



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>	01/04/2020				
<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>	<b>Creative Writing: Planning</b>				

**GOOD BEGINNINGS**

The proverb "Well begun is half done" holds much truth. If we begin any task well, then it will be easier to work on it, and see it through to the end when we complete the task successfully.

When it comes to Creative Writing, **PLANNING** is part of beginning well.

In Home Language, every Creative Writing examination paper (Paper 3) has TWO sections. For SECTION A, you will need to answer ONE question, and for SECTION B, you are asked to answer TWO questions.

This worksheet will enable you to practise the PLANNING process.

A **MNEMONIC** (pronounced **ni-mo-nik**) is a pattern of letters or a sentence that helps us to remember something more easily.

The following sentence is a **mnemonic** for the planning stage of writing:

**RAIN COMES BRINGING SAVING PLOPPING DROPS EVER FRESH.**

The first letter of each word refers to a phase in the planning of our writing.

For example:

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

We will now look at each stage of our planning more carefully, and for each stage there will be a task to do.

<b>STEP 1</b>		
<b>RAIN</b>	<b>R</b>	<b>READ</b> through the given topics carefully.
<p><b>TASK</b> Here is part of a Grade 10 examination paper with a list of topics.</p> <p><b>DO:</b> RAIN = R = READ through the given topics carefully.</p>		
<p><b>SECTION A: ESSAY</b></p> <p><b>QUESTION 1</b></p> <ul style="list-style-type: none"> <li>• Write an essay of between 300 and 350 words in length (about ONE-AND-A-HALF pages) on ONE of the following topics.</li> <li>• Write down the NUMBER and TITLE of the essay you have chosen, e.g. 1.1 That was a most memorable day.</li> <li>• Give your own title if your choice is QUESTION 1.2, 1.7.1 or 1.7.2.</li> <li>• Spend approximately 60 minutes on this section.</li> </ul>		

1.1 That was a most memorable day. **[50]**

1.2 Write a story that includes the following words:

I have never felt so disappointed in my life.

NOTE: The words given in the topic **MUST** be included somewhere in your essay. Provide your own title. **[50]**

1.3 For every dark night, there is a brighter day. **[50]**

1.4 Trees **[50]**

1.5 If we do not keep up with technology, we risk being left behind. **[50]**

1.6 'I never lose. I either win or learn.' – Nelson Mandela **[50]**

1.7 Choose **ONE** of the pictures on the following pages and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: <https://www.holidogtimes.com>]

1.7.2



[Source: <https://www.cntraveller.com/gallery/insider-guide-johannesburg>]

**TOTAL SECTION A: 50**

[Adapted from: <https://www.eccurriculum.co.za/> English First Additional Language/P3 4 DBE/November 2018 CAPS – Grade 10]

**STEP 2**

**COMES**

**C**

**CHOOSE** the topic that you will write on.

**TASK**

**DO: COMES = C = CHOOSE** the topic that you will write on.

When choosing your topic, keep in mind the following TIPS:

1. **CHOOSE** a topic that you understand.
2. The topic that you **CHOOSE** should be the one that appeals to you the most.
3. **CHOOSE** a topic that matches the type of writing that you are best at. For example, **TOPIC 1.5** above lends itself to either a **DISCURSIVE ESSAY** (one in which you discuss more than one viewpoint related to the topic) OR an **ARGUMENTATIVE ESSAY** (one in which you adopt a standpoint and argue your point, supporting it with relevant examples). **TOPIC 1.2** lends requires a **NARRATIVE ESSAY** as the topic asks you to “write a story”. The **OTHER TOPICS** may be narrative/descriptive/reflective/argumentative/discursive ... the choice is yours based on the type of writing you are good at.

<b>STEP 3</b>		
<b>BRINGING</b>	<b>B</b>	<b>BRAINSTORM</b> ideas on your chosen topic.

**TASK**

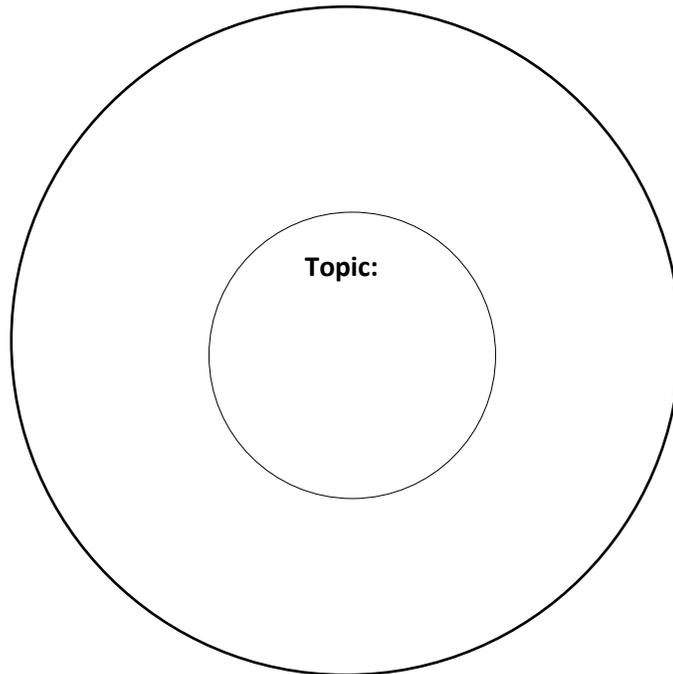
**DO: BRINGING = B BRAINSTORM** ideas on your chosen topic.

When we BRAINSTORM, we spend a limited time (e.g 5 to 10 minutes) writing down as many ideas, thoughts, emotions, opinions, words or phrases that the topic stirs up in you. If English is not your mother-tongue and you can think of an idea only in your mother-tongue, then write down that idea in your OWN language, as BRAINSTORMING has to do with writing down your SPONTANEOUS responses to the topic. You can translate the idea into English during a later stage of the planning. It often helps to use a circle map to brainstorm.

**And now for some practice:**

Use the CIRCLE MAP below to help you to BRAINSTORM.

1. Write the NUMBER of your CHOSEN TOPIC in the small circle in the middle.
2. Then give yourself 5 to 10 minutes to write down any idea that comes to mind in the space between the small and big circle.



<b>STEP 4</b>		
<b>SAVING</b>	<b>S</b>	<b>SELECT</b> a maximum of THREE ideas to develop in your essay.

**TASK**

**DO:** SAVING = S = SELECT a maximum of THREE ideas to develop in your essay.

In your circle map above, highlight / circle no more than THREE ideas which you will expand and develop in your essay. Remember that for effective, focused writing, the saying “LESS IS MORE” proves true. So, you may choose ONE, or TWO, or THREE ideas to develop, but it is NOT ADVISABLE TO CHOOSE MORE THAN THREE IDEAS.

<b>STEP 5</b>		
<b>PLOPPING</b>	<b>P</b>	<b>PLAN</b> by using a diagram / planning template

**TASK**

**DO:** PLOPPING = P = PLAN by using a diagram / planning template.

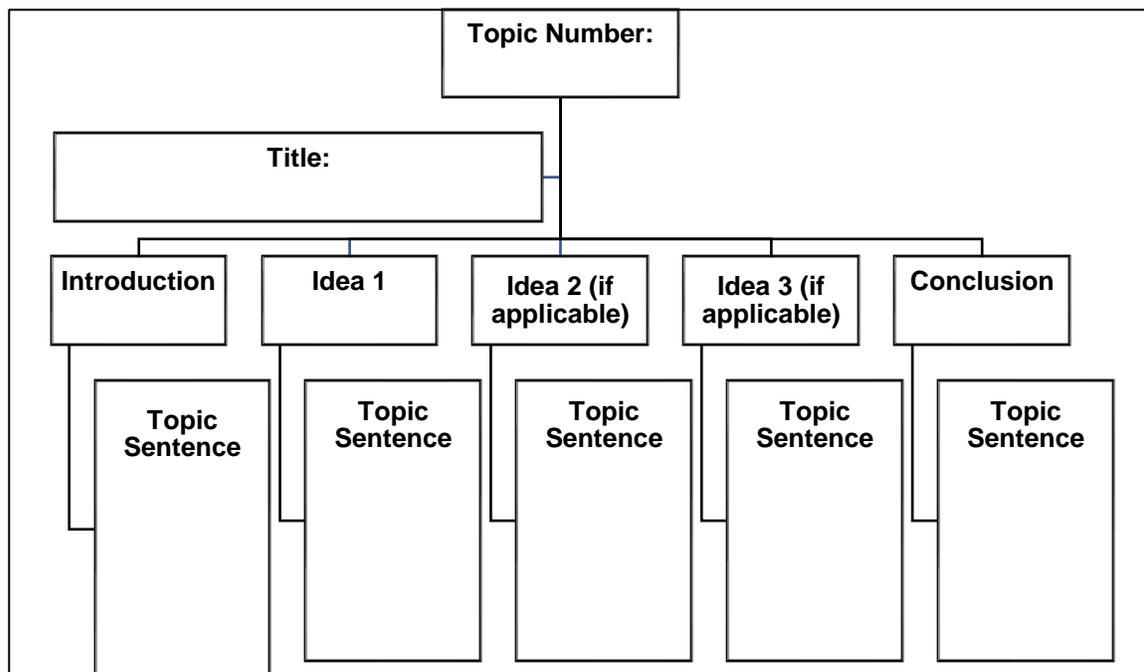
One way of planning is by using a DIAGRAM such as a TREE-DIAGRAM in which you write the topic number, the title, and the topic sentence of each paragraph. Every piece of writing has an INTRODUCTION (the opening paragraph) which hooks the reader in and makes them want to read further. On **14 April 2020**, you will learn more about how to write good introductions. After the introduction comes the BODY, consisting of the idea(s) you selected from your brainstorming exercise. After the body comes your CONCLUSION, your final (closing) paragraph of your essay.

Another way of planning is by mapping your thoughts in a template.

**Let’s have some practice:**

Plan your essay by **EITHER** completing the TREE-DIAGRAM **OR** by filling in the PLANNING TEMPLATE

**TREE-DIAGRAM**



**NB:** You may like to re-draw the Tree-Map on the next page so that your blocks are bigger and you may fit in more writing than in the space provided in the Tree-Map above.

# Tree-Map

**PLANNING TEMPLATE**

<b>TOPIC NUMBER</b>		
<b>TITLE</b>		
<b>INTRODUCTION</b>	<b>OPENING SENTENCE</b>	
<b>BODY</b>	<b>IDEA 1</b>	<b>TOPIC SENTENCE</b>
	<b>IDEA 2 (if applicable)</b>	<b>TOPIC SENTENCE</b>
	<b>IDEA 3 (if applicable)</b>	<b>TOPIC SENTENCE</b>
<b>CONCLUSION</b>	<b>CLOSING SENTENCE</b>	

<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.

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

DRAFT 1 of our essay is then edited.

<b>STEP 8</b>		
<b>FRESH</b>	<b>F</b>	The <b>FINAL DRAFT</b> 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.

**Please note:**

For today's worksheet, complete to the end of STEP 5.

We will be doing **STEPS 6, 7 and 8** with the next CREATIVE WRITING WORKSHEET on **14 April 2020**.

**NB:**

1. Be sure that you complete **STEPS 1 TO 5 BY 14 APRIL**.
2. Keep your completed tree-diagram / planning template as you will need it to be able to complete the CREATIVE WRITING worksheet you will be receiving on 14 April 2020.

**Until then: #KEEP WELL # STAY SAFE # STAY HOME**