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 Viewin	g: Visual texts		
Paper based resources: Textbooks	Digital resources: <pre>https://wcedeportal.co.za/curriculum-supporthttps://wcedeportal.co.za/p artners/#103031 https://www.thelearningtrust.org/asp-treasure-box</pre>			
	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)	
TEACHER'S ACTIVITIES	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 liter acy_notes Extra exercise: https://bit.ly/Cartoon_ exercise	
	Writing & Presenting:			

	Language Structures			
	& Conventions:			
	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	
PARENT'S ACTIVITIES				
	Learner activities:			
	 Read the notes p 	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.			
		ne difference between visual an		
	,	to refer to facial expressions , you		
	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. 			
LEARNER'S	✓ Ensure you know the difference between a speech bubble and a			
ACTIVITIES	=	thought bubble, and the purpose of each.Other factors which you should take into account: font size, movement		
		·	i. ioili size, iliovellielli	
	lines, scale, stereotyping, caricatures. ✓ WHAT does the cartoonist want to TELL in the cartoon?			
		Cartoons often contain some valuable life lessons.		
	Cartoons offen communicate better than text, as we 'visually' experience the message.			
	3.4			

Important features:

What is visual literacy?

Visual literacy is the ability to <u>interpret</u>, negotiate, and make meaning from information presented in the form of an <u>image</u>, extending the meaning of <u>literacy</u>, which commonly signifies interpretation of a written or printed <u>text</u>. Visual literacy is based on the idea that <u>pictures</u> 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:

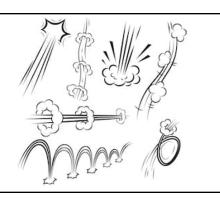
Visual clues:

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.	
		ANGER DISGUST EEAR TO ANGER THE	
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 isto _____ . (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 "Sash" written in this font?

(2)

3.6 Change the wordsin 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 $(\frac{1}{2})$

TOTAL SECTION C: [10]

Now it is your turn:

3.1 Match the framesin 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

 $(2\frac{1}{2})$

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 manis 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	В
3.1.5	С
3.2.1	A thought bubble. To indicate someone's
	thoughts.
3.3	В
3.4	entertain
3.5.1	Movement lines: He bringshisarm down
	very quickly.
5.5.2	Font: Cartoonist wants to indicate the
	ripping sound Garfield's nails make.
3.6	Don't you know what this means?
3.7	e×c ite d