

Directorate: Curriculum GET			LESSON PLAN
Subject	English First Additional Language	Term	2
Grade	9	Week	4
Link to Teaching and Assessment Plan	According to amended TAP for Gr 9 English FAL. - Language structures and conventions: Direct and Indirect Speech - Stems, prefixes and suffixes - Poetry/Drama/Short Stories Cartoons (Visual Literacy) - Writing: Notice, agenda and minutes		
Introduction	- Learners should apply knowledge from term 1. - Visual literacy: Cartoons - Learners must be able to 'read' what they see around them.		
Consolidation	Reading and Viewing: Visual texts		
Paper based resources: Textbooks	Digital resources: https://wcedportal.co.za/curriculum-supporthttps://wcedportal.co.za/partners/#103031 https://www.thelearningtrust.org/asp-treasure-box		
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:		
	Reading & Viewing:	Visual text – Cartoons ✓ Learners must be able to 'read' the world around them. ✓ They should be able to interpret the atmosphere, mood etc. without anyone saying anything. – This could keep them out of harm's way. ✓ Does one's words link with one's actions?	Provided notes https://bit.ly/Visual_literacy_notes Extra exercise: https://bit.ly/Cartoon_exercise
	Writing & Presenting:		

	Language Structures & Conventions:		
 PARENT'S ACTIVITIES	Reading and Viewing	Is your child able to link WHAT you say with HOW you say it? Is your child able to interpret pictures and tell the true meaning?	Access to websites: such as Vodacom e-school
 LEARNER'S ACTIVITIES	Learner activities: • Read the notes provided. ✓ You must ensure that you know all the terms very well, as Cartoons count 10 marks in Paper 1 in grades 10-12. ✓ You must know the difference between visual and verbal cues. ✓ When you have to refer to facial expressions, you SHOULD consider factors like eyes, nose, ears, eyebrows, forehead, mouth. ✓ Body language entails non-verbal communication: What do the characters do with their arms, hands, legs etc. ✓ Gestures refer to hand movements. ✓ Ensure you know the difference between a speech bubble and a thought bubble, and the purpose of each. ✓ Other factors which you should take into account: font size, movement lines, scale, stereotyping, caricatures. ✓ WHAT does the cartoonist want to TELL in the cartoon? □ Cartoons often contain some valuable life lessons. □ Cartoons often communicate better than text, as we 'visually' experience the message.		

Important features:

What is visual literacy?

Visual literacy is the ability to [interpret](#), negotiate, and make meaning from information presented in the form of an [image](#), extending the meaning of [literacy](#), which commonly signifies interpretation of a written or printed [text](#). Visual literacy is based on the idea that [pictures](#) can be “read” and that meaning can be communicated through a process of reading.

Hints:

When looking at a comic strip or a cartoon, pay attention to the following:

Visual clues:

Some parts of the drawing which may be used to help the reader establish what the cartoon is about.

Body language How do they use their bodies to convey a certain message: non-verbal communication	Gestures Movement of hands	Facial expressions Do they look sad, happy, irritated, angry etc.
		
Scale Is one character bigger than the other?	Setting: What is the background to the pictures?	Movement lines: Movement is indicated by means of vertical, curved and diagonal lines. Speedy action is indicated by streaky lines, or by the action going out of the frame



Caricature: features or actions of a person are exaggerated to help the reader work out who is being represented or what aspect of the person's character is being emphasised.

Visual metaphor: in a metaphor two things are compared. In a visual metaphor, a picture stands for or represents something else

Stereotyping: An exaggerated preconceived generalisation about the typical behaviour, attitudes, dress, etc. of various types of people.



Verbal communication (What do the characters say?)

Speech bubbles:



indicate the words spoken by the character.

Tone (of voice).

The WAY in which something is said, e.g. monotonous

FONT size (size of letters in the text)

It refers to the size and type of letters used. Larger or bold letters are used for emphasis.

Thought bubbles:



show what the character is thinking.





Taken from: Garfield Super Gallery by Jim Davies

3.4

Complete the following sentence by choosing the correct answer from the word box.

The intention of the cartoon is to _____. (1)

inform, educate, entertain, enlighten, confuse

3.5. Refer to Frame 6.

3.5.1 What does the movement line indicate?

3.5.2 Why is the word "Slash" written in this font? (2)

3.6 Change the words in the thought bubble into the negative form. (1)

Do you know what this means?

3.7 Choose the correct word from within the brackets

Garfield was very (excited/exited) about his achievement (½)

TOTAL SECTION C: [10]

Now it is your turn:

3.1 Match the frames in column A with the mood depicted in column B.
(Redraw the table on your answer sheet.)

Column A (Frame)	Column B (Mood)
3.1.1 Frame 1	A happiness
3.1.2 Frame 3	B aggression
3.1.3 Frame 5	C disappointment
3.1.4 Frame 6	D overwhelmed
3.1.5 Frame 7	E curiosity

(2½)

3.2 What do we call this type of bubble and explain why we use it in cartoons

(2)

3.3

Choose the correct answer and write down only the correct letter on your answer sheet.
Identify the **tone** of John's speech in frame 7.
(The man is John)

- A happy
- B confused
- C humorous
- D angry

(1)

Memo

- 3.1.1 E
- 3.1.2 A
- 3.1.3 D
- 3.1.4 B
- 3.1.5 C
- 3.2.1 A thought bubble. To indicate someone's thoughts.
- 3.3 B
- 3.4 entertain
- 3.5.1 Movement lines: He brings his arm down very quickly.
- 3.5.2 Font: Cartoonist wants to indicate the ripping sound Garfield's nails make.
- 3.6 Don't you know what this means?
- 3.7 excited