

# **English First Additional Language: Grade 10**

## **Lockdown work - Week 6**

Hi guys!

I hope you are all doing well and that you are staying up to date with the work we send to you.

- I trust all of you are, by now, in the WhatsApp group. If you would like to add your parents, please send me a text and I will do that.
- As stated earlier – all speeches and prepared reading is “on hold”. As soon as we hear from the department of education that we may go ahead, I will let you know.
- You will receive the memorandum for Finders Keepers Chapter 7 and 8. Please MARK and CORRECT your work.
- Secondly, continue with the given work in your Grammar and Writings scripts.

Good luck with your work! Remember that I am available for your questions on WhatsApp every day between 10:00 and 14:00.

	<b>Heading</b>	<b>Activity</b>	<b>Page</b>	<b>INSTRUCTIONS</b>	<b>BOOK</b>
1	Mark and correct Finders Keepers Chapter 7				L
2	Mark and correct Finders Keepers Chapter 8				L
3	Comprehension, Act. 1, p. 104-106	1	104-106	Read the passage and answer the questions	G
4	Summaries, Act. 2, p. 107-108	2	107-108	Complete nr 1 and nr 2	G
5	Points for an argument	Worksheet 10		Study and complete Worksheet 10	W
6	Future tenses	Worksheet 11		Study and complete Worksheet 11	G
7	The argumentative essay, Act. 4, p.124	Worksheet 12		Study and complete the essay as explained on Worksheet 12. Planning AND draft required	W

# finders keepers

## **Chapter 7: Answers**

1. Lufuno's mother was very ill from tuberculosis. Something tragic happened with her best friend Dudu. She had to leave her school and home in Johannesburg and move to Cape Town.
2. The reference to the fact that she was lost in the forest refers to the fact that she feels lost, alone and afraid in her new surroundings in Cape Town. The fact that she is running and tripping in the forest indicates that she is running away from her troubles and keep on making mistakes in her new environment. She hears Dudu's voice because she is missing her but because she is gone her presence keeps on evading Lufuno.
3. Lufuno must feel afraid and insecure due to the threats she hears because her parents are still working notwithstanding the strike.
4. Rocks had been thrown onto Noki's roof as a warning. Groups are forming that might swell into a protest mob. Smash and grab opportunities might arise later because people are drinking and felling themselves for violence later in the day.
5. Sindi and her crew replaced Lufuno's chair with a broken one. Lufuno gets up, bites her lip to not cry and thinks that it is a stupid childish joke.
6. Sindy falsely accuses Lufuno of spying and wanting to trap Mandla. When Chantelle calls Sindi toxic Lufuno mentally compares her to a venomous mamba seeking out its prey, waiting to inject venom into the prey's veins. It is an effective comparison because it illustrates Sindi's vindictive behaviour accurately.
7. The fact that Mandla looks like a storm cloud today is effective because this is how Lufuno has been feeling since she moved to Cape Town, overcasted. Their moods seem to attract one another even more, and they get a chance to finally deal with their cropped up emotions.
8. The unemployed men in the township are drinking to work up courage to plunder and steal later in the day when the strike reaches its climax.
9. When people become a part of mob violence they are no longer held personally accountable. They lose their identity and responsibility and get carried away with mass hysteria.

# finders keepers

## **Chapter 8: Answers**

1. The fact that Lufuno decides to accompany Mandla, shows that she is willing to follow her heart in spite of her strict upbringing and parents' admonitions. She is obviously smitten by Mandla.
2. The fact that Lufuno pays for her own sprite indicates that she is independent and does not expect of boys to do everything for her, like Sindi, for attention. This makes Mandla like her even more, the fact that she is different.
3. Mandla takes Lufuno to a park. The park is rather just an open plot of land with a wooden bench, a broken swing and a scraggly patch of grass. The surroundings cannot be considered remotely romantic but their experience there is intensely emotional and intimate. This is indicative of the fact that surrounding can blur into unimportance if the people are only interested in each other and not in the external factors.
4. Lufuno decides to follow her instincts and instead of going home, she goes to the park with Mandla against her mother's specific wishes. The fact that she is not typical and dutiful at all times makes her a more believable and rounded character. This also makes Lufuno more relatable for a teenage reading audience.
5. When Lufuno's cold drink fizzes out when she opens the bottle and they jump to wipe away the sticky mess, the awkwardness was overcome.
6. Lufuno is jokingly referring to Sindi who she says would love to get her father to buy her a boyfriend like Mandla, who is actually a chief's son. This makes him expensive in the reverse lobola situation. The usual way is for the man to pay lobola for the girl he wishes to marry.
7. Mandla is from a chief's family and Lufuno is not from a wealthy family. The parents are disapproving of their relationship. They are in love and they meet in secret.
8. Her mother has always warned Lufuno against boys in general because she wants her to first focus on her studies, she also wants Lufuno to eventually meet and marry a Tsivenda boy from her hometown. They are also concerned about what might happen during this period of unrest due to the strike.  
(Any two facts)

9. This line clearly indicates how upset Lufuno's mother is with her. She is so mad that she is slicing the food with force and the words she utters towards Lufuno also comes out with force.
10. This means that she is so upset that she might become sick again. She should not become sick again.

# WORKSHEET 10: POINTS FOR AN ARGUMENT

When you are in an argument with someone you each have one point that you believe in and you try to convince the other person to believe as you do. Arguments often contain emotional reactions and one-sided viewpoints.

When we think argumentatively, we often try to offer reasons and explanations for our viewpoint. To even further strengthen our arguments, we also include an example or some form of evidence to support our point. These points can either be in support of or FOR our opinion, or not in support of or AGAINST the other's opinion.

**Jack:** You have GOT to be kidding me! How can you think that rock is a better musical genre than house music?

**Jill:** Easy, Jack. House music requires no inspiration. The “artists” just sit behind a computer and throw together some sounds and add a beat. Have you ever listened to the song “House party”? It has no specific tune, only a cacophany of sounds added to a strong rhythm.

**Jack:** It happens to be one of my favourite songs! Rock music can't even be classified as singing! Often the band just screams into the microphone in an inaudible way. Half of Slipknot's lyrics can't even be heard.

**Jill:** And the quality of singing in your favourite type of music? Anyone can make those sounds by using Autotune. Rock music singing requires talent. They have to spend hours writing the music and the lyrics, rehearse it over and over and try to find the perfect balance. The song “Enter Sandman” by Metallica took months to perfect.

**Jack:** House music also requires talent! Although you might not need to be able to write music notes, you still need to have technical training. They use different programs to create the lyrics, the beat, the background and they need the know-how to combine it all perfectly! My favourite artist, EDM, uses four different computers to complete sections of their songs.

Argument AGAINST House music

Argument AGAINST Rock music

Argument FOR Rock music

Argument FOR House music

Look at the following topics. Choose any ONE and draw a table in your writing book. The table should have headings as follows:

POINT	EXPLANATION	EXAMPLE/EVIDENCE
-------	-------------	------------------

Plan **THREE** arguments either FOR or AGAINST the topic. State the point you want to make and explain it in detail. Then provide an example to strengthen your point or give some form of evidence. Evidence may be a study done on the topic, the opinion of a professional in the field or anything related to that.

Topics:

1. The death penalty should be reinstated in South Africa.
2. Learners should be allowed to colour their hair.
3. Teenagers should listen to music when they study.
4. The legal drinking age should be increased to 21.
5. Videogames increase aggression and crimes of violence in teenagers.

**REMEMBER:** In English we test HOW you write, not WHAT you write, so your explanation and evidence does not need to be the truth. If you can offer evidence that Mr Koekemoer-Prinsloo is a known expert in psychology and offer his viewpoint, there is nothing wrong with it!

# Worksheet 11: Future tenses

## Future tenses revision

### Future simple

→ predictions

People **will live** longer in the future.

→ promises

I **won't do** it again, I promise.

→ on-the-spot decisions

'I'm thirsty.' I **will get** you some water.'

### Be going to

→ future plans and intentions

I **am going to learn** French next year.

→ predictions based on present evidence

Look at the sky. It **is going to rain**.

### Present continuous

→ fixed arrangement in the near future

Pete **is flying** to Rome next weekend.

### Future continuous

→ an action in the future that will be interrupted by a shorter action in the future

I **will be preparing** supper when my husband comes back.

→ an action that will be in progress at a stated future time

This time next month we **will be sunbathing** in Greece.

### Future perfect

→ an action that will be finished before a certain future time

The Browns **will have changed** their car by Easter.

Complete the sentences with the correct future form.

1. Look at Jason! He \_\_\_\_\_ (sneeze).
2. Do you think people \_\_\_\_\_ (travel) to the Moon again?
3. Tomorrow we \_\_\_\_\_ (rehearse) a school play in the gym.
4. Dad \_\_\_\_\_ (wait) for you at the station when you arrive next week.
5. Tidy your room now or you \_\_\_\_\_ (stay) at home tonight.
6. By the end of this year I \_\_\_\_\_ (visit) Brazil.
7. A: What do you need the planks for? B: I \_\_\_\_\_ (make) a shelf for my technology project.
8. What \_\_\_\_\_ (you, do) tomorrow at 3 p.m.?
9. Look at that car! It \_\_\_\_\_ (crash) if the driver doesn't slow down.
10. If I don't know the answer, I \_\_\_\_\_ (ask) my elder sister.
11. We \_\_\_\_\_ (have) a picnic next weekend. Would you like to come?
12. Sue and Jack \_\_\_\_\_ (finish) their IT project by tomorrow afternoon.
13. George \_\_\_\_\_ (take) his dog for a walk when his mother comes back from work.
14. I'm sure your parents \_\_\_\_\_ (not, scold) you for getting a D from the Art exam.
15. Patrick \_\_\_\_\_ (watch) a cartoon film with his little sister.
16. At 8 o'clock on Sunday my parents \_\_\_\_\_ (go) to the theatre with their friends.
17. Pamela looks sad. She \_\_\_\_\_ (cry).
18. By the end of the course we \_\_\_\_\_ (learn) to communicate in Spanish.
19. At this time next week, Sandra \_\_\_\_\_ (take) her driving test.
20. Kevin \_\_\_\_\_ (probably, bring) his sister to the party.
21. The Dawsons \_\_\_\_\_ (be) in Berlin for three months by the time they leave.
22. A: I'm tense. B: I \_\_\_\_\_ (give) you a back massage.
23. The baby \_\_\_\_\_ (sleep) when you call Mrs. Stevenson.
24. Mark thinks we \_\_\_\_\_ (not, win) the match with the Winston High School.
25. Look at Jessica. She \_\_\_\_\_ (jump) from the wall.
26. A: Why are you carrying a fishing rod? B: I \_\_\_\_\_ (fish) with my grandfather.
27. Dave \_\_\_\_\_ (play) chess with me next Friday.
28. People \_\_\_\_\_ (spend) holidays in space in the 22<sup>nd</sup> century.



# WORKSHEET 12: THE ARGUMENTATIVE ESSAY

## How to Write

### The argumentative essay

This essay is also known as the persuasion essay. The purpose of this essay is to argue a case for a point of view; to attempt to convince the reader.

### Text structure

- **Statement of position:** The essay should start with the writer's view of the topic in an original and striking way, e.g.  
*Shops should be closed on Sundays. When open, these doors lead to a path of sin and destruction of all good morals.*
- **Series of arguments:** Often in the form of a point plus elaboration. The writer should give a range of arguments to support and substantiate his or her view, e.g.  
*Everyone needs a day of rest. This is especially important for people who work in shops because...*
- **The writer focuses on points for OR against a statement.**
- **Reinforcement:** Summary and restatement of the opening position, e.g.  
*We have seen that ... so ...*
- **An argumentative essay can be subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.**
- **The conclusion should be a strong, clear and convincing statement of a writer's opinion.**

### Language features

- Simple present tense.
- The language used is emotive and can be emotional but should not be rude.
- Focus mainly on generic participants, e.g. *shops, people*.
- Reason, cause/effect, concessive conjunctions/logical connectors, e.g. *this shows, however, because, therefore*.

## PLANNING

Introduction:  
Introduce your topic by referring to events that happen around it.

First argument:  
Provide your first argument and the supporting evidence.

Second argument:  
Provide your second argument and the supporting evidence. Use quotes and/or other forms of support.

**ARGUMENTATIVE:**  
Argue for ONE side – indicated by “Do you agree?”

In this essay you MAY use emotive language. This is a one-sided essay.

Conclusion:  
Summarise your main points in other wording and end off with the belief that you have convinced the reader.

Third argument:  
Provide a counter argument against what might be said that goes against your point. Again, provide evidence and support.

## Worksheet 12: The argumentative essay

- Now you are going to write an argumentative essay of 150 to 250 words. Planning, draft and final required.
- Use the topic and table of information you completed in Worksheet 10. You just need to plan your introduction and conclusion as well.
- Remember – your introduction **CANNOT** just be a rewrite of the topic itself. Introduce the topic in an interesting way. You may refer to “events” that lead up to this discussion (which of course did not really happen) or a situation that occurred that have rise to this topic.
- **STICK TO ONE SIDE OF THE ARGUMENT.**

