

**ENGLISH  
FIRST  
ADDITIONAL  
LANGUAGE**

**Grade 10**

**Literature  
Module:  
The African  
Dustbin**

**LESSON PLAN**



# A message from the NECT

## National Education Collaboration Trust (NECT)

### **DEAR TEACHERS**

This learning programme and training is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE). We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

### **WHAT IS NECT?**

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

### **WHAT ARE THE LEARNING PROGRAMMES?**

One of the programmes that the NECT implements on behalf of the DBE is the 'District Development Programme'. This programme works directly with district officials, principals, teachers, parents and learners; you are all part of this programme!

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). Curriculum learning programmes were developed for Maths, Science and Language teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Universalisation Programme and in its Provincialisation Programme.

Everyone using the learning programmes comes from one of these groups; but you are now brought together in the spirit of collaboration that defines the manner in which the NECT works. Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

Let's work together constructively in the spirit of collaboration so that we can help South Africa eliminate poverty and improve education!

[www.nect.org.za](http://www.nect.org.za)



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# Introduction

Welcome to the NECT FET EFAL Learning Programme!

This learning programme is designed to support you as you teach EFAL language, literature and writing in the FET phase.

As part of this learning programme, you will be given the following materials:

- 1** A Tracker to help you plan lessons and track curriculum coverage (Terms 1–4)
  - 1.1** This document breaks down each approved textbook into CAPS aligned lessons.
  - 1.2** It also integrates the use of the NECT lesson plans.
  - 1.3** This tracker is an incredibly useful tool to ensure that you teach all prescribed lessons, using either an approved text book or the NECT lesson plans.
- 2** A Lesson Plan per Literature Set Work (Terms 1–3)
  - 2.1** A set of lesson plans has been developed around each of the Grade 10–12 literature set works.
  - 2.2** These lesson plans cover all the Literature and Writing & Presenting requirements, as well as most of the Reading & Viewing requirements.
  - 2.3** By implementing these lesson plans, you can be assured that you are complying with CAPS in terms of Literature and Writing & Presenting, and that you are covering most of the Reading & Viewing curriculum requirements.
  - 2.4** All other lessons are included in the Tracker and can be found in your approved text book and teacher's guide.
- 3** A Resource Pack per Literature Set Work (Terms 1–3)
  - 3.1** One resource pack is provided for each of the Grade 10–12 literature set works.
  - 3.2** These packs include theme tables, flashcard words and images.
  - 3.3** These resources should be displayed in the classroom as the set work is taught.
- 4** A Summary of each Set Work,
  - 4.1** All summaries are structured in the same way.
  - 4.2** The summaries include key information to help learners revise and prepare for exams.
- 5** The prescribed set works for Grade 10 FAL (2019) are as follows:

GENRE	TITLE	AUTHOR / EDITOR
Novel	Finders Keepers	Rosamund Haden
Novel	Mhudi	Sol Plaatjie
Drama	The African Dustbin	Victor C.D. Mtubani
Poetry	Shuters English First Additional Language, Grade 10 Poetry Anthology	B. Krone
Short Stories	Fabulous: An Anthology of Short Stories	Lucy Z Dlamini

# Caps Compliance and Notional Time

In Grades 10–12, learners are required to complete a study of two literature set works over the course of the year. Teachers must select these set works from two different genres. In this learning programme, lesson plans have been developed for each of the Grade 10–12 set works.

These lesson plans can either be implemented consecutively (recommended), or simultaneously, by switching between the genres for each two-week cycle.

The tables below illustrate the two different approaches to implementation, together with the benefits of each approach.

## APPROACH 1: CONSECUTIVE IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1 (10 WEEKS)	GENRE 1 (4 WEEKS)	GENRE 2 (10 WEEKS)	GENRE 1
2				REVISION
3				
4				
5		GENRE 2 (4 WEEKS)		GENRE 2
6				REVISION
7				
8				
9		EXAM WEEKS		
10				EXAM WEEKS

## BENEFITS OF CONSECUTIVE IMPLEMENTATION

- By using this approach, learners will engage with one genre for 14 consecutive weeks, followed by another genre for the next 14 weeks.
- This intensive approach provides the opportunity for learners to develop a deep understanding and knowledge of the genre, the text/s, the themes and the related vocabulary.
- By using this approach, learners will have completed their study of the first genre, and will have spent four weeks on the second genre, prior to the mid-year examination.



**APPROACH 2: SIMULTANEOUS IMPLEMENTATION OF GENRES**

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1	GENRE 2	GENRE 2	GENRE 1
2				REVISION
3	GENRE 2	GENRE 1	GENRE 1	GENRE 2
4				
5	GENRE 1	GENRE 2	GENRE 2	REVISION
6				
7	GENRE 2	GENRE 1	GENRE 1	EXAM WEEKS
8				
9	GENRE 1	EXAM WEEKS	GENRE 2	
10				

**BENEFITS OF SIMULTANEOUS IMPLEMENTATION**

- By using this approach, learners will engage with two genres in alternating cycles for 28 weeks.
- By using this approach, learners will have spent eight weeks on each genre before the mid-year examination.

**A routine for each two-week cycle**

CAPS specifies 9 hours in a two-week cycle for FET EFAL. CAPS suggests that this time be utilized as follows:

- Listening and Speaking: one hour
- Reading & Viewing: four hours
- Writing and Presenting: three hours
- Language Structures and Conventions: one hour

In this programme, it is recommended that teachers follow a regular routine for the two-week cycle, as this has been shown to improve time-on-task and curriculum coverage. The following two-week routine, as used in the accompanying Tracker, is recommended:

FIRST WEEK IN A CYCLE			
Lesson 1	Text Book	Listening & Speaking	One hour
Lesson 2	Text Book	Reading & Viewing	One hour
Lesson 3	Lesson Plan	Reading & Viewing	One hour
Lesson 4	Lesson Plan	Reading & Viewing	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

<b>SECOND WEEK IN A CYCLE</b>			
Lesson 1	Text Book	Writing & Presenting	One hour
Lesson 2	Lesson Plan	Writing & Presenting	One hour
Lesson 3	Lesson Plan OR Text Book	Reading & Viewing Catch Up	One hour
Lesson 4	Lesson Plan	Writing & Presenting	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

As you can see, the emphasis in the first week of the cycle is on receptive language, and the emphasis in the second week of the cycle is on expressive language.

# Lesson Plan Components

- These lesson plans cover most of the Reading and Viewing, Literature and Writing and Presenting components of CAPS.
- The remaining CAPS requirements are covered by lessons in the approved text books.
- Use the provided Tracker to successfully integrate the use of the lesson plans and text book, and to ensure successful curriculum coverage.

## Reading and Viewing: Literature

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- 1 All literature requirements are covered by this programme.
- 2 The programme is presented in 2 × 1-hour lessons per cycle.
- 3 This is slightly more than the CAPS allocation for literature, because the programme covers some of the CAPS comprehension requirements.
- 4 Another 1-hour per cycle for READING & VIEWING should be used to cover the other CAPS reading and comprehension skills. Use the Tracker and an approved text book to cover these lessons.
- 5 In the second week of each cycle, one READING & VIEWING lesson is left free for you to complete a lesson of your choice – either from the lesson plans, or from the text book.

## Writing and Presenting: Process Writing

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- 1 CAPS specifies either one or two writing tasks per cycle.
- 2 This programme covers one writing task per cycle.
- 3 All writing lessons are structured as process writing.
- 4 All writing tasks are structured as FATs, and include the appropriate rubric. This allows you to include your choice of writing tasks as part of the formal assessment programme.
- 5 For the remaining writing lessons that are not covered by the programme, lessons can be sourced from the approved textbooks.

# An Approach to Teaching Literature Through Discussion

Literature is complex – there are many ideas to think about in each of the prescribed texts. Literature is not just about memorising the plots or the events in the story. Rather, when we are reading literature, we should be connecting the thoughts, feelings and ideas we find in the text, to our own lives. Literature ultimately should help us understand more about the human condition – about how people live, about the struggles humans face, and about the feelings we have that connect us all.

Discussion is an important part of teaching literature. Many texts we read bring up issues that relate to our own lives. Some of these issues are personal issues, some of these issues pertain to broader, societal issues. For example, a story about a young girl whose father wants her to stay at home rather than go to school can bring up issues of gender roles, inequality and women’s rights. The texts we read in literature should help us to consider questions about our society, for instance:

Is this part of our society ethical? What does this character’s belief / or action say about our society? Do I think this is right or wrong? In addition, the texts we read should help us think about and reflect on our own lives and beliefs.

We have to discuss texts in an open-ended way. This means that teachers must ask questions that allow for a variety of thoughts and opinions to be expressed – not just right or wrong answers. Hearing other peoples’ ideas and interpretations of the text is important!

Teaching literature through effective discussion will allow learners to:

- Learn and use new language in context
- Critically think about many issues
- Form opinions and arguments to support their opinions
- Substantiate their arguments with evidence from texts

The following are some helpful tips on how to lead effective discussions about literature in your own classroom:

## 1. Asking good questions

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The type of questions teachers ask can lead to lively, interesting discussions. However, not every question leads to a good discussion. This section helps you think about different types of questions.

### 1.1 CHECKING FOR UNDERSTANDING

Some questions help us to check for understanding, or for basic comprehension of the text. These questions are not discussion questions. Their purpose is different – it is to check that

the learners in our classrooms have a basic understanding of what is happening in the text. It is important to check for understanding – we must make sure learners know what is happening in the text. However, these questions shouldn't be the only questions that we ask our learners.

Some examples of questions that help us to check for understanding are:

*What happened after...?*

*Who went to...?*

*Where did...?*

*When did...?*

## **1.2 DEEPER THINKING / OPEN-ENDED QUESTIONS**

Deeper thinking questions are questions about the text that do not have just one correct answer. Often, a deeper thinking question is a question in which learners must analyse the text to give an answer that is not explicitly stated in the text. In other words, learners must make an inference.

Deeper thinking questions help to lead to a discussion because these are questions we can have different opinions or ideas about. A discussion happens when one learner answers the question with their own ideas or opinions, and the next learner is able to agree or disagree with them, without being right or wrong. In these lesson plans, you will see that we have helped to provide you with deeper thinking questions for discussion, and for learners to use in their journals.

Some examples of deeper thinking or open-ended questions are:

*Why did...?*

*How did...?*

*What would have happened if...?*

*What do you think it meant when...?*

## **1.3 MAKING CONNECTIONS**

Making connections is an important strategy when thinking about and analysing literary texts. When we make a connection, we think about how a text relates to our own lives, community, or society. This helps us to think about the broader themes and issues that are presented in the text. The reader must think about how events or characters in the text are similar or different to their own experience. The reader must often use his/her ability to make inferences, especially about characters' thoughts and feelings, in order to make connections.

Some examples of connection questions are:

*What would you do if...?*

*How is this different from / similar to...?*

*Would you make the same decision as...?*

*When have you seen or experienced this in your own life?*

#### **1.4 FORMING OPINIONS**

An opinion question is a question that asks learners to take a position on something. They must decide and give reasons for their answers to a question. It is important to ask readers what they think or feel about a text, and then to ask them why. In literature, our opinions must be backed up and supported by the text. We must help learners to form supported opinions in their writing and in classroom discussions.

Some examples of opinion questions are:

*Did you agree with...?*

*Why do you think ...?*

*What did you think when...?*

*Do you think people should act like...?*

## **2. Leading a discussion**

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Leading an effective discussion is a sophisticated and complex skill. Teachers must learn and practice many different strategies in order to make discussions meaningful learning experiences for learners. These strategies include:

### **2.1 PAUSING**

Pausing is an important strategy for building discussion. Sometimes, we as teachers ask a question and feel frustrated when someone does not answer the question right away. Answering a question can be difficult. We want learners to have the chance to THINK before they answer. Silence after a question is okay. Get into the habit of asking a question and then counting silently to 10 in your head. If no one has raised their hand, ask the question again. Then, try to re-phrase the question (to ask the same question in a different way).

### **2.2 DIRECTING AND DISTRIBUTING**

We must direct questions to specific learners and distribute questions fairly across all learners in the classroom. A common error that teachers make is to direct questions at only a few (usually very clever) learners in the classroom. We need to get out of this habit – we need to make sure we are involving all learners in classroom discussions.

We all know that there are learners in our class who are always eager to answer questions. We want to make sure that learners who are confident, vocal, and eager get the chance to share their ideas. However, in a discussion, it is important that as many learners as possible

get a chance to speak. We can ask for volunteers in a discussion, and give those volunteers a chance to speak. We can also cold-call learners who have not volunteered.

When we cold-call learners, it means we call on them by name to answer a question, even though they haven't volunteered. If learners know they might be called on at any time, it helps them to stay more focused and engaged during discussions. As the teacher, you must make sure that you cold-call on learners who do not normally volunteer to speak. Over the course of a week or two, you should try to make sure that every learner in your class has the opportunity to speak.

### **2.3 PROMPTING AND PROBING**

Sometimes, a learner answers a question, but the answer is incomplete. Or, sometimes the learner needs a little bit of help to answer the question. We can use prompting to provide hints, clues, or to help the learner in the right direction. Probing questions help us to get the learner to say more about their ideas. When we probe, we ask an additional question of the learner, to try and help the learner to unpack what he/she wants to say.

## **3. Discussion strategies**

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Whole class discussion is one useful discussion technique. This is when the teacher asks questions of the whole class, and then learners must raise their hands to respond. However, as teachers, we tend to overuse this strategy.

Below is a list of a few different discussion strategies that you can use in your classroom.

Please note that before using each strategy, you must explicitly teach the strategy to the class. You must also introduce the rules or guidelines that learners must follow when using each strategy.

These strategies are included in the lesson plans. Introduce and teach each strategy the first time it is mentioned in a lesson plan. If you spend some time teaching the strategy properly, it will be very easy to use the strategy again and again, at different times.

### **3.1 TURN AND TALK**

**3.1.1** Ask the discussion question.

**3.1.2** Instruct learners to think about their answers / opinions of this question.

**3.1.3** Give learners a few seconds to quietly think.

**3.1.4** Instruct learners to turn to a partner (someone next to them).

**3.1.5** Ask the discussion question again.

**3.1.6** Instruct learners to discuss their answer / opinion with their partner.

**3.1.7** Remind learners to give both partners a chance to speak.

**3.1.8** After learners have discussed with their partner, instruct the whole class to come back together.

**3.1.9** Ask learners:

- What did your partner say?

- Did you and your partner agree or disagree? Why?

**1.1.10** Discuss.

### **3.2 EVERYONE WRITES**

**3.2.1** Ask the discussion question.

**3.2.2** Instruct learners to think about their answer / opinion of this question.

**3.2.3** Hand out paper (this can be piece of scrap paper).

**3.2.4** Instruct learners to write their response to the question on this paper.

**3.2.5** Give learners a few minutes to write. This gives learners a few minutes to really think about and develop their response.

**3.2.6** Call on learners to discuss their responses. OR

- Instruct learners to pass this paper to another learner (everyone can pass to the left or learners can swap papers with a neighbour).
- Instruct learners to read the response they have received.

**3.2.7** Ask learners:

- What did you think about the response you read? Why?
- Was the response you read the same as or different from your response? How?
- Did the response you read change your ideas or opinions? Why? How?

**3.2.8** Discuss.

### **3.3 PASS THE PAPER**

**3.3.1** Split the learners into small groups with no more than 5 or 6 learners in each group.

**3.3.2** Give each group a piece of paper with a different character or topic written on it.

**3.3.3** Each small group must work together to write down what they know / what ideas they have about that character or topic.

**3.3.4** Give the small groups a few minutes to discuss and write down their ideas.

**3.3.5** Then, instruct the small groups to pass their papers clockwise to the next small group.

**3.3.6** Instruct learners to read the notes that have been written so far, and to then add their own ideas to this.

**3.3.7** Continue until each group has written on each piece of paper.

**3.3.8** Read through the final papers with the whole class – let them see how much they collectively know and understand about the character or topic.

### **3.4 CONCENTRIC CIRCLES**

**3.4.1** Learners stand in two circles (an inner and an outer circle). The learners must face each other. Each learner should be looking at another learner.

**3.4.2** Ask a discussion question.

**3.4.3** Instruct learners in the inner circle to answer the question whilst their partner from the outer circle listens.

**3.4.4** Repeat the question.



- 3.4.5 Instruct the learners in the outer circle to answer by adding something different to that which their partner said.
- 3.4.6 After both partners have had an opportunity to answer the question, instruct the inner circle to rotate clockwise to find a new partner.
- 3.4.7 Repeat with another question.

### 3.5 FIVE MAIN POINTS

- 3.5.1 Instruct each learner to write down five main points after reading a text. These points can be facts, ideas, or opinions.
- 3.5.2 Give learners a few minutes to write their points.
- 3.5.3 Split the learners into small groups with no more than 5 or 6 learners in each group.
- 3.5.4 Explain that each group must now make a list of the five most important points.
- 3.5.5 Each small group must discuss their individual lists, and must narrow their 25 / 30 points down to the five most important points about the text.
- 3.5.6 Give the small groups time to work out their final list of five points.
- 3.5.7 Instruct each group to decide on a speaker.
- 3.5.8 Call the class back together.
- 3.5.9 The speaker for each group shares the group's final list.
- 3.5.10 If time permits, the class can then discuss the lists and decide on the five most important points for the class.

### 3.6 FOUR CORNERS

PREPARATION: Display the following categories in four corners of the room:

- strongly agree
- agree
- disagree
- strongly disagree

(You can write each of these on A4 paper and use Prestik to stick them up.)

- 3.6.1 Make a statement about the text.
- 3.6.2 Explain that learners must think about whether they strongly agree, agree, disagree, or strongly disagree with your statement and why.
- 3.6.3 Instruct learners to walk to the corner of the room that has the sign that describes their feelings.
- 3.6.4 Next, give the learners in each corner a few minutes to talk amongst themselves, to discuss why they have chosen what they did.
- 3.6.5 Call on a learner in each corner to explain why they are there and their collective opinions.

### 3.7 MINI DEBATES

- 3.7.1 Assign a debate topic that relates to the text / themes in the text.
- 3.7.2 Instruct learners to think of points for and against the topic.

- 3.7.3** Give learners a few minutes to quietly think and write.
- 3.7.4** Instruct learners to turn to a partner (someone next to them).
- 3.7.5** Assign the person on the left to argue for and the person on the right to argue against.
- 3.7.6** Give learners time to debate with their partner.
- 3.7.7** Remind learners to give both partners a chance to speak
- 3.7.8** After a few minutes instruct learners to switch positions. They must now argue against if they had been arguing for, and argue for if they had been arguing against (this gives learners the chance to see an issue / idea can have many sides).
- 3.7.9** After learners have debated with their partners, instruct the whole class to come back together.
- 3.7.10** Ask learners:
- What were the points against?
  - What were the points for?
  - What is your opinion about this topic?
- 3.7.11** Discuss.

## 4. Creating a safe space for effective discussion

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Effective discussion will only take place if learners feel safe and confident enough to participate. It is up to you, as the teacher, to create the kind of atmosphere that will promote discussion.

Below are some tips to help you with this important challenge:

- 4.1** Work constantly to create the atmosphere that you want in your classroom. It takes time for teachers and learners to understand and adopt the behaviours required for a safe, positive classroom. Don't give up if it doesn't happen straight away – keep working towards creating a feeling of emotional safety in your classroom.
- 4.2** Display learners' work. Ask learners to rewrite successful poems, essays and other pieces of writing. Display this work on the classroom walls for other learners to read. This will show learners that you value and appreciate their work. It will also give learners a sense of ownership of their classroom.
- 4.3** Establish and implement rules. Work out a set of classroom rules – it is a good idea to do this together with the class. Try to phrase your rules in the positive. For instance, instead of saying, 'Do not speak when others are speaking', try saying, 'Respect the speaker by listening quietly'. Get all learners to 'accept' the rules, and to agree to abide by them. You can ask learners to sign the rules to show their commitment.
- 4.4** Establish and implement consequences. Once you have a set of rules, work out a set of consequences. Again, these consequences should preferably be positive, for instance, 'If everyone in the class complies with all rules for a week, we will have an extra 10 minutes of break on Friday'. Also have a set of negative consequences for serious offences. If a learner behaves really badly, particularly in a way that makes another

learner feel bad or unsafe, you need to implement consequences. Learners need to know that you will take action against harmful behaviour. If you do not do this, it will be difficult for learners to trust you.

- 4.5** Correct mistakes clearly, but in a gentle manner. When learners make mistakes, thank them for trying, but point out that a mistake has been made. Correct the mistake by repeating what has been said, but correctly. Do this clearly and quickly, and then move on. Do not labour the point – learners must see that it is perfectly acceptable to make a mistake. Do not allow other learners to laugh at or ridicule a learner who makes a mistake.
- 4.6** Tell learners if you do not know something. Learners appreciate it when teachers are honest, and say things like, ‘I’m not really sure. Does anyone else know? Should we look up the answer?’
- 4.7** Stay calm and try not to lose your temper. Once a teacher loses his or her temper with a learner or with the class, it takes a long time to regain the feeling of safety and trust. Try to leave the room, or count to ten before shouting.
- 4.8** Try to always be kind and patient. If you model kindness and patience, learners will trust you and will be more open with you. They will also start to behave in the same way.
- 4.9** Move around the classroom. As learners work, walk around the classroom. Use this opportunity to stop and look at individual learner’s work. Stop and talk to learners about their ideas and opinions. Look out for problems between learners, and deal with issues that arise. Get to know your learners better.
- 4.10** Deal with problems early on. If tension is building between learners, put a stop to the argument. Then, find time for the learners to talk it out while you mediate.
- 4.11** Let learners see that you can be vulnerable. If you are asking learners to share their experiences, feelings and opinions, it is important for you to do this as well. This is an important way to build trust with your learners. Of course, this must be done appropriately, and must not burden learners in any way. It can be a good idea to share a fear or thought that you had when you were the same age as your learners. This shows learners your vulnerability, but keeps some distance.
- 4.12** Laugh with your learners. If you can find something to laugh about with your learners, do so! This is an excellent way to bond with learners, and to make them feel closer to you. Laughter is also an excellent way to break down tensions, and to get learners to relax.
- 4.13** Leave your problems outside the classroom. Learners pick up on your stress, anxiety and unhappiness, and this can affect them negatively. Try your best to be in the habit of leaving your problems at the classroom door, and focusing on your learners once you are inside the classroom.
- 4.14** Praise your learners for their efforts. This is one of the easiest and most effective behaviours that you can implement. Praise learners not for their achievements, but for their efforts. This will encourage learners to try and do more. This is known as building a ‘growth mindset’. This means that learners believe that they can learn and progress. The opposite of a growth mindset is a ‘fixed mindset’, where learners believe they are born with a certain ability, and that they cannot change this.

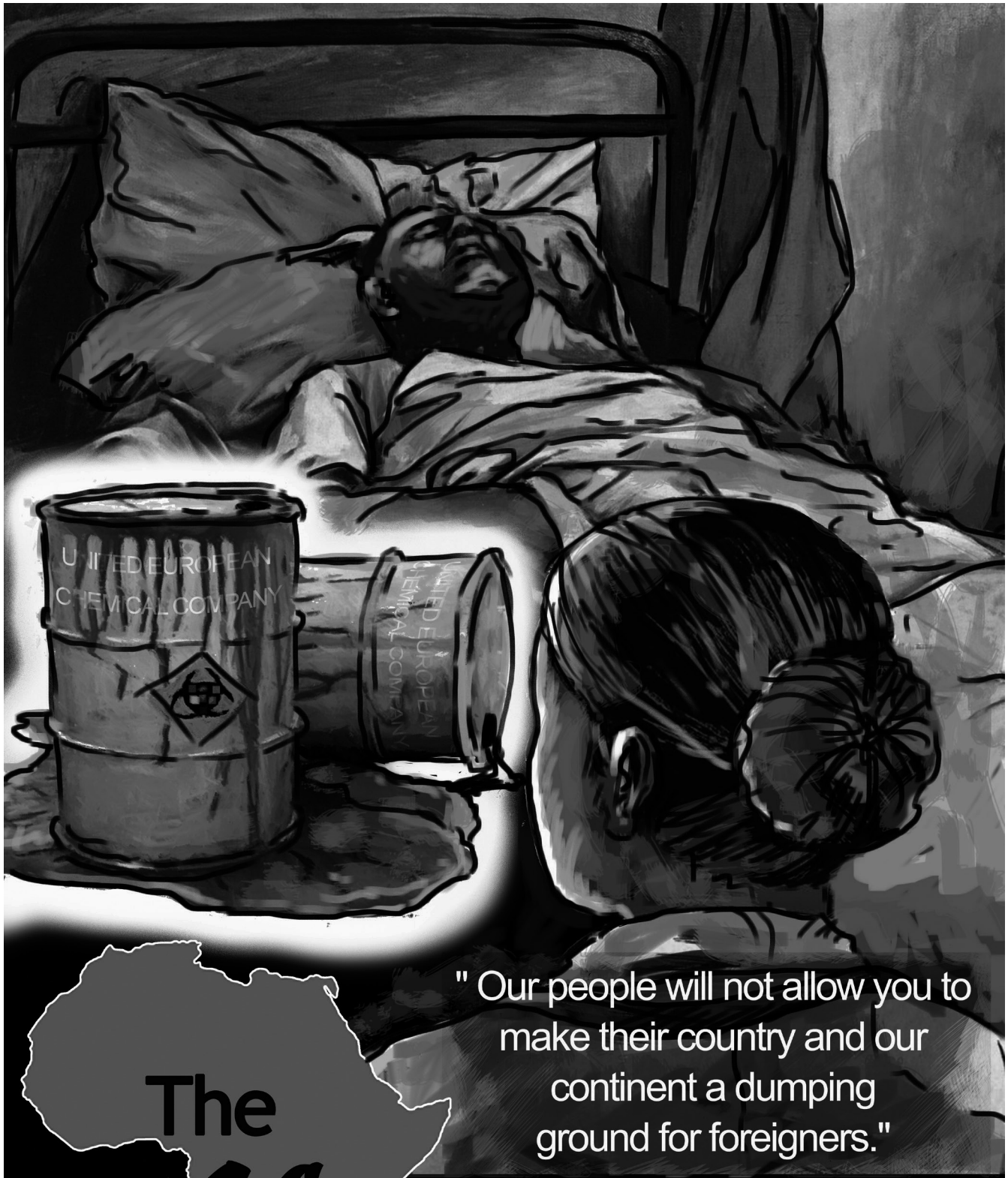
# Resource Requirements for Teachers and Learners

## **TEACHERS MUST HAVE:**

- 1** A copy of the drama: 'The African Dustbin' by Victor C.D. Mtubani
- 2** An A4 Lever Arch File to store their Resource Packs for each module
- 3** A dedicated notice board or wall space in the classroom for Literature, to display items from the resource pack, as well as relevant work produced by learners

## **LEARNERS MUST HAVE:**

- 1** A copy of the drama: 'The African Dustbin' by Victor C.D. Mtubani
- 2** A dedicated Literature Journal for this programme - this should be an A4 feint and margin lined book, preferably hard cover (4 quire), or at least 72 pages if soft cover
- 3** An EFAL exercise book
- 4** A pen, pencil and ruler



" Our people will not allow you to  
make their country and our  
continent a dumping  
ground for foreigners."

The

# *African* DUSTBIN

Victor C.D. Mtubani

# Structure of the drama *The African Dustbin* lesson plans:

## Reading and viewing

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- 1** in Grade 11, there are 14 hours available to teach the drama, ‘*The African Dustbin*’
- 2** This is done over the course of 2 hours per 2 week cycle, for 7 cycles.
- 3** The teaching of the novel/drama is broken down as follows:
  - a** Cycle 1: 2 hours; pre-reading
  - b** Cycles 2–6: 2 hours; reading
  - c** Cycle 7: 2 hours; post-reading
- 4** Cycle 1, the PRE-READING lesson, is structured as follows:
  - a** An activity is done to set the context
  - b** Journals are set up for the text
  - c** The themes of the text are discussed in groups
- 5** For Cycles 2–6, every READING lesson follows the same structure:
  - a** A section of the novel/drama is read aloud, together with the class.
  - b** Note: Please be creative about this. Sometimes the selected section is too long to be read in the class. In this instance, you may decide to use the additional ‘Reading & Viewing’ hour for that week to continue reading. Another alternative would be to ask learners to read that section of text for homework, prior to the lesson. If you have fallen behind and you need to catch up, you may choose to just go through the ‘important developments’ in this section of text. These are listed for you at the start of every lesson.
  - c** The text is read and discussed. Key references and explanations are included in the lesson plan. Character development is indicated by the characters’ names on the tables in the lesson plan. Discussion questions and possible answers are also included at key points in the story.
  - d** This is followed by a concluding discussion. Two discussion questions are posed, and possible answers are provided.
  - e** Two journal questions are posed. Learners write these questions in their journals, and attempt to answer these individually. Possible answers are provided in the lesson plan.
- 6** Cycle 7, the POST-READING lessons include written and/or discussion activities to sum up the engagement with the novel/drama and the themes.

Note: The teacher takes learners through many discussion questions orally, before learners are required to write their own, individual answers to discussion questions. This models thought processes and answers for learners. Learners are also learning, hearing and using new vocabulary and language structures in context.

**The African  
Dustbin  
Reading**

**CYCLE 1**

# Pre-reading

## Lesson 1: Reading

### 1. Setting the context (30 minutes)

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(NOTE: There are 4 activities in this lesson. If you don't have time to do all 4, choose the 2 activities that you think will be most helpful to your learners. Please note that you must do the journal setup and discussion at the end, as you will need this in future lessons.)

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will read a new text: 'The African Dustbin.'

#### WHAT DO WE THINK THIS PLAY WILL BE ABOUT?

- 1 Tell learners that we will first think about the title of the play.
- 2 Ask learners: What are synonyms for the word 'dustbin'?
- 3 Write the synonyms learners say on the chalkboard, like: wastebasket, rubbish bin, bin, trashcan, etc.
- 4 Ask learners: What are the uses of a dustbin?
- 5 Discuss this with learners.
- 6 Ask learners: What do you think of when you see the title 'The African Dustbin'?/What do you think this story might be about?
- 7 Discuss this with learners. Write key ideas/words/phrases on board.

#### DISCUSSING PROBLEMS FACED IN AFRICA:

- 1 Explain that now, we will think about and discuss some of the problems faced in Africa.
- 2 Explain that we will think about the whole continent, not only South Africa. (If possible, refer learners to a world map or a map of Africa or you may refer learners to the map on the front cover of the prescribed text.)
- 3 Explain to the class that the discussion on the problems facing Africa will be as follows: 5 minutes to discuss with a partner; 5 minutes to discuss in a group; 5 minutes to write down the main problems on the board/flip chart; 10 minutes class discussion.

#### PART 1: TURN AND TALK

- a Hand out pieces of scratch paper to learners.
- b Instruct learners to turn to a partner who is sitting next to them.
- c Instruct learners to think about and discuss problems faced on the African continent.
- d Explain that learners can think about people, animals, and the environment.
- e Explain that one partner should take down brief notes to remember what has been discussed.
- f Allocate 5 minutes to discuss.



**PART 2: SMALL GROUP DISCUSSION**

- a Instruct each set of partners to find another two sets of partners to work with so that there are six people in a group.
- b Instruct each group to select a group leader.
- c Instruct learners to discuss in groups what they have discussed with their partners.
- d Instruct the group to decide on the three most important problems faced in Africa.
- e Explain that there are no right or wrong answers – the group must think about their opinion. They must be ready to explain why they have chosen the three problems.
- f During the discussion, the group leader must make notes on a page.
- g Give small groups 5 minutes to discuss and select.

**PART 3: WRITING**

- a Give each group a piece of flip chart paper OR divide the chalkboard and give each group a section of the chalkboard.
- b The group leaders must write down the three main problems that the group has selected (they must write down only the name of the problem without any explanation).
- c If you are using flip chart paper, hand out Prestik and instruct learners to display their flip chart paper on the chalkboard.

**PART 4: CLASS DISCUSSION**

- a Explain that now, as a class, you will have to decide on the three most important issues or problems facing Africa.
- b Ask learners what they think belongs on the list of the top three and why.
- c Discuss this with learners. Come up with a list of the top three problems, like: illness, poverty, corruption.
- d Explain that in the play we will read, we will see many different issues facing Africa. The play is written to help us think and be critical of things happening in Africa.

**Journal Setup** (15 minutes)

- 1 Instruct learners to take out their journals.
- 2 Instruct learners to open their journals to the next blank page.
- 3 Instruct learners to make a title page for the text. This should include the TITLE of the text ('The African Dustbin') and the AUTHOR of the text (Victor C.D. Mtubani).
- 4 Explain that this is where learners will write down all of their THOUGHTS and REFLECTIONS about the text.
- 5 Explain that once learners have made the title page, they must turn to the next page and answer the following questions:
  - a What did you find most interesting about the CONTEXT for this story?
  - b What are you excited to learn more about as we read this story?
- 6 Give learners 10 MINUTES to answer these questions.

## Discussion (15 minutes)

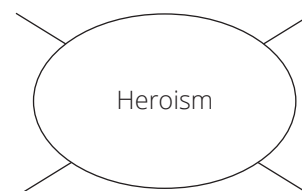
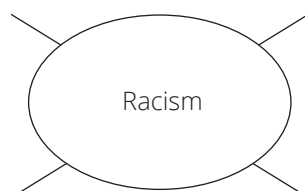
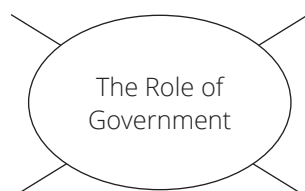
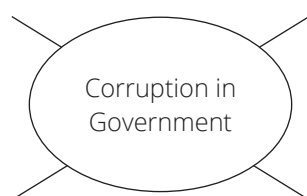
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- 1 Explain that learners will now DISCUSS the answers to these questions.
- 2 Instruct learners to swap books with someone who is sitting next to them.
- 3 Explain that as learners read their partner's answers, they must think about how their partner's answers compare to their own answers (are they similar or different?)
- 4 Instruct learners to read their partner's answers to the two questions.
- 5 Instruct learners to discuss the similarities and difference with their partners.
- 6 Call the learners back together.
- 7 Ask learners: Did the discussion with your partner change your ideas or opinions? Why? How?
- 8 Discuss learners' responses.

## Lesson 2: Reading

### Preparing for this lesson

- 1 Ensure that this preparation is completed before the lesson.
- 2 Take out the Resource Pack for this module.
- 3 Prepare the Display Pages for your notice board, by colouring them, sticking them on cardboard, and laminating or covering them.
- 4 Put up your notice board or wall display.
- 5 Next, turn to the Group Theme Pages in the resource pack.
- 6 Think about how many small groups will be in your class. Each group should have no more than 6 learners.
- 7 Make enough copies for each group to have a copy of the Group Theme Page/s.
- 8 Draw a MIND MAP on the chalkboard for each of the themes, for example:



## Introduction

- 1 Settle the learners so you have their attention.
- 2 Explain that today, learners will learn about the different themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: forgiveness or friendship.) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Explain that learners will work in their small groups today.
- 5 Explain that each group will read about and discuss the themes we will see in the text that we are preparing to read.
- 6 Explain that at the end of each theme discussed, each group will decide on one important idea to add to the mind map for that theme.
- 7 Settle the learners into their small groups.

## Group Work

- 1 Give each group a full set of **Group Theme Pages**. For this text, there are 2 pages, covering 6 themes.
- 2 Instruct each group to begin with Theme One: Corruption in Government
- 3 Give learners 3 minutes to read about and discuss this theme.
- 4 After 3 minutes, instruct one group member from each group to come to the chalkboard. These learners must contribute one idea from the group onto the class mind map. They must do this by writing one word or phrase on the mind map.
- 5 Repeat this so that each of the themes is discussed

## Concluding discussion

- 1 Call the class back together.
- 2 Settle learners so that you have their attention.
- 3 Read the name of **Theme One: Corruption in government**.
- 4 Remind learners that this means: Someone/People in power behave dishonestly in order to become rich, and they cover up what they/their friends/partners have done.
- 5 Read the MIND MAP for this theme.
- 6 Ask learners: What are the signs that there is corruption in government?
- 7 Discuss this with learners.
- 8 Read the name of **Theme Two: The role of government**.
- 9 Remind learners that this means: what the government of a country is expected to do for its citizens.
- 10 Read the MIND MAP for this theme.
- 11 Ask learners: What are some of the things you expect the government to do for you?

- 12 Discuss this with learners.
- 13 Read the name of **Theme Three: Arrogance of educated Africans in high positions.**
- 14 Remind learners that this means: Educated Africans who have power believe they are superior to (better than) others who are not as well educated as they are. They might believe they know more and have achieved more than the others.
- 15 Read the MIND MAP for this theme.
- 16 Ask learners: In what positions will you expect to find arrogant educated people?
- 17 Discuss this with learners.
- 18 Read the name of **Theme Four: Racism.**
- 19 Remind learners what this means: This is a belief that one race is superior to another race, and results in prejudice, discrimination or hatred towards people of another race.
- 20 Read the MIND MAP for this theme.
- 21 Ask learners: What behaviour would make you describe a person as racist?
- 22 Discuss this with learners.
- 23 Read the name of **Theme Five: The importance of protecting the environment.**
- 24 Remind learners that this means: protecting and conserving everything that is part of the natural world. When we do not protect the environment, chemicals get into the soil and the food we grow, and into the water we drink. This can make people sick. Everything is connected to the environment.
- 25 Read the MIND MAP for this theme.
- 26 Ask learners: What laws do you think must be in place to protect the environment from pollution?
- 27 Discuss this with learners.
- 28 Read the name of **Theme Six: Heroism.**
- 29 Remind learners that this means: being very brave, standing up to the enemy who may be more powerful, and being willing to fight for what one believes in.
- 30 Ask learners: Describe one person that you consider a hero. (The person may be someone you know, or someone you have read about.)
- 31 Discuss this with learners.

<b>DRAMA</b>	<b>The African Dustbin</b>
<b>THEME 1:</b>	<b>Corruption in government</b>
EXPLANATION OF THEME:	Corruption is when those in power behave dishonestly or fraudulently. It usually involves someone using their power and position to get rich quickly by dishonest means. It often involves bribery, as well as covering up what the person (or his/her friends) have done.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 Have you heard or read about corruption in your own area/town/city?</li> <li>2 How do you feel towards people who are in power and behave dishonestly?</li> </ol>
<b>THEME 2:</b>	<b>The Role of government</b>
EXPLANATION OF THEME:	The government of any country has several important duties to fulfil. These duties ensure that citizens live in safety, can earn a living (make money), and that their human rights are respected. The government must ensure that the constitution of the country is upheld. It must also take action when things go wrong, such as when there is a disaster in the country.
DISCUSSION QUESTION/S:	<p>Do you know of incidents where a person's rights have been violated? How did it make you feel?</p> <p>Do you know of incidents where the government (or a government department) took action after something went wrong?</p>
<b>THEME 3:</b>	<b>Arrogance of educated Africans in high positions</b>
EXPLANATION OF THEME:	Arrogance refers to a person's inflated belief in himself and his abilities. We may say an arrogant person 'thinks too much of himself (or herself)'. People are said to be arrogant if they believe they know more than others, or if they believe they are superior to (better than) others in terms of their abilities, achievements, etc.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 Have you met an arrogant person before? How did this person behave?</li> <li>2 How did you feel towards this person?</li> </ol>
<b>THEME 4:</b>	<b>Racism</b>
EXPLANATION OF THEME:	Racism is the belief that the people of each race have characteristics or abilities specific to that race. In other words, certain characteristics or abilities may be found in one race and not in another. According to this belief, one race may be superior or inferior to another race because of these characteristics or abilities. This belief results in prejudice, discrimination, or hatred directed to someone of a different race.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li>1 Have you ever experienced racism? How did this experience make you feel?</li> <li>2 How can we eradicate (get rid of) racism?</li> </ol>

<b>DRAMA</b>	<b>The African Dustbin</b>
<b>THEME 5:</b>	<b>The importance of protecting the environment</b>
EXPLANATION OF THEME:	When we talk about the environment, we are talking about the natural world, like plants, animals, water, weather, and the atmosphere. There is much concern worldwide about the effects of human activities on the natural world. Think of the air, land and sea pollution caused by industries, and the effects of mining and forestry on the environment. Environmental issues are high on the list of priorities of most governments of the world: many governments have plans in place to prevent pollution, to dispose toxic waste safely, and to conserve nature. A lot of damage has already been done to the environment in most parts of the world. To raise awareness, these issues are dealt with in schools and in the media across the world.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li><b>1</b> Do you know of any strategies being used in South Africa to protect the environment?</li> <li><b>2</b> What do you think can be done in your community to protect the environment?</li> </ol>
<b>THEME 6:</b>	<b>Heroism</b>
EXPLANATION OF THEME:	Heroism has to do with great bravery. It involves being able to stand up to the enemy and for what is right, even if the enemy is more powerful. A hero is not afraid of what will happen afterwards, and will make sacrifices for what he or she believes in. Heroes may be young or old, male or female.
DISCUSSION QUESTION/S:	<ol style="list-style-type: none"> <li><b>1</b> Do you know of someone who has behaved like a true hero? What did this person do?</li> <li><b>2</b> How did you feel towards him/her?</li> </ol>

**The African  
Dustbin**

**Reading**

**CYCLE 2**

# Reading

## Lesson 3: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 1 of the play (pages 1–12).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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In this section of the text, the following main events take place:

- 1 There is an urgent meeting of the members of the Board of the United European Chemical Company in London.
- 2 They discuss the disposal of their chemical waste.
- 3 The board has received a letter from the European Union saying they can no longer dump their waste into the seas.
- 4 A board member proposes they find a country in Africa to dump their waste in.
- 5 A vote is taken. Four members vote in favour of dumping their waste in an African country, and two vote against it.
- 6 The two members against dumping in Africa decide they will resign from the board and campaign against the board's decision.

In this section of the text, the following themes develop as follows:

#### **THEME:**

The Importance of Protecting the Environment

#### **DEVELOPMENT:**

The board members argue about the problem of polluting the seas, which some see as an economical way of getting rid of waste material in order to make a healthy profit. Lubbe and Gustavuson are deeply concerned about the effect of toxic waste on marine life. A board member then proposes that they find a country in Africa to dump their waste. A vote is taken to decide on whether they should adopt this proposal. The majority of the board members are in favour of the proposal. Lubbe and Gustavuson feel so strongly against



the board's decision to dump their waste in an African country that they resign from the board. They will campaign against this decision as it poses a threat to human life and to the environment.

**THEME:**

The Role of Government

**DEVELOPMENT:**

The European Union (EU) is asking the United European Chemical Company to stop polluting the seas with their toxic waste. This means the company has been caught dumping their toxic waste into the seas in Europe. The EU is doing its duty in preventing pollution and making the seas safe for marine life, and for humans as well.

**THEME:**

Racism

**DEVELOPMENT:**

A board member refers to Africans as 'poor savages' when he argues that dumping in an African country will actually benefit the people of that country financially. Later, Mrs Lubbe, who has voted against the decision to dump in Africa, says the board's decision is 'a racist decision intended to exploit the economic plight of the African people.' In other words, Mrs Lubbe is saying that it would be taking advantage of people's poverty to dump toxic waste. The chairman of the board is also racist. He speaks of Africans in a condescending tone.

In this section of the text, the following style or structural elements have importance:

- 1 Structure:** In this first scene we are introduced to the problem, and the conflict that results from the problem: The United European Chemical Company has a problem: it can no longer dump its waste into the sea as it has received a letter from the EU. Conflict is introduced almost immediately as we listen to the board members argue about what to do with their toxic waste.
- 2 Atmosphere:** The atmosphere is very tense; this is an emergency meeting that had to be called after the letter was received from the EU. The tense atmosphere is intensified (made worse) by the argument between those board members who are worried about the environmental effects of dumping toxic waste, and those who are more concerned with the company making a profit than with any environmental issues.
- 3 Tone:** The chairman of the board comments in a sarcastic and condescending tone, 'We all love these African natives, don't we? That is why we have given them millions in aid.' The use of the tag question and of the phrase 'these African natives' suggests he actually means the opposite: they do not love Africans. The reference to the amount of aid given is meant to make Africans appear inferior and incompetent; it seems to suggest that Africans can never make it without the assistance of white people/Europeans. This is linked to the theme of racism.

## Reading and discussion

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- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg.1.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
2	Haber: Mr Chairman ... I had thought dumping waste in the sea was both safe and economical. ... Gustavuson: You mean that we must continue polluting the seas and oceans?	Theme: The Importance of Protecting the Environment Structural element: Conflict Character(s): Haber and Gustavuson	Haber seems surprised that there is a problem with dumping toxic waste into the ocean. He has no regard for how this affects the environment. Gustavuson, however, does not agree with the company dumping waste into the oceans.	<ol style="list-style-type: none"> <li>1 Discuss how Haber and Gustavuson differ in their attitude towards the environment.</li> <li>2 Whom do you agree with? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1 Haber does not care about the environment; he believes it is 'safe and economical' to pump toxic waste into the sea. All he is really interested in is for the company to make as much profit as possible. (Pumping toxic waste into the sea costs the company almost nothing.) Gustavuson is concerned about the harm caused to marine life when toxic waste is pumped into the sea. He is not as interested in profit as he is in protecting the environment.</li> <li>2 Open-ended. Learners must explain the reason for their answer.</li> </ol>
7	Haig: A country in Africa... ... Haber: ... those poor savages with some income.	Themes: The Importance of Protecting the Environment AND Racism Tone: Condescending (look down upon) Character(s): Haig, Gustavuson and Haber	Haig is proposing that they dump their toxic waste in any country in Africa. Perhaps he believes no one will pay attention or take action against the company, unlike in Europe where there are strict laws to protect the environment. Haber speaks in a condescending tone about Africans. He refers to them as 'savages', which means he regards Africans as primitive and uncivilized. He says the board will be helping the Africans by paying them.	<ol style="list-style-type: none"> <li>1 What view do Haig and Haber have about Africa and Africans?</li> <li>2 Which theme/s are their views related to?</li> </ol>	<ol style="list-style-type: none"> <li>1 They believe Africa is struggling, uncivilized and backward, and that Africans are so desperate for European help they would even allow toxic waste to be dumped in Africa.</li> <li>2 This is linked to the theme of racism.</li> </ol>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
9	Gustavuson: Does it not occur to you ... ... Lubbe:...millions of people.	Theme: The Importance of Protecting the Environment Character(s): Gustavuson, Haig and Lubbe	Haig knows that laws to protect the environment are not strictly applied in Africa. Many Africans (and African countries) are desperately in need of money. So Africans might be more easily convinced to accept European toxic waste. Lubbe argues very strongly that such a move will damage the environment and cause suffering and death in Africa. She believes it is wrong to take advantage of people's poverty.	<ol style="list-style-type: none"> <li>1 Discuss the reasons Haig gives for choosing an African country to dump their toxic waste.</li> <li>2 Do you think Haig is right or wrong? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1 He believes that most African countries have struggling/failed economies. Therefore, they will readily accept the toxic waste in order to bring in some capital (money) into the country. Laws are not always strictly enforced in African countries, so the company will not face any consequences for dumping their waste in Africa.</li> <li>2 Open-ended. Learners must explain the reason for their answer.</li> </ol>
10–11	Gustavuson: Mr Chairman, the decision... ... Lubbe:... campaign against it.	Themes: The Importance of Protecting the Environment AND Racism Character(s): Gustavuson and Lubbe	Gustavuson and Lubbe are worried about the damage and deaths that the toxic waste will cause in Africa, and also about how this will affect relations between black and white people. Lubbe accuses the other board members of taking a 'racist decision'. She is suggesting that the decision is taken so easily because the victims will be mainly Africans. She believes that the white board members do not care as much about the lives of black Africans.	<ol style="list-style-type: none"> <li>1 Why does Gustavuson believe that dumping toxic waste in an African country will destroy relations between black people and white people?</li> <li>2 Do you agree with Gustavuson? Why or why not?</li> </ol>	<ol style="list-style-type: none"> <li>1 The toxic waste will cause people to become ill and die, and also damage the environment.</li> <li>2 The members of the board of the company are all white. When African people and the environment are affected</li> <li>3 negatively by the toxic waste, it will be seen as white people causing misery and death to black people.</li> <li>4 Open-ended. Learners must explain the reason for their answer.</li> </ol>
11	Edwards: ...We all love these African natives, don't we? That is why we have given them millions in aid. We even feed their starving populations, don't we?	Theme: Racism Tone: Sarcastic (mocking) Character(s): Edwards	Edwards is mocking Lubbe and Gustavuson for trying to protect Africans and the environment in Africa. He reminds them about all the financial aid African countries get from European countries, as well as food. Edwards portrays Africa as always being in need, as being totally dependent on Europe.	What theme is evident in these lines?	<p>The theme here is racism. Edwards is prejudiced against Africans. He believes them incapable of running their countries properly, and says they have already been given so much aid. He mocks Lubbe and Gustavuson for being sympathetic towards Africans.</p>

## Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: What are Gustavuson's reasons for not voting in favour of dumping toxic waste in an African country?  
Follow-up questions if needed:
  - How are Gustavuson and Lubbe similar?
  - How are Gustavuson and Lubbe different from the other board members?
- b QUESTION 2: How will dumping their toxic waste in Africa benefit the company?
- 3 What does this tell us about the majority of the board members?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - He believes there will be much damage to the environment. The people in that country will become sick and die. This will result in black people hating white people.
  - They are both worried about damage to the environment, illness and death among Africans, and the negative impact such effects will have on black-white relations. They both resign because of their strong beliefs.
- b QUESTION 2: Possible answers:
  - It will be relatively cheap/save the company money. All they are interested in is making money.
  - They will not run the risk of high fines/penalties as they would if they dumped their waste elsewhere.

## Journal questions

**A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Reread pg. 5 of the text:
  - 1.1 Why do the board have to find an alternative place to dump their waste? (1)
  - 1.2 Quote from the text to support your answer. (1)
- 2 With reference to the whole of Scene 1 (pages 1–12):
  - 2.1 Explain how Gustavuson and Lubbe are similar in character. (3)
  - 2.2 Explain how Haig, Haber and Lombroso are similar in character. (3)

**B:** Answers

- 1.1 The E.U. has told them they can't dump their waste in the sea anymore. (1)

**1.2** ‘The E.U. is informing us that we shall not be allowed to dump waste at sea any longer.’ (1)

**2.1** Any 3 of the following:

- They both care about the environment. (1)
- They both feel that the environment is more important than the company’s profit. (1)
- They both feel that dumping waste in an African country is wrong. (1)
- They both care about their principles – they resign because they feel what the company is going to do is wrong. (1)

**2.2** Any 3 of the following:

- They all care about the company’s profits more than the environment. (1)
- They are all arrogant. (1)
- None of them care about how dumping waste in Africa will affect the people in an African country. (1)
- They are all racist. (1)
- They don’t care about taking advantage of the African country’s poverty to get them to let them dump their waste there. (1)

## Lesson 4: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 2 (pages 14–23).
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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- 1** In this section of the text, the following main events take place:
- 2** Mthengisi Gwala, Director of Natural Resources and Environmental Protection in the Republic of Nkululeko, meets Paul Anderson, Manager of African Chemical Enterprises Ltd. (a subsidiary of the United European Chemical Company). The meeting takes place in Anderson’s office in Mpumelelo, the capital of the Republic of Nonkululeko.
- 3** Gwala tells Anderson he is not happy about being called to this meeting on short notice.
- 4** Anderson tells Gwala that his company wishes to dump their waste in Nkululeko, and are willing to pay to do so.

- 5 Gwala agrees, provided that other officials are also paid to turn a blind eye to the dumping, and that his money is paid directly into his Swiss bank account.
- 6 Anderson invites Gwala for drinks at his house the next evening.
- 7 Anderson instructs his secretary Mrs Mabhena, to write a letter to the chairman of the board of the chemical company in London, informing him that the deal has been made.

In this section of the text, the following themes develop as follows:

**THEME:**

Corruption in Government

**DEVELOPMENT:**

Paul Anderson calls Mthengisi Gwala to his office. These two know each other quite well. Gwala agrees to allow Paul's company to dump their waste from Europe in Nkululeko. Gwala and other officials will be paid for this. Gwala is clearly corrupt: he has a Swiss bank account, which is usually used to keep money you want no one else to know about. He also knows exactly how to do business with Anderson. These are clues that tell us that this is not the first time he has made this type of corrupt deal.

**THEME:**

The Importance of Protecting the Environment

**DEVELOPMENT:**

The company is no longer allowed to dump its waste in Europe; this is why they must find somewhere else to dump their waste. This means that countries in Europe are placing emphasis on caring for the environment; they enforce the laws passed to protect the environment. On the other hand, countries like Nkululeko may have passed laws that protect the environment, but these are not enforced, or are undermined by corrupt officials.

**THEME:**

The Role of Government

**DEVELOPMENT:**

Gwala has an important role to play as Director of Natural Resources and Environmental Protection: he has to make sure that his country's natural resources and environment are protected. However, he uses his position to become rich himself, and neglects to carry out his duty.

In this section of the text, the following style or structural elements have importance:

- 1 **Irony:** Gwala's job is to make sure the environment is protected in Nkululeko. Instead, he accepts a bribe from Anderson and agrees to allow toxic waste to be dumped in his

own country. He is doing the exact opposite of what he is supposed to be doing (and what we would expect him to do, based on his job title).

- 2 Symbolism:** The Republic of Nkululeko does not really exist. The country was created by the writer to symbolise an African country. African countries have several problems in common, such as poverty, hunger, illegal dumping of toxic waste and corruption. By creating an imaginary country with these common problems, the writer forces readers to think about the problems in their own countries.

## Reading and discussion

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- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 14.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:



Page	Line	Element	Explanation	Discussion Question	Possible Answers
18	Anderson: My people would like you ... for their needs.	Theme: The Importance of Pro-tecting the Environment AND The Role of Government Character(s): Anderson and Gwala	The company is no longer allowed to dump its waste in Europe. The laws are strictly enforced there in order to protect the environment. Nkululeko has appointed a director and a minister to protect the natural resources and the environment. This shows that the country values their natural resources and environment. However, the appointed minister is not fulfilling his job: Gwala is accepts a bribe to allow toxic waste to be dumped in his country, although his duty is to prevent such incidents.	<p><b>1</b> Explain why it is easier to dump waste in Africa than in Europe.</p> <p><b>2</b> Who do you think is more at fault for the deal allowing dumping in Nkululeko: Anderson or Gwala? Why?</p>	<p><b>1</b> In Europe there are laws to protect the environment. These laws are strictly enforced. People or companies that do not obey these laws are fined, made to compensate (pay money to) those affected and are made to clean up as well. In most parts of Africa, the same laws may have been passed, but are not strictly enforced. Those officials in charge of protecting the environment may also be easily bribed.</p> <p><b>2</b> Open-ended. Learners must explain the reason for their answer, like: I think it is Gwala that is more at fault. As Director of Natural Resources and Environmental Protection, he has been entrusted by his people with an important duty: to make sure they are all living in a safe environment. Anderson is a foreigner and only interested in profit for his company, but he is not as much to blame as a man who lets his own people down.</p>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
20	Gwala: Officials whose eyes ... ... ...and in American dollars, mind you.	Theme: Corruption in Government Character(s): Gwala	Gwala is making it clear that a number of people in official positions are corrupt, including himself. As long as they are paid bribes, they will ignore the toxic waste being dumped in Nkululeko.  Gwala knows that he could go to jail for what he is doing. This is why other officials must also be bribed to turn a blind eye. Gwala states that he wants to be paid in American dollars, and directly into his Swiss bank account. This means it will not be easy for people to find out he was bribed by the United European Chemical Company. This tells us he is corrupt, and has been involved in dishonest/illegal activities previously as well.	<p><b>1</b> What are the clues that allow us to infer (guess) that Gwala has been bribed before?</p> <p><b>2</b> Discuss the theme evident in this extract</p>	<p><b>1</b> There are many clues that help us to infer this, even though it doesn't tell us directly:</p> <ul style="list-style-type: none"> <li>• Gwala has a Swiss bank account.</li> <li>• Anderson describes Gwala as 'crooked as ever'.</li> <li>• Anderson also says 'That is why my people are happy to do business with you.' This suggests that Gwala has worked with Anderson/Anderson's company before.</li> </ul> <p><b>2</b> The theme evident here is Corruption in Government. Paul Anderson approaches Gwala to allow his company to dump its toxic waste in Nkululeko. He knows that Gwala is corrupt and will be easily bribed. Gwala is the Director of Natural Resources and Environmental Protection, so he is in an especially powerful position to assist the chemical company.</p>

## Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- 1 QUESTION 1: What are your views on Gwala and Anderson? Follow-up questions if needed:
  - Do you think they are evil or are they smart? Why?
  - Who do you think is worse?
- 2 QUESTION 2: What weakness has Anderson identified in Nkululeko that would make it a suitable place to dump their waste?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- 3 QUESTION 1: Possible answers:
  - Gwala and Anderson are corrupt and selfish individuals. Their only concern seems to be to make money. They are not bothered about the effects of their actions on the environment and on the people of Nkululeko.
  - Gwala and Anderson are clever and shrewd businessmen. They know exactly how to profit from a situation.
- 4 QUESTION 2: Possible answers:
  - The laws to protect the environment are not strictly enforced.
  - Officials are easily bribed to turn a blind eye.

## Journal questions

**A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to Scene 2 (pages 14–23) and explain why the following are false:
  - 1.1 Gwala cares about his country. (2)
  - 1.2 Anderson is selfless. (2)
- 2 Refer to pg. 17, ‘Anderson: (Uneasy) So?...’ to ‘Gwala:...your mind.’
  - 2.1 Identify the tone used by Anderson. (1)
  - 2.2 Why is this tone appropriate? (2)

**B:** Answers

- 1.1 He takes a bribe which allows the United European Chemical Company to dump waste in his county. This waste will more than likely make people ill and damage the environment. (2)
- 1.2 Anderson cares about impressing his bosses and hopes to get a promotion from striking the deal with Gwala. (2)
- 2.1 Nervous/Scared/Uneasy (1)

**2.2** He is about to bribe Gwala, so he is nervous of Gwala's reaction as he might get angry with him for assuming he will take Anderson's bribe. (2)

**The African  
Dustbin**

**Reading**

**CYCLE 3**

## Reading

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### Lesson 5: Reading

#### Preparing for this lesson

- For this lesson, you will read Scene 3, pages 25–30.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

#### Important developments

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In this section of the text, the following main events take place:

- 1 Dr Nosizwe Thebe discusses a patient's condition with Sister Sipiwe Dube.
- 2 Dr Thebe talks to the patient, Mpho Moyo, who is in a very serious condition.
- 3 Moyo thanks Dr Thebe for all she has done for him.
- 4 Dr Thebe tells Sister Dube she suspects Moyo is one of many people suffering from contamination by toxic material.
- 5 Dr Thebe awaits the results from the pathology laboratory.

In this section of the text, the following themes develop as follows:

**THEME:**

The Importance of Protecting the Environment

**DEVELOPMENT:**

Dr Thebe suspects that her patient has been exposed to toxic material from another country. She knows that none of the industrial plants in Nkululeko are likely to produce the kind of material Moyo has been exposed to.

**THEME:**

Corruption in Government

**DEVELOPMENT:**

Corruption in government has allowed for toxic waste to be dumped in Nkululeko. It is ironic that Gwala (the Director of Natural Resources and Environmental Protection) is the

one who allows the dumping of toxic waste in Nkululeko. His job is to protect their natural resources and the environment, but he does quite the opposite. Now, we see a hospital with a large number of patients who are very seriously ill after coming into contact with toxic waste. We can say that Gwala is responsible for exposing these patients to toxic material, and also for causing them to become ill.

In this section of the text, the following style or structural elements have importance:

- 1 **Structure:** The tension is mounting as we meet a patient who is in a serious condition. We can guess that Anderson has arranged for the toxic waste to be dumped, and that the effects are being felt already.
- 2 **Dramatic Irony:** The audience knows already about Anderson's deal with Gwala to dump the toxic waste in Nkululeko. The audience understands that Dr Thebe has guessed correctly: it is toxic waste that these patients have been exposed to. The audience/reader knows where the waste has come from.

## Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 25.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
25	Thebe: Good (Pause) Let us see how he is... Baba Moyo,	Vocabulary: 'Baba Moyo'.	<i>Baba</i> is the traditional form of address when speaking to an older man. This shows she is respectful towards her patient because he is older: he is old enough to be her father.  This shows the doctor has not lost touch with her roots, her 'Africanness'. Later we will see that not all doctors treat their patients in this kind and respectful way.	--	--
26-27	Moyo: The pain is eating ... shall get better. AND Moyo: I am not a child, doctor. I know that I may not survive.	Themes: The importance of Protecting the Environment AND Corruption in Government	Moyo is suffering terrible pain as a result of exposure to toxic material. The Director of Natural Resources and Environmental Protection (Gwala) has made it possible for a foreign company to dump toxic waste in Nkululeko. He has accepted a bribe for this. He is a corrupt official who has not done his job of protecting the environment; this is why Moyo is in the state that he is. The seriousness of the situation is emphasized by Moyo's statement that he may not survive.  It shows why it is important to protect the environment.	<p>1 Discuss why Gwala can be held responsible for Moyo's condition.</p> <p>2 In your opinion, why does the author include a character like Moyo in the play?</p>	<p>1 Gwala is a government official whose task is to protect the environment. He has accepted a bribe from the United European Chemical Company to allow them to dump toxic waste in his country. Moyo has become seriously ill because he was exposed to some of this toxic waste. If Gwala had been doing his job properly, Moyo would not be ill.</p> <p>2 Open-ended. Like: The author may include a character like Moyo to show us the very worst of what can happen when corruption in government happens. Moyo is in pain and likely going to die. Through Moyo, we see how corruption actually impacts innocent people.</p>



Page	Line	Element	Explanation	Discussion Question	Possible Answers
28	Dube: Contamination? From what, doctor? ... Dube: ...is likely to produce such material.	Themes: The Importance of Protecting the Environment AND Corruption in Government	Dr Thebe has made a diagnosis that Moyo is suffering from exposure to toxic material. She realizes that this material must have come from elsewhere. A corrupt government official (Gwala) allowed the toxic material to be dumped in the country, instead of doing his job to protect the environment. He is therefore responsible for the suffering of people like Moyo who came into contact with the toxic material.	<p><b>1</b> Why do you think Dr Thebe and Sister Dube are so worried about Moyo's condition?</p> <p><b>2</b> Do you think Dr Thebe is an example of the theme 'Arrogance of Educated Africans in High Positions? Why or why not?</p>	<p><b>1</b> They know that if it is really contamination from toxic material, Moyo will not be the only one affected. They could soon have a national disaster on their hands.</p> <p><b>2</b> No. Dr Thebe treats people with kindness and respect. She seems very concerned with doing her job properly and caring about the lives of others. She is a new character so we do not know too much about her yet, but she seems not to be arrogant (she does not think she is better than others).</p>

## Concluding discussion

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- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: What does this scene reveal about Dr Thebe? Follow-up questions if needed:
  - What does the way she speaks to Sister Dube and Moyo tell you about her?
  - What type of person do you think she is? (What are some words you could use to describe her?)
- b QUESTION 2: What theme is revealed in this scene? Discuss fully. Follow-up questions if needed:
  - Can anyone be held responsible for the condition these patients are in? Who?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - She is very caring; she is a committed/dedicated and compassionate doctor. She does her job very well.
  - She respects everyone and regards all people as equal. Even though she is a doctor, she does not talk down to anyone, as we see in the way she speaks to Moyo and Sister Dube.
  - Even though she is highly educated, she does not allow her education and high position to make her feel better than others. She is humble.
- b QUESTION 2: Possible answers:
  - Theme: The Importance of Protecting the Environment. In Moyo, we see the consequences of not taking proper care of the environment. Moyo is seriously ill and may even die after coming into contact with the toxic material that was dumped in his area.
  - Theme: Corruption in Government. Moyo is a victim of the actions of a corrupt government official. He is suffering and may die because Gwala accepted a bribe from a chemical company. Gwala allowed the toxic material, to which Moyo was exposed, to be dumped in the area.

## Journal questions

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**A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to Scene 2 (pages 15–24) and Scene 3 (pages 26–30):
  - 1.1 Both Gwala and Dr Thebe work for the government. Explain how they are different in character. (3)

2 Refer to the first 3 scenes of the play so far.

2.1 Discuss the theme of 'The Importance of Protecting the Environment'. (5)

**B: Answers**

1.1 Any 3 of the following:

- Gwala is arrogant and Dr Thebe is not: she is respectful of all people. (1)
- Gwala is selfish and Dr Thebe is not: she cares about her patients. (1)
- Gwala is greedy and Dr Thebe is not: she wants to do a good job. Gwala only cares about how he can benefit financially. (1)
- Gwala doesn't care about the people of Nkululeko: he only cares about how he can become wealthy at the expense of their health. Dr Thebe genuinely cares for her patients. (1)

2.1 Award a mark for each point.

- Lubbe and Gustavuson care about the marine life and how toxic waste affects it whereas the other people on the board don't. (1)
- Lubbe and Gustavuson are also the only two board members who do not agree with the waste being dumped in an African country as it poses a threat to the environment and human life. (1)
- Europe has passed laws to stop toxic waste from being dumped into the sea (and thereby damaging and killing marine life). (1)
- Nkululeko may have passed similar laws (we don't know yet), but the point is Gwala (The Director of Natural Resources and Environmental Protection of Nkululeko) is corrupt and takes a bribe rather than protecting the environment. (1)
- In Muyo's character we see what happens when the government doesn't take care of the environment. Muyo is probably going to die from toxic poisoning because Gwala took the bribe from Anderson. (1)

## Lesson 6: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 4, pages 32–44.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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In this section of the text, the following main events take place:

- 1 Dr Thebe visits Dr Mzenzisi Sibanda, the Senior Consultant Physician, in his office.
- 2 Dr Thebe informs Dr Sibanda that the test results show the Hlezikahle District patients have been exposed to PCBs/Polychlorobiphenyls. (We, as the audience, know that these are the chemicals that have been dumped by the United European Chemical Company.)
- 3 Dr Sibanda says it is a political issue and not something for doctors to get involved in.
- 4 Dr Thebe argues that doctors must be involved because it concerns the health of their patients.
- 5 Dr Thebe informs Dr Sibanda that she will expose the illegal actions of the United European Chemical Company in the local and international press.
- 6 Dr Sibanda warns Dr Thebe she is only a junior doctor who will be putting her career at risk by getting involved in this matter.
- 7 Dr Thebe refuses to back down.
- 8 Dr Sibanda comments that Dr Thebe's outspokenness is not good for the hospital.

In this section of the text, the following themes develop as follows:

#### **THEME:**

The Importance of Protecting the Environment

#### **DEVELOPMENT:**

We learn that there are more than two hundred cases of contamination at the Mpilwenhle Central Hospital alone, and that there are many more cases in other hospitals as well. These people have become ill because the environment was not protected.

**THEME:**

Corruption in Government

**DEVELOPMENT:**

Dr Sibanda does not want the matter exposed because his friends are involved in the dumping of the toxic waste. Dr Sibanda is not accepting a bribe himself, but we still see that he is corrupt. He cares more about protecting his friends, even when they have done something wrong, than he does about his patients. He wants to help hide the corruption he knows is happening in the government. Unfortunately, although so many people fought long and hard for independence, the sad reality in many African countries is that ordinary citizens continue to suffer even after independence – their own people become the new elite and oppress others.

In this section of the text, the following style or structural elements have importance:

- 1 Stage Directions:** Throughout this scene, the stage directions give us an idea about how the characters feel, and the tone used when they speak. Look at the following examples:

Page	Character	Stage direction	Character's feelings	Tone used
37	Dr Thebe	<i>(Losing her temper)</i>	anger frustration	Angry, frustrated tone
39	Dr Sibanda	<i>(Alarmed)</i>	scared shocked	Shocked tone
40 41	Dr Thebe	<i>(Bitterly)</i>	anger frustration disappointment	Angry tone/ disappointed tone

- 2 Structure:** The tension is increasing as we learn of the large number of people who have become ill. The action is still rising in this part of the play.
- 3 Irony:** Dr Sibanda tells Dr Thebe she is putting her career in jeopardy by getting involved in this matter, but Dr Sibanda himself is putting his career in jeopardy by choosing to do nothing about such a serious matter. As a doctor, it is his role to protect his patients and keep people healthy. He chooses to protect his friends instead. It is Dr Thebe who wants to do the right thing, rather than Dr Sibanda.

## Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 32.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
34	Thebe: ( <i>After a pause</i> ) They confirm that ... ... Thebe: ...These results are conclusive.	Theme: The Importance of Protecting the Environment Character(s): Thebe	The test results show that the patients are ill because the environment was not protected. They have been exposed to toxic waste.	<ol style="list-style-type: none"> <li>1 How does Dr Thebe come to the conclusion that her patients have been exposed to PCBs?</li> <li>2 What does '(<i>After a pause</i>)' mean? Why does Dr Thebe pause before she speaks?</li> </ol>	<ol style="list-style-type: none"> <li>1 She has sent samples to four different laboratories and has received the test results/ laboratory reports.</li> <li>2 Ask a learner to read this line as it is meant to be read (with the pause). Discuss that sometimes we pause before we speak if we are sharing news that is difficult or bad. Dr Thebe might pause because she wishes the news were not true.</li> </ol>
42–43	Sibanda: ( <i>Cutting in</i> ) Do you want ... ... Thebe: ...or even from you, Dr Sibanda.	Theme: Arrogance of Educated Africans in High Positions Character(s): Thebe and Sibanda	Dr Sibanda is a very senior doctor at the hospital. He is himself an African, yet he refers to the rural Hlezikahle community as 'some illiterate people from the bush.' This shows us that he sees himself as superior to the poor people of Hlezikahle, because he is well educated, wealthy, and holds a high position at the hospital. Dr Thebe, on the other hand, considers herself no different from the people of Hlezikahle.	<ol style="list-style-type: none"> <li>1 Discuss how Dr Thebe and Dr Sibanda differ from each other.</li> <li>2 Do you think it is Dr Thebe and Dr Sibanda's duty to report the contamination, or do you think this is a political issue which doctors must not get involved in?</li> </ol>	<ol style="list-style-type: none"> <li>1 Dr Thebe regards all people as equal, while Dr Sibanda considers himself superior to poorer/rural/less educated people. Dr Thebe cares about her patients, but Dr Sibanda does not.</li> <li>2 Open-ended. Learners must give a reason for their response.</li> </ol>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
43	Thebe: Talking of protection... ... Thebe: ...followed yours. ( <i>Leaves</i> )	Theme: Heroism Character(s): Thebe	Dr Thebe is determined to expose the illegal dumping of toxic waste in Hlezikahle District. She does not allow Dr Sibanda to intimidate her into silence, or to frighten her about risking her career by taking up the matter.	Discuss how the theme of heroism is revealed in this scene.	Dr Thebe is much younger and more junior to Dr Sibanda, but she does not let his threats frighten her. Dr Sibanda is Dr Thebe's superior at the hospital. He warns her that she is risking her career by becoming involved. But she wants to expose the illegal dumping of toxic waste in the national and international press. She is thus unafraid to take on someone more powerful than she is. She does what she knows is right and will help others, even if it might harm her.

## 50 Concluding discussion

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- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: Discuss your views on the way Dr Thebe approaches her duties as a doctor. Follow-up questions if needed:
    - Why does she order the laboratory tests?
    - Why does she visit Dr Sibanda? What is she hoping to gain from this visit?
  - b QUESTION 2: Why does Dr Sibanda want to hush the whole matter up? Follow-up questions if needed:
    - Do you think Dr Sibanda is corrupt?
    - What do you think Dr Sibanda would have done if Anderson had approached him about dumping in Nkululeko? (Do you think he would have been bribed like Gwala?)
- 3 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
    - a QUESTION 1: Possible answers:
      - I think she is an admirable doctor. She has the best interests of her patients at heart. She is willing to sacrifice her career for the health and safety of her fellow citizens.
      - I think she is very professional in her approach. She makes sure there is scientific evidence (laboratory reports) before she confirms her diagnosis.
      - She goes beyond just following the duties of her job – she shows that she is willing to go above and beyond what is expected of her if it means doing the right thing.
    - b QUESTION 2: Possible answers:
      - He does not want any investigations at his hospital as he is afraid that other matters might be exposed.
      - He knows people who are responsible for this disaster and wants to protect them.

## Journal questions

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- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to Scene 3, pages 33–35:
    - 1.1 Why does Thebe go to see Sibanda? (1)
    - 1.2 What does Thebe want Sibanda to do? (1)
    - 1.3 Does he do this? Why or why not? (2)



**2** Refer to the whole of Scene 3, pages 33–44:

**2.1** Explain how Dr Thebe and Dr Sibanda are different in character. (4)

**B:** Answers

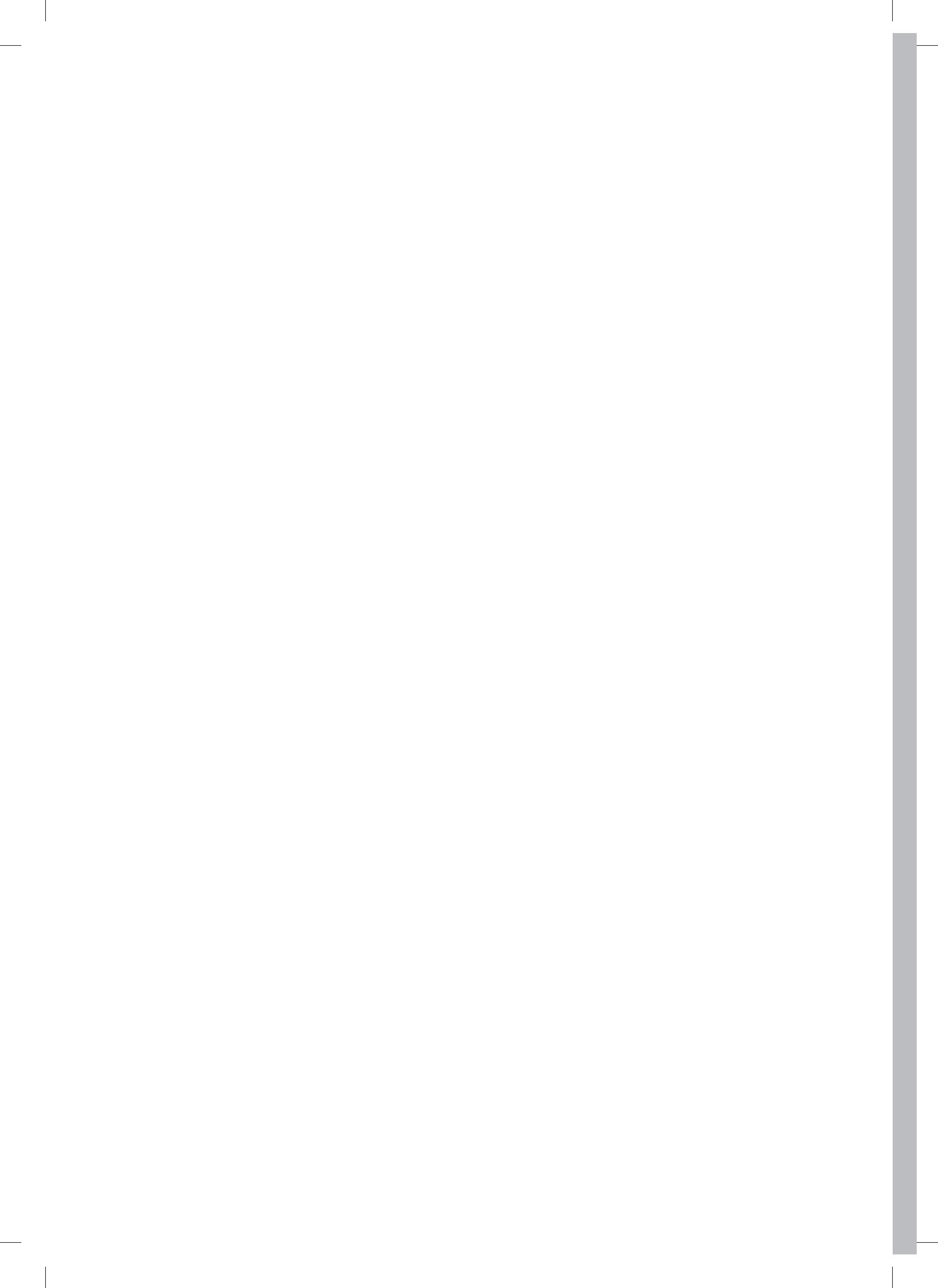
**1.1** To tell him the results from the tests she ran on her patients. (1)

**1.2** To help her come up with a plan on how to deal with the people who have caused the toxic poisoning in her patients. (1)

**1.3** No, he is not interested in helping her. (1) He believes doctors should stay out of politics./He is protecting people he knows who may be involved in the dumping. (2)

**2.1**

- Dr Thebe cares about her patients and Dr Sibanda does not.
- Dr Sibanda is arrogant and thinks he is better than the rural people in his country and Dr Thebe cares about everyone, regardless of their status (class).
- Dr Thebe is brave and Dr Sibanda is a coward. Dr Thebe is prepared to put her job on the line and Dr Sibanda only cares about his and his hospital's reputation.
- Dr Thebe cares about doing what is right (she has integrity) and Dr Sibanda only cares about his personal



**The African  
Dustbin  
Reading**

**CYCLE 4**

# Reading

## Lesson 7: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 5, pages 46 -51.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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In this section of the text, the following main events take place:

- 1 Dr Thebe visits Mthengisi Gwala, the Director of Natural Resources and Environmental Protection.
- 2 Dr Thebe tells Gwala about her patients from Hlezikahle District who are suffering from PCB contamination.
- 3 She tells him that the drums of toxic waste bear the name of the United European Chemical Company.
- 4 Gwala asks Dr Thebe why she has come to him, and not gone to the police. Dr Thebe tells him she has done so because he is the Director of Natural Resources and Environmental Protection.
- 5 She tells Gwala she needs his help.
- 6 Gwala tells Dr Thebe she is exaggerating the matter because she wants to be seen as someone who cares.
- 7 Dr Thebe reminds him that he is being paid to take responsibility for the environment.

In this section of the text, the following themes develop as follows:

**THEME:**

Corruption in Government

**DEVELOPMENT:**

Gwala is responsible for the Hlezikahle disaster. He accepted the bribe to allow the dumping of toxic waste to occur. When Dr Thebe comes to him, he tries to tell her that she is just exaggerating (making too big a deal) the contamination. He is trying to get her to forget about the matter because he doesn't want his corruption to be exposed.

**THEME:**

Heroism

**DEVELOPMENT:**

Dr Thebe is not afraid to stand up to Gwala, who is in a high position in government. This is because she really cares about the health of her patients. She wants her people to be protected from foreigners who want to harm and exploit Nkululeko: such as the officials of the United European Chemical Company.

In this section of the text, the following style or structural elements have importance:

- 1 Irony:** Gwala's job is to protect the environment, but he allows the dumping of toxic waste. This causes the environment to become dangerous for all forms of life.
- 2 Dramatic Irony:** Dr Thebe has come to Gwala for help; she does not know he is responsible for allowing the dumping of toxic waste in Hlezikahle District, but we (the reader) know this.
- 3 Stage Directions:** The stage directions during Gwala and Dr Thebe's conversation make Gwala's feelings clear. On pages 48 and 49, the stage directions '*Uneasy*', '*Anxiously*' and '*Extremely uneasy*' tell us that he is worried that Dr Thebe may know of his involvement in the dumping of toxic waste. He is nervous and anxious during this conversation.
- 4 Rhetorical Questions:** These are questions that are asked in order to produce an effect or to make a statement, and not to gain information. There are several rhetorical questions on pages 50 and 51:
  - a** 'So, you release the pressure by attacking other people?' Here, Gwala does not expect an answer from Dr Thebe. Rather, he is accusing her of giving vent to her frustration by attacking him.
  - b** 'Aren't you exaggerating things a little, Nosizwe?' Again, he is not expecting her to answer. Gwala is now accusing her of making a small issue seem like a big problem. He is being condescending towards her. He is talking to her as if she is a child who does not really understand what is going on.
  - c** 'Are you trying to teach me my job?' Asking a question in this way is meant to tell Dr Thebe to keep quiet. Gwala is implying that Dr Thebe is foolish to tell him how to do his own job. He is trying to make Dr Thebe feel foolish for taking up the matter with someone in as high a position as he is.

**Reading and discussion:**

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 46.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
48	Thebe: Thank you. (Pause)... ... Thebe: ...four different laboratories.	Theme: The Importance of Protecting the Environment.	The patients Dr Thebe is treating have become ill because toxic waste was dumped in their area. We see that when the environment is not protected, people (and other life forms) can become very ill and die.	How did Dr Thebe find out what had actually happened to cause her patients from Hlezikahle District to cause them to become ill?	She suspected that the patients had been exposed to a toxic substance. So she sent samples to different laboratories for testing. The results showed that the patients had been exposed to PCBs from leaking drums dumped in the area. The drums were in the area and bore the name of the chemical company.
50	Thebe: (Angry) But what is wrong with you?...contamination and death.'	Themes: Corruption in Government AND Heroism Character(s): Thebe and Gwala	Gwala is one of the corrupt government officials responsible for the Hlezikahle tragedy. He doesn't seem to care about his duties to protect the environment. Rather, he seems to selfishly care only about money and his own wellbeing.  Dr Thebe is unafraid, even of people with political power like Gwala. This is brave because someone like Gwala could easily ruin her life. He probably has connections to the police, media, and other politicians. He could spread lies about her, have her arrested, or even have her killed. We see examples of people who speak out for what is right getting killed, or having their reputations ruined all over the world. Still, Dr Thebe has a conscience. She believes she has to stand up to Gwala and others in power in order to expose what has happened and bring about a change.	How did Gwala become involved in the Hlezikahle tragedy?	He was approached by Paul Anderson of the United European Chemical Company to allow the dumping of toxic waste in Nkulu-leko. Anderson knew that Gwala is corrupt and would quite readily accept a bribe. Additionally, as Director of Natural Resources and Environmental Protection, Gwala was the best person to approach for help. Gwala agreed provided he was paid in American dollars and directly into a Swiss bank account.

## Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: What are your feelings towards Gwala at this point in the play?  
Follow-up questions if needed:
  - What type of person do you think Gwala is? (What words would you use to describe him?)
  - Does he have any redeeming qualities? Is there anything that is good about him?
- b QUESTION 2: Do you think Gwala should be charged for attempted murder? Why or why not?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - I hate him. He is a crook/thief/liar/corrupt official.
  - I do not have any respect for him. He is dishonest and does not care about his people.
  - There is nothing good at all about Gwala. He only does bad and dishonest things in the play.
- b QUESTION 2: Possible answers:
  - Yes. He is responsible for the serious illnesses people are suffering from that may also lead to the deaths of people.
  - No. He did not realize how serious the contamination would be. He did not expect the drums to leak. He did not know the contents of the waste that was coming into the country.
  - He should be charged with murder, but it should not only be him. The board members from the United Chemical Company should also be charged with murder.

## Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1). (1)
    - 1.1 How does Dr Thebe know that the toxic waste originates (comes from) the United European Chemical Company?
      - A Gwala told her.
      - B The tests from the laboratories indicated the company.

- C** The name of the company was on the drums on the containers.  
**D** She saw a note on Moyo's patient file.
- 2** With reference to what you have read so far in 'The African Dustbin':  
**2.1** Discuss the appropriateness of the title of the play with the knowledge that you have so far. (3)

**B: Answers**

**1.1 C**

**2.1** The title of this play is appropriate because:

- A dustbin is somewhere where we put unwanted, dirty rubbish. (1)
- In this play, certain members of the board of the United European Chemical Company, Anderson and Gwala view Nkululeko as a dustbin: a place to put the toxic waste. (1)
- A dustbin is a non-living thing and these people treat Nkululeko as such: they have no regard for the environment, nor the people of Nkululeko. (1)



## Lesson 8: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 5, pages 52–59.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

In this section of the text, the following main events take place:

- 1 Dr Thebe tells Gwala the government has made an error in appointing him to his position, and that she suspects he is involved in some way.
- 2 Gwala is shocked and accuses Dr Thebe of being jealous of him.
- 3 Dr Thebe mocks Gwala for being one of only five black members of a tennis club.
- 4 Dr Thebe again says she suspects Gwala of being involved in the dumping. This frightens Gwala.
- 5 Dr Thebe informs Gwala she will pursue the matter and bring him down.
- 6 Gwala advises her to stop what she is doing as she will bring embarrassment to herself and her country.
- 7 Gwala adds that he has important connections.
- 8 Dr Thebe accuses Gwala of neglecting his duty, and of forgetting his roots and his people.
- 9 She also warns him that he will eventually be fired.
- 10 Gwala is afraid that Dr Thebe may know too much, and decides to stop her.

In this section of the text, the following themes develop as follows:

#### THEME:

Corruption in Government

#### DEVELOPMENT:

Gwala is involved in the tragedy in Hlezikahle, but will not do anything to prevent more suffering. If he exposes the United European Chemical Company for dumping their toxic waste in Nkululelo, his role in the tragedy and the fact that he has accepted a bribe will also be revealed. He is thus afraid of being exposed and of losing his job. So he will go to any length to protect himself and keep his secret. He implies (by saying he has connections)

that he can do bad things to Dr Thebe. This shows us why government corruption can be so dangerous: it is never just one person, but a whole network of people who can protect each other and silence anyone who tries to stop them. Although Dr Thebe seems to be a very brave young woman, the audience begins to worry about Dr Thebe's safety, especially since she is dealing with corrupt people who hold very high positions and who are extremely well-connected. Such people may not hesitate to harm Dr Thebe in order to protect themselves.

**THEME:**

Heroism

**DEVELOPMENT:**

Dr Thebe takes on a far older and more powerful man, Gwala. She shows her heroism by going to meet Gwala and telling him what she already knows about the toxic waste. She is not frightened by his threats or warnings. Dealing with corruption in government/exposing corruption can come with very significant consequences. She gets threatened by Gwala in very significant and potentially violent ways, but she still doesn't back down. She tells him that she will not let matters lie, and that she will bring him down. He warns her that she 'will be destroyed', but this does not frighten her at all. Instead, her response is that she will not give up this fight. She reminds him very bravely of his duty to protect his people from toxic waste, and then accuses him of probably being involved in the dumping.

In this section of the text, the following style or structural elements have importance:

- 1 Conflict:** There is serious conflict between Dr Thebe and Gwala. He has his own interests at heart. He needs to protect himself and prevent any investigation from taking place. Therefore, he threatens and tries to frighten off Dr Thebe. However, she will not give up without putting up a fight to protect her fellow citizens. She is eager to expose those who dumped the waste in her country. We are kept in suspense, wondering what will happen and fearing for Dr Thebe's safety. We want Dr Thebe to emerge victorious from (win) this conflict because her cause is a noble one: she is fighting to protect her people who cannot fight for themselves.
- 2 Dramatic Irony:** Dr Thebe says she suspects Gwala is involved in the dumping. She is not sure about this though. We as the readers/audience already know that he is involved because of the bribe he accepted. We are supporting Dr Thebe: we know she is correct, and we want her to fully uncover the truth.
- 3 Irony:** The person employed to take care of the environment is actually causing harm to it. Gwala advises Dr Thebe to stop what she is doing as she will bring embarrassment to herself and her country; ironically, he is bringing embarrassment to himself and his country by accepting the bribe from Anderson.

## Reading and discussion

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- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 52.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
53	Thebe: They are, indeed ... sordid affair.	Themes: Corruption in Government AND The Role of Government AND Heroism Character(s): Dr Thebe and Gwala	Gwala is actually involved in the dumping of toxic waste. He is a corrupt government official who accepted a bribe to allow the dumping. Dr Thebe suspects that Gwala may be personally involved in the dumping of toxic waste. She is very brave to tell him this to his face. As the Director of Natural Resources and Environmental Protection, it is Gwala's responsibility to make sure tragedies such as the one at Hlezikahle never occur. But he neglects his duty to his country and his people, and chooses to enrich himself instead.	Discuss the irony of Gwala's involvement in the dumping of toxic waste.	Gwala is the Director of Natural Resources and Environmental Protection. His duty is to protect the environment and make sure that environmental issues do not affect the health of citizens. However, he has allowed the dumping of toxic waste in Hlezikahle district in exchange for money. Therefore, he is responsible for the tragic consequences that result from the dumping.
54	Thebe: ( <i>ignoring his question</i> ) I see that you are ... for the fight immediately.'	Theme: Heroism Character(s): Dr Thebe	Dr Thebe is a very brave young doctor. She is a woman, and a very junior doctor. Yet, despite threats to her future career, she fights for justice for her people. Here she threatens that she will bring Gwala down eventually for not carrying out his responsibilities as the Director of Natural Resources and Environmental Protection.	1 What message do you think the writer is trying to convey to readers at this point in the play? 2 Do you think you would make the same decisions/ actions as Dr Thebe? Why or why not?	1 One person can really make a difference. <b>OR</b> No matter how powerful the enemy is, we should be unafraid to speak out against injustice/corruption. 2 Open-ended. Learner must give a reason for their response. E.g Yes, I would. Dr Thebe does the right thing to fight for her patients. No, I wouldn't. Dr Thebe puts herself at great risk. I would be too scared to lose my job and be scared for my safety.

## Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: What do you think would have happened if Gwala had not accepted the bribe?

Follow-up questions if needed:

- Do you think the tragedy would have been avoided?

- b QUESTION 2: In your opinion, what kind of punishment does Gwala deserve?

Follow-up questions if needed:

- What type of punishment do you think he will receive? (What do you predict will happen to him?)

- 3 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:

- The tragedy would not have taken place and no one would have become sick.
- Anderson would have approached other officials until he found someone to accept the bribe. The tragedy would have still taken place.
- Anderson would have kept trying, either in Nkululeko or another country, until he found someone to make a deal with.

- b QUESTION 2: Possible answers:

- He should be fired and made to compensate the victims and their families.
- He should be sentenced to a prison term and all his money should be taken away and paid to the victims.
- It is likely that nothing will happen to him – government officials get away with corruption quite often.
- I think the tragedy is big enough that he will be punished for what he has done.

## Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Reread pages 52–59.

**1.1** Discuss three different aspects of the theme ‘Heroism’ that Dr Thebe displays in this section. (3)

**1.2** Do you think Dr Thebe will be successful in bringing Gwala down? Substantiate your answer. (4)

**B: Answers**

**1.1**

- Dr Thebe shows no fear when she confronts Gwala, even though he is a member of government and she is a junior doctor. (1)
- This is despite the fact that he threatens her career. (1)
- She is determined to bring Gwala down for not carrying out his responsibilities as the Director of Natural Resources and Environmental Protection. (1)

**1.2** Open-ended. Accept a response which shows knowledge and understanding of the following viewpoints, **among others**:

Yes:

- Dr Thebe is a very brave and highly intelligent woman.
- She is outspoken and will not hesitate to continue to be outspoken for what she believes in.
- She is patriotic and will make sacrifices to help and protect the people of her country.
- She is also very determined and we know that she will not stop until she has got to the bottom of the toxic dumping.
- She is not afraid to face the consequences of fighting for what she believes in.

**OR**

No:

- Gwala accepted a bribe and he will do anything to stop Dr Thebe finding out as she will then go to the newspapers and he could lose his position of power.
- Gwala is in a powerful position in government.
- He has many connections in high places.
- Because he has more power than Dr Thebe, she will not be able to overthrow him.

NOTE: Do NOT award a mark for YES or NO only. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A learner can score 1 or 2 marks for a response which is not well-substantiated. The learner's interpretation must be grounded in the novel.

**The African  
Dustbin  
Reading**

**CYCLE 5**

# Reading

## Lesson 9: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 6, pages 61 to 74.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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In this section of the text, the following main events take place:

- 1 Dr Sibanda signs a letter his secretary has typed. He asks for it to be delivered to the Hospital Superintendent.
- 2 Dr Sibanda informs Dr Thebe that he has found out she has been talking about the PCB contamination at Hlezikahle, and that she has been holding meetings at the hospital to inform people about the dangers of toxic waste. Dr Thebe admits that she has been doing this.
- 3 He accuses her of involving even the cooks and cleaners in her meetings. He believes they are ‘semi-literates’ who should not have been involved.
- 4 Dr Thebe disagrees with his view, as she regards them as ‘fellow health workers.’
- 5 Dr Sibanda questions her about her visit to Gwala, claiming she had ‘threatened and abused’ him.
- 6 Dr Sibanda reminds Dr Thebe that he is very powerful.
- 7 Dr Thebe guesses there must be a connection between Dr Sibanda, Gwala, and the United European Chemical Company.
- 8 Dr Sibanda informs Dr Thebe that he has asked the Hospital Superintendent to suspend her for insubordination.
- 9 Dr Thebe informs Dr Sibanda that she knows her rights as an employee; she wants a copy of the charges against her, and a letter of suspension from the Hospital Superintendent before she stops working.
- 10 She says she will continue visiting her friends at the hospital even after her suspension comes into effect.
- 11 Dr Sibanda expresses his disappointment with her.
- 12 Dr Thebe accuses Dr Sibanda of not caring about poor and illiterate patients, and of not working together with the community.



- 13 Dr Sibanda warns her she will not be reinstated as a doctor at the hospital if she continues with her campaign. She replies she is willing to make that sacrifice.
- 14 Dr Thebe expresses her fear that the whole issue of dumping will be covered up by people such as Gwala and Sibanda. She informs Dr Sibanda that she and others will not let the matter rest.
- 15 Dr Thebe advises Dr Sibanda to leave as he does not belong to the new order in their country.
- 16 She tells him they will not allow foreigners to turn their country into an African Dustbin. She also warns him he will be put into jail as he faces several charges.
- 17 Sister Dube arrives to inform Dr Thebe that Moyo's condition has worsened.

In this section of the text, the following themes develop as follows:

**THEME:**

Corruption in Government

**DEVELOPMENT:**

Dr Sibanda has a high position in a public hospital. He is using this position to frighten Dr Thebe into remaining silent about the illegal dumping. He does this to protect his friend Gwala who is responsible for allowing the dumping of toxic waste.

**THEME:**

Heroism

**DEVELOPMENT:**

Dr Thebe fights for what she believes in: the health and safety of her people. She is not afraid to stand up to powerful people such as Dr Sibanda. The other characters (like Dr Sibanda and Gwala) work hard to take away her power – to make her feel hopeless and powerless. But she remains determined despite that. She does not allow the other characters to have power over her. The threat of suspension (something that would intimidate most people into keeping quiet) does not have the desired effect on her.

In this section of the text, the following style or structural elements have importance:

- 1 Climax:** The climax of the story is when Dr Sibanda tells her she is being suspended for insubordination. This threat does not deter (stop) her.
- 2 Title:** The significance of the title is revealed in this part of the play. Dr Thebe is really passionate about her job, her country and her people. This is revealed when she tells Dr Sibanda she will not allow her country and the continent to be turned into ‘a dumping ground for foreigners ... an African Dustbin’. All her actions in the play reveal her patriotism: her desire to serve her people and her determination to protect her country and her people from foreigners and corrupt government officials. The writer’s message is also revealed through his choice of themes and title: his message is that corrupt individuals and foreigners should not be allowed to turn the continent into an ‘African Dustbin’.

### **READING AND DISCUSSION**

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to pg. 61.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
63–64	Sibanda: Is it not true... ... Thebe: ...material at Hlezikahle is dangerous.	Theme: Arrogance of Educated Africans in High Positions Character(s): Dr Thebe and Dr Sibanda	Dr Sibanda is angry that Dr Thebe has been holding meetings with all sections of the hospital staff to discuss the contamination problem. He considers those that are not doctors as inferiors, referring to them as 'semi-illiterates'. He believes these people are ignorant about PCBs and medicine.	<p><b>1</b> Why does Dr Thebe hold meetings with the hospital staff?</p> <p><b>2</b> Do Dr Thebe and Dr Sibanda's have the same view of the workers at the hospital?</p>	<p><b>1</b> She wants to inform everyone in the hospital about the crisis they are facing and about the threats to their own safety as well.</p> <p><b>2</b> No. Dr Thebe regards all workers as equals. She does not look down upon other workers. Dr Sibanda, however, thinks that doctors are superior to the other workers at the hospital.</p>
66	Sibanda: Young lady, don't forget ... will be sorry.	Theme: Corruption in Government Character(s): Dr Sibanda	Dr Sibanda is trying to frighten Dr Thebe to be quiet about the Hlezikahle tragedy by showing her how powerful he is. He does not want the Hlezikahle tragedy to become public knowledge because his friends are involved in it. A significant part of corruption is that people with power are involved. These people are often able to scare and intimidate others into staying quiet. Here, we see that the problem of corruption goes beyond just bribes – it is also a web of connected people who work to keep the corruption silent and those who are corrupt, protected.	<p><b>1</b> What does this extract reveal about Dr Sibanda's character? (What type of person is he?)</p> <p><b>2</b> What do we learn about corruption from Dr Sibanda's character?</p>	<p><b>1</b> He is bossy and arrogant. He believes he is very powerful because he has a lot of influential friends in high places.</p> <p><b>2</b> Corruption is often linked to people in positions of power or influence. Corrupt individuals employ scare tactics to intimidate others and to protect and cover for their friends.</p>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
68	Thebe: Well, the Superintendent ... ... Thebe: ...isn't it, Dr Sibanda?	Theme: Heroism Character(s): Dr Sibanda	Dr Thebe knows her rights: she knows that the proper procedure must be followed before Dr Sibanda can force her to leave. She knows that he cannot do anything to stop her from coming to work until she receives notice of her suspension from the hospital superintendent himself. So when Dr Sibanda tells her she is suspended, she is not afraid of him despite his powerful connections. Not even the threat of losing her job makes her change her mind about helping the Hlezikahle victims. She is strong and determined to do the right thing, no matter what.	What does Dr Sibanda hope to achieve by suspending Dr Thebe?	He does not want the matter to be publicized as his friends will be in trouble. <b>OR</b> He hopes to get rid of Dr Thebe for a while, until the Hlezikahle issue dies down a bit.
69–70	Thebe: Because I do not accept... ... Thebe: ... a remote god.	Themes: Arrogance of educated Africans in High Positions AND Heroism Vocabulary: elitist Character(s): Thebe	Dr Thebe says Dr Sibanda is only concerned about wealthy patients. He thinks he is superior to most people because of his position at the hospital. He does not do much for, or in the community. Dr Thebe says he practises 'elitist medicine'. He has not become a part of the community at large. He is distant and considers himself a god in comparison to the ordinary illiterate people of the country.	<b>1</b> What is Dr Thebe's criticism of Dr Sibanda here? <b>2</b> What does it mean to be elitist?	<b>1</b> She accuses him of not caring about the ordinary and illiterate people of the country who have come to the hospital for treatment. He only cares about the rich, and has forgotten his people and his roots. He is too full of himself – he has come to think of himself as some kind of god in comparison to the poor and illiterate. <b>2</b> An elitist is someone who believes that society should be dominated by an elite group – those considered to be the best because of their power, education or wealth.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
70-71	Sibanda: If I were you ... ... Thebe:...of our people	Theme: Heroism Character(s): Dr Thebe	Here, Dr Sibanda is trying to scare Dr Thebe again by saying she will not have a job at the hospital if she does not stop her campaign. However, she is willing to make that sacrifice – she is not scared off by his threat.	<ol style="list-style-type: none"> <li>1 What does Dr Thebe's willingness to sacrifice her job tell us about her?</li> <li>2 What do you think will happen to Dr Thebe in the end?</li> </ol>	<ol style="list-style-type: none"> <li>1 She is totally unselfish and committed to her patients.</li> <li>2 Open-ended. This is a prediction about what will happen next – there is no right or wrong answer.</li> </ol>
72	Thebe: Well, we will fight... African dustbin.	Themes: Heroism AND The Importance of Protecting the Environment Structural element: Title	Dr Thebe knows she has the support of the people in this campaign. She loves her country and does not want foreigners destroying the environment by dumping toxic waste.  The title of the play comes from this ex- tract. A dustbin is used to deposit waste. It is also referred to as a garbage can or trash can. The Republic of Nkululeko is being treated like a dustbin for European waste.	<ol style="list-style-type: none"> <li>1 During this play, we are on the side of Dr Thebe. Why are we on her side?</li> <li>2 Why is the title of this play suitable?</li> </ol>	<ol style="list-style-type: none"> <li>1 Dr Thebe is fighting for people who are poor and illiterate as they cannot fight for themselves. The people are seriously ill because their right to a safe environment has been ignored. She is courageous and takes on corrupt individuals despite threats to her future and to her safety. This is why we support her and want her to win the battle against corruption.</li> <li>2 The message the writer wants to convey is that African countries must not be treated as dustbins where other countries can dump their waste.</li> </ol>

## Concluding discussion

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- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: Discuss why this scene can be regarded as the climax of the story.  
Follow-up questions if needed:
  - What is the climax of a story?
- b QUESTION 2: What do you think is the author's purpose in writing this play?  
Follow-up questions if needed:
  - What could he want to warn or inform us about?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - This is the scene where things become really serious for Dr Thebe. She has been suspended although she is only carrying out her duties as a citizen and as a doctor.
  - It is the climax because Dr Thebe comes face to face with her superior, a man with a lot of power and influence. She is suspended, but she does not back down.
- b QUESTION 2: Possible answers:
  - The author wanted to draw our attention to a very serious problem in Africa: the illegal dumping of toxic waste and other rubbish from European countries. The laws to protect the environment are not being enforced, and there are corrupt people who capitalise on this loophole to enrich themselves.
  - By using the title 'The African Dustbin', the writer wishes to warn us about what is happening in Africa. Foreigners, especially those from European countries, are still exploiting Africa and Africans. There is an important lesson for South Africans as well: that it is important to protect the environment.

## Journal questions

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**A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to page 72, 'Thebe: Well, we will fight you and your imperialist friends. *(Pause)* Our people will not allow you to make their country and our continent a dumping ground for foreigners. *(Pause)* No, we shall resist being made an African dustbin.'
  - 1.1 What figure of speech is the title of this play? (1)
  - 1.2 Explain how this figure of speech adds to the central theme of the play. (3)
  - 1.3 Explain how this metaphor is effective. (1)

**B: Answers**

**1.1** A metaphor. (1)

**1.2** Any three of the following:

- People throw rubbish/trash/unwanted matter into dustbins. (1)
- In the title of the play, Africa is being compared to a dustbin. (1)
- This means that some of the characters think Africa is the same as a dustbin: a place where rubbish etc. is thrown away. (1)
- Furthermore, this implies that they think Africa is inferior to Europe/other countries. (1)

**1.3** The metaphor is effective because The United European Chemical Company is treating Africa as their dustbin: a place to throw away their rubbish. (1)

## Lesson 10: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 7, pages 76 to 86.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

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In this section of the text, the following main events take place:

- 1 Dr Thebe arrives for a meeting at the home of a lawyer, Jabulile Ncube. A journalist, Vusumuzi Nyathi is also present.
- 2 Dr Thebe gives her letter of suspension to Ncube to read.
- 3 Ncube reveals that Anderson and Gwala are close friends.
- 4 Dr Thebe tells them of her visit to Gwala, and of how unwilling he had been to help.
- 5 Ncube then reveals that Dr Sibanda and Gwala are also close friends.
- 6 Ncube says that she, Gwala and Sibanda had all been students together in England, and that they had met Paul Anderson there. Anderson did not get along with Ncube, but got on well with Sibanda and Gwala.
- 7 Nyathi tells Dr Thebe she already has a lot of support, and that the President has asked for a report on the matter.
- 8 Nyathi promises to demand an explanation for Dr Thebe's suspension from the hospital, and to publicise the whole story.
- 9 Ncube thanks Dr Thebe for refusing to betray the country and its people.
- 10 Dr Thebe says she will visit her patient Moyo despite her suspension.

In this section of the text, the following themes develop as follows:

#### **THEME:**

Corruption in Government

#### **DEVELOPMENT:**

We learn that Dr Sibanda has asked for Dr Thebe to be suspended because she is threatening to expose what his friend Gwala has done. In other words, Gwala is using his friendship with Dr Sibanda to threaten and frighten Dr Thebe into silence. Dr Sibanda is in a position of power at the hospital. Dr Thebe is a junior doctor. Gwala cannot do much



to threaten Dr Thebe because they do not work together, but Dr Sibanda can threaten and intimidate her (because of his higher position in the hospital). Remember, corruption involves having connections in high places that can help and protect you even when you have done wrong.

**THEME:**

Heroism

**DEVELOPMENT:**

Dr Thebe makes it clear she will not give up the fight, no matter what they do to her. As things become worse and worse for Dr Thebe, we see that she remains strong and brave. We see how far the other characters are willing to go to try to stop her. This shows us just how brave someone in her position must be.

In this section of the text, the following style or structural elements have importance:

- 1 **Structure:** We have seen the conflict become progressively worse until the climax, when Dr Thebe is suspended (in Scene 6). The resolution of the conflict begins with Dr Thebe's meeting with Ncube and Nyathi, when she asks for their help and advice. Nyathi will start the ball rolling by exposing Dr Thebe's suspension in his newspaper. We also learn that Dr Thebe has reason to hope for a quick resolution, because Nyathi tells her that many people are already in support of her. This makes us feel less nervous about what will happen to Dr Thebe.

## Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 76.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
79–80	Nyathi: Do you know him? ... Ncube:... with Mzenzisi and Mthengisi	Theme: Corruption in Government	According to Ncube, Gwala, Dr Sibanda and Anderson have known each other since their days at university. She attended university at the same time, and she knows they were friends. From this information, we can see the link between Gwala's actions and Dr Sibanda's plans to protect Gwala. We can infer (guess) that Gwala has used his friendship with Dr Sibanda to try and frighten Dr Thebe into remaining silent about the contamination in Hlezikahle.	How does the information given by Jabulile Ncube help us understand Dr Sibanda's actions?	Ncube informs Dr Thebe of the close friendships between Anderson and Gwala, and Sibanda and Gwala. Gwala was bribed to allow the toxic waste to be dumped in the country, causing the people of Hlezikahle to become seriously ill. We can infer that Sibanda had recommended to the hospital superintendent that Dr Thebe be suspended in order to protect his friend Gwala. We know that Gwala would be in serious trouble if the matter were to be exposed, especially since he is the Director of Natural Resources and Environmental Protection.
81–83	Thebe: But I don't have... ... Thebe... break the tension.	Themes: Heroism AND Corruption in Government AND The Role of Government AND The Importance of Protecting the Environment Character(s): Dr Thebe	Dr Thebe is again proving her bravery in refusing to back down, even after being suspended. She is determined to expose corrupt government officials responsible for the tragic consequences seen in Hlezikahle. She is willing to sacrifice 'whatever little' she has in order to continue her fight. Ncube tells Dr Thebe that all the citizens of the country should join her 'to preserve the dignity' of their country, and that they should all 'refuse to become other people's dustbins.' We learn that Ncube, Nyathi and a lot of other people are in support of Dr Thebe. Without Dr Thebe knowing about it, this matter is already being investigated. According to Nyathi, the matter has already come to the	In your view, is Dr Thebe being foolish, as some of her colleagues believe?	Yes. She is fighting against people in very high positions with important connections. She is very young and without connections in high places. She can be ruined. <b>OR</b> No. She is fighting for justice and for what is right. Good will always triumph over evil.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
			<p>attention of the President, who has asked for reports.</p> <p>Nyathi will see to it that the matter is dealt with in an editorial in the local newspaper. As a lawyer, Ncube has already been involved in a case where a company was 'not complying with the strict anti-pollution measures embodied in the Factories Act.' This tells us that there are laws to protect the environment, and that Nkululeko has a history of fighting against pollution. We learn something about how corruption in government can potentially be dealt with: through lawyers like Ncube and through a free press (represented by Nyathi) that exposes wrongdoing.</p>		
84	<p>Nyathi: Nosizwe's suspension cannot ... of their action.</p>	Theme: Corruption in Government	<p>Nyathi is a journalist and can gather support and sympathy for Dr Thebe. With his help, Dr Thebe may be able to defeat those she is fighting against.</p>	<p><b>1</b> Which theme is developed in this scene?</p> <p><b>2</b> What is the mood/atmosphere of this scene?</p>	<p><b>1</b> Corruption in Government. The writer shows that when people support people fighting against injustice, then corruption can be rooted out. With Nyathi and Ncube's help, Dr Thebe may succeed in bringing down people like Gwala and Sibanda.</p> <p><b>2</b> The mood is hopeful. For much of the play, we have felt worried and nervous about what will happen to Nkululeko and especially to Dr Thebe. This is the first time we see that there are many people on Dr Thebe's side and that there might be some way to fix the situation.</p>

## Concluding discussion

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- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: Do you see any similarities between Dr Thebe and her friends?
- b QUESTION 2: Up until now, characters with poor intentions, like Sibanda and Gwala, have had power. How does that change in this scene?

Follow-up questions if needed:

- How will Ncube and Nyathi support Dr Thebe?
- What do these characters show us about fighting against corruption?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - They are all young and idealistic.
  - They believe in their new democracy and will do anything to protect it.
  - They are all highly principled.
  - They are all patriotic and were part of the liberation struggle.
- b QUESTION 2: Possible answers:
  - Ncube, who has experience of fighting companies that caused pollution in the country, is on Dr Thebe's side. Nyathi, who can influence public opinion and mobilize support for Dr Thebe through his newspaper, is also in support of Dr Thebe. We also learn that many other people support Dr Thebe. She seems to have a better chance of defeating Sibanda, Gwala and their friends.
  - Previously Dr Thebe appeared to be alone in her fight against Sibanda, Gwala and their cronies. We worried about her safety because of how powerful they are. Now, we see Dr Thebe becoming more likely to win this battle against corruption. Dr Sibanda, Gwala and the others appear to be less powerful, and less able to harm Dr Thebe.
  - We learn that corruption can be fought if people stand together as one. Ncube and Nyathi have joined forces with Dr Thebe, and there are many others who support her as well.

## Journal questions

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- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to Scene 7, pages 76–86:
    - 1.1 What is the mood of this scene? (1)
    - 1.2 How is this mood different to the mood of the rest of the play? (1)

**1.3** What are the reasons why the mood has changed like this? (4)

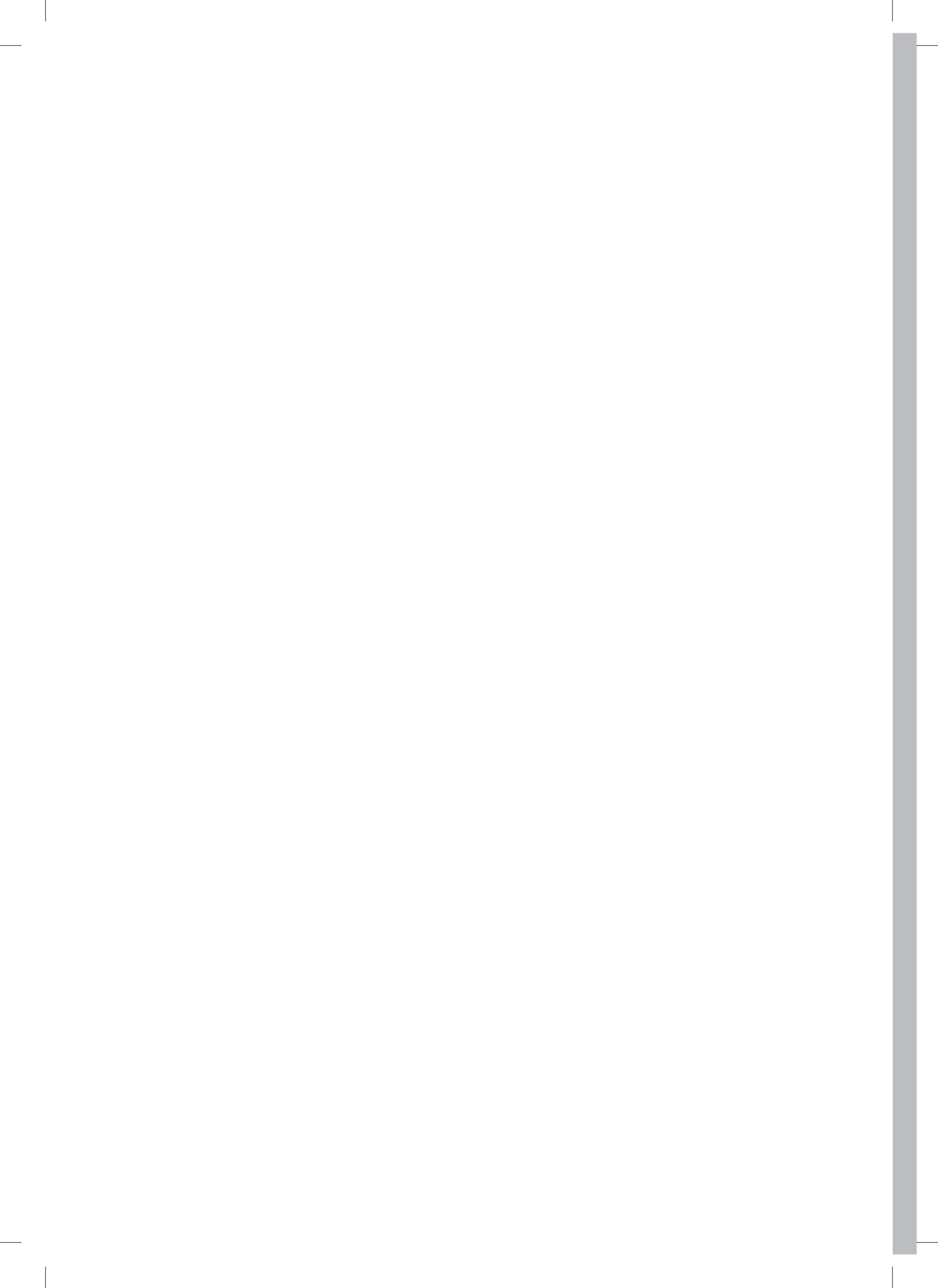
**B:** Answers

**1.1** Hopeful/Exciting/Positive (1)

**1.2** Previously the mood has been worrying/nerve-wracking/negative. (1)

**1.3** Any two of the following:

- Earlier in the play, it seems like Dr Thebe is alone in her struggle against very powerful people, but now we see that she has allies (people on her side) in Ncube and Nyathi. (2)
- Up until now in the play, it felt like evil was going to win over good, but now we can feel positive that maybe good has a chance to beat evil. (2)
- Prior to this scene, it looked like the United European Chemical Company with the help of Anderson, Gwala and Dr Sibanda would get away with dumping the waste as they are powerful and have friends who are powerful people who will help them. Now we see that 'the other side' also has friends in high places. 'Nyathi: No need to be depressed. (Pause) We too have connections in high places.'



**The African  
Dustbin  
Reading**

**CYCLE 6**

# Reading

## Lesson 11: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 8 pages 88 to 98.
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

---

In this section of the text, the following main events take place:

- 1 An urgent cabinet meeting is held, with the President acting as Chairman.
- 2 The President informs the cabinet what actions he took when he heard about the disaster at Hlezikahle: he has asked for written reports from certain ministers, which those present have received.
- 3 Each minister reports on his/her findings. From the discussion we learn that:
  - There are more than 200 cases of contamination at Mpilwenhle Central Hospital, and many more at other hospitals.
  - Toxic waste was dumped at twelve sites in Hlezikahle District, affecting all forms of life; Hlezikahle District was a productive agricultural area, so food production in the country will be seriously affected.
  - The President has declared a state of emergency.
  - Gwala, Sibanda and four members of the board of the United European Chemical Company have already been arrested.
- 4 Dr Thebe has been reinstated and has received an apology.
- 5 The following steps will be taken:
  - Letters of protest will be sent to the countries from which the board members come.
  - The government will insist that the company removes the toxic waste at its own expense, and also pay for the cleaning up afterwards.
  - The assets of the subsidiary company will be seized.
  - The company will be made to pay all medical expenses of the victims.
  - The government will help those wishing to sue the chemical company.
  - The government will take legal action against the chemical company.
  - The President will address the citizens on all the decisions that have made.
  - Dr Thebe will be awarded the Order of the Republic for what she has done.



In this section of the text, the following themes develop as follows:

**THEME:**

The Role of Government

**DEVELOPMENT:**

In this scene we see the president take swift action to resolve a crisis in his country. He called on his ministers to investigate and prepare reports on the crisis as soon as he heard there were demonstrations on the issue (we can guess that Dr Thebe herself might have been involved in the demonstrations). Then he calls an emergency cabinet meeting. This shows how seriously he views the situation. This is a new democracy and they seem to have a very capable president who has the interests of all his citizens at heart. He gives all the ministers a chance to give their reports on their findings, and then decides on the action to be taken. He relies on the facts presented at the cabinet meeting. He does not hesitate to declare a state of emergency, again showing how seriously he views the situation. We learn from the minister of justice that several people have already been arrested for their role in the tragedy, among them Gwala and the members of the board of the United European Chemical Company. Ironically, it is Sibanda who has also now been suspended from duty, and he has been arrested. The United European Chemical Company has to take responsibility for cleaning up the toxic waste and make amends to all those affected. We are happy that justice is being served, and that the people involved in the dumping are getting what they deserve. We also feel happy that Dr Thebe has received an apology and has been reinstated. The actions to be taken against the United European Chemical Company are also discussed at this cabinet meeting: We feel that this is how a country should be run.

**THEME:**

The Importance of Protecting the Environment

**DEVELOPMENT:**

We learn how big the problem caused by the dumping actually is. There are twelve dumping sites in Hlezikahle alone. We can imagine that, apart from those who have fallen ill, a very large number of people are affected. Food production is expected to be reduced by 20%. That is a huge percentage! When there is a lack of food, food often becomes more expensive. We can expect that the situation will just become tougher for the poor of the country. The toxic waste that was dumped will have an effect on health and food production for years to come as the soil and water will also have been contaminated. The full extent of the damage will be difficult to determine.

In this section of the text, the following style or structural elements have importance:

**Structure:** This part of the play can be seen as the denouement (pronounced ‘danoomaN’). This is the final part where all the strands of the story are brought together and matters are explained and resolved. The entire play builds up to this ending or denouement. We learn about the findings of the investigations, and what action the president wants to take to resolve the issue satisfactorily: Letters of protest will be sent to the European countries whose citizens own the United European Chemical Company; the Company will be made to remove the toxic waste and clear up afterwards; assets of the subsidiary company will be seized; the company will be made to pay the medical expenses of the victims; the government will take legal action against the company, and also assist those victims who want to sue the company. Dr Thebe will be awarded the Order of the Republic. The audience will feel satisfied that all issues will be resolved soon and that those who need to be punished for the tragedy will be.

## Reading and discussion

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- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 88.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
89	Nyoni: Yes, Your Excellency... ... Phakathi:...as much as 20%.	Theme: The Importance of Protecting the Environment	In these lines we see the devastating consequences of the PCB contamination. All forms of life are affected. Food production will drop, making life even more difficult for the poor.	What other food sources (aside from agriculture) will be affected by toxic dumping?	Livestock and marine life (in the sea)
92	Dlamini: I am happy to report that ... the job she loved.	Theme: The Role of Government	The Minister of Health, Mrs Dlamini, was able to take action very quickly. Dr Thebe was unfairly suspended; therefore, it is only right that she be reinstated and receive an apology.	What do we learn about the ministers of Nkululeko in this section?	The ministers are very efficient. They will do whatever the president asks of them. They have the interests of the people at heart.
93–96	Mathe: Your Excellency ... ... President: ...Any other business?	Theme: The Role of Government	There is a discussion of all the steps that will be taken against the United European Chemical Company. The government will take all steps to make sure the company compensates the victims and the country for damages and suffering experienced.	Is this a good President?	Yes. He makes sure he has all the necessary information before taking decisions. He shows that he cares about the truth. He acts quickly and decisively. He rules democratically. He shows that he cares about justice.

## Concluding discussion

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- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: Does Dr Thebe deserve the award she will receive? Follow-up questions if needed:
  - What has Dr Thebe actually done for her country and her people?
- b QUESTION 2: Discuss why this meeting was necessary.

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - Yes. She is highly principled, and is willing to make personal sacrifices for her people and her country. She fights for those who have become the victims of unscrupulous (no values), corrupt individuals, and who have no means to fight back.
  - Yes. She did not buckle under pressure even though she was fighting against some very powerful people. She fights for her people's right to a safe environment.
- b QUESTION 2: Possible answers:
  - The president had asked his ministers to gather information on the incident at Hlezikahle. He wanted this information to be shared and discussed with his cabinet members, before they came to any decisions on the way forward.
  - He wanted all the facts from his ministers. This is a new democracy. The president wanted his cabinet to make joint decisions after the matter is discussed.

## Journal questions

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- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to the whole of Scene 8, pages 88–98:
    - 1.1 Discuss the suitability of the measures the government of Nkululeko will take against the United European Chemical Company. (5)
    - 1.2 Do you think the future looks positive for the people of Nkululeko? Substantiate your answer. (3)

**B: Answers****1.1 Either:**

Yes:

- The actions against the United European Chemical Company are fair because all harm the company has caused must be repaired. (1)
- The people affected by the toxic waste will also be able to sue the company. This is fair because they will need money for healthcare, as well as to compensate for not being able to work. (2)
- The relevant board members will appear in court and also have to face what they have done. They need to be punished as they had no regard for the people and the environment of Nkululeko when they decided to dump the toxic waste there. All they cared about was money. (2)

OR:

No:

- The company's punishment is not severe enough. They are only being asked to put right what they have done. (1)
- There should be fined and that money could be invested into the country to accelerate the rejuvenating of the soil, to start breeding programmes for livestock etc. (2)
- The board members should also have to do community work with the affected communities, so that they can see first-hand the damage their arrogant natures have caused. (2)

(Note: The answers above are opinions and are therefore not the only possible answers learners can give. Learners' answers need to be realistic, however, and relate to the play as a whole.)

**1.2 Either:**

Yes:

- They have a good, fair president who makes decisions quickly based on facts. (1)
- They have passionate young people like Dr Thebe, Ncube and Nyathi to take the country forward. (1)
- Once the problems of the toxic waste are resolved, the country will continue to make progress as a young democracy. (1)

OR:

No:

- People have seen how easy it was for Anderson and Gwala to be corrupt. They will also try to be corrupt in other ways and it will further damage the country. Greed is very powerful. (1)
- The soil will take so long to recover, which will result in people dying of starvation. (1)
- If the president does not win the next election, and someone who does not care for his/her people gains power, Nkululeko will really be in trouble as it is already coming from a weak starting point. (1)

## Lesson 12: Reading

### Preparing for this lesson

- For this lesson, you will read Scene 9, pages 100 to 110
- Practise reading this section aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.

### Important developments

---

In this section of the text, the following main events take place:

- 1 Nyathi and Ncube come to Dr Thebe's house.
- 2 Dr Thebe thanks Nyathi for getting the public involved so that pressure was put on the government to take action.
- 3 Dr Thebe tells them 51 people have already died, and none of the patients will survive.
- 4 Other countries are helping Nkululeko by sending medical supplies, doctors and anti-pollution scientists.
- 5 The European countries involved through their citizens (the Board members) will cooperate with the Nkululeko government.
- 6 The United European Chemical Company has agreed to all the demands.
- 7 An announcement is made in the Government Gazette that Dr Thebe has been awarded the Order of the Republic. Her friends congratulate her.
- 8 The friends decide to hold a victory party in three weeks' time.
- 9 Dr Thebe says she will remain a doctor and serve her people.
- 10 Dr Thebe says she wants to write a play titled 'The African Dustbin', to show what citizens can do against those wishing to use an African country to dump toxic waste.

In this section of the text, the following themes develop as follows:

#### **THEME:**

Heroism

#### **DEVELOPMENT:**

In this scene we see that Dr Thebe's heroism is recognised. She has helped her country and its people. The decisions taken at the cabinet meeting are being implemented, and a resolution of the problem/conflict will follow. Dr Thebe is rewarded for her heroism. Dr Thebe expresses the desire to write a play entitled 'The African Dustbin', to show how

powerful ordinary citizens can be when they unite against those trying to turn their country into a dumping ground for toxic waste. Such citizens display heroism.

**THEME:**

The Importance of Protecting the Environment AND The Role of Government

**DEVELOPMENT:**

The man in charge of protecting the environment (Gwala) did not carry out his duties. The environment suffered because of the toxic waste that was illegally dumped. Steps are now being taken to repair the damage and compensate the victims. All the suffering and damage could have been avoided if Gwala had done his job and the environment had been protected.

In this section of the text, the following style or structural elements have importance:

- 1 **Structure:** The resolution is in this final scene of the play. The conflict escalated until the climax (Dr Thebe's suspension from work) and now we have the resolution at the end of the play. This means that all matters are being dealt with so that life can return to normal again.
- 2 **Simile and Metaphor:** Dr Thebe uses a simile to describe Gwala and Dr Sibanda; she says they are 'Like Malcom X's house niggers who didn't want to be associated with fellow slaves toiling in the sun, in the fields...' (pg. 105) Malcolm X, who was a civil rights activist in the United States, discussed this idea in a famous speech entitled 'The Race Problem'. The term 'house nigger' is used as a metaphor for black people who think they are superior to other black people. The 'house nigger', as defined by Malcolm X, is the slave who imagines himself to be thought of as family by his master because they live in the same house. While there was a literal distinction between slaves who worked inside the house and those who worked outside in the fields, Malcolm X is not discussing this distinction in a literal way. Rather, he meant that there were certain black people (especially those black people who were given some kind of special status) who would stand up for the white man at the expense of black people's freedom. This type of black person will not stand up for other black people against a white person, but would rather enjoy the 'privilege' of a higher status and keep quiet. The author compares Gwala and Sibanda to 'house niggers' because they have gone along with the oppressors at the expense of their own people. They have bought into this system because they have money and status. They consider themselves different from and superior to the other citizens of their country.

## Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to pg. 100.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
102	Thebe: None of the patients ... ... Thebe: ... return the country to normal.	Theme: The Importance of Protecting the Environment	In this extract we see the devastating consequences of dumping toxic waste. People have died, and more are expected to die. We also know the land has been poisoned, and this will affect food production. The problem is so huge that other countries need to help the people of the Republic of Nkululeko.	Why has the writer included information about the help Nkululeko is receiving from other countries?	The writer wants to show how huge the problem can be when toxic waste contaminates an area. A country cannot solve the problems without outside help.
103–104	Nyathi: Talking of co-operation... ... Nyathi:...and the verdict is known.	Themes: The Role of the Government AND Racism AND The Importance of Protecting the Environment	Here we see that the European countries try to get their citizens home before they stand trial (go to court). We also find out that there is political and environmental pressure for the people involved in the toxic dumping to be punished for what they have done. This shows that the environment is important to most countries.	1 What stereotyped view do other countries have of Africa? 2 What did these countries demand from Nkululeko?	1 They think Africa is primitive and unknown and therefore not important. 2 They wanted their citizens (who are currently in jail for their involvement of the toxic waste) to be released.
108–109	Thebe: I shall continue... ... ...I shall politely decline it.	Theme: Heroism Character(s): Thebe	Dr Thebe remains humble despite the great honour bestowed upon her. She does not let her award go to her head. She wants to continue serving her people as a doctor.  She stands in contrast with people like Sibanda and Gwala, who let their positions change them.	Why do you think Dr Thebe wants to remain a doctor?	<ul style="list-style-type: none"> <li>• She is passionate about/loves her job.</li> <li>• She believes she can serve her people in this way.</li> </ul>



## Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that humans face, and about the feelings we have that connect us all.

Discuss the following questions:

- a QUESTION 1: Why do you think Dr Thebe wants to write a book entitled ‘The African Dustbin’?
  - Follow-up questions if needed:
  - What issue does she want to deal with in this book?
- b QUESTION 2: Do you think it a wise decision for Dr Thebe to remain a doctor?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- a QUESTION 1: Possible answers:
  - The problem of toxic waste is huge. People need to be educated about it.
  - She has had personal experience of the horrors associated with toxic waste. She wants to warn people about the dangers of toxic waste.
  - She wants to tell her story so that other people will not be afraid to fight corruption/do the right thing.
- b QUESTION 2: Possible answers:
  - Yes. She is a good doctor. She has spent many years studying to be one.
  - No. She should seek a position with more power. She could do well in government, for example, because she is intelligent and passionate about her country.

## Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to pg. 104, ‘Nyathi: Don’t forget that...’ to pg.105, ‘Thebe: ...in reality, ‘house niggers’’.
    - 1.1 Identify the figure of speech used in referring to Gwala and Sibanda as ‘house niggers’? (1)
    - 1.2 Explain how this figure of speech adds to the description of Gwala and Sibanda. (6)
- B:** Answers
- 1.1 A metaphor

**1.2**

- ‘house niggers’ is a term Malcolm X (a famous civil rights activist in the United States) used to show that slaves who worked inside the homes of their owners sometimes supported their white masters rather than the slaves working outside in the fields. (1)
- They thought they were superior the ‘outside slaves’. (1)
- Malcolm X used this metaphor for black people who act superior to other black people or for black people who support the oppression of other black people for their own gain. (1)
- Gwala and Sibanda consider themselves superior to the other black citizens of their country and they do not want to associate with them. (1)
- They support the power structures that are in place to oppress their own people. (1)
- They did this for their own personal benefit: Gwala for money and Sibanda for status. (1)

**The African  
Dustbin  
Reading**

**CYCLE 7**

# Post-reading and writing

## Lesson 13: Reading

### Preparing for this lesson

- Read the plot summary of the play from the term 4 synopsis.
- Read the theme pages again. Read the notes on the themes from Cycle 1, lesson 2.
- Look carefully at all the images from the resource pack (which should be hanging on your display board).

### Post-Reading Discussion:

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#### INTRODUCTION

- 1 Settle learners so that you have their attention.
- 2 Explain that learners will talk and write about each main character in the play. They will discuss each of the following characters in turn:
  - a Dr Thebe
  - b Dr Sibanda; Gwala
  - c Paul Anderson
  - d President Mkhululi
  - e Vusumuzi Nyathi
  - f Jabulile Ncube

#### GROUP WORK

- 1 Split learners into groups of 5–6 learners.
- 2 Instruct each group to appoint one person to write notes (a note-taker) and another to present the points to the class (a spokesperson).
- 3 Give each group a sheet of paper for notes about Dr Thebe, as well as a marker.
- 4 Instruct learners to discuss Dr Thebe. They must:
  - describe her character traits
  - comment on her actions in the play
  - discuss how they feel towards her

NOTE: As learners are discussing, walk around to the different groups and listen to the discussions that are happening. During this time, assist learners/groups who are struggling.

- 5 After 3 minutes, call learners back together.

#### CLASS DISCUSSION

- 1 Explain that for each character, you will call on the spokesperson from two different groups to come up to the front of the room and present.

- 2 Call two spokespersons to come up and present on Dr Thebe.
- 3 Instruct the learners to put up their flip chart paper onto the board/wall, using Prestik.
- 4 Give each spokesperson 2 minutes to tell the class about Dr Thebe.
- 5 Repeat this process for each character: 3 minutes to discuss in small groups, 2 minutes for two different groups to present to the class.
- 6 Reminder, for each character, they must:
  - describe the character's traits
  - comment on his/her action in the play
  - discuss how they feel towards him/her

## Journal questions

**A:** Instruct learners to copy these questions into their journals, and to answer them for homework.

1 Refer to the play as a whole.

1.1 Which of the following three characters do you consider to be the most evil?

Explain your answer. (3)

- Gwala
- Dr Sibanda
- Anderson

1.2 What/who do you think Dr Thebe represents in the play? (3)

**B:** Answers

1.1

- Gwala. He betrayed his people by accepting a bribe to allow foreigners to dump their waste in his country. He is greedy. (3) OR
- Dr Sibanda. He is a senior doctor and in a position of trust. Yet he does not support Dr Thebe, but chooses to support his corrupt friends instead. (3) OR
- Anderson. He sees Nkululeko as inferior to countries in Europe and thus has no concern for its environment or its people. He is also greedy, because he sorts out the problem for his bosses because he believes he will be promoted for doing so. (3)

1.2 Any of the following 3 answers (and any others that are accurate to the story):

- Young people who stand up and fight for what they believe is right. (1)
- Young women who have previously not had much power, can now too stand up for what is right. (1)
- Patriotic people. People who will fight for their country. (1)
- People who are prepared to sacrifice their own jobs, lives etc. for what is right. (1)
- People who look out for those who don't have the power or voice to look out for themselves. (1)
- A moral conscience to do what is right, even though it is hard. (1)

## Lesson 14: Reading

### Preparing for this lesson

- Look at the images that came in the resource pack, which should now be on your display board. Number each picture. (You may write a number on a little square of paper or a sticky note and attach to each picture.)
- Read the theme pages again.
- Draw the following model on the chalkboard:

<b>Corruption in government</b>	<b>The role of government</b>
<b>Protecting the Environment</b>	<b>Arrogance of Educated Africans</b>
<b>Heroism</b>	<b>Racism</b>

### Post-Reading Activity:

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#### INTRODUCTION

- 1 Settle learners so that you have their attention.
- 2 Explain that this activity will focus on the images on the display wall, the characters and the themes.

#### GROUP WORK

- 1 Split learners into groups of 5–6 learners.
- 2 Ask each group to take out one page each (or hand out one piece of scrap paper to each group).
- 3 Instruct learners to split their page into 6 sections, with the name of one theme at the top of each section. This should look just like the example you have drawn on the chalkboard.
- 4 Send each group (one at a time) to the images on the display wall. Instruct the group to quickly fill in the numbers of the images into the relevant blocks – they are matching the images with the themes. For example, a picture of a person receiving money is related to the theme ‘Corruption in Government’.
- 5 When learners return to their seats, tell them to discuss their choices in their group.

- 6 While learners are taking turns going to the display board, instruct them to discuss which characters are most closely linked to each theme. Tell them to put the names of characters that are most closely linked to each theme into the blocks on their page.
- 7 The group must be able to give a reason for each choice they have made.

### DISCUSSION

- 1 Discuss the learners' responses in the class.

### Journal questions

- 1 Instruct learners to copy the table down in their journals. Tell them that as homework, they must fill in the table as follows:
  - a QUESTION 1: For each theme, write down the names of ALL the characters linked to that theme.
  - b QUESTION 2: For each theme, write down in capital letters the name of the character whose actions/behaviour stand out as being the most closely linked to that theme.

POSSIBLE ANSWER:

<p><b>Corruption in Government</b></p> <p>GWALA Dr Sibanda Anderson Dr Gwebu</p>	<p><b>The Role of Government</b></p> <p>The President/THE PRESIDENT DR GWALA/Dr Gwala Ministers of the Cabinet</p>
<p><b>Protecting the Environment</b></p> <p>DR THEBE/Dr Thebe GWALA/Gwala Ncube The President</p>	<p><b>Arrogance of Educated Africans</b></p> <p>DR SIBANDA Dr Gwebu Gwala</p>
<p><b>Heroism</b></p> <p>DR THEBE Ncube Nyathi</p>	<p><b>Racism</b></p> <p>DIRECTORS OF THE BOARD OF THE UNITED EUROPEAN CHEMICAL COMPANY</p>

# Structure of the drama lesson plans:

## Writing and presenting

- 1 In every two week cycle, one or two writing tasks must be taught.
  - a The lessons that follow are designed to teach one process writing task.
  - b CAPS specifies 3 hours per two-week cycle for Writing & Presenting.
  - c If you plan to complete another writing task in a cycle, then teach the lesson over 2 hours.
  - d If you plan to teach only one writing task in a cycle, then teach the lesson over 3 hours.
- 2 According to CAPS, teachers should teach learners a range of writing genres that include:
  - a Essays, for example: a discursive essay
  - b Long transactional texts, for example: a formal letter
  - c Short transactional texts, for example: an invitation
- 3 This Content Booklet includes lesson plans for:
  - a 3 × essays
  - b 3 × long transactional texts
  - c 1 × short transactional text
- 4 Every Writing & Presenting lesson follows the same structure:
  - a **The topic is set.** This includes teaching aspects of the genre, and sometimes, looking at model texts. It also includes the teaching of useful vocabulary.
  - b **Planning is done.** A planning strategy is provided, and learners complete different activities to help them plan in a meaningful way. A writing frame or template is provided.
  - c **The text is drafted.** At this point, the teacher will give instructions for drafting, and will share criteria for the task.
  - d **The draft is edited.** An editing checklist is provided, and learners will self-edit or peer-edit their drafts.
  - e **The text is published and presented.** Publishing, or rewriting the edited text, is usually done as homework. Different strategies are used to allow learners to present or share their writing.
  - f **A sample answer, a mark and written feedback is provided as a model for the teacher.** This is useful as it helps teachers to set an appropriate standard for writing tasks.

Note: Every time a particular genre of writing is taught from Grade 10 to Grade 12, it is taught in exactly the same way. This allows teachers and learners to experience the process a number of times, and to consolidate their learning of that genre. This repetition provides scaffolding and security, which ultimately builds learners' confidence.



# **The African Dustbin**

**Writing and  
presenting**

**CYCLE 1**

# Writing and presenting

## Descriptive Essay

### Topic:

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Writers use detailed descriptive writing to show the reader settings and characters instead of telling us about them. This type of writing uses many senses to describe how things look, sound, taste, touch and smell, so that we can imagine these things in detail.

Imagine that you are a patient in one of the hospitals in Hlezikahle. Write a descriptive essay in which you describe the view from the window of your hospital ward.

### Length of task

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150–200 words

### CAPS reference: pg. 40

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Text type	Purpose	Text Structure	Language Features
Descriptive essay	To describe something in a vivid way	IDENTIFICATION: gives a general orientation to the subject, e.g. <i>There was a huge beast</i>  DESCRIPTION: describes features or characteristics of the subject, e.g. <i>It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense  Creates a picture in words Uses adjectives and adverbs  Uses figurative language, e.g. simile, metaphor, personification and alliteration

### Introduction

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Tell learners that today they are going to write a descriptive essay. The essay will be linked to the drama, ‘The African Dustbin.’ In this essay, learners will describe a view from a window.

## Teach the genre

### PURPOSE:

Descriptive writing is writing that uses words to create vivid images in the reader's imagination. It helps the reader to picture what the writer is writing about.

### HOW TO WRITE A DESCRIPTIVE ESSAY:

- Describe something vividly
- Show, don't tell
- Create a picture in words
- Use images of sight, sound, hearing, taste and touch
- Use interesting adjectives and strong verbs
- Use figures of speech

## Teach selected text structures and language features

### Activity 1: Show, don't tell

#### INTRODUCTION:

- 1 Explain that good writing gives the reader the feeling that they are actually seeing, hearing, tasting, touching or smelling what the writer is describing. This is a skill that can be developed with practice.
- 2 Ask learners three questions and listen to their responses after each one:
  - What does it mean to tell?
  - What does it mean to show?
  - What is the difference between showing and telling?
- 3 Discuss with your learners of the difference between 'showing' and 'telling'. Here is an example of each to examine with your learners:
 

**Telling:** The wind was cold.

**Showing:** The icy wind whipped across my skin, making goose bumps appear.

#### CREATE 3 TELLING SENTENCES:

- 1 Explain that learners must write down 3 'telling sentences.'
- 2 Remind learners that a telling sentence tells us about something.
- 3 Explain that one sentence needs to have a thing as its subject, one sentence needs to have a person as its subject, and the final sentence needs to have a place as its subject.
- 4 Write the following examples (or your own examples!) on the chalkboard: The windows are dirty.  
The child is excited.  
The road is busy.
- 5 Tell learners to leave 5 empty lines under each of their telling sentences.

- 6 Give learners 5 minutes to write their sentences. Walk around the class and assist struggling learners.

**MODEL TURNING THEM INTO SHOWING SENTENCES:**

- 1 Settle learners so you have their attention.
- 2 Explain that now, you will teach learners how to change telling sentences into showing sentences.
- 3 Read your first ‘telling sentence’ on the board: The windows are dirty.
- 4 Ask learners: Can you come up with a showing sentence to describe this idea? (How can we use words to explain what we see, hear, smell, touch or taste? How do we know the window is dirty?)
- 5 Brainstorm ideas with learners, like:
  - The panes are covered in a layer of grey dust and grime.
  - The old-fashioned wooden window frames have not been varnished in decades.
  - When you turn the rusty handle, the window squeaks like a panic-stricken mouse.
- 6 Read the second ‘telling sentence’: The child is excited.
- 7 Ask learners: Can you come up with a showing sentence to describe this idea? (How can we use words to explain what we see, hear, smell, touch or taste? How do we know the child is excited?)
- 8 Brainstorm ideas with learners, like:
  - He talks so fast that spit comes flying out of his mouth in a fine spray.
  - His cheeks turn a rosy red, and his voice rises to a frenzied pitch.
  - As he speaks, he hops up and down on the same spot.
- 9 Read the third ‘telling sentence’: The road is busy.
- 10 Ask learners: Can you come up with a showing sentence to describe this idea? (How can we use words to explain what we see, hear, smell, touch or taste? How do we know the road is busy?)
- 11 Brainstorm ideas with learners, like:
  - The never-ending stream of cars contributes their share to the suffocating smog blanketing the city.
  - The deafening roar of traffic frayed his already-taut nerves.
  - Impatient taxi drivers honk their horns as they weave crazily through the peak-hour traffic.

**INDEPENDENT WORK:**

- 1 Explain that now, learners will write their own ‘showing sentences.’
- 2 Instruct learners to write a showing sentence under each telling sentence.
- 3 Give learners time to write their ‘showing sentences’.
- 4 As they work, walk around the room and assist struggling learners.

**PAIR WORK:**

- 1 Once learners have had a chance to come up with their own ‘showing sentences’ put them in pairs.

- 2 Explain that the partners will work together to improve their 'showing sentences'. They will do this by trying to make the sentences as 'vivid' as possible. This means that the 'showing sentences' must create clear, detailed and specific pictures in the reader's imagination.
- 3 Instruct learners to share three of their 'showing sentences' with their partners. The partners must then work together to see if they can improve them.

### CONCLUSION:

- 1 After a few minutes, call the class back together.
- 2 If time permits, ask a few volunteers to share their best 'showing sentence'.
- 3 Remind the learners that good descriptive writing depends mainly on 'showing sentences' and that when it comes time to write their essays, they must work hard to transform all their 'telling sentences' into 'showing sentences'.

### Useful genre-related vocabulary

<b>vivid</b>	something that produces a clear image in your mind
<b>specific</b>	clearly defined
<b>five senses</b>	our ability to see, hear, see, smell and taste
<b>detail</b>	small parts of something

## 1. Setting the task

### SET THE TASK

- 1 Remind learners that they will now write their descriptive essays.

## 2. Planning

### PLANNING STRATEGY

- a Remind learners of the topic.
- b Use a short paragraph as a mentor text.
- c Using different senses: visualisation and planning table.
- d Transform 'telling sentences' into 'showing sentences'.

### INSTRUCTIONS FOR PLANNING

#### A. REMIND LEARNERS OF THE TOPIC

**Topic:** Writers use detailed descriptive writing to show the reader settings and characters instead of telling us about them. This type of writing uses many senses to describe how things look, sound, taste, touch and smell, so that we can imagine these things in detail.

Imagine that you are a patient in one of the hospitals in Hlezikahle. Write a descriptive essay in which you describe the view from the window of your hospital ward.

**B. USE A SHORT PARAGRAPH AS A MENTOR TEXT**

(You may make copies of this paragraph, or write it on the board/chart paper.)

The tree stood tall, as if it were trying to extend its branches into the clouds. My grandfather, Mr Mpho Moyo, had planted it there soon after he had married Grandma, hoping it would screen his tiny thatched cottage from the busy road. He could do nothing about the roar of traffic, though. As the years passed and the family grew, he had added an old-fashioned, wrap-around front porch, several tiny bedrooms attached to the back of the house, and a small, sunny lounge at the front, making the house look oddly lopsided, as if its builder had had no plan. Every morning, as long as Grandma was alive, the tempting aroma of freshly baked bread would waft out of the kitchen door towards the tiny bedrooms we occupied at the back. I still get goosebumps on my arms when I recall the delicious, farm-style breakfasts Grandma laid out for us.

- 1 Settle learners so you have their attention.
- 2 Explain to learners that you will be using this paragraph as a ‘mentor text.’ This means that we can learn how to create good descriptive writing from the way this writer has written.
- 3 Tell learners that you will read the paragraph and they must listen carefully. As you read the paragraph, the learners (or a volunteer, if you are using the board/chart paper) must underline all the ‘showing sentences’ or ‘showing phrases’ that the writer uses. (Please refer to the example page we have included in the ‘Sample for the Teacher’ section below, to see what this looks like.)
- 4 Read the paragraph out loud.
- 5 Ask for volunteers to read out some of the most vivid ‘showing sentences’ or ‘showing phrases’ that they have underlined.
- 6 Discuss what makes them effective. For example:
  - ‘The tree stood tall, as if it were trying to extend its branches into the clouds.’ Here the writer uses personification and simile to make us think of the tree as reaching upwards as a person would; this emphasizes how tall the tree is.
  - ‘hoping it would screen his tiny thatched cottage from the busy road.’ This helps us to visualize a very small cottage with a thatched roof quite close to the road; we can imagine the sound of traffic coming from the road and disturbing the peace in the home.
  - ‘the roar of traffic’ – This metaphor adds to the idea of the loudness of the sound of traffic introduced in the previous sentence: the sound of traffic is compared to the sound of a lion roaring.
  - ‘an old-fashioned, wrap-around front porch, several tiny bedrooms attached to the back of the house, and a small, sunny lounge at the front’ – this helps us

to visualize what the house looked like, with its additions/alterations making it bigger as time passed.

- ‘the house look oddly lopsided, as if its builder had had no plan.’ This tells us that the house did not look well-planned.
  - ‘the tempting aroma of freshly baked bread would waft out of the kitchen door’ – we can imagine the lovely smell of freshly baked bread coming out of the house.
  - ‘towards the tiny bedrooms we occupied at the back’ – this helps us visualize the writer and other family members sleeping in the small bedrooms that had been added on to the cottage, and what the aroma of baking bread must have smelt like for them.
  - ‘goosebumps on my arms’ – this appeals to our sense of touch; we can imagine what his arms felt like to the touch.
  - ‘the delicious, farm-style breakfasts’ – we can imagine what the breakfasts tasted like, and we visualize the breakfasts as being old-fashioned, wholesome food.
- 7 Ask learners to look back at the paragraph and find examples of where the writer used the senses of sight, hearing, touch, smell and taste.
- 8 Ask learners to volunteer to point them out. For example:
- Sight: ‘The tree stood tall’
  - Hearing: ‘the roar of traffic’
  - Touch: ‘goosebumps on my arms’
  - Smell: ‘the tempting aroma of freshly baked bread’
  - Taste: ‘the delicious, farm-style breakfasts’

### C. USE AS MANY SENSES AS POSSIBLE INTRODUCTION:

- 1 Explain that it is important to show things using different senses.
- 2 While it’s often not possible to use the sense of taste if you’re not describing food, it’s always possible to use the other four senses: sight, sound, smell and touch. In a descriptive essay, learners must describe whatever they’re writing about using as many of these senses as possible.

#### VISUALISATION:

- 1 Instruct learners to close their eyes and picture what they may see out of the window of a hospital ward. Give them a few minutes to think about it.
- 2 Then, with their eyes still closed, direct learners’ imagination using the following questions. (These questions are to help learners think – they are not discussion questions):
  - a **What do you see outside, and what do these things look like?** Do you see houses, or are there other buildings? What is the area around the building like – dust, grass or paving? What do the buildings around it look like? Are they large or small? Are there gardens and trees? Are there cultivated lands nearby or in the distance? Do you see a road, railway line, river or pathway? Do you see many people? What are they doing? Do you see animals? What are the animals doing? Is there anything outside that makes you imagine or remember what it tastes like? What would some of these things feel like to the touch?

- b What sounds can be heard?** Is the street noisy or silent? Do you hear the sound of machinery, people’s voices, laughter, motor vehicles, etc.? Are these pleasant or irritating sounds?
- c Do any smells come in from outside?** What does it smell like when the hospital food is being cooked? Can you imagine what this food would taste like? Do the drains and toilet smell? Does it smell different in the rain? Can you smell flowers outside? Smoke? Animals? Car fumes? Dust? The sea?

**WRITING:**

- 1 Instruct learners to open their eyes.
- 2 Explain that now learners will write about the place they pictured when their eyes were closed.
- 3 Draw the following template on the chalkboard:

Sight	Sound
Smell	Touch

- 4 Explain that learners will fill in each of these sections by writing down as many words/phrases /sentences as they can in each one describing the place they pictured when their eyes were closed. (NOTE: Please refer to the example table we have included in the ‘Sample for the Teacher’ section below, to see what this looks like when it’s filled in.)
- 5 Instruct learners to take out their exercise books.
- 6 Instruct learners to divide a page in their notebook into four sections and write the following headings at the top of each one: Sight, Sound, Smell and Touch.
- 7 This is a plan so they do not need to write in full sentences. If they don’t know the words in English, they can write things down in their home language, and then use dictionaries to translate them into English afterwards or for homework.
- 8 Remind them how important it is to use sentences that show rather than tell.
- 9 Give learners time to write.
- 10 Instruct learners to finish their tables for homework if needed.

**D. TRANSFORM ‘TELLING’ SENTENCES INTO ‘SHOWING’ SENTENCES**

- 1 Instruct learners to copy down each sentence from the table into their notebooks, leaving three or four empty lines under each one. Their work could look like this:

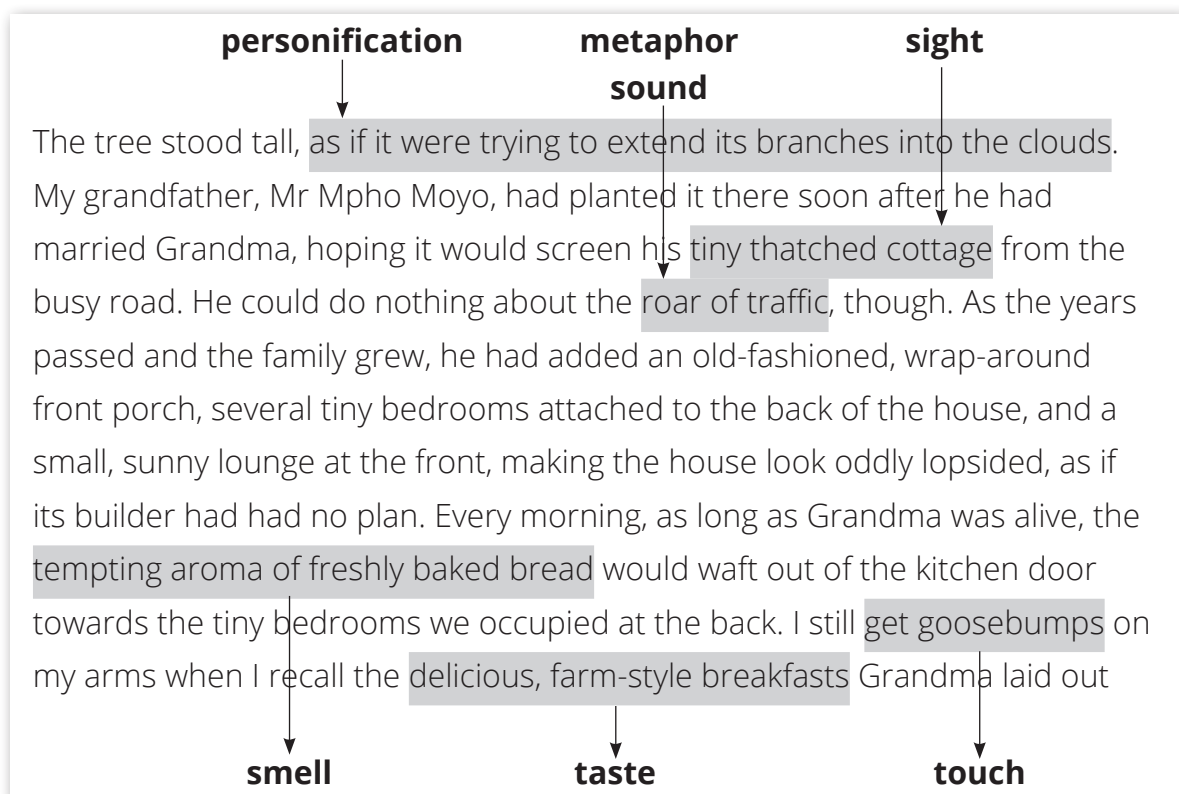
Telling sentence	1.
Showing sentence	1.
Telling sentence	2.
Showing sentence	2.



- 2 If they don't have full sentences in the table (but only words or phrases), they must now turn those words and phrases into full sentences.
- 3 Under each sentence, they must rewrite it as a 'showing sentence'. This means that they must rewrite it in such a way that they are *showing* the reader exactly what they are seeing/hearing/smelling/feeling/tasting.
- 4 These 'showing sentences' must be as specific and vivid as possible. (NOTE: Please refer to the example table we have included in the 'Sample for the Teacher' section below, to see what this looks like when it's filled in.)
- 5 Explain that learners will need to include at least two showing sentences in their final essays. They may finish writing showing sentences for homework if necessary.

### SAMPLE FOR TEACHER

#### SAMPLE OF PARAGRAPH AS A MENTOR TEXT



**SAMPLE COMPLETED PLANNING TABLE**

<b>Sight</b>	<b>Sound</b>
<p>Tiny ward window</p> <p>Gardenia tree near window</p> <p>Magnificent bougainvillea hedge with blossoms.</p> <p>Butterflies hover around blossoms.</p> <p>Elegant palm tree near gate.</p> <p>Bees attracted to dates on palm tree.</p> <p>Monkeys climb up to reach dates.</p> <p>Untarred road now covered in gravel.</p> <p>Hope for shiny new tar road with white and yellow lines.</p>	<p>Swish of palm fronds.</p> <p>Buzzing of bees attracted to dates on palm tree.</p>
<b>Smell</b>	<b>Touch</b>
<p>Fragrance of gardenias.</p>	<p>Coarse gravel on road.</p> <p>Slushy road after rains.</p>

**SAMPLE 'SHOWING' SENTENCES FROM 'TELLING' SENTENCES**

Telling sentence	<b>1</b> Main road: lots of different smells.
Showing sentence	Sharp exhaust fumes mix with the smell of boerewors rolls being sold on the corner.
Telling sentence	<b>2</b> It's noisy on the main road.
Showing sentence	All day and late into the night taxis hoot, a continuous stream of angry noise.
Telling Sentence	<b>3</b> It's hot outside, but the trees on the pavement give shade.
Showing Sentence	...tall trees drape the passersby in cool green shade even in the burning midday sun.

### 3. Drafting

#### INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- Essay must be 150–200 words long.
- Describe the view from window of the hospital ward.
- Use at least two ‘showing’ sentences.
- Use at least three senses.
- Use figurative language where appropriate.

#### INSTRUCTIONS

##### STRUCTURE YOUR WORK

- 1 Settle learners so that you have their attention and instruct them to take out their exercise books and find their completed planning tables.
- 2 Explain to learners that – just like a house or building – every essay needs a structure. The structure of an essay is the order of the paragraphs.
- 3 Explain that the structure is sometimes difficult to work out for a descriptive essay, because there is no plot: there are no events or actions. Instead, they must choose which order to describe things in.
- 4 Explain that for this essay, each paragraph of the essay will describe a different thing that they see, smell or hear outside their ward. For example, they can have four paragraphs describing:
  - The trees/flowers/gardens outside
  - the other buildings
  - the people/patients/queues outside
  - the road beyond the fence
- 5 Learners must look at their planning tables and choose three or four different parts of the place they want to describe. Each of these will become a paragraph.
- 6 Explain that they must write a list of these parts in an order that makes sense. A useful way to order their list could be to start with what is closest to the window (e.g. other buildings or a garden), and then move further away (e.g. the wall/fence, the road or field beyond).
- 7 Give learners 5 minutes to create their lists.
- 8 As learners write, walk around the room to assist learners who are struggling with the language or struggling to stay on task.
- 9 Call learners back together.
- 10 Ask for a few volunteers to share their lists so that you know they have created useable lists.

### **WRITING THE TOPIC SENTENCE FOR EACH PARAGRAPH**

- 1** Explain to the learners that every paragraph has a main sentence, called a topic sentence. This topic sentence is like a summary of the whole paragraph. It could be anywhere in the paragraph, but it is usually the first or second sentence. If you read the topic sentence, you will know what the whole paragraph will be about. The other sentences in the paragraph are details, explanations and further elaboration on the topic sentence.
- 2** For example, a paragraph about a forest might have the topic sentence: ‘There is a forest on the hill.’ or a paragraph about a road might have the topic sentence: ‘There is a road that runs behind the factory.’
- 3** Instruct learners to come up with the topic sentence for each one of their paragraph topics on their lists. This should be one sentence that describes, in a clear and simple way, what the focus of the paragraph will be.
- 4** Give learners ten minutes to write their three to five topic sentences. Walk around the room to assist struggling learners.
- 5** Ask a few learners to share their topic sentences with the class.

### **HOMEWORK: WRITE THE REST OF THE ESSAY**

- 1** Instruct learners to take home these topic sentences, their planning tables and their showing sentences, and use all of that information to finish each paragraph for homework.
- 2** Explain that they must finish each paragraph by adding ‘showing sentences’ to each topic sentence.
- 3** These ‘showing sentences’ must describe the same part of the place as the topic sentence in the same paragraph. They must elaborate on the topic sentence. In other words, they must go into more detail, using as many senses as possible.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context <b>30 MARKS</b>	<b>28-30</b> <ul style="list-style-type: none"> <li>Outstanding/Striking response beyond normal expectations</li> <li>Intelligent, thought-provoking and mature ideas</li> <li>Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>22-24</b> <ul style="list-style-type: none"> <li>Very well-crafted response</li> <li>Fully relevant and interesting ideas with evidence of maturity</li> <li>Very well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>16-18</b> <ul style="list-style-type: none"> <li>Satisfactory response</li> <li>Ideas are reasonably coherent and convincing</li> <li>Reasonably organised and coherent, including introduction, body and conclusion/ending</li> </ul>	<b>10-12</b> <ul style="list-style-type: none"> <li>Inconsistently coherent response</li> <li>Unclear ideas and unoriginal</li> <li>Little evidence of organisation and coherence</li> </ul>	<b>4-6</b> <ul style="list-style-type: none"> <li>Totally irrelevant response</li> <li>Confused and unfocused ideas</li> <li>Vague and repetitive</li> <li>Unorganised and incoherent</li> </ul>
	<b>25-27</b> <ul style="list-style-type: none"> <li>Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>Mature and intelligent ideas</li> <li>Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>19-21</b> <ul style="list-style-type: none"> <li>Well-crafted response</li> <li>Relevant and interesting ideas</li> <li>Well organised and coherent (connected), including introduction, body and conclusion</li> </ul>	<b>13-15</b> <ul style="list-style-type: none"> <li>Satisfactory response but some lapses in clarity</li> <li>Ideas are fairly coherent and convincing</li> <li>Some degree of organisation and coherence, including introduction, body and conclusion</li> </ul>	<b>7-9</b> <ul style="list-style-type: none"> <li>Largely irrelevant response</li> <li>Ideas tend to be disconnected and confusing</li> <li>Hardly any evidence of organisation and coherence</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>No attempt to respond to the topic</li> <li>Completely irrelevant and inappropriate</li> <li>Unfocused and muddled</li> </ul>
	<b>Upper level</b>				
	<b>Lower level</b>				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling <b>15 MARKS</b>	<b>14-15</b> <ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>• Language confident, exceptionally impressive</li> <li>• Compelling and rhetorically effective in tone</li> <li>• Virtually error-free in grammar and spelling</li> <li>• Very skilfully crafted</li> </ul>	<b>11-12</b> <ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>• Language is effective and a consistently appropriate tone is used</li> <li>• Largely error-free in grammar and spelling</li> <li>• Very well crafted</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>• Appropriate use of language to convey meaning</li> <li>• Tone is appropriate</li> <li>• Rhetorical devices used to enhance content</li> </ul>	<b>5-6</b> <ul style="list-style-type: none"> <li>• Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>• Very basic use of language</li> <li>• Tone and diction are inappropriate</li> <li>• Very limited vocabulary</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>• Language incomprehensible</li> <li>• Tone, register, style and vocabulary not appropriate to purpose, audience and context</li> <li>• Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
	<b>Upper level</b>	<b>10</b> <ul style="list-style-type: none"> <li>• Language engaging and generally effective</li> <li>• Appropriate and effective tone</li> <li>• Few errors in grammar and spelling</li> <li>• Well crafted</li> </ul>	<b>7</b> <ul style="list-style-type: none"> <li>• Adequate use of language with some inconsistencies</li> <li>• Tone generally appropriate and limited use of rhetorical devices</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>• Inadequate use of language</li> <li>• Little or no variety in sentence</li> <li>• Exceptionally limited vocabulary</li> </ul>	
<b>STRUCTURE</b> Features of text; Paragraph development and sentence construction <b>5 MARKS</b>	<b>5</b> <ul style="list-style-type: none"> <li>• Excellent development of topic</li> <li>• Exceptional detail</li> <li>• Sentences, paragraphs exceptionally well-constructed</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>• Logical development of details</li> <li>• Coherent</li> <li>• Sentences, paragraphs logical, varied</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>• Relevant details developed</li> <li>• Sentences, paragraphs well-constructed</li> <li>• Essay still makes sense</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Some valid points</li> <li>• Sentences and paragraphs faulty</li> <li>• Essay still makes some sense</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Necessary points lacking</li> <li>• Sentences and paragraphs faulty</li> <li>• Essay lacks sense</li> </ul>
	<b>Lower level</b>	<b>13</b> <ul style="list-style-type: none"> <li>• Language excellent and rhetorically effective in tone</li> <li>• Virtually error-free in grammar and spelling</li> <li>• Skilfully crafted</li> </ul>			

## 4. Editing

### STRATEGY

Peer-edit and self-edit

### INSTRUCTIONS FOR EDITING

- 1 Explain to the learners that today, they will use peer-editing: they will help each other to improve their descriptive writing.
- 2 Instruct learners to take out their exercise books and swap books with the person next to them.
- 3 Instruct learners to read their partner's work at the same time in silence. As they read, they must look for the following:
  - Structure: Has the information been grouped correctly into paragraphs? All the sentences in one paragraph must be related by describing the same part of the place that their essay is about.
  - Have the paragraphs been written in an order that makes sense?
  - Has their partner described the place using as many senses as possible?
  - Has their partner used as many 'showing sentences' as possible?
- 4 Wherever they find writing that they think could be improved, they must underline it, circle it or make a note of it in pencil on the page. Both partners do this silently at the same time.
- 5 Taking turns, they must share their ideas with their partners about how to improve the writing.
- 6 As learners work, walk around the room to help pairs that are struggling.

### USING THE CHECKLIST

- 1 While they are working, write the checklist (which appears in the next section below) on the board, or hand out copies if you have access to a photocopy machine.
- 2 Instruct learners to copy it down and go through the checklist at home.
- 3 If they find that they cannot answer 'yes' to any of the questions on the list, then they can edit their work to improve it.

### EDITING CHECKLIST

- 1 Does each paragraph describe one part or aspect of the place?
- 2 Do the paragraphs appear in an order that makes sense?
- 3 Have you described this place using as many senses as possible?
- 4 Have you used 'showing sentences' instead of 'telling sentences'?
- 5 Do all your sentences start with capital letters and end with full stops?
- 6 Have you checked that your spelling is correct?
- 7 Have you checked that every sentence has at least a subject and a verb?
- 8 Have you been creative and used your imagination?

- 9 Have you used words to paint a vivid picture of the place, so that the reader can imagine it exactly as you remember it?

## 5. Presenting

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### **PUBLISHING REQUIREMENTS**

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the words ‘Descriptive Essay’ and the title of the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words ‘Word count’ followed by the number of words in their essay.
- 5 If they want to illustrate their essay by drawing a picture of the place they have described they can, but it is not a requirement.
- 6 Publishing can be assigned as homework.

### **PRESENTING STRATEGY**

Turn and Talk and Wall Display

### **PRESENTING INSTRUCTIONS**

- 1 Put learners into new pairs. They must not have the same partners that peer-edited their work.
- 2 Tell them either to read their essay to their partner, or let their partner read it silently.
- 3 Instruct them to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 4 Ask for a few volunteers to read their essays to the class.
- 5 Applaud each learner after they have read their work.
- 6 Praise the class on the process of writing, and remind them that the only way to write well is to follow a thorough planning, drafting and editing process.



**COMPLETED EXAMPLE****DESCRIPTIVE ESSAY****When I look out the window...**

I am fortunate that my bed in the hospital ward is close to a tiny window that gives me a view outside.

A small gardenia tree grows not far from my window. The irresistible fragrance of the snow-white gardenias often fills my room, especially when it is warm.

There is a magnificent bougainvillea hedge around this section. The hedge is a riot of flowing green stems bearing gigantic, colourful clusters of blossoms at their ends. On a sunny day butterflies hover happily over the blossoms or flutter by.

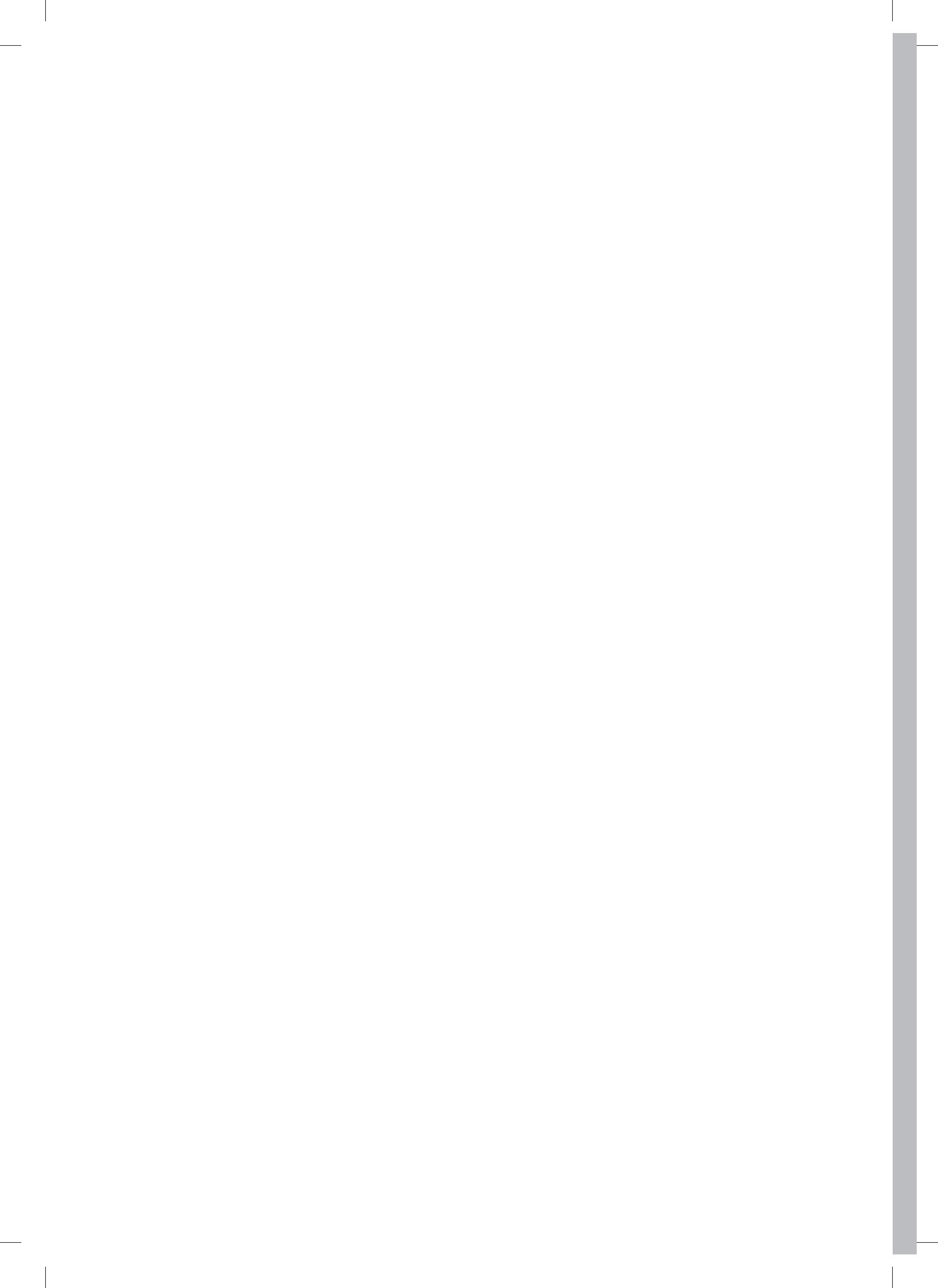
An elegant palm tree stands proudly near the ancient wooden gate. Its dark green fronds swish in the gentle breeze. Bees buzz busily around the palm tree because it now bears dates. A troop of velvet-faced vagabond monkeys reaches the dates in a few seconds, but the bees force them to clamber hurriedly down again.

Beyond the hedge is the narrow, untarred road. The municipality put down a layer of coarse grey gravel after the torrential rains turned the road into a treacherous slush. I hope that some day soon this road will be covered in new, shiny black tar, and have white and yellow lines on it too.

Word count: 197

**Mark: 40/50****TEACHER FEEDBACK**

Well done on a lovely piece of descriptive writing. The structure works well, as you go from the room to the outside of the house, as if the reader is moving with you. I really enjoyed the way you used the senses of sight (especially the bougainvillea blossoms and butterflies), smell (the fragrant gardenias) and sound (the swishing palm fronds and the bees buzzing). You have done a good job of constructing many 'showing sentences,' rather than 'telling sentences.' I think you could have done more with the image of the monkeys being chased by the bees. Well done.



# **The African Dustbin**

**Writing and  
presenting**

# **CYCLE 2**

# Writing and presenting

## Discursive essay

### Topic:

In ‘The African Dustbin’, Victor C.D. Mtubani presents a very critical view of Europeans who dump toxic waste in African countries as the laws in Europe prevent such dumping in European countries, rivers and seas. The play shows us some of the suffering that is caused when toxic waste is dumped. Toxic waste disposal is a very controversial topic. This means that people have strong views both for and against the dumping of toxic waste, and there is a lot of argument about it. Should toxic waste be dumped in African countries? Write a discursive essay in which you discuss the arguments for and against the dumping of toxic waste in African countries. You may choose a side at the end if you wish, but it is not essential.

(NOTE: This is not an essay about the story of ‘The African Dustbin’, and you must not refer to the story. Rather, focus on arguments and supporting evidence for and against the practice of dumping toxic waste from European countries in Africa. You will find some arguments on this issue in Scene 1 of the play. Read the arguments that take place during the meeting of the Board of the United European Chemical Company.)

### Length of task

150–200 words

### CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Discussion / Discursive Essay	To present arguments from differing viewpoints	Statement of the issue; may preview main arguments, e.g. <i>The issue of whether or not we should wear school uniforms is very important. There are good reasons for both...</i> Arguments for, plus supporting evidence Arguments against, plus supporting evidence Conclusion – summary/ recommendation	Simple present tense Generic participants, e.g. schools, uniforms, students Reason, cause and effect, concessive conjunctions/ logical connectors, e.g. <i>therefore, however, so</i> Movement from generic to the specific

## Introduction

Tell learners that today they are going to write a discursive essay. The essay will be linked to the drama, 'The African Dustbin.' In this essay, learners will discuss the good things and the bad things about dumping toxic waste in African countries.

## Teach the genre

### PURPOSE:

The purpose of a discursive essay is to discuss a topic: to think about it in writing and to work out a meaningful position on the topic.

### HOW TO WRITE A DISCURSIVE ESSAY:

- The writer must consider arguments on all sides: both for and against the topic. This means that they must discuss ideas that suggest the topic is correct and ideas that suggest that the topic is wrong.
- All arguments must be supported by evidence: facts that back up what the writer is arguing.
- In the conclusion, learners can say which side they think is correct, but they don't have to.

## Teach selected text structures and language features

### Activity 1: Pair debates

#### INSTRUCTIONS:

- 1 Put learners into pairs.
- 2 Tell learners that each pair will have a 2-minute debate: each person will have 1 minute to convince their partner that they are right.
- 3 The topic is: should learners be allowed to carry cellphones to school?
- 4 Explain that in their 1 minute, they need to give as many reasons for their opinion as possible. Each reason is called an argument.

#### ROUND 1:

- 1 Instruct learners to start their debates.
- 2 After a minute tell the other partner that it is their turn.
- 3 After another minute call the class together again.

#### ROUND 2:

- 1 Explain that now they need to take the opposite position. E.g. if a learner argued that they should be allowed to carry cellphones to school, they now need to argue that they should not.
- 2 Give pairs another 2 minutes to debate; indicating when 1 minute is up.

**DISCUSSION:**

- 1 Call the class back together.
- 2 Ask for a few learners to share their experiences about what it was like to argue the other side.
- 3 Explain that the most important thing about discursive writing is that it doesn't only argue from one side.
- 4 A discursive essay examines the arguments on both sides of a topic.

**Activity 2: Read a Discursive Text**

**SHOULD LEARNERS BE ALLOWED TO CARRY CELLPHONES TO SCHOOL?**

Compared to all other inventions of the last 25 years, the cellphone has brought about the most change in our lives. While some argue that cellphones have brought about more harm than good, others believe there are more advantages to owning a cellphone than disadvantages. Should learners be allowed to carry their cellphones to school?

Those in favour of allowing learners to bring cellphones to school, state we live in dangerous times, so parents need to be in constant contact with their children. Furthermore, a learner with a smartphone can access the internet or an online dictionary whenever he or she needs to.

Those who argue against allowing learners to carry their cellphones to school say there is the danger of being attacked and robbed. They also state lessons are disrupted when a phone beeps in the classroom, and some learners may be so busy on their cellphones they do not pay attention in class. In addition, wealthier learners with expensive smartphones may make poorer learners feel inferior and lower the poorer learners' self-esteem.

**DISCUSSION**

- 1 Ask learners to summarise the arguments for and against cellphones at school from the article.

**Useful genre-related vocabulary**

<b>discuss, discussion, discursive</b>	talk about something, looking at the issue from all sides. Think about arguments for and against
<b>argument</b>	a reason to believe something
<b>evidence</b>	facts supporting an argument
<b>tone</b>	the way the writer feels about what they are writing
<b>register</b>	formal or informal language
<b>connectives</b>	phrases at the beginning of each paragraph that show how that paragraph is connect to the one before it, e.g. furthermore, however, on the other hand, nevertheless.

## 1. Setting the task

### SET THE TASK

Remind learners that in this lesson, they will learn how to write a discursive essay.

## 2. Planning

### PLANNING STRATEGY

- 1 Remind learners of the topic.
- 2 Compile arguments.
- 3 Use a writing frame.

### INSTRUCTIONS FOR PLANNING

#### A. REMIND LEARNERS OF THE TOPIC

**Topic:** In ‘The African Dustbin’, Victor C.D. Mtubani presents a very critical view of Europeans who dump toxic waste in African countries as the laws in Europe prevent such dumping in European countries, rivers and seas. The play shows us some of the suffering that is caused when toxic waste is dumped. Toxic waste disposal is a very controversial topic. This means that people have strong views both for and against the dumping of toxic waste, and there is a lot of argument about it. Should toxic waste be dumped in African countries? Write a discursive essay in which you discuss the arguments for and against the dumping of toxic waste in African countries. You may choose a side at the end if you wish, but it is not essential.

(NOTE: This is not an essay about the story of ‘The African Dustbin’, and you must not refer to the story. Rather, focus on arguments and supporting evidence for and against the practice of dumping toxic waste from European countries in Africa. You will find some arguments on this issue in Scene 1 of the play. Read the arguments that take place during the meeting of the Board of the United European Chemical Company.)

#### B. COMPILE ARGUMENTS

- 1 Explain that in order to construct a discursive essay, learners first need to come up with as many arguments as they can that are both ‘for’ and ‘against’ the dumping of toxic waste in African countries.
- 2 Draw the following table on the chalkboard:

<b>Should toxic waste be dumped in African countries?</b>	
<b>No</b>	<b>Yes</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

**MODELLING:**

- 1 Demonstrate to learners how to fill in the table on the board.
- 2 Explain that learners may use the text to help them come up with ideas.
- 3 Instruct learners to open to page 2 of the play. Read out Haber’s words in the opening lines on this page: ‘Mr Chairman...and economical.’
- 4 Ask learners whether Haber presents an argument ‘for’ or ‘against’ toxic dumping. (Answer: for)
- 5 Write this reason in the ‘yes’ column: write one reason why toxic waste should be dumped in an African country. E.g. it saves companies that produce toxic waste a lot of money.

**JOINT ACTIVITY:**

- 1 Explain that learners may also come up with their own ideas for and against toxic waste dumping in Africa.
- 2 Ask for a volunteer to come up to the board.
- 3 Ask them to add a reason to the ‘no’ column. E.g. it can cause serious illnesses and death in a large area around the dumpsite.
- 4 If the learners struggle, assist them.

**INDEPENDENT WORK:**

- 1 Instruct learners to copy the table into their notebooks. Learners may copy the points that have been written already.
- 2 Instruct learners to continue to scan through Scene 1 of the play for arguments ‘for’ and ‘against’ the dumping of toxic waste in African countries.
- 3 Give them some time to fill in as many arguments ‘for’ and ‘against’ as possible. They may use the book for ideas. They may also think of their own ideas.
- 4 Walk around as learners work and assist those who need help.

**DISCUSSION:**

- 1 Call the class back together.
- 2 Ask for a few volunteers to share their arguments with the class.
- 3 Help them to improve their arguments. (Refer to the table in the ‘Sample for teacher’ section below for some ideas)



**C. USE A WRITING FRAME****GETTING READY:**

- 1 Before the lesson begins, place blank writing frame templates on each desk.
- 2 You will find the frame in the 'Sample for the Teacher' section below. (If you don't have access to a photocopier machine, draw it on the chalkboard and instruct your learners to quickly copy it into their notebooks once they arrive.)

**INTRODUCTION:**

- 1 Explain that a 'writing frame' is a template that they can fill in during their planning stage.
- 2 Explain that first you will show learners how to use this writing frame.

**MODELLING: DEMONSTRATE HOW TO FILL IN A WRITING FRAME**

- 1 Point out that the writing frame template contains the topic and 6 empty boxes: 1 for the introduction, 4 for the body of the essay and 1 for the conclusion.
- 2 Draw their attention to the introduction box.
- 3 Read the first writing prompt: 'Toxic waste is...'
- 4 Explain that they are expected to complete the sentence by providing a definition for the term 'toxic waste.'
- 5 Demonstrate by writing a definition on the board, like: Toxic waste is any material that is left over after some chemical or industrial process and is harmful to the environment and to all forms of life in the area.
- 6 Explain that introductions also often have useful background information.
- 7 After the definition, add the following sentence, as an example of background information: There have been several cases, in different parts of the world, of people becoming seriously ill and dying after being exposed to toxic waste.

**JOINT ACTIVITY: DO THE ACTIVITY TOGETHER WITH A LEARNER**

- 1 Read the second prompt in the introduction: 'This topic is controversial because...'
- 2 Explain that they need to work out how to complete this sentence.
- 3 Ask for a volunteer to come up to the board to help you complete it.
- 4 Let the learner make the decision, but step in to guide them if they go wrong.

**INDEPENDENT WORK: FILL IN THE WRITING FRAME**

- 1 Ask learners to look at the next 4 boxes.
- 2 Explain that these 4 boxes will help them to write the 4 paragraphs that will make up the body of their essays.
- 3 Point out that the first two boxes require arguments 'for' the dumping of toxic waste in African countries, and the next two require arguments 'against' such dumping.
- 4 Explain that they will need to choose from their lists of reasons in their notebooks to fill in their 2 strongest reasons that support the dumping, and 2 strongest reasons against the dumping.
- 5 Then they will need to fill in the last box on the frame: the conclusion. This box should summarise the four arguments. If they want to, they can state which side they think is stronger, i.e. whether they think that toxic waste should be dumped in an African country or not.

- 6 Give learners time to fill in these 5 boxes.
- 7 Walk around the room and assist learners who are struggling to stay on task.
- 8 Instruct learners to complete the writing frame for homework.

**SAMPLE FOR TEACHER**

**SAMPLE COMPLETED 'FOR' AND 'AGAINST' LIST**

<b>Should toxic waste be dumped in an African country?</b>	
<b>No</b>	<b>Yes</b>
<b>1</b> It causes illness and death to people and animals, and also damages the environment.	<b>1</b> It brings in much-needed money which can be used to solve problems in a country. The money can help people!
<b>2</b> African countries often lack the expertise/equipment needed to deal with the handling and storage of toxic waste.	<b>2</b> It saves companies a lot of money. It is good for business and economies.
<b>3</b> Many African countries do not have the infrastructure or money to cope with a huge national crisis such as one that will result from the dumping of toxic waste.	<b>3</b> It is very easy to get governments in Africa to agree to accept the waste because they can earn some money from it.
<b>4</b> People often live in rural areas, where there is not adequate healthcare. They will not be able to seek help easily if they become sick.	<b>4</b> The laws in Europe prevent the dumping of toxic waste in European countries, rivers and seas.

**BLANK TEMPLATE FOR LEARNERS**

**TOPIC**

Should toxic waste be dumped in African countries? Write a discursive essay in which you discuss the arguments for and against the dumping of toxic waste in African countries. You may choose a side at the end if you wish, but it is not essential.

Toxic waste is

This is a controversial issue because

Some people think toxic waste should be dumped in African countries because

Furthermore, supporters of dumping toxic waste in Africa believe

On the other hand, many people do not support dumping toxic waste in African countries. This is because

Another reason for not supporting the dumping of toxic waste in Africa is that

In conclusion

### SAMPLE COMPLETED WRITING FRAME

#### TOPIC

Should toxic waste be dumped in African countries? Write a discursive essay in which you discuss the arguments for and against the dumping of toxic waste in African countries. You may choose a side at the end if you wish, but it is not essential.

**Toxic waste is** material left over after chemical or industrial processes, and is harmful to the environment and all forms of life. In different parts of the world, people have become seriously ill and have died after exposure to toxic waste. **This is a controversial issue** because people often disagree about dumping toxic waste.

**Some people think toxic waste should be dumped in African countries because** it brings in much-needed revenue:

- European companies will pay governments to accept waste.
- Many countries are struggling with poverty, drought, HIV/AIDS and unemployment.
- African governments can use the money to help people.

**Furthermore, supporters of dumping toxic waste in Africa believe**

- Companies will save a lot of money.
- Dealing with waste in appropriate ways is far more expensive.

**On the other hand, many people do not support dumping toxic waste in African countries. This is because** it causes suffering, loss of life and damage to the environment.

**Another reason for not supporting the dumping of toxic waste in Africa is that** most countries lack the technical expertise to properly handle and store toxic waste.

**In conclusion,**

- Too much suffering.
- It should be stopped immediately.

### 3. Drafting

#### INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final essays. Explain that they must remember the following criteria when drafting their writing:

- 1 This essay must be 150–200 words. The word count must appear at the bottom.
- 2 They must present the arguments on both sides of the discussion.
- 3 Each argument must be backed up with evidence, i.e. facts that support it.
- 4 Language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.
- 6 Every paragraph in the body of the essay must have a topic sentence.

#### INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page. On the top of the page, they must write the date and the heading ‘Discursive Essay’.
- 2 Instruct learners to copy the information from their writing frames into their notebooks, turning each box into a paragraph.
- 3 The first paragraph must be an introduction that gives a definition of toxic waste and any relevant background information. It must introduce the idea that this is a controversial topic. However, they must not copy down the word ‘Introduction’. It was on the frames only to show them that the first paragraph of a discursive essay is always an introduction.
- 4 The first two paragraphs of the body must present two reasons for supporting the dumping of toxic waste in African countries; with evidence wherever possible.
- 5 The next two paragraphs of the body must present two reasons for not supporting the dumping of toxic waste in African countries; with evidence wherever possible.
- 6 They must still use the time connectives from the prompts (phrases like ‘Furthermore’ and ‘On the other hand.’) to help create a logical flow in the piece of writing.
- 7 They can add in ideas that did not appear on their writing frames. The information on the frame is simply a start, and they can add to it where needed.
- 8 The final paragraph must be a conclusion that does NOT introduce any new ideas. It can do one of two things. Either it can summarise the four arguments from the body, or it can say which side the writer supports.
- 9 Give learners time to write. Walk around the room to assist struggling learners.
- 10 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate	
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context <b>30 MARKS</b>	<b>28-30</b> <ul style="list-style-type: none"> <li>Outstanding/Striking response beyond normal expectations</li> <li>Intelligent, thought-provoking and mature ideas</li> <li>Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>22-24</b> <ul style="list-style-type: none"> <li>Very well-crafted response</li> <li>Fully relevant and interesting ideas with evidence of maturity</li> <li>Very well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>16-18</b> <ul style="list-style-type: none"> <li>Satisfactory response</li> <li>Ideas are reasonably coherent and convincing</li> <li>Reasonably organised and coherent, including introduction, body and conclusion/ending</li> </ul>	<b>10-12</b> <ul style="list-style-type: none"> <li>Inconsistently coherent response</li> <li>Unclear ideas and unoriginal</li> <li>Little evidence of organisation and coherence</li> </ul>	<b>4-6</b> <ul style="list-style-type: none"> <li>Totally irrelevant response</li> <li>Confused and unfocused ideas</li> <li>Vague and repetitive</li> <li>Unorganised and incoherent</li> </ul>	
	<b>Upper level</b>					
	<b>Lower level</b>		<b>25-27</b> <ul style="list-style-type: none"> <li>Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>Mature and intelligent ideas</li> <li>Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>13-15</b> <ul style="list-style-type: none"> <li>Satisfactory response but some lapses in clarity</li> <li>Ideas are fairly coherent and convincing</li> <li>Some degree of organisation and coherence, including introduction, body and conclusion</li> </ul>	<b>7-9</b> <ul style="list-style-type: none"> <li>Largely irrelevant response</li> <li>Ideas tend to be disconnected and confusing</li> <li>Hardly any evidence of organisation and coherence</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>No attempt to respond to the topic</li> <li>Completely irrelevant and inappropriate</li> <li>Unfocused and muddled</li> </ul>
			<b>19-21</b> <ul style="list-style-type: none"> <li>Well-crafted response</li> <li>Relevant and interesting ideas</li> <li>Well organised and coherent (connected), including introduction, body and conclusion</li> </ul>			

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling <b>15 MARKS</b>	<b>14-15</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Language confident, exceptionally impressive</li> <li>Compelling and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Very skilfully crafted</li> </ul>	<b>11-12</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Language is effective and a consistently appropriate tone is used</li> <li>Largely error-free in grammar and spelling</li> <li>Very well crafted</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Appropriate use of language to convey meaning</li> <li>Tone is appropriate</li> <li>Rhetorical devices used to enhance content</li> </ul>	<b>5-6</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Very basic use of language</li> <li>Tone and diction are inappropriate</li> <li>Very limited vocabulary</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>Language incomprehensible</li> <li>Tone, register, style and vocabulary not appropriate to purpose, audience and context</li> <li>Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
	<b>Upper level</b>	<b>10</b> <ul style="list-style-type: none"> <li>Language engaging and generally effective</li> <li>Appropriate and effective tone</li> <li>Few errors in grammar and spelling</li> <li>Well crafted</li> </ul>	<b>7</b> <ul style="list-style-type: none"> <li>Adequate use of language with some inconsistencies</li> <li>Tone generally appropriate and limited use of rhetorical devices</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Inadequate use of language</li> <li>Little or no variety in sentence</li> <li>Exceptionally limited vocabulary</li> </ul>	
<b>STRUCTURE</b> Features of text; Paragraph development and sentence construction <b>5 MARKS</b>	<b>13</b> <ul style="list-style-type: none"> <li>Language excellent and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Skilfully crafted</li> </ul>	<b>10</b> <ul style="list-style-type: none"> <li>Language engaging and generally effective</li> <li>Appropriate and effective tone</li> <li>Few errors in grammar and spelling</li> <li>Well crafted</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Relevant details developed</li> <li>Sentences, paragraphs well-constructed</li> <li>Essay still makes sense</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Some valid points</li> <li>Sentences and paragraphs faulty</li> <li>Essay still makes some sense</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Necessary points lacking</li> <li>Sentences and paragraphs faulty</li> <li>Essay lacks sense</li> </ul>
	<b>Lower level</b>	<b>5</b> <ul style="list-style-type: none"> <li>Excellent development of topic</li> <li>Exceptional detail</li> <li>Sentences, paragraphs exceptionally well-constructed</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Logical development of details</li> <li>Coherent</li> <li>Sentences, paragraphs logical, varied</li> </ul>		

## 4. Editing

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### STRATEGY

Self-edit

### INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work. Remind learners that all writers edit.
- 3 Instruct learners to copy the editing checklist on the next page into their notebooks.
- 4 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 5 Give learners time to edit their work. Walk around the room to assist learners who are struggling.
- 6 If you do not have time to edit in class, give them the checklist and ask them to edit at home.

### EDITING CHECKLIST

- 1 Does your essay start with an introduction?
- 2 Does the introduction provide a clear definition of toxic waste and provide relevant background information? Does it introduce the idea that the dumping of toxic waste in Africa is controversial?
- 3 Do the next two paragraphs contain two clear arguments in favour of the dumping of toxic waste in Africa, plus supporting evidence where possible?
- 4 Do the next two paragraphs of the body contain two clear arguments against the dumping of toxic waste in Africa, plus supporting evidence where possible?
- 5 Is the final paragraph a conclusion? Have you made sure that the conclusion does not contain new information? Either it can summarise the four arguments from the body or it can present your final opinion.
- 6 Do all your sentences start with capital letters and end with appropriate punctuation?
- 7 Have you checked that your spelling is correct?
- 8 Have you checked that every sentence has at least a subject and a verb?



## 5. Presenting

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### **PUBLISHING REQUIREMENTS**

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Discursive Essay' and their own title for the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay (not including the title).
- 5 Publishing can be assigned as homework.

### **PRESENTING STRATEGY**

Turn and Talk

### **PRESENTING INSTRUCTIONS**

- 1 Instruct learners to turn to the person next to them and read their essay out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

### COMPLETED EXAMPLE

#### DISCURSIVE ESSAY

### Should toxic waste be dumped in African countries?

Toxic waste is material left over after chemical or industrial processes, and is harmful to the environment and all forms of life. In different parts of the world, people have come seriously ill and have died after exposure to toxic waste. This is a controversial issue because people often disagree about dumping toxic waste.

Some people think toxic waste should be dumped in African countries because it brings in much-needed revenue. European companies are prepared to pay governments to accept their toxic waste. Most African countries are struggling to deal with poverty, drought, HIV/AIDS and unemployment; the revenue will certainly be useful.

Furthermore, supporters of dumping toxic waste in Africa believe their companies will save a lot of money. Dealing with their waste in appropriate ways is far more expensive than paying a country to allow dumping.

On the other hand, many people do not support dumping toxic waste in African countries. This is because it causes suffering, loss of life and damage to the environment.

Another reason for not supporting the dumping of toxic waste in Africa is that most countries lack the technical expertise to properly handle and store toxic waste.

In conclusion, although there is support for dumping toxic waste in Africa, evidence shows that it brings untold misery and death to citizens. It should be stopped immediately.

WORD COUNT: 219

**Mark: 43/50**

#### TEACHER FEEDBACK

A very well-structured essay. The introduction defines the concept of toxic waste quite well. Your arguments 'for' and 'against' are presented in a logical way. I can see that you used the writing frame well, as your essay has a clear 6-paragraph structure. You actually could have joined paragraphs 2 and 3, and paragraphs 4 and 5. That would have resulted in a 4-paragraph essay. In your conclusion you've taken a clear position. Your language is good. Be careful about going over the word limit though, as you can lose marks for this. Outstanding effort. Keep it up.

# **The African Dustbin**

**Writing and  
presenting**

**CYCLE 3**

# Writing and presenting

## Narrative Essay

### Topic:

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Hlezikahle resident, Mpho Moyo, is very seriously ill after coming into contact with toxic material. However, he refuses to go to the doctor or hospital, and prefers to continue working. His wife and son try to convince him to at least go to the doctor, but Moyo stubbornly refuses to do so. His family is particularly worried after learning about other Hlezikahle residents who are seriously ill in hospital. Write a narrative essay about the Moyo family's dilemma. Include some dialogue in your story.

(Remember that Moyo eventually collapses and has to be taken to hospital by ambulance.)

### Length of task

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150–200 words

### CAPS REFERENCE: pg. 39

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Text type	Purpose	Text Structure	Language Features
Narrative Essay	To entertain	Orientation that introduces characters and setting, e.g. <i>Once upon a time there was an old woman who lived with her son called Jack. They were very poor.</i> Events leading to a complication. eg. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> Resolution and ending: e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i>	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader e.g. adverbs, adjectives, images

### Introduction

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Tell learners that today they are going to write a narrative essay. The essay will be linked to the drama, 'The African Dustbin.' In this essay, the Moyo family deal with a family drama.

## Teach the genre

### PURPOSE:

A narrative essay is a story written to entertain the reader. Direct speech is used to show dialogue (a conversation between two people).

### How to write a narrative essay:

- 1 Learners must know how to create dialogue using the correct punctuation for direct speech.
- 2 Learners also need to know a variety of ways to indicate how a person is saying something (to shout, to whisper) and to use these verbs appropriately.
- 3 Learners need the skills to plan the structure of their essay. This includes learning how to use paragraphs, and choosing the correct style and register for the audience.

Ideas for teaching these skills are in the sections below.

## Teach selected text structures and language features

### Activity 1: Using direct speech

#### MODELLING

- 1 Settle learners so that you have their attention.
- 2 Tell the class that they will revise how to use punctuation in direct speech.
- 3 Remind learners that direct speech quotes the words of the speaker directly.
- 4 Emphasise that direct speech has two parts:
  - a The speech tag contains the name of the speaker, and a verb.
  - b The spoken words are enclosed by inverted commas (speech marks or quotation marks).
- 5 Write the following sentence on the board: Mpho said, "I don't need to see a doctor."
- 6 As you point out the following, underline or circle the item:
  - a The sentence starts with a capital letter.
  - b The speech tag is at the beginning of the sentence and contains the speaker's name (Mpho) and the introductory verb (said).
  - c A comma introduces the spoken words.
  - d The first word inside the inverted commas is capitalised.
  - e The spoken words are enclosed (surrounded) by inverted commas.
  - f The full stop at the end of the sentence is inside the second inverted comma.
- 7 Skip a line and write the following sentence on the board:  
"Have you heard about the other victims of the contamination?" asked Mrs Moyo.
- 8 As you point out the following, underline or circle the item:
  - a The spoken words are enclosed (surrounded) by inverted commas.

- b** The sentence starts with a capital letter and comes after the opening inverted commas.
  - c** The question mark at the end of Mrs Moyo’s sentence comes before the closing inverted commas.
  - d** The speech tag is at the end of the spoken words.
  - e** The whole sentence (not the direct speech) ends with a full stop.
- 9** Tell learners that each time a different character speaks, they must skip a line and then write what the next character says, just as you have done on the board.
- 10** Instruct learners to take out their exercise books and copy the two examples above. They must carefully highlight the items in the list above by using coloured pens or underlining or circling, for example:  
[Mpho said], “I don’t need to see a doctor.”  
[speech tag]  
(leave a line open)  
“Have you heard about the other victims of the contamination?” asked Mrs Moyo.  
[speech tag]  
(This is for reference, i.e. they can go back to the written example to see how the punctuation works.)
- 11** Explain to learners that these examples are the templates (examples to follow) for when they write any dialogue. They must make sure that they follow the format exactly.

## Activity 2: Provide learners with synonyms for ‘said’

### JOINT WORK

- 1** Explain that always using the verb ‘said’ in the speech tag is boring. Using a variety of verbs will give the reader a better idea of how the speaker is saying something.
- 2** Ask the class what the difference is between these two sentences:  
Dr Thebe said, “You’re always criticising me!”  
Dr Thebe shouted, “You’re always criticising me!”
- 3** Discuss this with learners.
- 4** Emphasise that the verb ‘shouted’ tells us HOW Dr Thebe said “You’re always criticising me!” Now we know that he said the words loudly, and with anger.
- 5** Ask the class what the difference is between these two sentences:  
“I want to go home,” said Mpho.  
“I want to go home,” whispered Mpho.
- 6** Listen to the learners’ responses.
- 7** Emphasise that the verb ‘whispered’ give us a better idea how the speaker brought across his message – softly, to show that he was feeling sad or scared.

### PAIR WORK

- 1** Explain that learners will brainstorm (think about) synonyms for the verb ‘said’.
- 2** Write the word **SAID** in the middle of the board.
- 3** Split learners into pairs.
- 4** Instruct learners to take out their exercise books.

- 5 Instruct pairs to make a list of alternatives for the word: 'said'.
- 6 Let the learners use a thesaurus to find even more alternatives.

### DISCUSSION

- 1 After 5–10 minutes, call learners back together.
- 2 Ask for volunteers to share a synonym they have found. Ask each learner who shares to demonstrate the verbs they have found, e.g. if the word is 'shout' they must shout the word.
- 3 Write the suggestions on the chalkboard. Some useful examples are:  
shouted, whispered, hissed, screamed, yelled, shrieked, promised, protested, laughed, muttered, announced, stated, mentioned, commented, noted, added, replied, asked, claimed, declared, answered, responded, told, exclaimed, stammered, snarled, stuttered, murmured, cried.
- 4 Instruct learners to copy the brainstorming activity into their exercise books. Explain that learners will need to use at least three synonyms for 'said' in their narrative essays.

#### Useful genre-related vocabulary

<b>narrative</b>	an entertaining story
<b>dialogue</b>	a conversation between two people
<b>character</b>	a person in a story
<b>first person</b>	written from the point of view of a character in the story ('I', 'we')
<b>third person</b>	written from the point of view of someone not in the story ('he', 'she', 'they'). Sometimes called <b>omniscient</b> (all-knowing) narration.
<b>setting</b>	where and when the action takes place
<b>plot</b>	what happens in the story

## 1. Setting the task

### SET THE TASK

- 1 Remind learners that in this lesson, they will learn how to write a narrative essay.

## 2. Planning

### PLANNING STRATEGY

- a Remind learners of the topic.
- b Teach learners to plan a narrative essay, using a planning table.

### INSTRUCTIONS FOR PLANNING

#### A. REMIND LEARNERS OF THE TOPIC

**Topic:** Hlezikahle resident, Mpho Moyo, is very seriously ill after coming into contact with toxic material. However, he refuses to go to the doctor or hospital, and prefers to

continue working. His wife and son try to convince him to at least go to the doctor, but Moyo stubbornly refuses to do so. His family is particularly worried after learning about other Hlezikahle residents who are seriously ill in hospital. Write a narrative essay about the Moyo family’s dilemma. Include some dialogue in your story.

(Remember that Moyo eventually collapses and has to be taken to hospital by ambulance.)

**B. USE A PLANNING TABLE**

**GETTING READY:**

**1** Before class begins, draw the following table template on the board:

TITLE	
CHARACTERS Who?	
SETTING Where and when?	
PLOT What? How? Why?	INTRODUCTION (BEGINNING)
	COMPLICATION (BODY)
	CONCLUSION/RESOLUTION (END)
DIALOGUE	
NARRATOR 1st or 3rd person?	

**INTRODUCTION:**

- 1** Settle learners so you have their attention.
- 2** Remind learners that we are preparing to write a narrative essay.
- 3** Explain that a narrative essay is like a story. We write narrative essays in order to entertain others.
- 4** In stories, writers use dialogue to make the characters feel real, so that the reader cares about what happens to the characters. Our narrative essays must include characters speaking to each other (dialogue).
- 5** Stories can be written in the first person (e.g. I went to the shop.) or the third person (e.g. He went to the shop.)
- 6** Narrative essays use the past tense.



- 7 Go through the blank planning table. Give learners guidelines as to what kind of information they must include in their table. Fill in the empty planning table in the following way as you explain:

**INSTRUCTIONS FOR PLANNING**

TITLE	Choose your own appropriate title
CHARACTERS	Mpho Moyo, Mrs Moyo, their son (give him a name)
SETTING	The Moyo's own house in Hlezikahle District. The time is evening.
PLOT	INTRODUCTION: <i>Who? Where? When?</i>
	BODY: Why are the Moyos arguing? How do the characters feel about each other? What does Mpho decide to do? What happens because of his decision?
	CONCLUSION/RESOLUTION: How does the story end? How do the son and wife feel about Moyo now?
DIALOGUE	Who will speak? What will they say to each other?
NARRATOR	The writer can be one of the characters in the story and write in the first person, as Mrs Moyo, for example, OR, learners can choose to write in the third person from an outsider's perspective (point of view). When the narrator is not in the story, this is called <b>omniscient</b> narration.

**INDEPENDENT WORK:**

- 1 Instruct learners to close their eyes and imagine the family in their house. Once their eyes are closed, ask learners to imagine: Where are the characters? How do they feel when they see each other? What do they talk about?
- 2 Instruct learners to take out their exercise books and turn to a clean double page. (This way the planning table and the paragraph table – which is used in the drafting section – will be next to each other.)
- 3 Instruct learners to copy the topic and the empty planning table (above) into their exercise books, leaving at least four lines for each line on the table.
- 4 Remind learners that when they fill in their own planning table:
  - a This is a plan so there is no need for full sentences yet.
  - b The development of the story is up to them.
  - c Ideas can be changed as they think and plan.

- 5 Now give learners time to fill in their own planning table quietly. As learners write, walk around the classroom to assist anyone who is struggling.
- 6 This task can be completed for homework. Learners must have a completed planning table before the drafting activity.

**SAMPLE FOR TEACHER**

**SAMPLE COMPLETED PLANNING TABLE**

(Each learner’s table should look different. This is just an example.)

TITLE	If only he had listened
CHARACTERS	Mr Mpho Moyo, Mrs Moyo, Phindo Moyo (son)
SETTING	One morning in the Moyo family home (lounge, near the front door); warm light inside and cold darkness outside.
PLOT	<p>INTRODUCTION:</p> <p>Mrs Moyo is trying to convince her husband that he is really sick and that his condition is worsening; she wants him to stay away from work and go to a doctor or to the hospital. Their son supports his mother’s views and offers to take Moyo to hospital.</p> <p>BODY:</p> <p>Moyo tries to convince them he is fine, and that he can manage at work. He goes to work.</p> <p>A co-worker comes to inform the family that Moyo has collapsed at work, and that he has been taken by ambulance to hospital.</p> <p>The family goes to hospital to find him seriously ill.</p> <p>He dies later.</p> <p>CONCLUSION:</p> <p>Family is distraught.</p> <p>They are angry that he had not listened to them.</p> <p>They are also angry with the people responsible for the dumping.</p>
DIALOGUE	<p>Mpho, Mrs Moyo and their son all argue with one another.</p> <p>Both Mrs Moyo and their son beg Mpho to go to a doctor. Mpho refuses.</p> <p>Mrs Moyo and the son get angry with Mpho.</p> <p>The co-worker informs Mrs Moyo that Mpho has collapsed and been taken to hospital.</p>
NARRATOR	Third person, omniscient

### 3. Drafting

#### INTRODUCE CRITERIA

Tell learners that now they will use their planning table to write a draft of their essay in the form of paragraphs. They must consider the following criteria:

- 1 Write 150–200 words.
- 2 Write in the past tense.
- 3 Use logical and coherent (understandable) paragraphs.
- 4 Include the information from the planning table.
- 5 Use some dialogue among the characters. Include correct punctuation and speech tags.
- 6 Skip a line after each speaker.
- 7 Use at least three appropriate synonyms for 'said' in your dialogue.
- 8 The dialogue can be informal but the diction (word choice) must be appropriate. The spelling must be accurate.

#### INSTRUCTIONS

##### GETTING READY:

- 1 Before class begins, copy the paragraph table onto the board:

##### PARAGRAPH TABLE:

	ORIENTATION (BEGINNING)
Paragraph One: Who? Where? When?	
	COMPLICATION (BODY)
Paragraph Two: What? How? Why?	
Paragraph Three, etc. What? How? Why?	
	CONCLUSION/RESOLUTION (END)
Last Paragraph: How does the story end?	

**PARAGRAPH PLANNING:**

- 1 Settle learners so that you have their attention.
- 2 Explain that now learners will use the information from their planning table to help them create a story.
- 3 Explain that the next step is to order the storyline into paragraphs. Remind learners that in a narrative essay, the paragraphs follow a chronological (time) order. This means that they go in order of what happened. A narrative essay has a beginning (orientation), middle (body) and end (conclusion).
- 4 Instruct learners to copy the paragraph table into their workbooks, on the page next to the planning table.
- 5 Explain that in order to fill in the paragraph table, learners must now think of the order of events in their stories.
- 6 Tell them they should think about how the argument develops naturally. For example, at the beginning of the essay, Moyo is probably at the front door, and his wife wants to know where and why he is going. Remind learners that this is a draft. They are allowed to change their minds and cross out sentences.
- 7 Tell learners that they should write at least four paragraphs.
- 8 Allow learners 30 minutes to complete the paragraph table.
- 9 While learners are organising their thoughts in their paragraph tables, walk around the classroom to answer any questions and give encouragement.

**HOMEWORK:**

- 1 Explain that learners now have everything they need to develop a complete, organised narrative essay.
- 2 Instruct learners to develop (expand by giving detail) the information from the table into written paragraphs.
- 3 Learners must come to class with a draft in paragraphs (not in a table format). This is the draft they will use for editing.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context <b>30 MARKS</b>	<b>28-30</b> <ul style="list-style-type: none"> <li>Outstanding/Striking response beyond normal expectations</li> <li>Intelligent, thought-provoking and mature ideas</li> <li>Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>22-24</b> <ul style="list-style-type: none"> <li>Very well-crafted response</li> <li>Fully relevant and interesting ideas with evidence of maturity</li> <li>Very well organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>16-18</b> <ul style="list-style-type: none"> <li>Satisfactory response</li> <li>Ideas are reasonably coherent and convincing</li> <li>Reasonably organised and coherent, including introduction, body and conclusion/ending</li> </ul>	<b>10-12</b> <ul style="list-style-type: none"> <li>Inconsistently coherent response</li> <li>Unclear ideas and unoriginal</li> <li>Little evidence of organisation and coherence</li> </ul>	<b>4-6</b> <ul style="list-style-type: none"> <li>Totally irrelevant response</li> <li>Confused and unfocused ideas</li> <li>Vague and repetitive</li> <li>Unorganised and incoherent</li> </ul>
	<b>25-27</b> <ul style="list-style-type: none"> <li>Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>Mature and intelligent ideas</li> <li>Skilfully organised and coherent (connected), including introduction, body and conclusion/ending</li> </ul>	<b>19-21</b> <ul style="list-style-type: none"> <li>Well-crafted response</li> <li>Relevant and interesting ideas</li> <li>Well organised and coherent (connected), including introduction, body and conclusion</li> </ul>	<b>13-15</b> <ul style="list-style-type: none"> <li>Satisfactory response but some lapses in clarity</li> <li>Ideas are fairly coherent and convincing</li> <li>Some degree of organisation and coherence, including introduction, body and conclusion</li> </ul>	<b>7-9</b> <ul style="list-style-type: none"> <li>Largely irrelevant response</li> <li>Ideas tend to be disconnected and confusing</li> <li>Hardly any evidence of organisation and coherence</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>No attempt to respond to the topic</li> <li>Completely irrelevant and inappropriate</li> <li>Unfocused and muddled</li> </ul>
	<b>Upper level</b>				
	<b>Lower level</b>				

**CYCLE 3**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling <b>15 MARKS</b>	<b>14-15</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Language confident, exceptionally impressive</li> <li>Compelling and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Very skilfully crafted</li> </ul>	<b>11-12</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Language is effective and a consistently appropriate tone is used</li> <li>Largely error-free in grammar and spelling</li> <li>Very well crafted</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Appropriate use of language to convey meaning</li> <li>Tone is appropriate</li> <li>Rhetorical devices used to enhance content</li> </ul>	<b>5-6</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Very basic use of language</li> <li>Tone and diction are inappropriate</li> <li>Very limited vocabulary</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>Language incomprehensible</li> <li>Tone, register, style and vocabulary not appropriate to purpose, audience and context</li> <li>Vocabulary limitations so extreme as to make comprehension impossible</li> </ul>
	<b>13</b> <ul style="list-style-type: none"> <li>Language excellent and rhetorically effective in tone</li> <li>Virtually error-free in grammar and spelling</li> <li>Skilfully crafted</li> </ul>	<b>10</b> <ul style="list-style-type: none"> <li>Language engaging and generally effective</li> <li>Appropriate and effective tone</li> <li>Few errors in grammar and spelling</li> <li>Well crafted</li> </ul>	<b>7</b> <ul style="list-style-type: none"> <li>Adequate use of language with some inconsistencies</li> <li>Tone generally appropriate and limited use of rhetorical devices</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Inadequate use of language</li> <li>Little or no variety in sentence</li> <li>Exceptionally limited vocabulary</li> </ul>	
<b>STRUCTURE</b> Features of text; Paragraph development and sentence construction <b>5 MARKS</b>	<b>5</b> <ul style="list-style-type: none"> <li>Excellent development of topic</li> <li>Exceptional detail</li> <li>Sentences, paragraphs exceptionally well-constructed</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Logical development of details</li> <li>Coherent</li> <li>Sentences, paragraphs logical, varied</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Relevant details developed</li> <li>Sentences, paragraphs well-constructed</li> <li>Essay still makes sense</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Some valid points</li> <li>Sentences and paragraphs faulty</li> <li>Essay still makes some sense</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Necessary points lacking</li> <li>Sentences and paragraphs faulty</li> <li>Essay lacks sense</li> </ul>

## 4. Editing

### STRATEGY

Peer-editing

### INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Settle the class so that you have their attention.
- 3 Explain to the learners that they will use peer-editing to improve their writing.
- 4 Instruct learners to take out their written drafts.
- 5 Instruct learners to copy the peer-editing checklist (below) into their exercise books on the next page.
- 6 Give learners 5 minutes to copy the peer-editing checklist.
- 7 Then, instruct learners to swap their exercise book with a neighbour.
- 8 Instruct learners to read the draft in front of them in silence.
- 9 Instruct learners to read their partner's essay and to check the following:
  - Has the writer used correct punctuation – especially for the direct speech?
  - Has the writer used at least three synonyms for 'said'?
- 10 Instruct learners to read the essay a second time, this time checking the following:
  - Does the story have a beginning (introduction), middle (complication) and end (conclusion/ resolution)?
  - Has the writer used at least four paragraphs?
- 11 Instruct learners to fill in the peer-editing checklist in their partner's book by ticking each item if it is included and has been done correctly. Explain that learners must try to think of how they can help their partner make their writing better.
- 12 When the learners are finished, they must hand back the draft to its writer.
- 13 Give learners 2–3 minutes for learners to read the notes their partner has given them.
- 14 Allow 5–10 minutes for learners to explain the suggested corrections to their partner.
- 15 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look very messy, as they will need to rewrite it for the final version.

### EDITING CHECKLIST

#### HAS MY PARTNER:

- 1 Included a title?
- 2 Written the story in the past tense?
- 3 Structured the story with a beginning, middle and end?
- 4 Used at least four paragraphs?
- 5 Used direct speech correctly?
- 6 Left an empty line each time a different character speaks?

- 7 Used at least three synonyms in place of ‘said’?
- 8 Started all sentences with capital letters and ended them with appropriate punctuation marks?
- 9 Used correct spelling?
- 10 Written down the correct number of words?

**ANSWER THESE QUESTIONS TO HELP YOUR PARTNER IMPROVE:**

- 1 One thing I like about this story is...
- 2 I am still wondering ...

## 5. Presenting

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### **PUBLISHING REQUIREMENTS**

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, and the heading ‘Narrative essay.’
- 3 They must write in paragraph (not table) form.
- 4 They must write neatly, leaving an empty line between paragraphs.
- 5 At the bottom of their essay they must write the words ‘Word count’ followed by the number of words in their essay.
- 6 Publishing can be given as homework.

### **PRESENTING STRATEGY**

Turn and talk

### **PRESENTING INSTRUCTIONS**

- 1 Explain that next, they will turn and talk with a partner about their own essays.
- 2 Split learners into pairs. They must not have the same partners who peer-edited their work.
- 3 Instruct learners to take turns reading their essay out loud to their partner.
- 4 Instruct the learner who is listening to come up with one compliment, i.e. they must tell their partner something they liked about the writing.
- 5 If time permits: Call learners back together.
- 6 Ask for a few volunteers to read their essays to the class.
- 7 Applaud each learner after they have read their work. Give each volunteer a compliment about their essay.
- 8 Praise the class on the process of writing, and remind them that the only way to write well is to follow a thorough planning, drafting and editing process.



**COMPLETED EXAMPLE****NARRATIVE ESSAY****If only he had listened**

Mrs Moyo's raised voice could be heard clearly in the houses on either side.

"Why don't you go to the doctor, Mpho? You are obviously very ill," she scolded her husband.

"I am just tired," replied Mpho as he walked to the door.

"Wait, Dad!" shouted their son Phindo from the kitchen. Phindo hurried into the tiny lounge.

"You can't go to work, Dad. Twenty people from our street are already in hospital, seriously ill."

"Don't worry, son," said Mpho.

Mpho's condition worsened. He began vomiting, and experienced difficulty breathing. He collapsed onto the floor and lay there, unconscious.

His close friend Danie informed the supervisor, who called the ambulance. Mpho was rushed to hospital. Later, Danie went to inform his wife about what had happened.

At the hospital, they found Mpho hooked up to many machines, gasping for breath. Mrs Moyo and Phindo knelt down at his bedside and prayed. A nurse asked them to wait outside.

Some time later, a nurse came out to tell them Mpho had passed away, and that he had come to them too late.

"If only he had listened," wailed Mrs Moyo.

"I want to find those who dumped that waste on our street," cried Phindo. They killed him."

Word count: 206

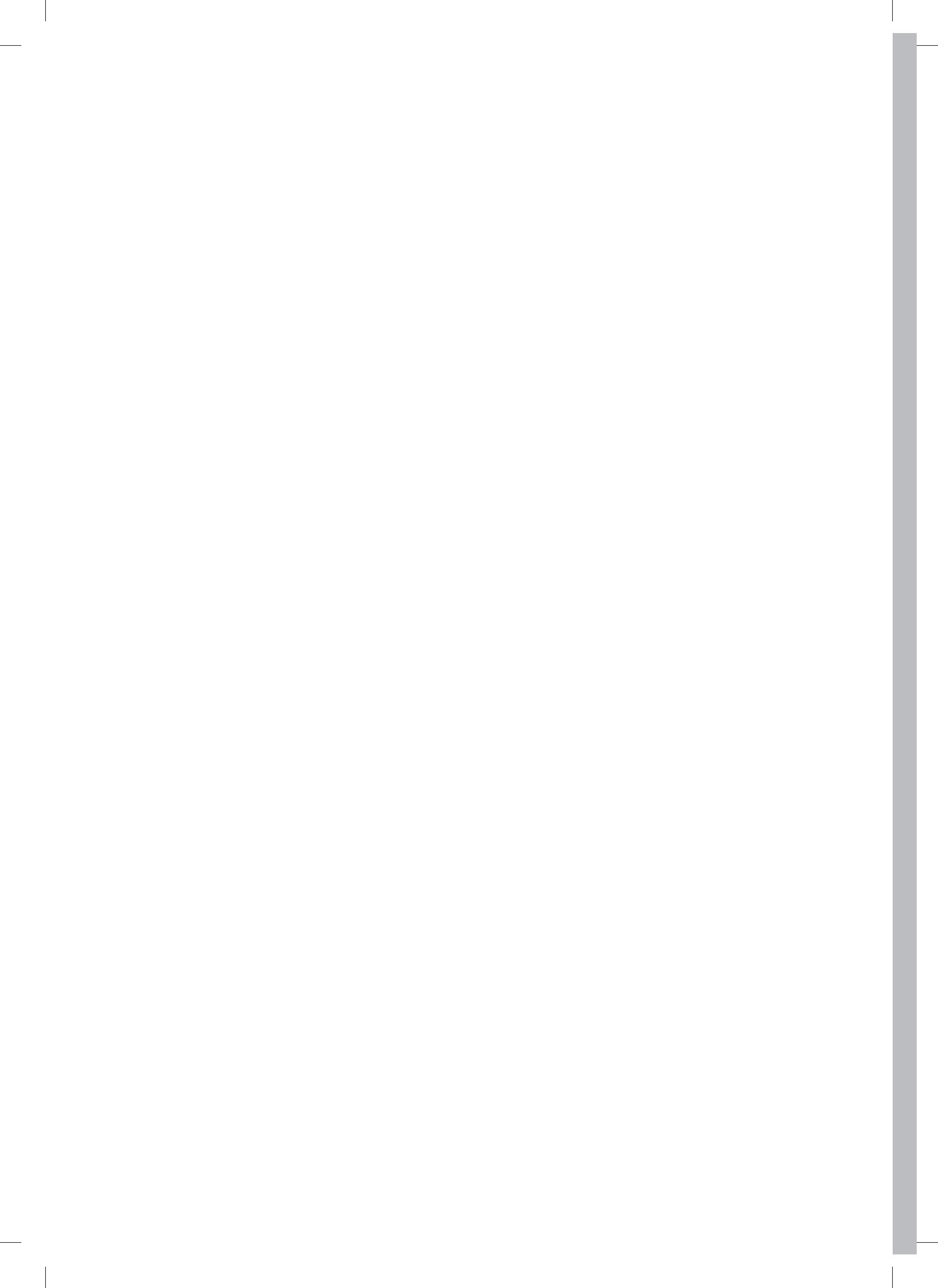
**Mark: 40/50**

**TEACHER FEEDBACK**

This essay is a good effort. You have stuck to the topic, and really made us feel Mrs Moyo's frustration and pain. It is also quite realistic, and you have an ear for dialogue – which means that you made the characters sound as if they really speak this way.

You could have started some of your direct speech with the speech tag instead of having all the dialogue in exactly the same format. However, you have used many different words as synonyms for 'said', and that is fantastic.

Well done on a fine essay! You should feel proud of this work.



# **The African Dustbin**

**Writing and  
presenting**

# **CYCLE 4**

# Writing and presenting

## Newspaper Article

### Topic:

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The play ‘The African Dustbin’ deals with the very serious issues of the dumping of toxic waste and environmental pollution. Imagine that you are a newspaper reporter who has to write a news article on the dumping of toxic waste in Hlezikahle District and the results of this dumping. The article will be published in a national newspaper.

### Length of task

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120–150 words

### CAPS REFERENCE: pg. 45

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Text type	Purpose	Text Structure	Language Features
Newspaper article (Longer transactional)	To inform, educate, enlighten and entertain the public	State facts briefly but accurately. Strive to communicate the essence without losing the reader. Give a succinct title and add a clear sub- title. Start with the most important facts: the who, what, how, when, where, why, and to what degree. Summarise accurately without slanting the truth.	Clear and concise language Written in third person. Can use an active or passive voice, depending on the focus and which is more engaging for the reader. Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.

### Introduction

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Tell learners that today they are going to write a newspaper article. The article will be linked to the drama, ‘The African Dustbin’. The news article will be about toxic dumping.

## Teach the genre

### PURPOSE:

Newspaper articles aim to inform readers about a newsworthy event. They give information about: what happened; when it happened; who was involved; where it happened and why it happened (the 'five Ws').

### HOW TO WRITE A NEWSPAPER ARTICLE:

- 1 A newspaper article must contain:
  - a headline
  - a blurb or subtitle
  - a byline: the author's name
  - a lead paragraph (which answers the 5 Ws)
  - elaboration
  - background information needed to understand the story.
- 2 Write from an objective point-of-view. Try to cover all sides of the story. Write in the third person. Do not include 'I', 'I think', 'I believe' or 'in my opinion'.
- 3 Use a matter-of-fact tone. Remain neutral and avoid emotion, dramatic language, figures of speech, adverbs and adjectives.
- 4 Use formal register: no abbreviations, contractions, colloquialisms or slang. Include direct quotations to support or 'back up' a story.

## Teach selected text structures and language features

### Activity 1: Learn about the format of newspaper articles

#### GETTING READY:

- 1 Photocopy the following notes at the top of the next page for learners. If you do not have access to a photocopy machine, these notes may be copied for learners, or they may be written on the board or on chart paper.
- 2 Photocopy the article entitled 'Hundreds affected by toxic waste' (below in the 'Sample for teacher's section'). If you do not have access to a photocopy machine, copy the article and notes in brackets onto the board.

#### INTRODUCTION:

- 1 Explain that all news articles are written using roughly the same format.
- 2 Go through the handout explaining the six sections, or (if you don't have access to a photocopy machine) get learners to copy it off the board.
- 3 Explain that learners' task today will be to identify the features/sections in the news article you have given them.

**PARTS OF A NEWSPAPER ARTICLE:**

- 1 **Headline:** The title. A short statement that grabs the reader’s attention. Full sentences are not necessary.
- 2 **Blurb:** Also known as a sub-title. Tells the reader what the article is about and appears directly below the headline.
- 3 **Byline:** ‘By....’ (the name of the writer of the article).
- 4 **Lead paragraph:** The first short paragraph that grabs the reader’s attention. It is the introduction and contains the most important information. It answers the five questions of journalism (the ‘five W’s.’):
  - What happened?
  - Who did it?
  - Where did it happen?
  - When did it happen?
  - Why did it happen?
- 5 **Elaboration:** One or more paragraph containing other details, including direct quotations from people involved in the event and witnesses.
- 6 **Background information:** One or more paragraphs containing background information, which might help readers to understand the story.

**PAIR WORK:**

- 1 Split learners into pairs.
- 2 Read the article aloud.
- 3 Instruct learners to answer the following questions in their pairs:
  - a Find and label the headline, blurb, byline, lead paragraph, elaboration and background information in the article. Label them on the article itself.
  - b Find and label any quotations used in the article.
  - c Whose point-of-view is the journalist writing from?
  - d What tone does the journalist use? (Is it emotional or matter-of-fact?)
  - e What register does the journalist use? (Is the writing formal or informal?)
- 4 As learners work, walk around and assist struggling learners.

**DISCUSSION:**

- 1 Call the class back together.
- 2 Ask learners to share their answers with the class.
- 3 Make sure they understand the following:
  - a Refer to the labeled article in the ‘Sample’ section below to see where the byline, blurb, lead paragraph, elaboration and background information are.
  - b Refer to the labeled article in the ‘Sample’ section below to see where there are quotations.
  - c The journalist is not writing from any one person’s point-of-view. For example, she is not writing from the point-of-view of the government officials or the doctors

at the hospital. She is also not writing from her own personal point of view. She is trying to be objective (not tell us her own opinion).

- d The journalist uses a matter-of-fact tone. This means she just presents the facts, without any emotion at all.
- e The journalist uses a fairly formal register. She does not sound like he is having a casual chat to a friend. She uses formal sentence structure and vocabulary.

### SAMPLE FOR TEACHER

#### SAMPLE 1 – NEWSPAPER ARTICLE:

## Hundreds affected by toxic waste

**Patient claims high-ranking government officials involved in illegal dumping**

*By Luyanda Gumede*

Over three hundred residents of Manaka have been admitted since Tuesday this week to the Manaka General Hospital, suffering from severe contamination. Doctors suspect they were exposed to polychlorobiphenyls (PCBs) leaking from drums illegally dumped in Manaka.

Dr Linda Grey, one of the doctors at the hospital, said, ‘The symptoms we have seen in these patients point to contamination by polychlorobiphenyls. We have sent blood samples to two laboratories. We expect the results by this afternoon.’

One of the patients, Gary Kapishe, said that he had seen trucks loaded with metal drums coming into the area a few weeks ago. ‘Two of our ministers were in a state car ahead of the trucks, and they supervised the off-loading of the drums near the river,’ he said.

PCBs are known to cause liver damage and cancer, and affect the functioning of the thyroid gland and the immune system.

Police are investigating.

**SAMPLE 2 – LABELLED NEWSPAPER ARTICLE:**

## **Hundreds affected by toxic waste** (HEADLINE)

**Patient claims high-ranking government officials involved in illegal dumping** (BLURB)

*By Luyanda Gumede* (BYLINE)

(LEAD PARAGRAPH) Over three hundred residents of Manaka have been admitted since Tuesday this week to the Manaka General Hospital, suffering from severe contamination. Doctors suspect they were exposed to polychlorobiphenyls (PCBs) leaking from drums illegally dumped in Manaka. (ANSWERS: WHAT, WHO, WHEN, WHERE, WHY)

(ELABORATION) Dr Linda Grey, one of the doctors at the hospital, said, ‘The symptoms we have seen in these patients point to contamination by polychlorobiphenyls. We have sent blood samples to two laboratories. We expect the results by this afternoon.’ (QUOTATION)

(ELABORATION) One of the patients, Gary Kapishe, said that he had seen trucks loaded with metal drums coming into the area a few weeks ago. ‘Two of our ministers were in a state car ahead of the trucks, and they supervised the off-loading of the drums near the river,’ he said. (QUOTATION)

(BACKGROUND INFORMATION) PCBs are known to cause liver damage and cancer, and affect the functioning of the thyroid gland and the immune system.

(ADDITIONAL INFORMATION) Police are investigating.

## **1. Setting the task**

### **SET THE TASK**

Learners will now write their own news articles.

## **2. Planning**

### **PLANNING STRATEGY**

- a** Remind learners of the topic.
- b** Use a planning table.

### **INSTRUCTIONS FOR PLANNING**

#### **A. REMIND LEARNERS OF THE TOPIC**

**Topic:** The play ‘The African Dustbin’ deals with the very serious issues of the dumping of toxic waste and environmental pollution. Imagine that you are a newspaper reporter who has to write a news article on the dumping of toxic waste in Hlezikahle District and the results of this dumping. The article will be published in a national newspaper.



**B. USE A PLANNING TABLE****GETTING READY:**

- 1 Draw a blank planning table on the board (example is below, in the ‘Sample for Teacher’ section).

**INTRODUCTION:**

- 1 Settle learners so that you have their attention.
- 2 Read the topic to learners.
- 3 Explain that today, learners will think about what content (information) will go in their articles. They will use the planning table to help them make sure they have all the information needed for a newspaper article.
- 4 Explain that learners must think about information from the text. They must imagine they are reporters like Nyathi who have to inform the public what happened in Hlezikahle District.
- 5 Read through the planning table with learners.

**MODELLING:**

- 1 Show learners how to fill in the first box of the planning table: What happened?
- 2 Explain that you will think about what you know from the text. Write down points in the first box of the planning table as you explain your thoughts, like:

What happened?

- Toxic waste was dumped at twelve different sites in Hlezikahle District
  - Over two hundred patients at Mpilwenhle Central Hospital show signs of contamination
  - Seems they came into contact with PCBs
  - Samples sent to laboratories to confirm suspicions; many patients with similar symptoms at other hospitals too.
- 3 Remind learners that this is just the planning stage, so they do not need to write in full sentences yet.

**JOINT ACTIVITY:**

- 1 Do an example together with learners.
- 2 Call one learner up to the front of the room. Ask the learner to fill in the second box of the planning table: Who did it?
- 3 The learner must fill information about who did it, like:
  - Who was involved?
  - The United European Chemical Company – name of the company on leaking drums
- 4 If the learner makes any mistakes/gives wrong information that is inaccurate, explain so that the whole class understands.

**PAIR WORK:**

Instruct learners to take out their exercise books and copy the topic and blank planning tables into their books. Learners may copy the information about ‘What happened?’ and ‘Who did it?’ Learners may add to this information as well.

Explain that learners will complete the rest of the table with a partner.

Remind learners that this is a planning activity – they do not need to write in full sentences.

**DISCUSSION:**

- 1 Call the class back together.
- 2 Discuss each line in the table. Write down key words/phrases on the board as you discuss. (You may reference the completed sample table below for some examples)

**HOMEWORK:**

Instruct learners to complete the planning table as homework if necessary. They will need it for the drafting activity.

**SAMPLE FOR TEACHER****BLANK PLANNING TABLE FOR LEARNERS**

<b>What happened?</b>
<b>Who was involved?</b>
<b>When did it happen?</b>
<b>Where did it happen?</b>
<b>Why did it happen?</b>
<b>Elaboration/Explanation</b> <b>(other important information, some of which may be in the form of quotations)</b>
<b>Important additional information</b>

**SAMPLE COMPLETED PLANNING TABLE**

(Individual learners’ tables will each be different. This is just one example.)

<b>What happened?</b>
Toxic waste was dumped at twelve different sites in Hlezikahle District; over two hundred patients at Mpilwenhle Central Hospital show signs of contamination; seems they came into contact with PCBs; samples sent to laboratories to confirm suspicions; many patients with similar symptoms at other hospitals too.
<b>Who was involved?</b>
The United European Chemical Company – name of the company on leaking drums seen in Hlezikahle District – patients came into contact with this material before becoming ill.
<b>When did it happen?</b>
Last Wednesday, October 25, 2017
<b>Where did it happen?</b>
A rural area – Hlezikahle District – twelve sites; Patients being treated at Mpilwenhle Central Hospital and at other hospitals too.
<b>Why did it happen?</b>
Strict laws in place to prevent dumping of toxic waste in European countries; perhaps those responsible thought they would not get caught.
<b>Elaboration/Explanation (other important information, some of which may be in the form of quotations)</b>
Suspicion that the Director of Natural Resources and Environmental Protection is involved in the dumping; Dr Nosizwe Thebe is treating the patients – she brought the matter to the attention of a senior doctor at Mpilwenhle Central Hospital, who tried to silence her. Patients are in a serious condition and many may not survive;
<b>Important additional information</b>
What are PCBs? They are organic chlorine compounds or chemicals and are known as poly- chlorinated biphenyls or polychlorobiphenyls. PCBs used to be widely used in electrical ap- paratus, copy paper and heat transfer fluids. They enter our bodies through the food we eat and the water we drink; they affect human and animal health – cause rashes, cancer, liver damage, birth defects, interfere with immune system and thyroid function. They also have a serious effect on the environment and food production.

## 1. Drafting

### INTRODUCE CRITERIA

- 1 The article must contain the following parts: headline, byline, lead paragraph, elaboration and background information.
- 2 The length must be 120–150 words (excluding the headline and byline).
- 3 Write from an objective point-of-view.
- 4 Write in third person and in the active voice.
- 5 Use a matter-of-fact tone.
- 6 Use formal register.
- 7 Include direct quotations to support or ‘back up’ a story.

### INSTRUCTIONS

- 1 Help learners format their articles
  - a Instruct learners to take out their notebooks and open to a new page.
  - b Model how to format the headline, blurb, and byline on the board, like:

**Four dead, hundreds in hospital** [CENTERED]

**Doctors say illegally dumped PCBs responsible for tragedy** [CENTERED]

[LEAVE A LINE OPEN]

*By Ayanda Mhlangu* [RIGHT]

- 2 Explain that learners must think about the content they gathered during the planning section. They must think of an interesting headline and write it at the top of the page, in the centre. Learners must add a blurb/subtitle which summarises what their article will be about.
  - a Next, learners must add their own name in a byline.  
(NOTE: There are different options for the byline (all of which will be marked as correct in an exam): The byline may be written directly after the blurb **OR** you may skip a line open after the blurb and before the byline. Different newspapers have the byline in different positions: written on a new line and on the left **OR** on a new line and on the right **OR** at the end of the blurb.)
- 3 Turn the planning table into a complete draft
  - a Explain that now, learners will use their planning tables to create a complete draft.
  - b Learners must organise their information. This means they must decide which information belongs in which paragraph.
  - c Explain that learners must use the following guidelines when they write their drafts in full sentences and paragraphs:
    - First/lead paragraph: provides the most important information and answers the questions: what happened, when it happened, who was involved, where it happened and why it happened;

- Elaboration (1–3 paragraphs): provide an explanation, which clarifies and gives supporting facts or information (this explanation and information can be in the form of a quotation);
  - Background Information: gives additional information which may be of interest to the reader and related to this event. It is not essential.
- d** Remind learners of the criteria (see above). Explain that learners must keep these criteria in mind as they complete their draft.
- e** Learners may complete their draft as homework.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context <b>18 MARKS</b>	<b>15-18</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations</li> <li>Intelligent and mature ideas</li> <li>Extensive knowledge of features of the type of text</li> <li>Writing maintains focus and coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul>	<b>11-14</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus – no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul>	<b>8-10</b> <ul style="list-style-type: none"> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	<b>5-7</b> <ul style="list-style-type: none"> <li>Basic response demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Necessary rules of format vaguely applied</li> <li>Some critical oversights</li> </ul>	<b>0-4</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Necessary rules of format not applied</li> </ul>
	<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling <b>12 MARKS</b>	<b>10-12</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>	<b>6-7</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning obscured</li> </ul>
<b>MARK RANGE</b>		<b>25-30</b>	<b>19-23</b>	<b>14-17</b>	<b>9-12</b>

**CYCLE 4**

## 4. Editing

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### STRATEGY

Peer-editing

### INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's article to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, they must make a note of it. Explain that learners must try to think of how they can help their partner make their writing better.
- 7 When the learners are finished, they must hand back the draft to its writer.
- 8 Give learners 2–3 minutes to read the notes their partner has given them.
- 9 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 10 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.

### EDITING CHECKLIST

- 1 Does the article have a headline?
- 2 Is the headline appropriate and does it grab attention?
- 3 Does the blurb contain an accurate and interesting summary?
- 4 Is there a byline?
- 5 Does the lead paragraph answer the five questions: what, who, where, when, why?
- 6 Do the explanation paragraphs contain important information not in the lead paragraph?
- 7 Is there additional and/or background information (optional)?
- 8 Is the register formal?
- 9 Are the sentences in third person and in the active voice?
- 10 Are spelling, punctuation and sentence construction correct?
- 11 What can the learner do to improve their article? (Give a helpful tip!)



## 5. Presenting

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### **PUBLISHING REQUIREMENTS**

- 1 Learners must write out their articles neatly in their books.
- 2 At the top of the page, they must write their name, the date and the heading 'Newspaper article'.
- 3 They must leave a line open and then, in the centre of the page, write down their headline, blurb and byline.
- 4 They must write neatly.
- 5 At the end they must write the words 'Word Count' followed by the number of words used.

### **PRESENTING STRATEGY**

Presentation

### **PRESENTING INSTRUCTIONS**

- 1 Explain that learners will present their articles to the class (you may assign the date ahead of time).
- 2 Give learners time to read through their articles to prepare for their presentations. Explain that learners should think about reading the article as if they are a reporter on the news.
- 3 Call on learners to read their articles out loud to the class.
- 4 Praise learners for one specific thing they did well in their writing/presentation.

**COMPLETED EXAMPLE**

## **Four dead, hundreds in hospital**

**Doctors say illegally dumped PCBs responsible for tragedy**

*By Ayanda Mhlangu*

Four people died this week and over four hundred are in a serious condition in Johannesburg Central hospital, after coming into contact with material leaking out of drums allegedly illegally dumped near Soweto.

Doctors treating those affected believe the drums contain PCBs or polychloro-biphenyls, judging by the patients' symptoms. They have sent samples to a laboratory in Pretoria and are still waiting for results.

Dr Cynthia Khumalo, who collected samples from the drums, said, 'The drums bear the name of the company that is responsible for the illegal dumping: the United European Chemical Company. They must be held accountable for this tragedy.'

Environmental scientist, Jonathan Hart said, 'PCB contamination often results in death. The effects of PCB contamination will be felt for years to come, as the soil and water in the area will be contaminated.'

Last year, six people lost their lives in Bloemfontein after handling leaking drums containing PCBs.

Word count: 151

**Mark: 27/30**

**TEACHER FEEDBACK**

A good effort. The article contains all the parts required of a news article. The headline, blurb and lead paragraph are good. There are quotations that are correctly written to support the article. There is additional information as well. Well done.

# **The African Dustbin**

**Writing and  
presenting**

**CYCLE 5**

# Writing and presenting

## A dialogue

### Topic:

You have been asked to write an extra short scene for the play ‘The African Dustbin’. Write an imaginary exchange (five responses for each character) in direct speech between Dr Thebe and her father (who does not appear as a character in the play). They are arguing about Dr Thebe’s decision to expose the illegal dumping of toxic waste in Nkululeko. Mr Thebe thinks his daughter may get into trouble with people in high positions, and that her life may also be in danger. He also worries about the fact that these people in power have enough influence to ruin her career prospects. Dr Thebe disagrees. She thinks she must not let the people responsible for the dumping get away with it because her fellow citizens have become ill and are dying.

### Length of task

This is a collaborative (team) writing task. Learners will work in pairs. The text should be between 120 and 150 words long.

### CAPS REFERENCE: pg. 41

Text type	Purpose	Text Structure	Language Features
Dialogue (Long)	It is a record of the exchanges as they occur, directly from the speaker’s point of view.	When writing a dialogue: <ul style="list-style-type: none"><li>• Write the names of the characters on the left side of the page;</li><li>• Use a colon after the name of the character who is speaking;</li><li>• Use a new line to indicate each new speaker;</li><li>• Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken;</li><li>• Sketch a scenario before you start writing.</li></ul>	<ul style="list-style-type: none"><li>• When the dialogue involves family or close friends the “casual style” is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used.</li><li>• When the conversation involves strangers the consultative style is used. More elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement.</li></ul>

## Introduction

Tell learners that today they are going to write a dialogue. The dialogue will be linked to the drama, 'The African Dustbin'. The dialogue will be between Dr Thebe and her father.

## Teach the genre

### PURPOSE:

A written record of a conversation between characters taking turns to speak.

### HOW TO WRITE DIALOGUE:

- 1 Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing.
- 2 Write the characters' names on the left side of the page.
- 3 Use a colon after the name of the character who is speaking.
- 4 Use a new line to indicate each new speaker.
- 5 Use stage directions to show how characters speak and act. These are phrases in brackets about what they are doing as they speak.

If the characters are friends or family, they speak to each other in a casual, colloquial style. They can even interrupt each other. If they are strangers, they will be more polite, ask more questions, and wait for the other person to finish speaking.

## Teach selected text structures and language features

### Activity 1: Direct speech vs dialogue

#### INTRODUCTION:

- 1 Settle learners so that you have their attention.
- 2 Explain that we will learn how to write about something that someone else says.
- 3 Call two volunteers up to the front of the classroom. Quietly tell the volunteers what they will need to say:

Volunteer 1: I am worried about you.

Volunteer 2: My mother cannot understand how I feel.

#### DIRECT SPEECH:

- 1 First, we will think about how to write these sentences using direct speech.
- 2 Ask learners: What do we know about direct speech?
- 3 Remind learners that in direct speech, we write the exact words that the speaker says inside quotation marks. Then, we add a speech tag, like 'he said' or 'she responded'.
- 4 Instruct the volunteers to say their sentences out loud.
- 5 Ask learners: How do we write what they said in direct speech?

- 6 Discuss this with learners. Then, write the sentences on the chalkboard in direct speech: “I am worried about you,” said Jabu. Mandla said, “My mother cannot understand how I feel.”
- 7 Read the sentences out loud.
- 8 Explain that these sentences now tell us exactly what the learners said.

**DIALOGUE:**

- 1 Explain that in a play or drama, all the words are meant to be read as a conversation. We need to know how to write dialogue like this for the longer transactional writing section of the creative writing exam (paper 3).
- 2 Instruct learners to open their copies of ‘The African Dustbin’ to pg. 25. Ask them what they notice about the speech that is used in the play.
- 3 Emphasise that in a play or drama like ‘The African Dustbin’, all the words are meant to be read as a conversation. We must write the name of the person who is supposed to say the line, followed by a colon. Then, we must put any instructions for them in brackets (). We do not need to use any quotation marks.
- 4 Instruct the volunteers to say their sentences out loud again.
- 5 Ask learners: how do we write this as a dialogue in a play, like the one we have been reading?
- 6 Discuss this with learners. Then, write the sentences on the chalkboard like a dialogue in a play or drama:  
7 JABU: I am worried about you.  
MANDLA: My mother cannot understand how I feel.  
Explain as you write that the words the characters say must be lined up. (Even if the characters’ names are different lengths, the words they are supposed to say must be lined up.)

**Activity 2: Setting the scene and stage directions**

- 1 Instruct learners to look at their text once again (pg. 25).
- 2 Ask learners: What do you see other than just the words the characters must say?
- 3 Emphasise that we see these sentences: ‘In the male Ward G at Mpilwenhle Central Hospital. Dr Nosizwe Thebe is making her rounds, accompanied by Sister Dube. She examines each patient carefully, asking about his illness and speaking words of encouragement. Before she reaches the bed occupied by Mr Mpho Moyo, who is very seriously ill, she stops to consult Sister Dube.’ The sentences tell us where the characters are and what they are doing. This sets the scene for us.
- 4 Explain that next the learners will need to set the scene, just like in the play. This means that they must explain where the characters are and what they are doing. Refer to the two volunteers. Ask learners: Where are these characters? What are they doing? Add in a line setting the scene, like:  
(Jabu and Mandla are inside the classroom, talking about Mandla’s mood.)

JABU: I am worried about you.

MANDLA: My mother cannot understand how I feel.

### STAGE DIRECTIONS:

- 1 Instruct learners to look at pg. 25 once again. Ask learners: What else do we see on this page?
- 2 Point out the stage directions in italics and brackets, like: '(Speaking in low tones)' and '(After deep thought)'
- 3 Explain that now we must add our own stage directions. Ask learners: How do you think these lines should be said aloud? (Should they be whispered or yelled? Should they be said in a happy way or a sad way?)
- 4 Add in the stage directions on the board, like:  
JABU: (looking very concerned) I am worried about you.  
MANDLA: (frustrated) My mother cannot understand how I feel.
- 5 Read these lines out loud, acting out the emotions that are in brackets.

### CONCLUSION:

- 1 Explain that we now know exactly what each character said and how they said it.
- 2 Explain that in the next activity we will write a dialogue like one that is written in our play. We will pretend our dialogue is a scene that will be added to the play we are reading.

### Useful genre-related vocabulary

<b>character</b>	people in a poem, song, novel or play.
<b>colon</b>	a punctuation mark (:) that goes between the character's name and what they are saying.
<b>direct speech</b>	the actual, quoted words of the conversation.
<b>stage directions</b>	instructions in brackets and italics that tell the reader what the character is doing, e.g. (She sits with her head in her hands.)
<b>tense</b>	the form a verb takes to show the time it happened (past, present, or future), e.g.: [Present tense, in direct speech] Nosizwe! Do you think you can just ignore me? [Past tense, in reported speech] Her father asked if Nosizwe thought she could just ignore her.

## 1. Setting the task

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### SET THE TASK

- 1 In pairs, learners will plan and write an imaginary exchange (five responses for each character) in direct speech between Dr Thebe and her father (who does not appear as a character in the play). This will be written as if it were an extra scene in the play ‘The African Dustbin’.

## 2. Planning

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### PLANNING STRATEGY

- a Remind learners of the topic.
- b Brainstorm key words and write sentences.

### INSTRUCTIONS FOR PLANNING

#### A. REMIND LEARNERS OF THE TOPIC

**Topic:** You have been asked to write an extra short scene for the play ‘The African Dustbin’. Write an imaginary exchange (five responses for each character) in direct speech between Dr Thebe and her father (who does not appear as a character in the play). They are arguing about Dr Thebe’s decision to expose the illegal dumping of toxic waste in Nkululeko. Mr Thebe thinks his daughter may get into trouble with people in high positions, and that her life may also be in danger. He also worries about the fact that these people in power have enough influence to ruin her career prospects. Dr Thebe disagrees. She thinks she must not let the people responsible for the dumping get away with it because her fellow citizens have become ill and are dying.

#### B. BRAINSTORM KEY WORDS AND WRITE SENTENCES

##### INTRODUCTION:

- 1 Explain that today, learners will plan a dialogue for a play in pairs.
- 2 Read the topic to learners.
- 3 Ask learners: How do you think Dr Thebe feels in this conversation?
- 4 Listen to learner responses.
- 5 Emphasise that Dr Thebe must feel upset/frustrated/as though her father is preventing her from doing what is right/her duty.
- 6 Ask learners: How do you think Dr Thebe’s father feels in this conversation?
- 7 Listen to learner responses.
- 8 Emphasise that Dr Thebe’s father must feel afraid/protective/worried.
- 9 Ask learners: How do you think these two characters are speaking to each other?
- 10 Listen to learner responses.
- 11 Emphasise that they are probably speaking in an informal way. They are worried and upset so they might even be interrupting each other. They may or may not be speaking politely or formally to each other.



- 12** Instruct learners to take out their exercise books.
- 13** Instruct learners to write down key words/phrases for how the characters are feeling and what they might be doing during this conversation.  
(Examples for Dr Thebe: frustrated; angry; feels like her father is treating her like a child; shouts; stomps her foot)  
Examples for Mr Thebe: protective; upset; strict; crossing arms; raised voice; in control)
- 14** Give learners 2–3 minutes to come up with their key words/phrases

**PAIR WORK:**

- 1** Split learners into pairs. Explain that this person will be their partner for the entire writing activity during this cycle.
- 2** Instruct partners to compare their key words/phrases. Explain that they can change the key words/phrases or add different ones. Learners must agree which words/phrases they should include for each character. Go round and check each pair to see if the key words/phrases are useful and appropriate.
- 3** Call learners back together.
- 4** Ask for volunteers to share some of the words/phrases they have agreed on.
- 5** Explain that next, partners will turn the key words into sentences of direct speech (dialogue). They must use the play-form dialogue, with no quotation marks, and no tags. If learners need help, they can refer to their copy of 'The African Dustbin'.
- 6** Explain that next, learners must plan out their dialogue. First learners will discuss the dialogue. Then learners will write down at least ten lines of the dialogue. Finally, if they have time, they must agree on which lines go where (the order).
- 7** Explain that both partners write down both characters' lines into a believable dialogue. Both learners in the pair will have the same neat draft of the dialogue at the end of the lesson. They will each need their own to read like a script in a play.
- 8** Remind learners that each character must have at least five turns to talk. Learners must not worry about stage directions yet. Learners will add stage directions later.
- 9** Give learners 25 minutes to plan their dialogue and turn their key words/phrases into sentences.
- 10** As learners work, walk around and help learners who are struggling.
- 11** If learners finish early, explain that they may add more details or more exchanges to their dialogues.

**SAMPLE FOR TEACHER**

**SAMPLE DIALOGUE (NOT YET IN CHRONOLOGICAL ORDER):**

MR THEBE: I'm worried they may even harm you.

MR THEBE: Those people have a lot of influential friends.  
You shouldn't risk your future like this.

MR THEBE: Nosizwe, I would like to have a word with you.

MR THEBE: You have worked hard to become a doctor. Surely you don't want that to go to waste?

MR THEBE: I heard about your suspension from work.  
Are you in trouble?

MR THEBE: Take care, my child.

DR THEBE: Don't worry, Father. I know some influential people too. DR  
THEBE: Yes, Father?

DR THEBE: See you later, Father.

DR THEBE: But, Father, I have a duty to my people!

DR THEBE: Dr Sibanda has written to the superintendent of the hospital to recommend my suspension.

DR THEBE: I'm a big girl now, Father. I can take care of myself.

### 3. Drafting

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**INTRODUCE CRITERIA**

Tell learners that as they draft, they must consider the following criteria:

- 1 Write on the topic of Mr Thebe and Dr Thebe's argument.
- 2 Set the scene in brackets at the top of the page.
- 3 Line up the characters' names on the left.
- 4 Use a colon after each name.
- 5 Make sure that what each character says also lines up.
- 6 Write 120–150 words (excluding the characters' names, but including the scene setting and the stage directions).
- 7 The language must sound like real speech.
- 8 Describe body language and movement in bracketed stage directions, before characters' responses.

**INSTRUCTIONS****GETTING READY:**

Before the lesson begins, write several sentences on the chalkboard that are not in the correct order, like:

**MR THEBE:** I'm worried they may even harm you.

**MR THEBE:** Those people have a lot of influential friends. You shouldn't risk your future like this.

**DR THEBE:** Yes, Father?

**DR THEBE:** Don't worry, Father. I know some influential people too.

**MODELLING:**

- 1 Settle the learners so that you have their attention.
- 2 Explain that today, learners will turn their sentences from the planning activity into a full dialogue.
- 3 Explain that when we read or tell a story, we put the facts in a special order. This helps readers follow the action.
- 4 Read the sentences you have written on the chalkboard to learners.
- 5 Ask learners: Which sentence do you think should come first?
- 6 Listen to learner responses. Remind them that in a dialogue, speakers take turns to talk.
- 7 Decide on a first sentence, like: 'MR THEBE: Nosizwe, I would like to have a word with you.'
- 8 Ask learners: What sentence must come next?
- 9 Write the next logical sentence: 'DR THEBE: Yes, Father?'
- 10 Ask learners: How would Mr Thebe respond to that?
- 11 Write the next response in order: 'MR THEBE: I heard about your suspension from work. Are you in trouble?'
- 12 Continue in this manner. Write the last sentence: 'DR THEBE: See you later, Father.'
- 13 Ask learners: Does the dialogue make sense?
- 14 Next, explain that learners must set the scene. They must write a sentence, in brackets about where the characters are and what they are doing. Model how to set the scene for learners. For example: '(Mr Thebe is sitting in the lounge. He sees Dr Thebe about to open the front door to leave the house.)'
- 15 Finally, remind learners that they must add stage directions.
- 16 Remind learners that these are actions in brackets that tell us what the character is doing – facial expressions, body language and hand gestures.
- 17 Ask learners: What do you think happens to make Mr Thebe say: "Nosizwe, I would like to have a word with you."
- 18 Go through each line and ask learners: What do you think the character is doing here?
- 19 Add extra information as stage directions, for example:  
(Mr Thebe sees Dr Thebe about to open the front door to leave the house.)  
**MR THEBE:** (beckoning her) Nosizwe, I would like to have a word with you.  
**DR THEBE:** (turning to face him) Yes, Father?

MR THEBE: (looking worried) I heard about your suspension from work. Are you in trouble?

DR THEBE: (clearing her throat) Dr Sibanda has written to the superintendent of the hospital to recommend my suspension.

**PAIR WORK:**

- 1 Instruct learners to find their same partner
- 2 Instruct learners to take out their exercise books find their lines of dialogue from the planning activity.
- 3 Explain that now, learners will put their dialogue into chronological order, set the scene and add stage directions.
- 4 Give learners time to put their dialogue in order and to add stage directions. Remind learners that each learner must do this (each learner must have a copy of the dialogue).
- 5 Explain that learners can read the dialogue with their partner to make sure it makes sense.
- 6 As learners write, go around the room and help pairs who are struggling.
- 7 Explain that if learners have extra time, they can add more lines to their dialogues.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context <b>18 MARKS</b>	<b>15-18</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations</li> <li>Intelligent and mature ideas</li> <li>Extensive knowledge of features of the type of text</li> <li>Writing maintains focus and coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul>	<b>11-14</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus – no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul>	<b>8-10</b> <ul style="list-style-type: none"> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	<b>5-7</b> <ul style="list-style-type: none"> <li>Basic response demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Necessary rules of format vaguely applied</li> <li>Some critical oversights</li> </ul>	<b>0-4</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Necessary rules of format not applied</li> </ul>
	<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling <b>12 MARKS</b>	<b>10-12</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>	<b>6-7</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning obscured</li> </ul>
<b>MARK RANGE</b>	<b>25-30</b>	<b>19-23</b>	<b>14-17</b>	<b>9-12</b>	<b>0-7</b>

## 4. Editing

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### STRATEGY

Peer-editing

### INSTRUCTIONS FOR EDITING

- 1 Explain that today, we will peer-edit each other's work.
- 2 Read through the editing criteria checklist on the chalkboard.
- 3 Remind learners that when we peer-edit, we read and correct a classmate's work.
- 4 Remind learners that we never make fun of or laugh at someone else's work.
- 5 Instruct learners to take out their exercise books and to find their draft dialogues.
- 6 Instruct learners to copy the editing checklist into their books.
- 7 Give learners five minutes to copy the checklist from the chalkboard.
- 8 Instruct learners to swap books with another pair of their classmates.
- 9 Each set of partners will work together to edit another pair's dialogue.
- 10 Give learners 2–3 minutes to read the notes their partners have given them.
- 11 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 12 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.

### EDITING CHECKLIST

#### CHECKLIST FOR WRITING A DIALOGUE

- 1 Is the dialogue on topic?
- 2 Do the lines make sense in the order they are in? Are they in chronological order?
- 3 Does each character speak at least five times?
- 4 Does the language sound like it is what these two people would really say?
- 5 Is there a line setting the scene at the beginning of the dialogue?
- 6 Do the stage directions describe characters' feelings and actions?
- 7 Are the stage directions in brackets?
- 8 Are the characters' names against the left-hand margin with a colon between the names and the spoken words?
- 9 Are the words that the characters must say lined up?
- 10 What is something you like about this dialogue?
- 11 What is something that could be improved?

## 5. Presenting

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### PUBLISHING REQUIREMENTS

- 1 Each learner must write out their dialogues neatly on lined paper.
- 2 At the bottom of their dialogue entry they must write 'Word count', followed by the number of words (content only).
- 3 Instruct learners to take out their exercise books and find their draft and peer-editing checklist.
- 4 Instruct learners to re-read the feedback they have received and make any necessary changes to their final drafts.
- 5 Give learners time to discuss, think, rewrite and check their final drafts.

### PRESENTING STRATEGY

In pairs, learners will present their dialogues to the whole class in oral form. Each pair will read their own lines, like a play, as a prepared oral. They must also do the actions in the stage directions.

### PRESENTING INSTRUCTIONS

- 1 Settle learners so you have their attention.
- 2 Instruct learners to take out their exercise books and instruct learners to open to their published dialogue.
- 3 Explain that today, learners will read their dialogues like a play – with each learner reading for a separate character. They must also do the actions in the stage directions. Explain that they must read their dialogue aloud and with expression.
- 4 Give learners a few minutes to decide which person will read for which character, and to prepare.
- 5 Call learners back together. Ask for volunteers to come to the front of the classroom and read their dialogue.
- 6 Afterwards, for each dialogue, take a minute or two to ask the class whether they thought it was relevant (on topic) and appropriate (suited the situation).

**COMPLETED EXAMPLE**

**DIALOGUE**

(Mr Thebe is sitting in the lounge. He sees Dr Thebe about to open the front door to leave the house)

MR THEBE:  
(beckoning her) Nosizwe, I would like to have a word with you.

DR THEBE:  
(turning to face him) Yes, Father?

MR THEBE:  
(looking worried) I heard about your suspension from work. Are you in trouble?

DR THEBE:  
(clearing her throat) Dr Sibanda has written to the superintendent of the hospital to recom- mend my suspension.

MR THEBE:  
Those people have a lot of influential friends. (shaking his head) You shouldn't risk your future like this.

DR THEBE:  
Don't worry, Father. I know some influential people too.

MR THEBE:  
You have worked hard to become a doctor. Surely you don't want all that to go to waste?

DR THEBE:  
But, Father, I have a duty to my people!

MR THEBE:  
I'm worried they may even harm you.

DR THEBE:  
I'm a big girl now, Father. I can take care of myself.

MR THEBE:  
Take care, my child.

DR THEBE:  
See you later, Father.

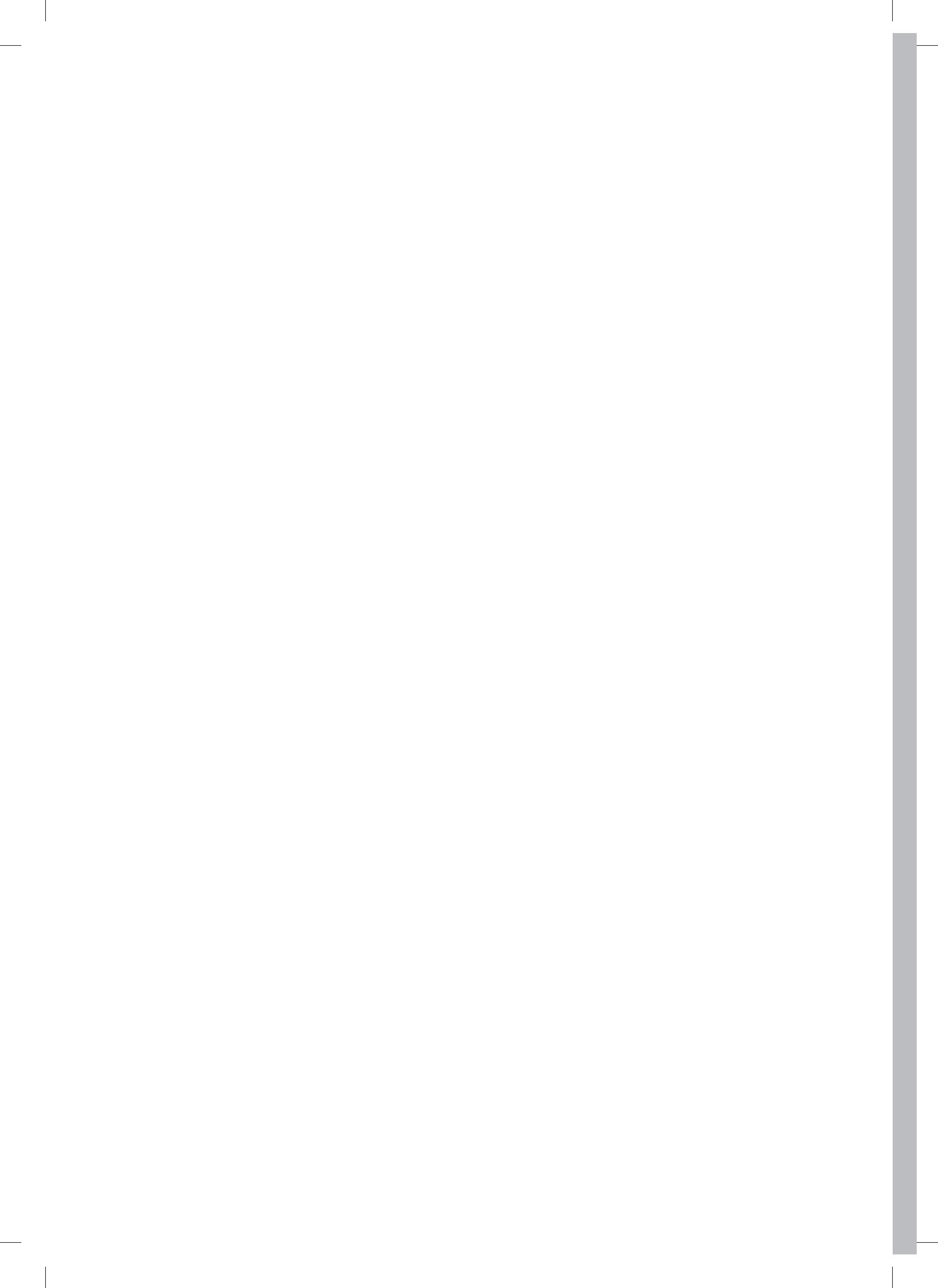
Word count: 150

**Mark: 26/30**



**TEACHER FEEDBACK**

This dialogue meets all the criteria for content, planning and format. It is accurate and relevant, with two characters speaking ten lines of dialogue. The dialogue is also almost error-free in language, style and editing. It uses dialogue conventions. It aligns the characters' names on the left-hand margin, and uses colons to separate their names and their spoken words. It follows the process method, and there is a neat final draft. To achieve full marks, there could have been more stage directions. This is overall an excellent effort.



# **The African Dustbin**

**Writing and  
presenting**

# **CYCLE 6**

# Writing and presenting

## Obituary

### Topic:

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The play ‘The African Dustbin’ deals with the issue of people becoming seriously ill and dying after coming into contact with toxic waste. Imagine that one of the victims of the Hlezikahle tragedy is a school principal who has served the community for many years, and was much loved and respected. You are a close friend of this principal. You have been asked to write their obituary, which will be published in a national newspaper.

### Length of task

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120–150 words

### CAPS REFERENCE: pg. 41

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Text type	Purpose	Text Structure	Language Features
Obituary (longer transactional)	To commemorate and inform others of someone’s death	Full name; date of death, where the person was living at the time of death; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral  Some of the following may also be included: Cause of death; biographical information; memorial tribute information	Style: formal  May use euphemisms, e.g. <i>passed away</i> instead of <i>died</i>  Usually concise  Makes use of language conventions, e.g. <i>In lieu of flowers, donations may be made to</i>

### Introduction

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Tell learners that today they are going to write an obituary. This obituary will be linked to the drama, ‘The African Dustbin’. Learners will write an obituary for a school principal.

### Teach the genre

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#### PURPOSE:

- When someone dies, people often put death notices into the Classifieds section in the newspaper. These are usually short messages from their loved ones, notifying the community that the person has died. (Note: It is a good idea to show learners what these look like in the Classifieds section of a daily newspaper.)

- A full-length obituary is a longer piece of writing published online or in a newspaper that notifies the public about the death of someone who was famous or highly regarded in their field. It commemorates their life, which means that it celebrates their achievements. (Note: It is a good idea to show learners what these look like. You can find one in the Analysis/Comments/Opinion section of a daily newspaper.)

#### HOW TO WRITE AN OBITUARY:

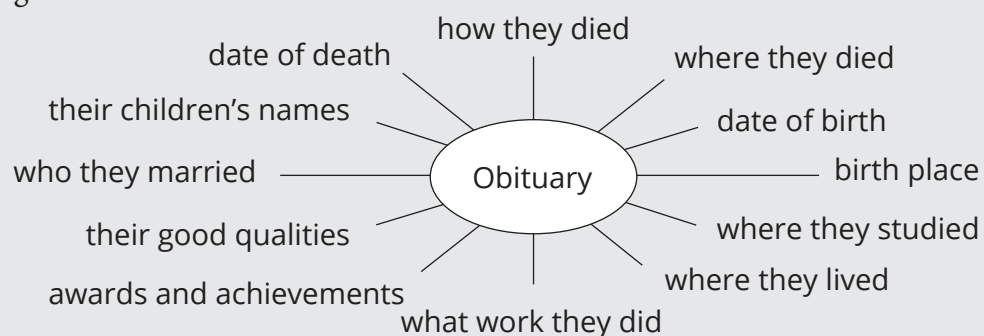
- It contains information about a person's death and background information about their life.
- It is written in a formal register.
- The style should be matter-of-fact, i.e. not overly dramatic. At the same time, it is always written by someone who cared about the deceased (the person who has died), so this positive attitude is expressed in the writing.

The section below contains activities that will teach the content of the obituary and the format in which it should be written.

### Teach selected text structures and language features

#### Activity 1: Content (What goes into an obituary?)

- 1 Settle learners so you have their attention.
- 2 Explain that when they are older, some learners might get the responsibility of writing an obituary for someone they know.
- 3 Instruct learners to imagine that someone important in their community has died.
- 4 Tell them to work with a partner and think about the following two questions. These are discussion questions, and they don't need to write their answers down:
  - a What information would you want to know about their death?
  - b What information would you want to know about their life?
- 5 Call the class back together. Ask a few volunteers to share their answers with the class.
- 6 As they speak, add all relevant answers to a mind map on the chalkboard, so you can collect all the correct types of information that they identify. If a learner's answer is not relevant, explain to them why it is irrelevant. Your mind map on the board could look something like this:



**Activity 2: Format (What order should the content be written in?)**

- 1 Explain that the ‘format’ of an obituary is the way all the content is put together, i.e. the order in which it appears. .
- 2 Give learners the obituary for Mandisa Shandu, a well-known social worker and community leader, shown on the next page, along with the questions on format below it. If you do not have access to a photocopier machine, read it aloud to them.
- 3 Instruct learners to work with a partner. In pairs, they must read the obituary and answer the questions in their notebooks.
  - a What kind of information does the obituary start with?
  - b What kind of information is in the body of the obituary?
  - c What information does the obituary end with?
- 4 Give learners 5–10 minutes to work on this. Walk around the room to assist learners who are struggling.
- 5 Call learners back together.
- 6 Ask volunteers to share their answers.
- 7 Make sure that learners understand the following:
  - a The introduction of an obituary contains information about the person’s death: when, where and sometimes how they died.
  - b The body of an obituary contains information about the person’s life: where and when they were born, what they studied, the work they did, their awards and achievements and their personality traits.
  - c The conclusion of an obituary contains who they left behind (husband/wife and children) and practical information about the funeral/cremation/memorial service, so that readers can attend: date and address. If it has already been held by the time the obituary is written, the conclusion can report where and when it was held.
- 8 Hand out the following step-by-step guide to writing an obituary. If you do not have access to a photocopier machine, write it on the chalkboard and instruct learners to copy it down.

## Obituary for Mandisa Shandu

Popular Hleziakhle District social worker, Mandisa Shandu, passed away on Sunday, 12 October 2017 after a brief illness.

Known as Ma Shandu, she was born in Thembeni on 4 April 1959, to Bongani and Faith Mthethwa. She completed a degree in social work in 1980. She started work as a social worker in Hlezikahle District, where she met her husband Godfrey Shandu, also a social worker. They married in 1985.

Aided by businessmen and farmers, they started a feeding scheme at local schools as many children went to school hungry. They also started a sports club, to keep the youth occupied, and a homework centre where children could get help and stay safe until their parents returned home. She was highly respected and loved by her community.

Ma Shandu leaves behind her husband and three children. Her funeral will be held on Sunday, 19 October 2017, in the Hlezikahle Community Hall.

(151 words)

## Step-by-step guide to writing an obituary

- **Paragraph 1 (Introduction):** Who died, where and when. If appropriate, state briefly how they died.
- **Paragraph 2:** Background biographical details: when and where they were born, where they lived, a short history of their career, including what type of work they did and where they worked. Include any awards or achievements here.
- **Paragraph 3:** Their character and personality – what was special about them, any notable interests or hobbies, and what people will miss about them.
- **Paragraph 4 (Conclusion):** 'S/he will be missed by...' and fill in the names of their spouse (husband or wife) and children. Give the funeral/cremation/memorial service arrangements: where and when the funeral will be (or was) held.

### Useful genre-related vocabulary

<b>euphemism</b>	sometimes we use a more polite word as an alternative for a word that makes us uncomfortable, e.g. passed away for 'died'
<b>deceased</b>	more formal way of saying 'dead'
<b>passed away</b>	a common euphemism for 'died'
<b>is survived by</b>	if someone 'is survived' by their wife, this means that when died he left her behind, i.e. she is still alive
<b>commemorate</b>	to think about something and celebrate what was good about it
<b>memorial</b>	a ceremony in which we remember and commemorate something or someone.

## 1. Setting the task

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### SET THE TASK

- 1 Remind learners that they will now write an obituary based on an imaginary character in ‘The African Dustbin.’

## 2. Planning

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### PLANNING STRATEGY

- a Remind learners of topic.
- b Work out what information is needed.
- c Work out what information is in the story.

### INSTRUCTIONS FOR PLANNING

#### A. REMIND LEARNERS OF THE WRITING TOPIC

**Topic:** The play ‘The African Dustbin’ deals with the issue of people becoming seriously ill and dying after coming into contact with toxic waste. Imagine that one of the victims of the Hlezikahle tragedy is a school principal who has served the community for many years, and was much loved and respected. You are a close friend of this principal. You have been asked to write their obituary, which will be published in a national newspaper.

#### B. WORK OUT WHAT INFORMATION IS NEEDED

- d Settle learners so that you have their attention.
- e Explain to learners that they will create a plan before writing their obituaries. These plans will later be turned into obituaries.
- f Explain that they will start by working out what information they need to make up to write their obituary.
- g To do this, instruct them to look at the Step-by-Step Guide to Writing an Obituary (in the section above). Instruct them to look at each paragraph and, with a partner, work out what type of information to make up for each paragraph.
- h Give them a few minutes to do this.
- i Call learners back together.
- j Ask learners: What type of information will you need to make up for your obituary?
- k Make a list on the chalkboard of points, like:

#### INTRODUCTION:

- place of death:
- cause of death:

#### BODY:

- job/studies:
- personality:



- interests:
- place where he was born:
- father's name:
- mother's name:
- grew up:.
- interests:
- activities:
- achievements and contribution to community:

**CONCLUSION:**

- funeral:
- family left behind:

- l** Explain that there is only one thing on this list that will be the same for everyone. Explain that the cause of death will be the same for everyone.
- m** Ask learners: What is the cause of death for the people we will write about?
- n** Remind learners that we are writing about people who died in the Hlezikahle tragedy. This means that they died of exposure to toxic waste.
- o** Explain that it is now their job to write rough notes in their notebooks. These rough notes are part of their planning, so they don't have to be in full sentences.

**C. WORK OUT WHICH INFORMATION IS IN THE STORY**

- p** Instruct learners to copy all the points from the board.
- q** Explain that learners must now work independently to fill in information for each of the points. They must make up the information for each point as this character is an imaginary one.
- r** While they work, walk around the room and assist learners who are struggling.
- s** Explain that if learners have not finished, they must fill in the information as homework.

**SAMPLE FOR TEACHER**

**SAMPLE OF PLAN FOR OBITUARY**

(This is just one example. Please keep in mind that the information will be made up, so this should look different for each learner.)

**INTRODUCTION:**

- place of death: in the hospital
- cause of death: toxic waste

**BODY:**

- birth place and date: Hlezikahle District; 2 August 1963
- father's name: Nathaniel Gumbi
- mother's name: Maggie Gumbi
- education: Hlezikahle High School; Nkululeko University
- career history: mathematics teacher at Hlezikahle High School; improved mathematics results; coached sports; gave extra lessons in mathematics
- personality: excellent teacher; loved by his students
- interests: sport
- achievements: promoted three times; became principal of Hlezikahle High School in 1994
- contributions to the community: coached sport over weekends; improved matric maths results; 100% matric pass over last ten years

**CONCLUSION:**

- family left behind: wife Beatrice, three sons
- funeral arrangements/details: Hlezikahle Hall; 20 October 2017

### 3. Drafting

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#### INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The obituary must be 120–150 words long.
- 2 The obituary format must be perfect: all the important elements of an obituary must be present, and they must be in the correct order.
- 3 The register must be formal and the language must be error-free.

#### INSTRUCTIONS

##### HOMEWORK

- 1 Instruct learners to take notes they created in the planning process and turn those into a first draft.
- 2 To do this, they must follow the structure in the Step-by-Step Guide to Writing an Obituary. This will tell them which information to put in each paragraph.
- 3 Remind learners of the criteria for an obituary (see above).

Remind learners that they must write in full sentences and paragraphs now.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context <b>18 MARKS</b>	<b>15-18</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations</li> <li>Intelligent and mature ideas</li> <li>Extensive knowledge of features of the type of text</li> <li>Writing maintains focus and coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul>	<b>11-14</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus – no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul>	<b>8-10</b> <ul style="list-style-type: none"> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	<b>5-7</b> <ul style="list-style-type: none"> <li>Basic response demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Necessary rules of format vaguely applied</li> <li>Some critical oversights</li> </ul>	<b>0-4</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Necessary rules of format not applied</li> </ul>
	<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling <b>12 MARKS</b>	<b>10-12</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>	<b>6-7</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning obscured</li> </ul>
<b>MARK RANGE</b>		<b>25-30</b>	<b>19-23</b>	<b>14-17</b>	<b>9-12</b>

## 4. Editing

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### STRATEGY

Peer-edit

### INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's obituary to see if they have done what the question in the checklist asks. If they find that their partner has not done something required on the checklist, make a note of it.
- 7 When they are finished reading, they must explain to their partner where they think changes need to be made.
- 8 Give learners time to edit their partners' work. Walk around the room to assist learners who are struggling.

### EDITING CHECKLIST

- 1 Does the introduction contain information about the principal's death (where, when, how)?
- 2 Do the paragraphs in the body contain relevant information about the principal's life?
- 3 Do these paragraphs appear in an order that makes sense (i.e. information about death, chronological information about life, information about funeral)?
- 4 Does the conclusion contain information about his funeral (where and when)?
- 5 Do all the sentences start with capital letters and end with appropriate punctuation marks?
- 6 Is the spelling correct?
- 7 Does every sentence have at least a subject and a verb?

## 5. Presenting

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### PUBLISHING REQUIREMENTS

- 1 Learners must write out their obituaries neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Obituary'.
- 3 They must write neatly, leaving an empty line between paragraphs.

- 4 At the bottom of their obituary they must write the words ‘Word count’ followed by the number of words in their obituary.
- 5 There must be an empty line under each paragraph.

### PRESENTING STRATEGY

Display

### PRESENTING INSTRUCTIONS

- 1 Give each learner a piece of tape or Prestik.
- 2 Instruct them to stick their obituaries up on a wall in your classroom.
- 3 Give them some time to walk around and read the other obituaries.

### COMPLETED EXAMPLE

#### OBITUARY

Well-known Hlezikahle High School principal, Daniel Gumbi, passed away on 15 October 2017. He had become seriously ill after coming into contact with toxic waste.

Gumbi was born to Nathaniel and Maggie Gumbi on 2 August 1963 in Hlezikahle District. After graduating from Hlezikahle High School, he studied teaching at the Nkululeko University. Upon graduation, he returned to Hlezikahle High School as a teacher.

He was an outstanding mathematics teacher and was loved by his students. He spent weekends coaching sports teams and giving extra lessons in mathematics: resulting in improved mathematics results at the school.

Within the first ten years of his career he was promoted three times, and he became principal in 1994. Hlezikahle High’s matric pass rate has been 100% for the last ten years.

Gumbi is survived by his wife Beatrice, and three sons. His funeral will take place at the Hlezikahle Hall on 20 October 2017.

Word count: 151  
**Mark: 26/30**

### TEACHER FEEDBACK

Good work. You managed to include a lot of information about Gumbi in the obituary, and it appears in a logical order. There is a clear introduction containing information about his death; a body giving information about his life; and a conclusion providing the practical information. Well done.

# **The African Dustbin**

**Writing and  
presenting**

**CYCLE 7**

# Writing and presenting

## Poster

### Topic:

The play ‘The African Dustbin’ deals with the issue of people becoming seriously ill and dying after coming into contact with toxic waste. A poster can be a valuable tool to inform or warn the public about the dangers of toxic waste. This type of poster is known as a social issue poster.

You will design a social issue poster to inform residents of the dangers of the toxic waste that has been dumped in the area.

Copies of the poster will be put up in public places around Hlezikahle District.

(NOTE: Illustrations or drawings are not necessary as you will be assessed only on the written text of the poster. If you wish, you may indicate what illustration/images you will use by means of a block or circle; write down what it is within the block/circle, e.g. ‘photo of leaking drums of toxic waste.’)

### Length of task

80–100 words

### CAPS REFERENCE

Text type	Purpose	Text Structure	Language Features
Poster <i>(NOTE: A poster is an examinable text type. However, no reference appears in CAPs as to the specific requirements. This has been developed based on what is required for exams.)</i>	<p><b>EVENT POSTER:</b></p> <p>To inform the public of an event and invite/ encourage them to attend/help /support.</p> <p><b>SOCIAL ISSUE POSTER:</b></p> <p>To raise awareness of a social/ health/ environmental issue in order to warn against dangers, or to convince readers to modify behaviour and attitudes, or to convince people to do/ not do something</p>	<p><b>EVENT POSTER:</b></p> <p>Informs public about an event and invites them/ convinces them to attend the event. Includes:</p> <ul style="list-style-type: none"> <li>• Slogan</li> <li>• Statement/ announcement of event</li> <li>• Date</li> <li>• Time</li> <li>• Venue</li> <li>• Important information</li> <li>• Invitation to attend</li> <li>• Concluding slogan/ statement</li> <li>• Name of event organizer</li> </ul>	<p>Style: formal or informal</p> <p>Use of bold/fancy/ larger font</p> <p>Usually concise</p> <p>Has target audience in mind Language conventions, e.g. action words to force readers to act, such as “Donate”, “Buy”, “Come”, “Try”;</p> <p>Catchy slogans/ phrases</p>



Text type	Purpose	Text Structure	Language Features
	<p><b>ADVERTISEMENT POSTER:</b></p> <p>To advertise a product/service/film/fair, etc.</p>	<p><b>SOCIAL ISSUE POSTER:</b></p> <ul style="list-style-type: none"> <li>• Informs the public about an important social issue. Includes:</li> <li>• Slogan</li> <li>• Statements</li> <li>• Reason/s</li> <li>• Slogan</li> <li>• Name of person/organization issuing poster</li> </ul> <p><b>ADVERTISEMENT POSTER:</b></p> <ul style="list-style-type: none"> <li>• Similar to an advertisement in a magazine/newspaper</li> </ul>	

## Introduction

Tell learners that today they are going to write the text for a poster. The poster will be linked to the drama, ‘The African Dustbin’. The poster will be about the dangers of toxic waste.

## Teach the genre

### PURPOSE

To inform, invite, influence, or warn the public.

### HOW TO WRITE A POSTER:

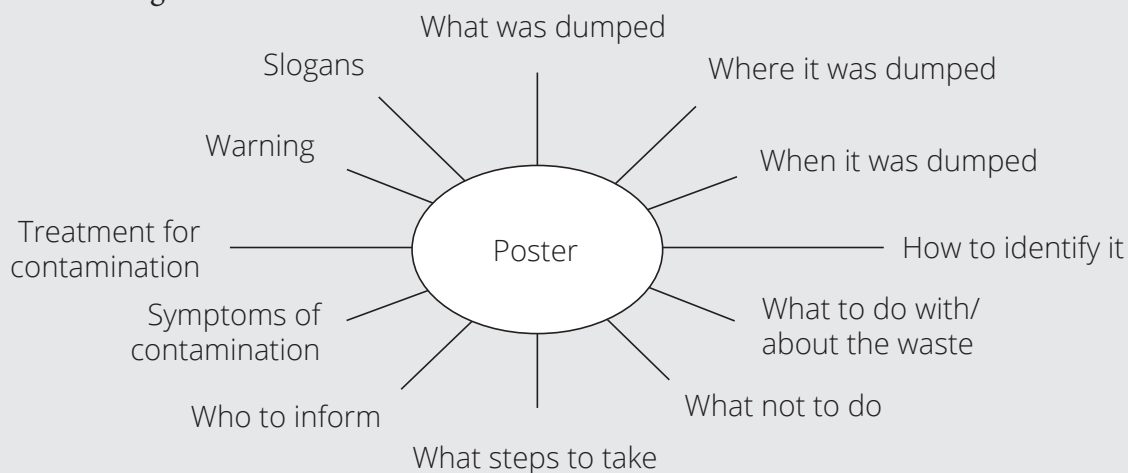
- A poster contains information about an event, social issue, product or service.
- It is written in a formal or informal register, depending on the target audience.
- The style, slogans and visual images (if used) should grab attention and force people to read all the information on the poster.
- The language must be concise but still contain all the necessary information.

The section below contains activities that will teach the content of the poster.

## Teach selected text structures and language features

### Activity 1: Content (What goes into a poster?)

- 1 Settle learners so you have their attention.
- 2 Explain that some learners might one day get the responsibility of creating a poster for an organization, an event or to inform the public about an issue. This is why they need to know what content goes into a poster.
- 3 Instruct learners to imagine that toxic waste has been dumped in their community.
- 4 Tell them to work with a partner and think about the following two questions. These are discussion questions, and they don't need to write down their answers:
  - 5 What information would you want to share with the members of your community?
  - 6 What would you warn them about? How would you do this?
- 7 Call the class back together. Ask a few volunteers to share their answers with the class.
- 8 As they speak, add all relevant answers to a mind map on the chalkboard, so you can collect all the correct types of information that they identify. If a learner's answer is not relevant, explain to them why it is irrelevant. Your mind map on the board could look something like this:



### Activity 2: Format (What order should the content be written in?)

- 1 Explain that the 'format' of a poster is the way all the content is put together, i.e. the order in which it appears.
- 2 Give learners a copy of the poster on the next page, along with the questions below. If you do not have access to a photocopy machine, draw it on the board.
- 3 Instruct learners to work with a partner. In pairs, they must read the poster and answer the questions in their notebooks.
  - a What kind of information does the poster start with?
  - b What kind of information is in the body of the poster?
  - c What information does the poster end with?
  - d Give learners 5–10 minutes to work on this. Walk around the room to assist learners who are struggling.

# **RESIDENTS OF EHLANZENI DISTRICT: BE WARNED!**

**The health of all our residents is being seriously  
threatened by containers of hazardous  
hospital waste illegally dumped in our area.**



**KEEP FAR AWAY from these containers!**

Warn friends and family members too. Children must not play with old gloves, syringes, or medical samples. These items are very dangerous.

Should you discover any suspicious-looking containers,  
please inform any of the following authorities:

**Department of Health: 021-5421940**

**Department of Environmental Affairs: 021- 532 1670**

**(These are TOLL-FREE numbers)**

*Issued by the Department of Health and the Department of Environmental Affairs  
Your health and safety are our concern*

(97 words)

- 4 Call learners back together.
- 5 Ask volunteers to share their answers.
- 6 Make sure that learners understand the following:
  - a The introduction of a poster must grab the attention of the public.
  - b The body of the poster contains all the necessary information to warn the public about the danger they face.
  - c The conclusion of the poster informs the public who created/issued the poster.
- 7 Hand out the following step-by-step guide to writing a poster. If you do not have access to a photocopy machine, write it on the chalkboard and instruct learners to copy it down.

#### STEP-BY-STEP GUIDE TO WRITING A POSTER

- **Opening line** (could be a slogan): Who is the poster aimed at (the target audience)?
- **Body:** Important information – What has happened? What must residents do/not do? Who to contact/report to?
- **Conclusion:** Who issued the poster?
- **Slogan:** Slogan of organization/department issuing the poster

#### Useful genre-related vocabulary

hazardous	dangerous
toll-free	caller does not pay for the call
issued	published, supplied and distributed by
social issue	a problem that influences/affects a large number of people within a society

## 1. Setting the task

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### SET THE TASK

- 1 Remind learners that they will design and write the contents of a poster about the dangers of toxic dumping.

## 2. Planning

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### PLANNING STRATEGY

- a Remind learners of topic.
- b Make up information.
- c Complete for homework.

## INSTRUCTIONS FOR PLANNING

### A. REMIND LEARNERS OF THE WRITING TOPIC

**Topic:** You will design a social issue poster to inform residents of the dangers of the toxic waste that has been dumped in the area.

Copies of the poster will be put up in public places around Hlezikahle District.

(NOTE: Illustrations or drawings are not necessary as you will be assessed only on the written text of the poster. If you wish, you may indicate what illustration/images you will use by means of a block or circle; write down what it is within the block/circle, e.g. 'photo of leaking drums of toxic waste'.)

If possible, hand out a copy to each learner. If you do not have access to a photocopy machine, write the topic on the board and instruct learners to copy it into their notebook.

### B. MAKE UP THE INFORMATION

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that they will create a plan before writing the text of their posters. These plans will later be turned into posters.
- 3 Explain that they will start by working out the type of information they need to include in the poster.
- 4 To do this, instruct them to look at the Step-by-Step Guide to Writing a Poster (in the section above). Instruct them to look at each section and, with a partner, work out what type of information to make up for each section.
- 5 Give them a few minutes to do this.
- 6 Call learners back together.
- 7 Ask learners: What type of information will you need to make up for your poster?
- 8 Make a list on the chalkboard of points, like:
  - a Opening line/slogan: A catchy line that will grab attention and inform readers what the problem is/what they must be aware of.
  - b Body: This gives all the information the reader needs to know about the toxic waste: how the waste affects them, what they must/must not do, who else to warn, who to report to and how to contact them.
  - c Conclusion: This must inform the reader who issued the poster.
  - d Slogan: This closing slogan is usually the slogan of the company or government department that is issuing the poster. It must be a catchy, interesting line.
- 9 Remind learners that we are writing to warn people about the toxic waste dumped in Hlezikahle District.
- 10 Ask learners: What kind of words might we use to describe toxic waste?
- 11 Brainstorm words with learners to help build their vocabulary. Write words on the board to help learners, like: hazardous, dangerous, deadly, poisonous, harmful.
- 12 Explain that learners must try to use different words to describe the toxic waste. This will help the reader understand just how big the problem is!

- 13** Explain that it is now their job to write rough notes in their notebooks about what content they will include in their posters. These rough notes are part of their planning, so they don't have to be in full sentences.

**INDEPENDENT WORK:**

- 1** Instruct learners to copy all the points from the board.
- 2** Explain that learners must now work independently to fill in information for each of the points. They must make up the information for each point. They must use their own words (and not copy the example!)
- 3** While they work, walk around the room and assist learners who are struggling.

**C. HOMEWORK**

Explain that if learners have not finished planning, they must finish their plan for homework.

**SAMPLE FOR TEACHER**

**SAMPLE OF PLANNING FOR POSTER**

(This is just one example. Please keep in mind that the information will be made up, so this should look different for each learner.)

- 1 Opening line/slogan:** BEWARE OF TOXIC WASTE DUMPED IN HLEZIKAHLE DISTRICT
- 2 Body:** Toxic waste dumped by foreigners. Warning to all to keep a safe distance away. Avoid any contact with material leaking from the drums. Do not consume any plant material or water obtained from the sites where the waste was dumped. If waste is spotted - contact Director of Environmental Affairs, Minister of Health. Contact details.
- 3 Conclusion:** Issued by the Minister of Health. In the interest of the health of our people.
- 4 Slogan:** Taking care of the health and safety of all our citizens.

### 3. Drafting

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**REINFORCE CRITERIA**

Tell learners that as they draft, they must consider the following criteria:

- 1** The poster must be 80–100 words long.
- 2** The poster format must be perfect: all the important elements of a poster must be present: opening line/slogan, body, conclusion, slogan. These elements must be in the correct order.
- 3** The register may be formal or informal and the language must be error-free.

NOTE: Posters generally use different font sizes, colours and a large paper size. The opening line is usually in a very much larger font size, and the rest of the poster is usually a larger size font than normal writing. Often, a poster may have three or four different font sizes and font styles. In an examination, you are not required to present a full poster with different styles, colours and sizes of font, illustrations, etc. You will be using a normal lined page in an examination booklet. You are assessed on the written text only –i.e. the language use and content of the words you write. For this task, focus only on the written text.

## **INSTRUCTIONS**

### **HOMEWORK:**

- 1** Instruct learners to take notes they created in the planning process and turn those into a first draft.
- 2** To do this, they must follow the structure in the Step-by-Step Guide to Writing a poster. This will tell them which information to put in each section.
- 3** Remind learners of the criteria for a poster (see above).
- 4** Remind learners that the language used must convey the seriousness of the situation, and still be concise.
- 5** The opening line must grab the attention of the public.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b> Response and ideas; Organisation of ideas; Features/conventions and context <b>12 MARKS</b>	<b>10-12</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations</li> <li>Intelligent and mature ideas</li> <li>Extensive knowledge of features of the type of text</li> <li>Writing maintains focus and coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul>	<b>8-9</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus – no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul>	<b>6-7</b> <ul style="list-style-type: none"> <li>Adequate response, demonstrating knowledge of features of the type of text</li> <li>Not completely focused –some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>Basic response, demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Necessary rules of format vaguely applied</li> <li>Some critical oversights</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Necessary rules of format not applied</li> </ul>
	<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling <b>8 MARKS</b>	<b>7-8</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>	<b>5-6</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Tone, register, style and vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning obscured</li> </ul>
<b>MARK RANGE</b>	<b>17-20</b>	<b>13-15</b>	<b>10-11</b>	<b>7-8</b>	<b>0-5</b>



## 4. Editing

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### STRATEGY

Peer-edit

### INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to self-edit for homework instead.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit a peer's work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to read their partner's poster to see if they have done what the question in the checklist asks. If they find that their partner has not done something required by the checklist, they must make a note of it.
- 7 Give learners time to edit their partners' work. Walk around the room to assist learners who are struggling.
- 8 Then, taking turns, learners they must share their ideas with their partners about how to improve the writing.

### EDITING CHECKLIST

- 1 Does the opening line grab attention? Does it convey the seriousness of the situation?
- 2 Does the body contain the most essential information?
- 3 Does the body inform readers what they should/should not do?
- 4 Does the body provide important contact details?
- 5 Does the conclusion state who issued the poster?
- 6 Do all the sentences start with capital letters and end with full stops?
- 7 Is the spelling correct?

## 5. Presenting

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### PUBLISHING REQUIREMENTS

- 1 Learners must write out their posters neatly on unlined paper. (Provide unlined paper if possible.)
- 2 At the back of the piece of paper, they must include their name, the date, the heading 'Poster', and indicate the word count.
- 3 They must write neatly. Different font sizes may be used, e.g. a larger/bolder font may be used for the opening line (although this is not necessary in an examination.)

- 4 They may choose to include pictures or drawings (although this is not necessary in an examination.)

### **PRESENTING STRATEGY**

Display

### **PRESENTING INSTRUCTIONS**

- 1 Give each learner a piece of tape or Prestik.
- 2 Instruct them to stick their posters up on a wall in your classroom.
- 3 Give them some time to walk around and read the other posters.
- 4 Call learners back together.
- 5 Ask learners: What were some of the things that caught your attention from the posters?
- 6 Discuss this with learners.
- 7 Remind learners that posters are meant to grab our attention and make us want to read!

**COMPLETED EXAMPLE**

# **BEWARE OF TOXIC WASTE: HLEZIKAHLE DISTRICT**

**Toxic waste has been dumped by  
foreigners in our beautiful country.**

**WARNING:** Keep a safe distance from any drums or containers that you do not recognise. Avoid contact with material leaking from the drums. Do not consume any plant material or water obtained from these sites. If any toxic waste or unfamiliar containers are spotted, contact any of the following officials **IMMEDIATELY**:

**Director of Environmental Affairs: 031 5663245**

**Minister of Health: 031 566 8689**

*Issued by the Minister of Health in the interest of the health of our people.*

*Taking care of the health and safety of all our citizens.*

Word count: 103

**Mark: 16/20**

**TEACHER FEEDBACK**

Good work. You managed to include a lot of information in the poster, and it appears in a logical order. There is a clear opening line which grabs attention; the body contains all the necessary information; the conclusion gives information about who issued the poster. There is also a good slogan at the end. Well done.

