



Province of the  
**EASTERN CAPE**  
 EDUCATION

**DIRECTORATE SENIOR CURRICULUM MANAGEMENT  
 (SEN-FET)**

**HOME SCHOOLING SELF-STUDY WORKSHEET**

<b>SUBJECT</b>	English HL				
<b>GRADE</b> <i>(Please tick)</i>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>		
			√		
<b>DATE</b>	14/04/2020				
<b>TIME ALLOCATION</b>	60 minutes				
<b>CURRICULUM DETAIL</b> <i>(Please tick)</i>	<b>TERM 1 REVISION</b>	<b>TERM 2 CONTENT</b>	<b>TERM 2 REVISION</b>	<b>TERM 3 CONTENT</b>	<b>TERM 4 REVISION</b>
	√				
<b>TIPS TO STAY HEALTHY DURING LOCKDOWN</b>	<ol style="list-style-type: none"> <li>1. <b>STAY AT HOME.</b></li> <li>2. <b>WASH YOUR HANDS</b> thoroughly with soap and water for at least 20 seconds. Alternatively use hand-sanitizer with an alcohol content of at least 60%.</li> <li>3. <b>PRACTISE GOOD RESPIRATORY HYGIENE.</b> Cough or sneeze into your elbow, or a tissue and throw the tissue away immediately after use.</li> <li>4. <b>TRY NOT TO TOUCH YOUR FACE.</b> The virus can be transferred from your hands to your nose, mouth, and eyes. It can then enter your body and make you sick.</li> <li>5. <b>PRACTISE SOCIAL (PHYSICAL) DISTANCING.</b> Keep a distance of at least 1m (about an arm's length) from other people.</li> </ol>				
<b>TOPIC</b>	Creative Writing: Drafting and Beginning				

## REFRESHING OUR MEMORIES

For the worksheet of 1 April 2020, we focused on STEPS 1 to 5 of an 8-STEP process of writing.

<b>STEP 1</b>	<b>RAIN</b>	<b>R</b>	<b>READ</b> through the given topics carefully.
<b>STEP 2</b>	<b>COMES</b>	<b>C</b>	<b>CHOOSE</b> the topic that you will write on.
<b>STEP 3</b>	<b>BRINGING</b>	<b>B</b>	<b>BRAINSTORM</b> ideas on your chosen topic.
<b>STEP 4</b>	<b>SAVING</b>	<b>S</b>	<b>SELECT</b> a maximum of THREE ideas to develop in your essay.
<b>STEP 5</b>	<b>PLOPPING</b>	<b>P</b>	<b>PLAN</b> by using a diagram / planning template
<b>STEP 6</b>	<b>DROPS</b>	<b>D</b>	<b>DRAFT</b> the first version of your essay.
<b>STEP 7</b>	<b>EVER</b>	<b>E</b>	<b>EDIT DRAFT 1</b> of your essay
<b>STEP 8</b>	<b>FRESH</b>	<b>F</b>	The <b>FINAL DRAFT</b> of your essay may now be written.

Make sure that before you begin with this worksheet that you have completed up to the end of STEP 5, and have a copy of your **completed** PLANNING DIAGRAM / TEMPLATE with you.

**BEFORE** we are able to begin with **STEP 6** (writing DRAFT 1 of your essay), we need to consider the following tip:

### TIP: A STRONG BEGINNING

The opening paragraph needs to capture the readers' attention and encourage them to continue to read further. The beginning hooks the reader in by presenting one or more of the following aspects:

- CHARACTERS
- ACTION
- SETTING
- IDEAS / THEMES
- QUESTIONS

Here are some examples of opening paragraphs and their corresponding aspects:

	OPENING PARAGRAPH	ASPECT
1	Mariam was five years old the first time she heard the word, <i>harami</i> .  (Khaled Hosseini, <i>A Thousand Splendid Suns</i> )	CHARACTERS
2	"They are taking her away from us."  (Jamila Gavin, <i>Forbidden Clothes</i> )	ACTION
3	There is a lovely road that runs from Ixopo into the hills. These hills are grass-covered and rolling, and they are lovely beyond any singing of it. The road climbs seven miles into them, to Carisbrooke; and from there, if there is no mist, you look down on one of the fairest valleys of Africa. About you there is grass and bracken and you may hear the forlorn cry of the titihoya, one of the birds of the veld. Below you is the valley of the Umzimkulu, on its journey from the Drakensberg into the sea; and beyond and behind the river, great hill after great hill; and beyond and behind	SETTING

	<p>them, the mountains of Ingeli and East Griqualand.</p> <p>(Alan Paton, <i>Cry, the Beloved Country</i>)</p>	
4	<p>Life is difficult. This is a great truth, one of the greatest truths. It is a great truth because once we truly see this truth, we transcend it. Once we truly know that life is difficult – once we truly know and accept it – then life is no longer difficult. Because once it is accepted, that fact that life is difficult no longer matters.</p> <p>(M. Scott Peck, <i>The Road Less Travelled</i>)</p>	IDEAS / THEMES
5	<p>What story would you tell if you had just one story, one chance to give your life a beginning, middle and end, and maybe some colour and some mystery and some interesting bits in between? Would you tell the story of how you came into the world, your history and your parents and their parents and how they escaped persecution and poverty in one country in exchange for a better life or maybe not such a better life in a new place where they couldn't speak the language and the food tasted funny and they lived in buildings where the neighbours spoke about them in hushed tones as they came home from the store laden with groceries that would fill the kitchen with strange smells?</p> <p>(Michelle Sacks, <i>Chronicles of a Naked Heart</i>)</p>	QUESTIONS

**TASK A**

For each of the following OPENING PARAGRAPHS highlight/ colour in the block(s) containing the aspects which are present. The paragraph may have more than one aspect.

OPENING PARAGRAPH		ASPECTS	
1	<p>Sophie Amundsen was on her way home from school. She has walked the first part of the way with Joanna. They had been discussing robots. Joanna thought the human brain was like an advanced computer. Sophie was not certain she</p>	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	

	<p>agreed. Surely a person was more than a piece of hardware?</p> <p>(Jostein Gaarder, <i>Sophie's World</i>)</p>								
2	<p>Lale tries not to look up. He reaches out to take the piece of paper being handed to him. He must transfer the four digits onto the girl who holds it. There is already a number there but it has faded. He pushes the needle into her left arm, making a 4, trying to be gentle. Blood oozes. But the needle hasn't gone deep enough and he has to trace the number again. She doesn't flinch at the pain Lale knows he is inflicting. <i>They've been warned – say nothing, do nothing.</i> He wipes away the blood and rubs green ink into the wound.</p> <p>(Helen Morris, <i>The Tattooist of Auschwitz</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>		
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<b>IDEAS / THEMES</b>									
3	<p>I met a guy today. He taught me something.</p> <p>(Linda McCullough, <i>How to become a god in three easy steps:</i> )</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>		
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<b>IDEAS / THEMES</b>									
4	<p>One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.</p> <p>(O. Henry <i>The Gift of the Magi</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>		
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<b>IDEAS / THEMES</b>									
5	<p>There was a young fisherman from Helgeland whose name was Isak.</p> <p>(Jonas Lie, <i>The Fisherman</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>		
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<b>IDEAS / THEMES</b>									
6	<p>There was a mantis who tried to catch the moon. He wished to sit on it and cross the sky each night so that all the animals would say, "There is the mantis travelling on the moon. He must surely be a god and we should praise him."</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>		
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	(Marguerite Poland, <i>The Mantis and the Moon</i> )							
7	<p>Gary Wilson was lost. He was also hot, tired and angry. As he slogged his way through a field that looked exactly the same as the last field and exactly the same as the one ahead, he cursed the countryside, his grandmother for living in it, and above all his mother for dragging him from their comfortable London house and dumping him in the middle of it. When he got home he would make her suffer, that was for sure. But where exactly was home? How had he managed to get so lost?</p> <p>(Anthony Horowitz, <i>Scared</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>	
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8	<p>The smell of sour milk is strong in the kitchen. I put the tip of my thumb over the wriggling fly and slowly press down. This is another reason I am angry with my mother. She knows about Mr Nzule’s women, but she does nothing about it. She allows him to bring women here when she’s at work, and then pretends not to notice the smell they leave behind.</p> <p>(Michael Williams, <i>Red Sports Car</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>	
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9	<p>People, people, people. Hoards of people all around me. Music too – a drum beat and singing from a stage – but scarcely audible above the hubbub of people.</p> <p>(Marita van der Vyver, <i>St Christopher on the Parade</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>	
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<b>SETTING</b>	<b>QUESTIONS</b>							
<b>IDEAS / THEMES</b>								
10	<p>It was early morning when Solly woke up. His heart was heavy. He felt frustrated and sick with worry. I must get moving, the damn trains are always so full in the morning, he thought. “Bloody Manenberg line’s always a hell of a rush,” he mumbled irritably to himself.</p> <p>(Zulfah Otto-Sallies, <i>A better life for you, Mums</i>)</p>	<table border="1"> <tr> <td><b>CHARACTERS</b></td> <td><b>ACTION</b></td> </tr> <tr> <td><b>SETTING</b></td> <td><b>QUESTIONS</b></td> </tr> <tr> <td colspan="2"><b>IDEAS / THEMES</b></td> </tr> </table>	<b>CHARACTERS</b>	<b>ACTION</b>	<b>SETTING</b>	<b>QUESTIONS</b>	<b>IDEAS / THEMES</b>	
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<b>IDEAS / THEMES</b>								

11	<p>As usual, at five o'clock that morning reveille was sounded by the blows of a hammer on a length of rail hanging up near the staff quarters. The intermittent sound barely penetrated the window-panes on which the frost lay two fingers thick, and they ended almost as soon as they had begun. It was cold outside, and the camp-guard was reluctant to go on beating out the reveille for too long.</p> <p>(Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i>)</p>	<table border="1"> <tr> <td data-bbox="846 191 1138 254"><b>CHARACTERS</b></td> <td data-bbox="1138 191 1421 254"><b>ACTION</b></td> </tr> </table>		<b>CHARACTERS</b>	<b>ACTION</b>
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<b>IDEAS / THEMES</b>					
12	<p>She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.</p> <p>(James Joyce, <i>Eveline</i>)</p>	<table border="1"> <tr> <td data-bbox="846 663 1138 726"><b>CHARACTERS</b></td> <td data-bbox="1138 663 1421 726"><b>ACTION</b></td> </tr> </table>		<b>CHARACTERS</b>	<b>ACTION</b>
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<b>IDEAS / THEMES</b>					
13	<p>It was a dull morning and Ginny was trying to rouse herself from sleep. Drifting up from downstairs was the aroma of coffee. Arthur has preceded her to the kitchen. Unusually for that time of a day, a frantic ring at the door pierced the quiet house. It sounded so urgent that Ginny leaped out of bed and looked out of their bedroom window. She could see Julian, the local paperboy, standing there with his bundle of papers wedged in the handlebars of his bicycle. There was some sort of bundle in the large basket in front. Even from above, she could see Julian was trembling. She heard the sound of the front door opening, and saw Julian take the bundle from his bicycle basket and thrust it at Arthur. She was about to turn away and look for her dressing gown, when what she heard next stopped her in her tracks.</p> <p>(Buchi Emecheta, <i>The New Tribe</i>)</p>	<table border="1"> <tr> <td data-bbox="846 926 1138 989"><b>CHARACTERS</b></td> <td data-bbox="1138 926 1421 989"><b>ACTION</b></td> </tr> </table>		<b>CHARACTERS</b>	<b>ACTION</b>
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14	<p>Like a red blanket of poppies blossoming in Spring time, the gardener rose from nowhere, wearing leather sandals and carrying a long oak staff.</p>	<table border="1"> <tr> <td data-bbox="846 1713 1138 1776"><b>CHARACTERS</b></td> <td data-bbox="1138 1713 1421 1776"><b>ACTION</b></td> </tr> </table>		<b>CHARACTERS</b>	<b>ACTION</b>
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<b>SETTING</b>	<b>QUESTIONS</b>				

	(Grian, <i>The Gardener</i> )	<b>IDEAS / THEMES</b>	
15	Two centuries ago the Bechuana tribes inhabited the extensive areas between Central Transvaal and the Kalahari Desert. Their entire world lay in the geography covered by the story in these pages.  (Sol Plaatjie, <i>Mhudi</i> )	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	
16	We entered the town of the dying at sunset. We went from house to house. Everything was as expected, run-down, a desert, luminous with death and hidden life.  (Ben Okri, <i>Prayer from the Living</i> )	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	
17	It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were going straight to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.  (Charles Dickens, <i>A Tale of Two Cities</i> )	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	
18	I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975. I remember the precise moment, crouching behind a crumbling mud wall, peeking into the alley near the frozen creek. That was a long time ago, but it's wrong what they say about the past, I've learned about how you can bury it. Because the past claws its way out. Looking back now, I realise I have been peeking into that deserted alley for the last twenty-six years.	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	

	(Khaled Hosseini, <i>The Kite Runner</i> )		
19	<p>She stands up in the garden where she has been working and looks into the distance. She has sensed a shift in the weather. There is another gust of wind, a buckle of noise in the air, and the tall cypresses sway. She turns and moves uphill towards the house, climbing over a low wall, feeling the first drops of rain on her bare arms. She crosses the loggia and quickly enters the house.</p> <p>(Michael Ondaatje, <i>The English Patient</i>)</p>	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	
20	<p>It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.</p> <p>(Jane Austen, <i>Pride and Prejudice</i>)</p>	<b>CHARACTERS</b>	<b>ACTION</b>
		<b>SETTING</b>	<b>QUESTIONS</b>
		<b>IDEAS / THEMES</b>	

**TASK B**

- We now move on to STEP 6 of the writing process:

<b>STEP 6</b>		
<b>DROPS</b>	<b>D</b>	<b>DRAFT</b> the first version of your essay.

We then USE our TREE-MAP or our PLANNING TEMPLATE to write our first draft.

- Refer your tree-map/planning template that you produced in STEP 5 for the worksheet of 1 April 2020. Look at what you noted for your INTRODUCTION.
- CHOOSE one of the 5 aspects (CHARACTER, ACTION, SETTING, QUESTIONS, IDEAS / THEMES) and write the opening paragraph of your essay in the space provided, with your chosen aspect being the predominant aspect present.

Once the FIRST DRAFT your INTRODUCTION has been written, use your TREE-MAP / PLANNING TEMPLATE to help you to complete DRAFT 1 the rest of your essay.

You will then go on to STEP 7 and STEP 8 of the writing process as indicated below.

<b>STEP 7</b>		
<b>EVER</b>	<b>E</b>	<b>EDIT DRAFT 1 of your essay</b>

DRAFT 1 of our essay is then edited.

<b>STEP 8</b>		
<b>FRESH</b>	<b>F</b>	<b>The FINAL DRAFT of your essay may now be written.</b>

Once our essay has been edited, we then write our FINAL DRAFT, which is the version that your teacher and / the external markers read and mark.

**#KEEP WELL # STAY SAFE # STAY HOME**

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