. He brought the usual gifts (which remain in their boxes, unopened) and presented me with a diamond ring which stands on my dressing table which I cannot, perhaps never will, bring myself to wear. What point is there in telling you what he looks like since he is a stranger to me and I cannot love him?*  *After they had left I went to my bedroom and cried bitterly. My mother came and tried to comfort me by saying that a girl must marry and what difference does it make whether she marries now or later, or whether she marries a certain man or some other man. ‘I never saw your father,’ she said, ‘until the day of the wedding, and we have been happy. You are very lucky. His family is very wealthy. Your father is only a shop assistant’.*  **impeccably** – without a flaw  **anticipation –** expecting something  **dissuade** – to advise against something  **impassively** – calm, reserved, without emotion  **tepidly** – unenthusiastic, apathetic  **closeted** – private, secret, hidden   1. Now answer the following questions based on the passage. You will be required to relate Noorjehan’s experience to your **own** so read **critically** and do not be afraid to state your **opinion** (backed by evidence from the passage of course). 2. Choose **three words** or **phrases** in the story which tell you how Noorjehan feels about this arranged marriage and write them down in your notebook. 3. Do you think Noorjehan’s teacher should visit her family? Substantiate your answer by giving a reason or proof for your opinion. Choose one of the following ways to start your answer:  * I think Noorjehan’s teacher should visit her family because … * In my view, Noorjehan’s teacher shouldn’t visit her family because …  1. Why do you think Noorjehan’s parents wanted her to get married so early? 2. The father states that parents know best what is good for their children. Why do you think it is ironical in Noorjehan’s case? 3. What do you feel about parent’s arranging a marriage for their child? 4. Why do you think Noorjehan seems to have no options available to her to address this problem of a forced marriage? 5. Imagine you are in Noorjehan’s position. Write a paragraph of 5 sentences to explain what you would do, and give a reason (or reasons) for your answer. You can start your answer like this: *I think Noorjehan should …*   **Guided reflection**  Reading with understanding takes practice and time so don’t be discouraged. If you need to reread or look up meanings of words, then please do that. That will help you to understand the text better. You could also jot down notes as you read. Before you continue, think about the letters Noorjehan wrote to her teacher. Have you ever written a personal letter? How do her letters differ from how you write letters?  **Activity 2 Personal letters**  This activity introduces you to different purposes of writing friendly/personal letters. You will have an opportunity to plan and write one, consciously considering what the purpose or intent is of the letter.  Personal letters can have different **purposes**. For example, to:   * thank * send greeting * apologise * express sympathy * invite * make arrangements * make or renew contact with someone * give news * request information   What you need to do?  Sometimes you will write a letter which has more than one purpose and other times a short letter with only one purpose. **Read** through the three letters below and choose the **purpose** of each letter from the list above. **Write** the **number** of each letter and the **purpose** next to it in your notebook.   1. Imagine that a friend of yours is getting married, but his or her parents arranged the marriage. Your friend is miserable about it and doesn’t know what to do. Write a **letter to your friend** and give him or her your advice.   You can follow these steps:   1. Begin by brainstorming. Write down your ideas quickly, as you think about them. 2. Arrange your main points into paragraphs 3. Write the body of your letter. 4. Write an introductory and concluding paragraph. 5. Revise your letter. You are writing to a friend, so remember to be relaxed and to write about your feelings. Does your letter give advice? 6. Check your punctuation and spelling. 7. Write your final draft.   **Activity 3: Language structures** |
| In this activity, the questions are all based on the extract “*Noorjehan*”. It is great if you are able to learn to communicate and write in English, but it is equally important for you to understand how the language works. Remember that learning English is going to assist you with your other subjects, and will help you to communicate better with others in the workplace, online and generally in your everyday life.  Purpose  In this activity we look at two important language structures, pronouns and punctuation. The purpose of this activity is to shift to a more *communicative style* and topic-based way of language learning, away from strict rule-based language learning.  **A. Pronouns**  **1. Interrogative pronouns**  ***Who, what, which*** are **interrogative pronouns** and they help us to ask questions. **Fill** **in** the **correct pronoun** in the following questions:  a. ……. is Noorjehan’s teacher? Answer: He is Mr Smith.  b. …. should I carry the wedding gift in? Answer: Carry it in a gift bag.  c. ….. nationality is the bridegroom? Answer: He is Kenyan.  d. …… is worse, dropping out of school or getting married early? Answer: Both are serious  **2. Indefinite pronouns**  When we refer to something that is not specific, we use indefinite pronouns like ***all, everyone, nobody, somebody****.* **Fill** **in** the **correct pronoun** in the following sentences:  a. ….. the children had a turn to visit Noorjehan at home.  b. ….. in the class gave good answers.  c. ….. failed the English test in the class because they all liked the poem.  d. ….. must have waved a magic wand as we have heard that Noorjehan is back in school.  **3. Reflexive pronouns**  Reflexive pronouns like ***who*** (to describe people)***, that*** (to describe things) and ***whose*** (to describe possession) are used to start an adjectival clause. For example, we use ***who*** to describe people:  The people ***who*** protested at the university today are medical students.  **Fill in** the pronouns ***who*, *that, whose***, in the following sentences:  a. The gift …. she bought yesterday went missing.  b. Learners ….. work is completed are allowed to go home.  c. The teacher …. visited the learners after school is a very caring woman.  d. Parents …. children do well in school should encourage them to think about further studies.  4. Write **three sentences** using each of these indefinite pronouns:  ***everybody, any*** and ***someone***.  5. **Choose** the **correct** **reflexive pronoun** from the words in brackets:  a. Learners wished (themselves, themself) strength for the examination.  b. The teacher gave (her, herself) a pat on the back for her success with her class.  c. The school had built (himself, itself) a new hall.  6. **Join** the sentences using the **relative pronoun** in brackets:  a. The learners went for extra maths lessons. The learners who achieved low marks in the test. (who)  b. Schools need guidance counsellors. Schools in high crime communities. (that)  **B. Punctuation**  1. Place an appropriate **punctuation mark** in the position marked by brackets in each of these sentences:  a. Stop doing that immediately ( ) Don’t you know that there should be no talking during a test ( )  b. Journals ( ) books ( ) magazines and the internet should be used as sources for the assignment ( )  c. The ship was called the ( ) Star of the Sea ( ) ( )  d. ( ) Mark my words ( ) ( ) said Noorjehan ( ) ( ) I will not let them do that to me.  e. ( ) Don’t believe everything you read in newspapers ( ) ( ) advised the teacher ( ) ( ) because journalists ( ) I have often found ( ) make things up ( ) ( )  2. **Punctuate** the following sentences:  a. what an awesome idea joan exclaimed  b. how many cases like this do you think we have in society asked thobeka  c. we are going to study how culture influences such decisions said the teacher  d. many thousands of guests visitors and well wishers will be present at the event  e. I like the auburn brown hair colour better than the shiny silk.  Guided reflection  Have you noticed that pronouns are preceded by a noun/noun phrase that one mentions in the beginning of a sentence/story. Later, one can just replace the noun with a pronoun instead of repeating the nouns every time. In case you are still not certain, this video explains it clearly:  <https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-pronoun/introduction-to-pronouns/v/what-is-a-pronoun-the-parts-of-speech-grammar>  Let's eat Grandma! Let's eat, Grandma! Punctuation saves lives! Thank a teacher!Is it not bizarre how many people are unable to punctuate properly? How confident do you feel in punctuating sentences? Consider the memes alongside. Think about the importance of correct punctuation in these two instances. Can you think of other examples?  proper grammar saves lives  URL: https://za.pinterest.com/pin/325596248033933086/https://za.pinterest.com/pin/325596248033933086/  URL: https://www.bookbub.com/blog/2017/01/10/grammar-memes-2/ |

**Activity 4 Plan a narrative on incidents from your childhood.**

Imagine that you are a grandmother or grandfather. You would like to describe your childhood for your grandchildren. You want to inform them of where you grew up and some of the most interesting experiences you had as a child.

|  |
| --- |
| To write something interesting and to get the attention of your readers, there should be a ‘twist’ in your story. This makes a sudden change in the story that your readers do not expect! In other words, it’s good to surprise your readers! |

1.1 Use brainstorming to try to think of important events in your childhood that stand out in your memory. List about 5 things that you remember best about your childhood. Remember that when you brainstorm, you write down all the words that come to mind when you think about the topic.

1.2 Choose two incidents that you would like to write about in detail.

Did you choose a joyful memory or a painful memory? What are the reasons for your choice?

1.3 Think about the introduction. You would inform your reader of where you were born, something interesting about that place during the time you were a child, etc.

1.4 Think about the conclusion. What twist can you add to your narrative that will get the attention of the reader and would be something that you reader will not forget easily.

People have many reasons for writing their life narratives. You will notice in a bookshop or on the Internet that it is not only politicians, but also actors, sports stars and people famous for different things, that write their stories. If diary of Anne Frank or the autobiography of Mahatma Gandhi, we get a good idea of the history during the time that they lived. If you know about a famous person and you read their biography, it will be interesting to work out what they remember of their lives and what they forgot about their lives, i.e. what do they not write about their lives!

**Resources**

Look at this website to get an idea of the large number of life narratives that have been published since 1994 (when South Africa became a democracy).

<https://www.sahistory.org.za/people?field_people_category_tid%255B%255D=21903>

**Activity 5 Write your narrative on your early childhood.**

Write a short narrative on your early childhood in about four or five paragraphs. Each paragraph should contain one main idea. Organise your paragraphs so that they make sense to the reader. Make it interesting so that the reader would enjoy it.

1. Structure of your narrative as follows:

a. Introduction

b. Paragraph 1

c. Paragraph 2

d. Conclusion

Look at the **mind-map** of the topic: ‘My primary school days’. One incident was chosen for the paragraph, ‘Winning a sports award’:

Mind-map of ‘My primary school days’

2. Use the following rubric to grade your paragraph.

Grading a paragraph

|  |
| --- |
| **How many of the following points are relevant to your paragraph?** |
| There is one central theme in the paragraph. |
| The paragraph starts with the main idea. |
| All the sentences are linked to the theme. |
| It is written in the past tense. |
| The paragraph has four to five sentences. |

**Guided reflection**

In this activity you had to write four or five paragraphs. Remember a paragraph consists of ideas around a topic. The mind-map helped you to generate ideas that you will use in the paragraphs. Did you notice that a paragraph has **one central idea** and all the other sentences are linked to this main idea? Once you have written one paragraph, **read** it carefully and use the points in the rubric to see if your paragraph is good. This paragraph was about **your childhood** and you would notice that the **verbs** you have used are in the **past tense**. Thereafter, use this process to ensure that each of your paragraphs is written correctly.

**Resources**

Visit this website for tips on writing a paragraph.

<https://en.wikibooks.org/wiki/How_to_Write_an_Essay/Parts>

[Creative Commons Attribution-ShareAlike License]

See this YouTube clip on writing a paragraph.

**Activity 6 Language structures**

The language exercises in this activity are all based on the theme of **personal narratives** so that you can understand the language structures better. In the previous activity you learnt how to generate ideas and in this activity you learn how to write **sentences** **correctly** and how to use **language** in an **appropriate manner**.

**A. Parts of speech**

There are various parts of speech that you should be able to recognise and identify in sentences. Study the table below:

Parts of Speech

|  |  |  |
| --- | --- | --- |
| **Part of speech** | **Definition** | **Example in context** |
| NOUN | A naming word: there are common, proper, collective and abstract nouns. | Mandela made a new *sledge*. (common noun)  They lived in *Transkei*. (proper noun)  A *gaggle* of geese swam in the dam. (collective noun)  The dancer collapsed from *exhaustion*. (abstract noun) |
| VERB | A word that describes an action. | Sindiwe *sings* in the school choir. (present tense)  Sindiwe *sang* in the school choir. (past tense)  Sindiwe *will sing* in the school choir. (future tense) |
| ADJECTIVE | It describes a noun. | A *sad* story; a *high* mountain; an *impossible* idea |
| ADVERB | It tells more about a verb (often when, where, how) | The children shouted out *loudly.*  Come *here*.  They will inform him *tomorrow.* |
| CONJUNCTION | Joining words - they join two nouns, clauses, sentences, and so on. | lamps *and* electricity; sad *but* relieved; boys *or* girls (these are co-ordinating conjunctions).  They lived in poverty *because* their parents were unemployed (a subordinating conjunction). |
| PREPOSITION | Words placed in front of nouns and pronouns to link a verb to the noun that follows; usually indicators of place and time | He hid *behind* the hut.  They arrived *before* dawn.  He saw the lion *in* the park.  They were tired *after* the game.  The boys slid *towards* the dam. |
| ARTICLE | the words ‘the’ (definite article) and ‘a’ and ‘an’ (indefinite articles) | *The* priest warned the boys to behave.  We noticed *the* (pronounced ‘thee’ before a vowel sound) elephant in the bush.  Can you ride on *a* sledge?  She saw *an* interesting movie (before a vowel sound). |

Use the **correct part of speech** for each of the words in **brackets**:

1. The loser suffered an (unnecessary) cruel fate.
2. The boys were (help) around the house.
3. The cows were still (wean) the calves.
4. Mandela and his friends (bicycle) to the beach at the Wild Coast.
5. He felt (embarrassing) in front of his friends.
6. The sledges made a (screech) sound down the rocks.
7. They (invention) strange toys out of clay.
8. His enemies felt (dishonouring).
9. They (transformation) the veld into their playground.
10. Sindiwe (write) her autobiography when she retires.

**Resources**

Look at this website to get more ideas on **parts of speech**.

[**https://en.wiktionary.org/wiki/Appendix:English\_parts\_of\_speech**](https://en.wiktionary.org/wiki/Appendix:English_parts_of_speech)

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B. In this activity you will learn about simple, compound and complex sentences and how to use conjunctions. **Concord** is an important part of language structure and you will learn to use concord correctly.

Simple sentences have one idea and one verb. Compound sentences have two or more ideas, joined by a conjunction such as *and* or *but*. Study the table below to get a good idea of simple, compound and complex sentences:

Sentence Types

|  |  |
| --- | --- |
| **TYPE OF SENTENCE** | **DESCRIPTION** |
| **SIMPLE SENTENCE**  Has one main clause only. | Sindiwe told her story.  They scraped the pot with a stick. |
| **COMPOUND SENTENCE**  Contains two or more clauses usually joined the conjunctions: *and, but, or*.  The two main clauses can also be joined by a correlative conjunction (‘neither...nor’, ‘not only…but also’, ‘both….and’, ‘either…or’) | She liked the story *but* felt sorry for the orphaned girl.  *Neither* Masondo *nor* Sondlo was present that evening.  *Not only* did the logs heat the pot, it *also* created sparks for the story. |
| **COMPLEX SENTENCE**  Contains one main clause and one or more adverbial adjectival or adverbial clauses. | The ogre *that was trapped by the hero* (adjectival clause giving more information about the noun ‘ogre) caused great fear among the children.  The ogre was trapped *because he did not know that the kraal was haunted* (adverbial clause of reason giving more information about the verb). |
| **COMPLEX SENTENCE**  Contains two or more main clauses. | *Not only does* Sindiwe tell the best story because she is so dramatic, *but* she is *also* the best singer among the children.  *Because Masondo did not arrive*, there will be no storytelling *and* the children must go to bed early. |

1. Join the sentences in each of the pairs into one sentence. You must use a suitable **conjunction** to join the sentences:
2. Everybody likes Zandi. The reason is that she is pleasant and friendly.
3. I can’t attend Sondlo’s wedding. I will send a gift with Sindiwe.
4. I fall off my bike and hurt myself. This happens every time I go to the community cycle track.
5. The following sentences are too long and it is not advisable to have long sentences. Break each one up into at least three shorter sentences:
6. I bought her a tea set for her wedding and she opened the parcel and she was very pleased and she hugged me and told me that she will use it every morning and it made her feel very happy.
7. The book the teacher wanted us to read turned out to be too difficult for us to read because it was full of jargon and difficult words and we were looking for a simple manner to do the experiment but it was too complicated and so it didn’t help us at all.

**C. Case and concord**

**Concord** means that different parts of a sentence must ‘agree with’ or match each other grammatically. A singular verb must have a singular subject, e.g. The donkeys on the farm *were* (not was) unruly.

If the subject is a pronoun, the ‘subject case’ must be used: ‘I’, ‘he’, ‘she’, not ‘me’, ‘him’, ‘her’. E.g. Rolihlahla and I (not me) are going to ride the donkeys.

If the object is a pronoun, the ‘subject case’ must be used: ‘him’ and ‘her’, not ‘he’, and ‘she’. E.g. Tanya was going to the wedding so I sent the gift with her.

1. Correct the errors of concord in the following sentences:

1. The last donkey that remained in the kraal were the one that

kicked the farmer.

1. Moira and Matthew needs to learn how to use the sledge.
2. The eldest child in the family have the best singing voice.
3. Please inform the teacher that Sandra and me will not

participate in the netball match.

1. My grandmother warned my sister and I to get back early from

playing at the park.

2. Choose between the words in brackets:

a. Thobeka is a friendly person, but I don’t think I could work with (she, her)

b. Nobody (is, are) allowed to play during lightning.

c. Fatima and (me, I) prefer housework to playing in the field.

d. Either the singer or the dancer (want, wants) their fee to be increased.

e. You should just ask (him, he) where the post office is.

g. Each of the donkeys (was, were) taken to the dam.

**Resources**

Look at the following websites to get more tips and exercises on sentence structures and concord:

<https://courses.lumenlearning.com/bcc-cuny-compfundamentals/chapter/common-sentence-structures/>

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D. **Adjectives and prepositions**

We use adjectives to describe nouns. Some adjectives are followed by a certain preposition, such as **to**, **of**, **about**, **with**, **for** and **at**. For example:

* + The speech coach is **kind to** the learners.
  + It is time that we are **serious about** addressing the rising school drop-out rate.
  + The chairperson is **tired of** members talking during the meeting.
  + She was **sorry for** being absent during the debating competition.

1. **Use these word groups to write interesting sentences:**

1. friendly to 2. afraid of 3. pleased with

4. shocked at 5. worried about 6. Bored with

E. **Direct and Indirect Speech**

a. Write the following conversation between Cheryl and Zukiswa in indirect speech:

Cheryl said, “The meeting was very successful and the chairperson did a good job.”

Zukiswa laughed, “The discussion about the refreshments was really funny and I don’t think the chairman handled it well.”

b. Write the following two conversations as:

* Direct speech
* Indirect speech

|  |  |
| --- | --- |
| Chad | Would you like to work with me on the screenplay for the new movie? |
| Cherith | I would sure enjoy that! |

|  |  |
| --- | --- |
| Deborah | I am really not sure if the group has completed their tasks |
| David | Would then require more time to write the workbooks? |

**F. Slang**

Slang is language (words and phrases) that are used informally by members of special groups like teenagers, musicians, or criminals, etc. It is used by these groups instead of the standard language in order to establish group identity. Look at the meanings of the following South African slangs:

1. Shame!

This is an endearing term that is used by South Africans in just about every social situation. Seriously, when in doubt, just say “Ag shame” and your sentiment will be greatly appreciated.

Example:

A: “I just got a new puppy.”

B: “Shame.”

A: “Her sister is seriously ill and was admitted to hospital.”

B: “Shame.”

A: “My brother won a million bucks yesterday.”

B: “Shame!”

2. Ag | Oh man

This is a filler word used when talking.

Example: “Ag, I had a great time last night.”

3. Izit? or Sho? | Is that so?

Best used when you have absolutely no clue what somebody is talking about but don’t want to sound like you stupid not to know.

Example:

A: “I’m currently analysing the two different types of software, SAP and ORACLE.”

B: “Izit?”

4. Just because; sommer

Have you ever done anything just because? We do it so much we have a special word for it.

Example:

A: “Why are you laughing?”

B: “Just because.”

5. Babelaas | hangover

6. Jol | A party

Any party, get-together or fun activity is a jol.

Example:

“Sounds like they are having a real jol next door.”

7. Haibo, and Haw | Used to express surprise or confusion

Example:

“Haibo, you’re not 21.”

8. Muti | medication

9. Robot | Traffic light

Did you think there are actual robots controlling the flow of traffic on South African roads?

**Exercise:**

Give meanings for the following South African slang and indicate from which language it originates (use the internet to get information) :

1. Eish! 6. Chommie

2. Lahnee 7. coconut

3. tsotsi 8. speech

4. oke 9. stompie

5. chow 10. gatvol

**Online resource for slang:**

<https://en.wikipedia.org/wiki/List_of_South_African_slang_words#Words_from_Xhosa,_Zulu_and_the_other_Nguni_Languages>