



Province of the
EASTERN CAPE
 EDUCATION

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

HOME SCHOOLING SELF-STUDY WORKSHEET

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

STEP 1	RAIN	R	READ through the given topics carefully.
STEP 2	COMES	C	CHOOSE the topic that you will write on.
STEP 3	BRINGING	B	BRAINSTORM ideas on your chosen topic.
STEP 4	SAVING	S	SELECT a maximum of THREE ideas to develop in your essay.
STEP 5	PLOPPING	P	PLAN by using a diagram / planning template
STEP 6	DROPS	D	DRAFT the first version of your essay.
STEP 7	EVER	E	EDIT DRAFT 1 of your essay
STEP 8	FRESH	F	The FINAL DRAFT 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	Near the bank of the trickling river slept an old man. He had no other job, so he lay back in the sunlight that filtered down through the leaves of the tree that his back rested on and slept. He liked it there. The temperature was right, always comfortable, always bearable, and if he ever did get too hot he could douse himself with the cool	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	

	<p>water of the passing stream. The grass grew lush and soft, and provided a gentle, responsive and sweet-smelling cushion for him. The flies did not bother him much, and if they did he just tipped his cloth hat over his face so that their ticklish legs never touched his face. If he could not sleep he would doze, and if he could not doze, he would sit and observe the world resting about him.</p> <p>(Malcolm Cumming, <i>The Bam'bo by the dam</i>)</p>		
2	<p>I was seventeen years old and feeling very unsure of myself. With my schoolwork I was doing exceptionally well and most teachers at the high school loved me – or they seemed to. My essays were the example of good work that they would read to the whole class. I was probably proud of myself even though I didn't even give it any serious thought. Somehow it did not do much for my confidence or give me any self-love. I thought I was ugly and the fact that my hair was so hard to manage did not make things easier. I used to describe it as dry grass in winter. And after a while I stopped combing it. I'd wash it and dry it, get dressed in my black skirt and white shirt which were not as nice as other girls', and I'd be on my way to school. To top it all, I had knock-knees and big feet! I was ugly and awkward – I hated myself. And, my God, I sat in the front desk – Miss-ugly-top-of-the-class.</p> <p>(Gcina Mhlope, <i>Transforming Moments</i>)</p>	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
3	<p>Well, here I am again, sitting outside the Principal's office. And I've only been at the school for two days. Two lots of trouble in two days! Yesterday I got the strap for nothing. Nothing at all.</p> <p>(Paul Jennings, <i>Pink Bow Tie</i>)</p>	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
4	<p>"Why don't you stammer when you shout?" Thembi asked him as they sat on the bench under the delicately flowering</p>	CHARACTERS	ACTION

	<p>pepper tree. Johan's lips pressed against the thin beaded braids as she turned her head away from him.</p> <p>(Barrie Hough, <i>The Journey</i>)</p>	<p>SETTING</p>	<p>QUESTIONS</p>
		<p>IDEAS / THEMES</p>	
<p>5</p>	<p>Wesley checked the speedometer again: exactly one hundred kilometers per hour. He'd carefully worked out his journey time and was pleased that he was right on schedule. At this speed the one hundred and fifty kilometer journey would take exactly one and a half hours. Wesley like that kind of accuracy.</p> <p>(Simon Crane, <i>Heavy Metal</i>)</p>	<p>CHARACTERS</p>	<p>ACTION</p>
		<p>SETTING</p>	<p>QUESTIONS</p>
		<p>IDEAS / THEMES</p>	
<p>6</p>	<p>We left the house at 28 Carnation Avenue in Bishop Lavis, roaring with laughter. It was a sizzling hot Friday in the summer of 1993.</p> <p>(Lindsay King, <i>A Garbage Story</i>)</p>	<p>CHARACTERS</p>	<p>ACTION</p>
		<p>SETTING</p>	<p>QUESTIONS</p>
		<p>IDEAS / THEMES</p>	
<p>7</p>	<p>Why the dove chose her windowsill, she was never sure but when it settled there for the third time, she knew it was some sort of sign.</p> <p>(Diane Hofmeyr, <i>The magic man</i>)</p>	<p>CHARACTERS</p>	<p>ACTION</p>
		<p>SETTING</p>	<p>QUESTIONS</p>
		<p>IDEAS / THEMES</p>	
<p>8</p>	<p>Poverty has a home in Africa – like a quiet second skin. It may be the only place on earth where it is worn with an unconscious dignity. People do not look down at your shoes which are caked with years of mud and split so that the toes stick out. They look straight and deeply into your eyes to see if you are friend or foe. That is all that matters. To some extent I think that this eye-looking, this intense human awareness, is a reflection of the earth all about. There is no end to African sky and to African land. One may say that in its vastness is a certain kind of watchfulness that strips man down to its simplest form. If that is not so, then there must be some other, unfathomable reason for the</p>	<p>CHARACTERS</p>	<p>ACTION</p>
		<p>SETTING</p>	<p>QUESTIONS</p>
		<p>IDEAS / THEMES</p>	

	immense humanity and the extreme gentleness of the people of my village. (Bessie Head, <i>Village People</i>)		
9	The old house was divided into two dwellings by a thin wall that passed on, with high fidelity, sounds on either side. On the north side were the Leonards. On the south side were the Hargers. (Kurt Vonnegut, <i>Next Door</i>)	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
10	It was already dark by the time they brought the body of Crispin Farborough home. Standing on the veranda of the mission house, Walter Brownley saw the procession of lanterns moving slowly down the hill, accompanying the Cape cart. It rolled like a tumbrel, its wheels hooping the ironstone. He could only see the lights and hear the rumble of the wagon. No voices came to him. (Marguerite Poland, <i>Shades</i>)	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
11	The alchemist picked up a book that someone in the caravan had bought. Leafing through the pages, he found a story about Narcissus. (Paulo Coelho, <i>The Alchemist</i>)	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
12	There's a shoot-out at the mine tonight. (Jayne Bauling, <i>Dreaming of Light</i>)	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	
13	When Framer Oak smiled, the corners of his mouth spread till they were within an unimportant distance of his ears, his eyes were reduced to chinks, and diverging wrinkles appeared round them, extending upon his countenance like the rays in a rudimentary sketch of the rising sun.	CHARACTERS	ACTION
		SETTING	QUESTIONS
		IDEAS / THEMES	

	(Thomas Hardy, <i>Far from the Madding Crowd</i>)								
14	<p>Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged in a spirit of the wild for seven days and seven nights.</p> <p>(Chinua Achebe, <i>Things Fall Apart</i>)</p>	<table border="1"> <tr> <td>CHARACTERS</td> <td>ACTION</td> </tr> <tr> <td>SETTING</td> <td>QUESTIONS</td> </tr> <tr> <td colspan="2">IDEAS / THEMES</td> </tr> </table>	CHARACTERS	ACTION	SETTING	QUESTIONS	IDEAS / THEMES		
CHARACTERS	ACTION								
SETTING	QUESTIONS								
IDEAS / THEMES									
15	<p>My father's family name being Pirrip, and my Christian name Philip, my infant tongue could make of both names nothing longer or more explicit than Pip. So I called myself Pip, and came to be called Pip.</p> <p>(Charles Dickens, <i>Great Expectations</i>)</p>	<table border="1"> <tr> <td>CHARACTERS</td> <td>ACTION</td> </tr> <tr> <td>SETTING</td> <td>QUESTIONS</td> </tr> <tr> <td colspan="2">IDEAS / THEMES</td> </tr> </table>	CHARACTERS	ACTION	SETTING	QUESTIONS	IDEAS / THEMES		
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16	<p>Number 4 Mabele Street stood veiled by a large lemon tree at the corner of the only street with a name in Bofelong, our township. The tree gave us a scrap of privacy, something we needed desperately since our shame seemed to hang like the bright lemons at the treetop. Everyone knew things about my family that I wished would be forgotten – stories of what neighbours called my aunts' madness were spread all over our street. Stories of how they came to fear and disapprove of us. We walked around fully exposed, while our neighbours worked hard to keep their secret pleasures and their woes as safely concealed as money in a woman's bra.</p> <p>(Kagiso Lesego, <i>The Mending Season</i>)</p>	<table border="1"> <tr> <td>CHARACTERS</td> <td>ACTION</td> </tr> <tr> <td>SETTING</td> <td>QUESTIONS</td> </tr> <tr> <td colspan="2">IDEAS / THEMES</td> </tr> </table>	CHARACTERS	ACTION	SETTING	QUESTIONS	IDEAS / THEMES		
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SETTING	QUESTIONS								
IDEAS / THEMES									
17	<p>The full African moon poured down its light from the blue sky into the wide, lonely plain. The dry, sandy earth, with its coating</p>	<table border="1"> <tr> <td>CHARACTERS</td> <td>ACTION</td> </tr> </table>	CHARACTERS	ACTION					
CHARACTERS	ACTION								

	<p>of stunted 'karroo' bushes a few inches high, the low hills that skirted the plain, the milk-bushes with their long, finger-like leaves, all were touched by a weird and an almost oppressive beauty as they lay in the white light.</p> <p>(Olive Schreiner, <i>The Story of an African Farm</i>)</p>	<table border="1"> <tr> <td data-bbox="846 191 1138 254">SETTING</td> <td data-bbox="1138 191 1432 254">QUESTIONS</td> </tr> </table>		SETTING	QUESTIONS
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18	<p>"Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the mind of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to the Facts, sir!"</p> <p>(Charles Dickens, <i>Hard Times</i>)</p>	<table border="1"> <tr> <td data-bbox="846 527 1138 590">CHARACTERS</td> <td data-bbox="1138 527 1432 590">ACTION</td> </tr> </table>		CHARACTERS	ACTION
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IDEAS / THEMES					
19	<p>"The house is, of course, haunted," said our host. Everybody laughed; that is, everybody except Lady Caroline, who was, by nature, of a nervous disposition.</p> <p>(James Laver, <i>Somebody Calls</i>)</p>	<table border="1"> <tr> <td data-bbox="846 961 1138 1024">CHARACTERS</td> <td data-bbox="1138 961 1432 1024">ACTION</td> </tr> </table>		CHARACTERS	ACTION
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IDEAS / THEMES					
20	<p>I had a farm in Africa, at the foot of the Ngong Hills. The Equator runs across these highlands, a hundred miles to the North, and the farm lay at an altitude of over six thousand feet. In the day-time you felt that you had got high up, near to the sun, but the early mornings and evenings were limpid and restful, and the nights were cold.</p> <p>(Karen Blixen, <i>Out of Africa</i>)</p>	<table border="1"> <tr> <td data-bbox="846 1192 1138 1255">CHARACTERS</td> <td data-bbox="1138 1192 1432 1255">ACTION</td> </tr> </table>		CHARACTERS	ACTION
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TASK B

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

STEP 6		
DROPS	D	DRAFT 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.

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

STEP 7		
EVER	E	EDIT DRAFT 1 of your essay

DRAFT 1 of our essay is then edited.

STEP 8		
FRESH	F	The FINAL DRAFT of your essay may now be written.

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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