

FORMAL ASSESSMENT – RESEARCH TASK

GRADE : 8 –TERM : 3

2021

TOTAL MARKS : 70

Choose a poem from the following :

1. “To my little girl”
2. “You cannot know the fears I have”

Section : A

Research the elements of a poem .Write your findings .Write the main ideas of the poem :

- Themes (4)
- Figures of speech (4)
- Tone (4)
- Structure (4)
- Poet (4) (20)

Section : B

Write a 1 to 1 ½ page critique (in detail) based on the poem you have read , including your research .

Use appropriate structure :

- Introduction
- Body
- Conclusion (30)

Section : C

Prepare a presentation of your findings(oral) (20)

GRADE 8 LITERATURE NOTES

Novel: Solomon's Story

Chapter 1 June 1976

Solomon is an apple seller. He is very poor and lives in Mamelodi. He is currently not in school because school is closed. Every day he sells apples at the train station. He is often unnoticed and nobody pays any attention to him. One day, Thomas his neighbour encouraged him to join the ANC as he believed that it would benefit him and his family more if he fought for freedom instead of wasting his time and selling apples for 5 cents. On his way home, Solomon looked at Mamelodi from a hill top and watched how people in that place actually lived. It was at this point when he saw the poverty of his people that he finally saw his life for what it really was.

Chapter 2 July to October 1976

Thomas eventually convinced Solomon to join the ANC. He made him believe that he could be free. They along with Themba Nkosi would listen to Radio Freedom which broadcasted from Zambia. They would however have to do that in secret because if they were caught, they would get jail time of 7 years. They headed to Hector's spruit via train. On the way, Solomon sees the more vibrant areas of South Africa- the big houses and swimming pools and compares that to his own hometown. He also notices the beauty of nature in the jacaranda trees, and so on. They then eventually crossed the border to Mozambique and were taken in for interrogation. They are then left in a refugee camp.

Chapter 3 November 1976 to April 1977

The commander at the camp left them alone for two days. They had no food and therefore had to break into the storeroom much against William's wishes. William was an excellent friend to Solomon. He was wise, and strong and like a father/big brother kind of mentor to him. When they broke into the storeroom, the commander came and they realised it was a trap, like William had suggested. William had however gotten arrested for the deed. Solomon takes him food every day out of guilt and then William and the others that got arrested. They then go on a hunger strike so that the ANC can come and get them out.

Chapter 4 May 1977

This is six months after the night they left South Africa. Everything is different now. Solomon feels like he is part of a family. He feels like his life has meaning and purpose and this contrasts heavily with his feelings in chapter 1. He compares himself to two types of dogs, one that is well taken care of and the other is sick and beaten. One description represents his life in the ANC- meaningful and the latter represents his life back in SA. He now roams free and proud and his new name is Byron. Eventually, he was recruited to for some special training. They were taught urban warfare and he would be there to assist the protestors during the one year memorial protest for the 1976 uprising. He is scared, and is having nightmares probably because he is afraid to die.

Practice Question 1

GRADE 8 LITERATURE NOTES

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Practice Question 1

The legend of El Dorado

A South American tale

About the story

This folk tale from the Amazon tells the story that became the legend of El Dorado, a mythical place holding great treasure. Like most legends, the tale of El Dorado contains some grains of truth. When Spanish explorers arrived in South America in the 1500s, they heard stories of a tribe high in the Andes Mountains. When a new chief rose to power, his rule began with a ceremony at Lake Guatavita. The new ruler was covered in gold dust, and gold and precious jewels were thrown into the lake to appease a god that lived underwater. The Spanish name for this chief, *El Dorado*, became the name of a legendary kingdom of gold. However, no one knew exactly where this kingdom was, and it has never been found, even though many explorers and treasure hunters have searched for it.

This story explains where the ritual comes from. The wife and daughter of an Amazon chief are captured by a river demon in the form of a serpent. The witch doctor cannot bring them back, so the chief collects golden objects and covers himself with gold. He throws the gold into the lake as a sacrifice to this water serpent, hoping to get his wife and daughter back. The story focuses on the chief's sadness and his knowledge that he will not see his wife again.

The legend of El Dorado

On the high hills of the Andes Mountains, where the Amazon River starts its journey to the forest, there are sacred lakes, where sacrifices in honour of the sun-god were once held. One evening as the sun set, a sad sound disturbed the silence of the most secret lake of all. That morning, the village chief had made his yearly offerings to the sun-god. He had thrown the offerings into the water, and seen the shape of a giant serpent. Then he had returned to the village with his followers. He knew that that evening one of his wives and her youngest daughter would disappear forever under the mysterious waters.

The next day, some Indians who lived near the lake went to see the chief. Everyone in the region was in awe of him. When he deigned to receive them, the Indians said timidly, "Yesterday evening, we thought we saw the most beautiful of your wives and her little girl. She walked sadly to the edge of the lake. Then we lost sight of her, but all night we heard crying. We looked everywhere, but could not find her. Her voice seemed to come from the water. All day a strange light has been shining under the lake, and the waters have been calmer than ever before."

The chief knew he would never see his wife and child again. This last wife had been the most beautiful and noble of all. She had been his favourite since

the first day they were married. It was almost unbearable to lose her in this way. The Indians words made the chief desperate. He must get his wife back. The witch-doctor often performed miracles. Perhaps he could help. The chief ordered the witch-doctor to come with him to the lake.

The witch-doctor sat down by the water and slowly drank a magic potion which would allow him to see the drowned woman at the bottom of the lake. He asked two Indians to light a big fire. Into it he threw some pebbles that he had specially chosen. Then he paused, and uttered magic words. Suddenly, he stood up, put the hot pebbles in a little jar and walked into the lake. He threw the pebbles one by one into the water. They hit the surface with a hiss of steam and sank. Following them, the witch-doctor dived under the water.

The chief waited patiently for the man's return. What had he seen at the bottom of the lake? He had seen the chief's wife and daughter; they were happy in the kingdom of the lake dragon, and did not want to return to dry land.

The chief was heart-broken. He loved his wife and daughter too much to be satisfied with this. He told the witch-doctor to go back to the dragon's kingdom.

This time, the witch-doctor returned from the lake in a state of terror. He said that the dragon was angry. He would not give up the chief's wife. If the chief did not let her stay in the dragon's kingdom, the whole village would be punished. The frightened Indians fell to their knees by the lake, begging the drowned woman to protect them.

After that day, whenever anyone went near the lake, the giant serpent which lived there would transform itself and come out of the water. Each time it looked more like the chief's wife. Sometimes it wore a great red cape, and it announced all sorts of terrible things: deaths, illnesses, famines. Then it would disappear into a black whirlpool and the lake would become calm and silent again.

The Indians thought that only more sacrifices and more precious offerings would make the chief's wife intercede with the dragon and take their troubles away. They decided to talk to the chief. He had never seen the dragon's appearances, because he had refused to go near the accursed lake since his wife's death.

His people finally persuaded him. He prepared a ceremony which the dragon could not ignore. He sent his servants into the forest to find a special gum which dripped from a tree when it was cut. Then he said to his two best warriors, "Go to all the villages which owe me obedience and take all the gold and emeralds you find there."

Then he asked one of his wives to take her biggest pestle and grind a

The ceremony became famous. Tribes from near and far began to worship the chief's wife. The unhappy chief made regular offerings to her, and his descendants continued the tradition. For centuries, on certain mornings, just as the sun appeared behind the sacred mountain, a golden man spoke to the sun ...

Glossary

sacred – holy	state of terror – very afraid
serpent – snake	transform – change
mysterious – strange; difficult to understand	famines – food shortages
region – area	precious – valuable
deigned – the action of a proud person who lowers himself to acknowledge others	intercede – plead with someone on behalf of someone else
timidly – shyly	pestle – crusher
unbearable – too painful to accept or endure	diadem – crown
miracles – wonders	receded – withdrew
potion – mixture	garlands – circles of flowers
uttered – said	descendants – people related to an ancestor

Understand the story

1. Describe the setting of the story. (2)
2. What sad event happened to the chief? (1)
3. How did the chief first try to get his wife and daughter back? (1)
4. What was the outcome of these attempts to get his wife and daughter back? (2)
5. What do the people ask the chief to do and why? (2)
6. From where does the chief get all the gold and emeralds? (1)
7. Describe the ceremony. (3)
8. What happens to the chief at the end of the story? (1)
9. What does *El Dorado* mean in Spanish? (1)
10. The legend of *El Dorado* became famous and many people looked for this mythical lake filled with treasure. Quote from the story to show that this ceremony continued for a long time. (1)

Explore language and literary devices

1. Does the chief think his wife and daughter will disappear? (1)
2. Are his feelings proved correct? Quote from the story to support your answer. (1)
3. Choose one word that describes the mood of this story. (1)

great quantity of gold dust. He ordered his best hunter to catch red birds to make a diadem like the rays of the sun from their feathers. He had two very long ropes woven, and made a raft from wood that the witch-doctor chose. After giving all these orders, he went into his house. He stretched out on his hammock and calmly smoked a long pipe until the work was done.

Some days later, everything was ready for the ceremony. The chief, his warriors, his wives, his servants and the witch-doctor led the villagers to the lake. The chief asked four servants to take the ends of the two long ropes. One went to the north of the lake, another to the south, the third to the east and the fourth to the west. They tied the ropes to trees, holding them so that they rested on the surface of the water. The ropes crossed at the exact centre of the lake. Everything was ready; now they had to wait for dawn.

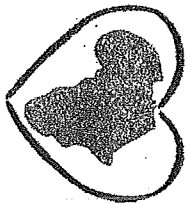
As the darkness receded, the chief got ready. He covered his body with gum and sprinkled himself from head to toe with gold dust. Then he placed the red feather headdress on his head, and put garlands round his knees. He put on huge earrings in the shape of discs, and a gold breastplate. The watching Indians jumped back in shock. He looked like the sun-god!

He climbed onto his raft, surrounded by gold and emerald objects collected from the villagers. He sailed across the lake to the centre point marked by the ropes. The Indians untied the ropes and drew them back to the bank.

Suddenly the sun appeared between two mountains, lighting up the whole scene like a firework display. The golden man — El Dorado, in Spanish — seemed to spring from the centre of the lake, throwing gold dishes in all directions. They shone like a thousand fires. The Indians thought it was magic.



Opinions in poetry



Read and understand a poem

People turn their thoughts, ideas and values into art in poems, plays, paintings, films and music. Art is another way in which we are able to communicate and relate to different people.

Pre-reading: Scan the title of the poem and skim the poem. Think about what it will be about.

1 In groups, discuss love and how it can relate to countries, politicians and people that we may not even know.

During reading: Consider the different features of a poem. Pay attention to the structure of the poem. Look at the stanzas, repetition and punctuation.

3 Think about the rhythm, figurative meaning, mood, theme and message of the poem.

4 Identify words that you do not understand and try to work out their meanings from the context. Then look them up in a dictionary and see whether you were correct.

Libertarian love *To set free with love.*

by *Canaan Banana*

Though I preach the sacred value of human life,
if I sit on my hands and watch the oppression of my people,
I am a hypocrite.

Though I approve of the goals of human liberation
and profess love for freedom,
if I do not act on this love, it is worthless.

Though I think I can tell which way the wind is blowing,
if I let the moment to act pass me by,
I betray the imperative to love.

That people have suffered long; charity serves barely
to keep them alive. But charity by itself defuses
the will of the people to act.

Love is not defined from a book or a tradition –
it does not rest in its own abstract goodness;
it is shaped by the concrete needs of the people.

True love abhors evil; it rejoices in the struggle for the good.
On the path to triumph love can bear all things, hope all things,
it will not surrender.

One need for justice and human dignity is as dear as life itself:
if there are political slogans they shall fade away;
if there are exploitative economic systems,
they shall crumble and be changed.

For mankind cannot live by slogans alone ...

When we were slaves, we spoke as slaves,
we understood as slaves,
we thought as slaves;
but as we became free,
we cast off the chains of servitude.

So Faith, Love and Hope must abide; these three,
but without freedom and dignity they remain hollow shadows.

Post-reading: Answer the following questions.

- Why do you think the poet has called the poem "Libertarian love"?
- Give a synonym for "libertarian".
Banana is usually used as a common noun. Why is it written with a capital letter when used in the poet's name?
- What does the use of the allipsis in line 2-4 indicate?
- Identify homonyms in stanza 6 and the last stanza.
- Explain their meanings in the context of the poem.
- Explain their alternative meanings.
- Name the figure of speech used to describe love in the poem. Explain why this is effective.
- How do you think libertarian love links to the idea of libertarian people?
- What do you think the message of the poem is? Explain.

SPELLING

advised	openly	intentionally	sincerely
able	openly	intentionally	successfully
awareness	openly	intentionally	unfalsely
bewilderment	openly	intentionally	vulnerable
consideration	openly	intentionally	



A letter to the press, you can write in a personal style and use manipulative or persuasive language. However, you must remain polite.

- 3 Suggest why the writer has used capital letters in Lourensford Road Race Track.
- 4 Pick out examples of manipulative language. Explain the aim of the writer in using this language.
- 5 Decide whether this letter is likely to be effective in:
 - a Rousing the interest of the readers.
 - b Getting results from the authorities.
 Explain your ideas.

More to explore

On your own, write a letter to your local newspaper about something that annoys or upsets you in the area where you live. Remember to make your complaint clear and to suggest a solution for the problem.



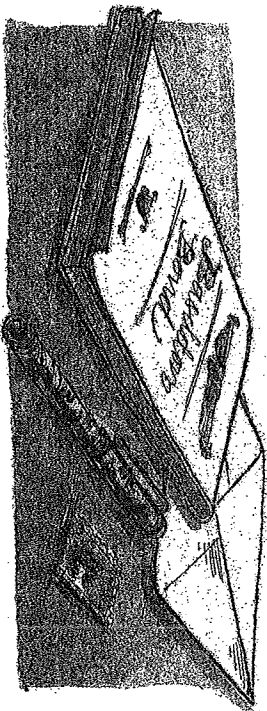
Your teacher will explain how your letter to the press will be assessed. File your finished letter in the Functional Writing section of your portfolio.

Writing formal letters

You need to write a formal letter when you:

- Ask for a reference.
- Apply for a holiday job.
- Send for information about backpacking holidays.
- Order copies of team photographs.

A formal letter has a certain layout and uses certain set phrases. The tone must be polite and all the necessary facts and information must be stated clearly and simply. Study the layout, style and format of a formal letter.



- (1) 16 Sycamore Avenue
Port Elizabeth
6001
- (2) 13 April 2001

(3) The Manager

(4) Specialist Books
PO Box 5450
Port Elizabeth
6001

(5) Dear Sir/Madam

(6) ENQUIRY: MAGAZINES

(7) I am interested in flying and would like to know whether you stock any magazines on flying. Can you please let me know the names of these magazines, the cost? Do they come out weekly or monthly and can I subscribe to them?

Do you deliver magazines or do they have to be collected from the shop?

Please send me this information as soon as possible.

Thank you.

(8) Yours faithfully

M Pitso

(9) Michelle Pitso

Key	
1	Sender's address with postal code
2	Date
3	Leave line open
4	Receiver of the letter
5	Receiver's address
6	Salutation: Dear Sir/Madam
7	Topic
8	The body or main part of the letter
9	Greeting: Yours faithfully
10	Your signature and name printed clearly

TOOLBOX

For more information about formal letters go to page 166

Activity 11 Write a formal letter

Work on your own. Write one of the following letters:

- You want to go camping or backpacking. Write a letter to a travel agency, asking for information.
- Write to a bookshop to order a book for your mother's birthday.
- Write to a shop to order a new computer game that you read about in a magazine.

Your teacher will explain how your letter will be assessed. Keep your finished letter with the Functional Writing items in your portfolio.



Activity 12 Use the correct style

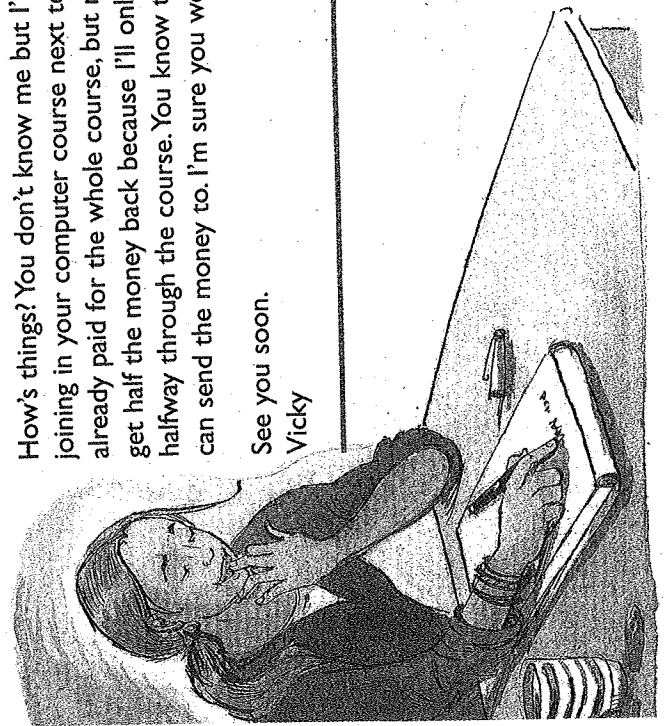
With a partner, read the letter written by Victoria Jones to Mr David Williams. She has enrolled for an eight-week computer course run by Mr Williams, but is unable to start until the fifth week, so she would like to have some of the fees returned. Rewrite the letter in a more suitable tone and style.

Hi, Dave!

How's things? You don't know me but I'm going to be joining in your computer course next term. My Dad has already paid for the whole course, but now we want to get half the money back because I'll only be starting halfway through the course. You know the address you can send the money to. I'm sure you won't mind!

See you soon.

Vicky



Activity 13 Use colons and semicolons

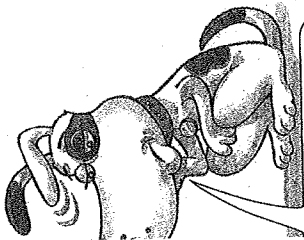
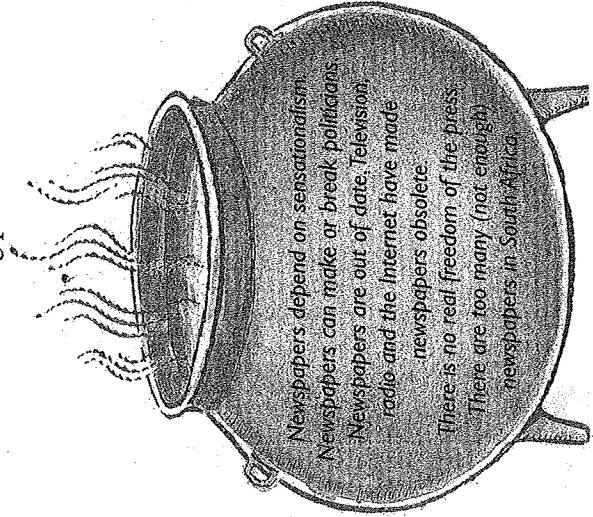
The colon (:) is often used to introduce a list.

The semicolon (;) is stronger than a comma but not as strong as a full stop.

- Work in pairs. Look through this book and talk about the use of colons and semicolons in the passages you have read.
- On your own, rewrite these sentences, adding a colon or semicolon where necessary.
 - The television reception was not very good nevertheless we enjoyed watching the new series.
 - A letter has certain standard features address, date, greeting and signature.
 - There are three makes of television for sale Sony, Daewoo and Panasonic.
 - Study the following examples goose, geese mouse, mice foot, feet.

Taking part in a debate

During this chapter, you may have had different ideas about the purpose and usefulness of newspapers. Suggest topics for a debate so you can express your own attitudes and opinions. The whole class should pool their ideas and add them to the debating pot.



Remember to include all the necessary information and facts.

The semicolon indicates a greater break than a pause, but not as long as a full stop.

QUESTION ONE

Read the following passage and answer the questions that follow:

Emoji invasion: The end of language as we know it:

Emojis are the fastest growing language in the UK – what does this mean for the future of communication?

Thursday 25 June 2015 07:32 BST

"Emojis are merely a depiction of the body language signals that humans have been reading for centuries." Robin Kermode (communication coach).
1. As we all know, facial expressions, visual presence and body language are vital to appearing a confident speaker. But news that emojis have become the fastest growing language in the UK shows that there is now potentially a blurring of lines between verbal and written communication.

2. As a young actor, I found myself auditioning for a television commercial for breakfast cereal. I was standing looking into the camera trying to keep an animated twinkle in my eye, while the agency bods, with no expression on their faces, watched me on the monitor. Suddenly I overheard the director say: "Yes, but does he have a morning face or an afternoon face?"

3. People make judgments about us all the time, even before we start to speak. Imagine CEOs standing at the side of the stage being introduced; as soon as they step in front of the audience they will give off hundreds of body

language signals, even before they say a word. For instance, do they look bored, nervous, superior? They are, in a sense, a human emoji. Happy face. Sad face. Morning face. Afternoon face.

4. There is no such thing as good or bad body language. The body is merely an outward manifestation of our inner feelings. Of course, there is a need for this language to be congruent, so if we are feeling a sad story, it works better if our face and body look appropriately sad too. If we tell a sad story with a twinkle it ceases to be a sad story and becomes an amusing anecdote instead. Old-fashioned body language courses that taught people how to "appear real" usually missed the point because we generally can spot a sleazy salesman at a hundred paces. It's better to be authentic and mean what you say.

5. The reason emojis have become the fastest growing new language is that they are merely a depiction of the body language signals that humans have been reading for centuries. Cavemen had early versions of emojis on the sides of their caves. Pictures, cartoons or emojis are shortcuts so we can be clear about what our message really means.

6. In days gone by, we wrote long letters and thought about every word. The great orators worked tirelessly so their messages hit home correctly. The problem with text messages is that they can so easily be misunderstood. I once witnessed a girl being dumped in a text, which consisted of just five letters, 'U R MY X'. Linguistically economic, but emotionally harsh. Later on it turned out she hadn't been dumped at all; it was supposed to have been a little love note. What he'd meant to say was, 'You are mine. X'. Perhaps an emoji with a winking face and heart in this instance might have made her understand the message more quickly.

7. There is no vocal tone in texts and irony is often lost in them. "I need to speak to you right now" could mean many things: because (a) I fancy meeting up for a coffee (b) I've realised that I'm in love with you, or (c) you have been a total scumbag and been caught out. But with emojis, a coffee

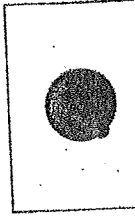
8. With emojis you can send virtual flowers and kisses, so perhaps the question now is, will "read" language be lost to this new virtual one?
9. The answer, of course, is no. Language has constantly changed over time and words have changed their meaning. Just take "sick", "cool" or "lame". Advertising slogans become part of the language too: "it does what it says on the tin" and "because you're worth it". Other slogans, such as the Churchill dog's "Oh, yes" and Compare the Meerkat's "Simples", stick because of the way they are said. Interesting voices or accents make us remember them. Those speech patterns also tell us more than the line itself, just as emojis do in texts. They help eliminate ambiguity and add context. People are now actually saying "sad face" at the end of a sentence as in, "The weekend was a disaster. Sad face". It's a shortcut. And it's current.

2 | P A G E

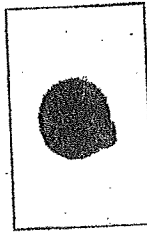
- 1.1 For whom do you think this article was written? (1)
- 1.2 The author is a communication coach. How do you think he helps people? (1)
- 1.3 Name 3 things that would make people confident speakers. (3)
- 1.4 Body language can tell us a lot about a person. What are some of the 'messages' our body language sends to people? (2)
- 1.5 In your opinion, is it fair for people to be judged by their body language? Explain your answer. (2)
- 1.6 Who used the earliest 'emojis'? (1)
- 1.7 Can you think of other ancient people that used pictures as written communication? (1)
- 1.8 State whether the following is TRUE or FALSE and quote from the text to prove your answer. (2)
- 1.8.1 You can accurately interpret the tone of a text. (2)
- 1.8.2 Language is constantly changing. (2)
- 1.9 In the article we learn that text messages could be ambiguous (have two meanings). Below is an example of a text message that could be ambiguous. For the message below, give 2 possible meanings and explain how the inclusion of an emoji could make the message clearer. "You're killing me...!" (3)

1.10 Suggest a possible meaning for the following emojis.

1.10.1



1.10.2



SECTION B: LANGUAGE

QUESTION TWO

Underline the subject in the following sentences:

- 2.1 The girl stayed up late to chat on her phone.
- 2.2 Our father is excited about the match tonight.
- 2.3 Tyler won two gold trophies.
- 2.4 Mishka looked in her bag for her phone.
- 2.5 The children texted their father for his birthday.

(5 marks)

QUESTION THREE

Punctuate the following sentences:

- 3.1 i will buy my stationery from cna
- 3.2 did you watch the emoji movie
- 3.3 we bought cars dolls games and teddy bears for the children at the orphanage

(10 marks)

QUESTION FOUR

Identify the parts of speech of the underlined words

The girl spoke loudly as she walked around Suncoast.

- 4.1 The _____
- 4.2 Girl _____
- 4.3 Spoke _____
- 4.4 Loudly _____
- 4.5 Suncoast _____

(5 marks)

16. DIALOGUES

Dialogue is a form of writing used for conversations between two or more people, for interviews or for script writing.

A. WRITTEN DIALOGUES:

- Each sentence is usually a response to the previous sentence.
- Dialogues are written in **direct speech**, but there are **no inverted commas**.
- The **speaker's name**, followed by a **colon**, is written on the **left-hand side** of the page.
- **Extra information**, such as an instruction how to say or to do something, is written in parenthesis (brackets).
- The **tone and language** will depend on the relationship between the two speakers/characters and the topic of conversation.
- A **line** should be left between each speaker to ensure clarity.

B. INTERVIEWS: (This format will also prove useful for oral work.)

An interview is a structured dialogue between two people. One person responds to the questions of the other, and in the process, gives relevant information. An individual may also be interviewed by a panel.

- The **format** will be question and answer.
- The **speaker's name**, followed by a **colon**, is written on the left hand side of the page.
- As in all dialogues, direct speech is written **without inverted commas**.
- Because of the personal nature of the interview, the **first person (I/my)** will usually be used.
- **Sam:** When did you arrive in Johannesburg?
- **Dave:** I arrived yesterday.
- In the **introduction**, the interviewer often supplies background information about the person he/she is interviewing.
- In the **body** the interviewer asks relevant questions about a topic and the person interviewed responds to these.

Questions and Responses

- It is important for the questioner to appear **knowledgeable** and the questions, therefore, need careful and intelligent **preparation**.
- **Questions** should be well structured in order to gain detailed information or opinions from the interviewee.
- It is helpful to use the **questions** as if they were **topic sentences**, and the responses as if they were the **body paragraphs**.
- **Questions** may be linked to the previous answer.
- **Questions** and answers should appear to be **spontaneous**.
- **Responses** should be **substantiated** with facts and/or opinions.
- The **tone and language** will depend on the relationship between the speakers and the topic of conversation.
- **Technical words/jargon** may be appropriate.

C. SCRIPT WRITING:

In addition, a script will require the following:

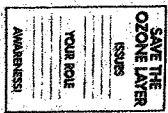
- a **brief synopsis** of the play (background summary)
- **setting** (time and place)
- names of **characters** and a brief description of each character
- development of a **plot** working towards a **climax** and a **conclusion**
- register - vocabulary usage to match the time and the audience
- effects - costume, musical, technical and lighting



17. PAMPHLETS

Pamphlets may be informative, persuasive or educational.

- Information is **organised** under **headings** and **subheadings**.
- To ensure **clarity of meaning**, paragraphs are short.
- Sentences are simply written and are generally brief and to the point.
- **Diagrams** and **pictures** often accompany the writing.
- **Technical language** is used where necessary.
- **Tone:** The material in an informative pamphlet is **factual** and the tone is **neutral**. If the goal of the pamphlet is to **persuade** the reader, a more **personal, emotive** tone will be used.



18. ADVERTISING

An advertisement promotes a product, usually by emotive and persuasive means.

A successful advertisement will make use of one or more of the following techniques - creativity, emotion, reason, fact or opinion. (Beware of brainwashing!) Emotion and subjective opinion dominate advertising and the consumer needs to be aware of this.

A written advertisement should:

- interest, stimulate and influence the consumer
- describe and promote the product in an exciting, original manner
- convince the buyer that he or she cannot do without the product
- be targeted at a specific market e.g. children, teenagers, housewives or business people
- provide information such as statistical evidence, contact details, price and availability
- be simple and memorable e.g. by using points in bullet-form rather than sentences

The AIDA principle: (AIDA is a recognised advertising acronym)

ATTENTION - grab the attention of the buyer
INTEREST - sustain the consumer's interest
DESIRE - create a desire to possess the advertised product
ACTION - spur the buyer into action



ADVERTISING TACTICS:

- Use **visual effects** - eye-catching headlines, pictures, photographs, cartoons, posters and cleverly designed graphics, including fonts and colours.
- Use **language devices** - well-chosen adjectives, puns, alliteration, assonance, exaggeration, repetition, rhetorical questions, commands, slogans and catchy phrases.
- Appeal to the reader's **emotions and desires** - make the reader feel that it is in his or her interest to buy the object.
- Address the **universal concerns** - self esteem, health, financial and physical security.
- Give **statistical claims and successes** in order to gain credibility.
- Incorporate **humour** - a smile from the recipient will indicate that the advertisement has achieved its objective.
- Make use of **appealing gimmicks** - free gifts, prizes and special offers.
- An **oral presentation** may include **sound effects** - jingles, songs, lyrics or appropriate background sounds.



some extent, concerned about physical appearances, job and social improvement, spiritual or mental improvement. Most people are keen to better themselves and will respond to this human appeal.

Now your teacher will read an advertisement to you.

1. Decide which of these human appeals are included in the advert. Jot down key words from the advert.
2. As a group say whether you think the advert is effective and why.

Advertising in print

Print adverts are seen in newspapers and magazines.

They often have headlines, just like newspaper articles.

1. Read these notes from *The Advertising and Promotion Business Manual*.

The direct headline

This goes straight to the point. "There's a free sponge with every packet of Window", "Nine out of ten hospital matrons recommend Zip starch", "Your car's fuel consumption will be cut by 20% with Samson fuel additive".

The indirect headline

This hints at the benefits which the reader can learn about by reading the text. These headlines give away enough to whet the appetite. "Five reasons why you should holiday in the Seychelles", "Love is a many splendoured thing" (for diamonds).

The "how to" headline

This is a most successful way of promising a personal reward appealing to the reader's basic desire to better themselves. "How to furnish your home for under R20 000", "How to profit out of waste material".

It appears to use readers' natural curiosity and quite powerfully leads them into the text. "Would you like to save R250 on next month's food bill and get a free gift?", "Have you seen the carpet that can shrug off even ink stains?", "Do you know ...?"

The command headline

This commands the reader to take some action. "If you can't stop worrying about unfenced swimming pools, tear out this coupon immediately", "Rush to John James's big sale today!", "Keep driving straight to Yusuf's garage".

Agency 21 Talk about it

1. In pairs, look at the headlines below. Classify each headline according to the notes on pages 50-51.

<p>Subscribe now and save 20%!</p> <p>Impress your financial director</p> <p>Go away.</p> <p><i>Don't wait, go to Pappa's Bistro today!</i></p>	<p>We can reduce your cleaning costs by 50%.</p> <p>Are you in the market for a new car?</p> <p>Now in South Africa ...</p> <p>Lower prices on medicine</p>	<p>Want to travel? Come and see us.</p> <p>Special opening offers!</p>
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2. Look through magazines and newspapers to find adverts for the product or service chosen by your group. Identify the type of headline used to introduce the adverts you have found. Try to find examples of each type of headline.

3. In your own opinion, which type of headline is most likely and which type of headline is least likely to attract the reader's attention? Give reasons for your conclusions.

4. Identify idioms and idiomatic expressions in the adverts you have studied. Decide whether they are suitable for the advert and the target audience. Share your findings with another pair.

Big sale today

DO YOU KNOW?