

That's my generation Activity 1:



breed takes its cue from the internet, not parents, but is still loath to fly the nest, writes Rea Khoabane

Where do you fit in?

Our generation is not as eneration but we're generation but we re trendsetters and we choose what we want

switch on

Jot down your ideas.

- Define your generation in three adjectives.
- In your opinion, what is the main difference between your generation

and your parents' generation?

What is a 'generation gap'? Do YOU have experience of it?

GENERATION Z: CONNECTED FROM BIRTH. Born mid-1990s to 2010.







HOME

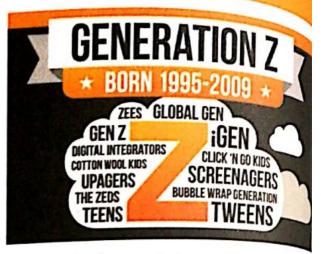
BLOG

MEANINGS

PARAGRAPH

SUMMARY

Generation names often change: what a generation is called early on is not what ends up sticking. For example, Generation Y - the cohort born roughly from the early 1980s to 2000 - morphed into Millennials. For now, we call the generation born from 1995 Generation Z (Gen Z) or the iGeneration (iGen).



- As many Gen Z members are still adolescents, their adult characteristics are yet to be vetted Early indications show that they are increasingly self-aware, self-reliant, innovative and goal. oriented. They appear to be more pragmatic than Millennials but a lot of what we think we know about Generation Z is inferred. We'll have to wait and see what happens as they become employees, consumers, investors and voters.
- Gen Z doesn't remember a time before social media. They are known for being highly connected with technology-driven lifestyles and their prolific use of social media. They live much of their lives - from interacting with friends and family to making purchases - online and via their smartphones. This could have profound implications on everything from their relationships and how they learn to virtual reality training and problem-solving. While Gen Z still uses Facebook, they view Facebook as being for 'older generations'. As Gen Z gets more digital freedom, they prefer more peer-to-peer social media and messaging apps, like Snapchat, Vine, Instagram. A 2015 USA study revealed that 25% of 13-17-year-olds left Facebook that year. This shows a trend towards apps that are more instantaneous, require less personal information and are more visually appealing.
- Gen Z is highly educated; it's likely that a larger number will graduate than any previous generation. Gen Z is also adept at web-based research and often self-educates with online sources like YouTube and Pinterest. They learn complex things like how to upgrade a computer's operating system the same way they learn how to bake an apple pie: one video at time. They still possess general beauty a time. They still possess general knowledge about traditional research methods but have come of age placing a priority on how fast you can find the right information rather than on whether or not you know the right information. whether or not you know the right information.
- Gen Z wants to make a difference in the world; many would like jobs that make a positive impact. An overwhelming majority is impact. An overwhelming majority is eco-conscious and concerned about humanity's impact on the environment. Gen Z is more diversed. on the environment. Gen Z is more diverse than Millennials. This diversity will have a profound impact across generation. profound impact across generations and cultures. Brands and employers will have to learn how to see the world through their even how to see the world through their eyes.

Word Count: 400

Find the following words in the text on page 100.

Try and 'get' their meanings in the context of this text.

Write the meanings in your own words.

Example: cohort (noun) - a group of people with a shared characteristic

morphed 1. (verb) 2. vetted (verb) 3. innovative (adjective) 4. pragmatic (adjective) 5. prolific (adjective) 6. inferred (verb) 7. adept (adjective) 8. priority (noun) eco-conscious (adjective) 9. 10. diverse (adjective)

Check your meanings with the definitions in the dictionary.

PAPER 1: SECTION B: SUMMARY SUMMARISING IN YOUR OWN WORDS

[10]



Your summary should not exceed 90 words.
You should allocate 30 minutes for this section.

SUMMARY WRITING

- ♦♦ Read the text again and then follow these steps to write a summary of this article.
 - State what the text is about in one clear sentence.
 - Use the following plan to find the main points in each paragraph. Copy the sentences or parts of sentences that reveal these points.

Paragraph 1: 1 point
Paragraph 2: 1 point
Paragraph 3: 2 points
Paragraph 4: 2 points
Paragraph 5: 2 points
8 points

3. Use the 8 points to write sentences in your own words.

4. Use these sentences to write a fluent paragraph.
Refer to the STRUCTURE OF A PARAGRAPH on page 9.

5. Edit your summary ensuring that it does not exceed 90 words.

6. Write the final draft of your summary.

7. Give it a relevant title and indicate your word count at the end of your summary.

The two faces of social media Activity 2:

Read the text.

TIMELINES







Social media has changed the way we grieve, how we say goodbye

Three girls die before they turn 21 and they all become overnight Internet sensations. In spirit they are changing the world, but what happens to the people they leave behind? TIMELINES is a documentary that investigates cyber-bullying, digital shrines and social media movements through the lives - and deaths - of these three girls. It tells the stories of three girls across three continents who, like so many of Gen Z, lived their lives on - and through - social media.

The girls' stories are told through intimate interviews with the girls' families, friends, home video footage and - of course - a look at their social media profiles. The film maker explains that her goal was 'to tell honest stories about the world that potentially change the way we see each other and the space around us'. The film reaches beyond the profile pictures and headlines to meet the real Jenna, Kaileigh and Amber. The film explores how each untimely death played out online and in the real world. The story is thus also about grieving - the private grief of losing a child, sibling or first love. It explores how this process of grieving is affected by the fact that these girls' lives - and deaths - went viral and, therefore, extremely public.

The film reveals the best and worst of social media. It shows rather than tells as much as possible about these three girls' lives and deaths. Jenna was brave and Kaileigh's bucket list inspiring - but Amber's story is completely different. She publically broadcasted her suicide by posting, 'Will anyone cry if I die tonight?' before hanging herself. Instead of celebrating her life online (as in Jenna and Kaileigh's cases), Amber's mother wants nothing to do with social media. Amber's story is a more complicated one about cyber-bullying, blame and, above all, grief.

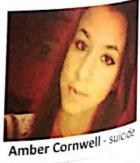
The film alerts teenagers to the fact that there are consequences to their actions online. It also highlights that parents need to realise that their children live whole other lives online. Ultimately, this is a film about life and death on the Internet. It sends a very real message: social media has the power to create positive change as well as destroy people.



HOW THEY DIED



Kaileigh Fryer - car crash





DISCUSSION Comment on these questions in the context of the world you live in.

what do you think are the two faces of social media? 1.

- What issues become overnight sensations on the Internet? 2.
- What is a digital shrine? How do you feel about them? 3.
- Should Facebook profiles continue indefinitely? 4. At what point do you think profiles should be shut down?

SUMMARY WRITING

Practise Now

- Imagine that you are the documentary's producer and have been asked 1. to prepare a press release of between 80-90 words about the film.
- Follow the method used in Activity 1 on page 101 to write the press 2. release. It is a summary of 7 main points written in paragraph form.

Paragraph 2: 2 points Paragraph 3: 2 points Paragraph 4: 2 points

7 points

- Use these sentences to write a fluent paragraph in your own words. 3. Refer to the STRUCTURE OF A PARAGRAPH on page 9.
- Edit your summary ensuring that it does not exceed 90 words. 4. 5.

Write the final draft of your summary.

Give it a relevant title and indicate your word count at the end of your 6.

Analyse it

Literature : Literary Essay/ **Contextual Question**

Activity 3: Dealing with death

PART 1

Yoda - Star Wars III: Revenge of the Sith

switch on

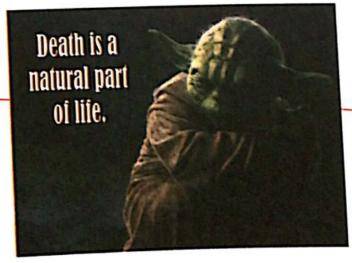
Death is a normal life event and all cultures have developed ways to cope with it in a respectable manner. These ceremonies and traditions, rites and rituals, are intrinsic to the mourning process.

How does your culture deal with death?

What are some of the ceremonies and traditions that your culture observes when someone dies?

What are the roles of family members when a relative dies?

How is mourning observed; how is grief expressed? How do you deal with death on social media platforms?

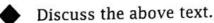




This text is frequently read at funerals, memorial services and 'celebration of life' ceremonies.

It is also often posted on social media networks when someone dies.





What is meant by the phrase, 'when I am gone away'? Why does the
writer use these words instead?
Think of other euphemisms that are commonly used instead of 'died'.

2. Who do you think is speaking these words? Who do you think they are being spoken to?

3. What sentiments is the speaker sharing? Can you paraphrase some of them? How would you describe her state of mind?

4. When and where do you detect a shift in the speaker's thoughts?

- 5. When you read the text carefully, you notice that the idea in the first 8 lines contradicts the idea in the last 6 lines. What are these contradictory ideas?
- 6. What do you make of the last 2 lines? Do you agree with this sentiment?



#jog your memory#euphemism

euphemism - an indirect word or expression used instead of one which is considered too harsh, blunt or hard-hitting - especially when referring to something unpleasant or embarrassing.

PAPER 2: SECTION A: POETRY

2x10=[20]



You are required to answer TWO questions on prescribed (SEEN) poems you have studied. One of the two questions you choose may be a literary essay question.

TASK 6 - LITERARY ESSAY



5

10



lemember is a classic Victorian poem, written by CHRISTINA ROSSETTI when she was just a teenager. She is renowned for her ballads and sonnets.

REMEMBER - Christina Rosetti

Remember me when I am gone away, Gone far away into the silent land; When you can no more hold me by the hand, Nor I half turn to go yet turning stay. Remember me when no more, day by day, You tell me of our future that you plann'd: Only remember me; you understand It will be late to counsel then or pray. Yet if you should forget me for a while And afterwards remember, do not grieve: For if the darkness and corruption* leave A vestige of the thoughts that once I had, Better by far you should forget and smile Than that you should remember and be sad.

This is one of your Grade 12 prescribed poems. Study the poem in greater depth by referring to pages 5 - 8, 184 - 185, 223 - 224 and 242 in your anthology.

Read this literary essay title on the poem, Remember.

Remember is a poem in which the speaker has a change of heart motivated by true love: a desire to prevent her beloved suffering after she has died.

With close reference to the poem's structure, diction, imagery and tone, critically discuss this statement.

An example of this literary essay has been planned and drafted for you on the following pages. You can use this process for writing other literary essays.

Step 1 Plan

> First understand the question. Brainstorm ideas using key words. Refer to page 106.

Step 2 First Draft

> A road map is provided for you on page 107. It follows the STATE IT, SHOW IT, RESTATE IT format.

Steps Revise, Edit, Publish 3,4,5

These steps help to perfect your writing. Use the Assessment Rubrics to meet all the requirements.



Essay Title

Remember is a poem in which the speaker has a change of heart motivated by true love: a desire to prevent her beloved suffering after she has died.

With close reference to the poem's structure, diction, imagery and tone, critically discuss this statement.

ASSESSME	NT F	lU	В	R	IC
	1	2	3	=	=
Content	2	:	7	1.2	:
Structure & Language	-	-	-	-	-
Refer to page	ge 29	96			

WEIGHTING	*
Total	10
Content Structure &	7
Language	3

LENGTH OF WRITING 250 - 300 words >

Understanding the Question	Means to:
It says	It means
With close reference	Provide specific evidence from the
to the poem's	poem.
Poem's structure	Focus on the look and form of the poem.
Poem's diction	Focus on the poet's choice of words
1 Oom b moved	the patterns of words and the
	words' effect on tone
Poem's imagery	Focus on the images - the poet's use
	of figurative language (e.g. similes
	metaphors, personification) that
	evoke an emotional response.
Poem's tone	Focus on the speaker's attitude or
	opinion - how the speaker feels.
Conclusion	
	10. 11
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Literary Essay - Road map		
INTRODUCTION		
STATE IT -	In 'Remember' the	
in one concise paragraph.	In 'Remember,' the sonnet by Christina Rosetti, the	
State or name the thesis -	speaker experiences a change of heart. Whilst the	
the statement you are going	first part of the poem demands The second half	
to discuss or prove.	gently This shift from one attitude to another is	
to discuss of prove.	clearly motivated by a sense of true love.	
BODY		
SHOW IT -	The poet uses a Petrarchan/Italian sonnet to	
in a number of paragraphs.	structure her poem. The title itself is a command	
Provide specific evidence.	and summarises the poem's main theme:	
THE PROPERTY OF THE PARTY OF TH	remembrance.	
Identify/quote specific words		
and images to back up what	It also sets the tone for the first 8 lines. In this octave, a sad, mournful tone is In the sestet that	
has been said in the		
introduction. Explanations	follows, however, the process of forgetting is	
must follow each piece of	explored and this offers a more comforting tone.	
evidence.	It is the single word 'yet' at the beginning of line 9 that	
ovidence.		
TO SPACE OF THE PARTY OF THE PA	The diction and tone are closely linked in both	
TOWN HEAD.	sections of the sonnet In the octave, both word	
The same of the sa	choice and sequence are strongly influenced by the	
- Walter Committee of the Committee of t	meter and rhyme pattern Line 9 marks the	
Control of the Contro	turning point - the volta - where the sonnet's tone	
CANADA AND AND AND AND AND AND AND AND AN	and sentiments shift. The pace also picks up in the	
A 945 day 1	sestet	
A 100 - 100	The poem's rich imagery initially From this	
7177 - 46 7 1 1	mournful place, readers are transported to another	
· · · · · · · · · · · · · · · · · · ·	plain The rhyme pattern changes as does the	
100 mass. (Ta.	pace	
CARLES AND	It is important to note that the sentiments	
The state of the s	expressed in the sestet are not contradictory to	
The state of the s	these expressed in the octave: they merely serve to	
	indicate	
CONCLETE		
RESTATE IT -		
	Although the speaker starts by imploring her beloved	
in one concise paragraph.	to remember her forever after her death, she ends	
Summarise your argument by repeating your the	with poignant, selfless words often quoted at	
your own words	funerals: Better by far you should forget and smile	
your own words.	than you should remember and be sad. This change	
	of heart comes about Her final sentiments are	
	motivated by	
Lattelling As		

A grieving teen has the right to: ... know the truth about the death ... grieve in one's own way ... not follow the stages of grief ... be angry at death ... have irrational guilt

Read the above information. Comment on how you feel about each 'right'.



TASK 6 - CONTEXTUAL QUESTION

Now read Langston Hughes' reaction to the death of his friend. Answer the questions that follow.

TO A DEAD FRIEND by Langston Hughes

The moon still sends its mellow light Through the purple blackness of the night: The morning star is palely bright Before the dawn.

The sun still shines just as before; The rose still grows beside my door, But you have gone.

The sky is blue and the robin sings: The butterflies dance on rainbow wings Though I am sad.

In all the earth no joy can be; Happiness comes no more to me, For you are dead.

10



- Langston Hughes -

James Mercer Langston Hughes was born 1902. in Missouri, USA. He published his first poem as a teenager, in 1921. He attended Columbia University, but left after one year to travel. A writer and social activist, he went on to write countless works of poetry, prose and plays. He lived in Harlem and died in 1967.

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PAPER 2: SECTION A: POETRY UNSEEN POETRY COMPULSORY CONTEXTUAL QUESTION

[10]



The length of answers to contextual questions should be determined by the mark allocation. You should aim for conciseness and relevance.

TEST Y	OURSELF	
• A	nswer these questions.	minutes
1.	State why this poem may be called a dedication.	
2.	Comment on the effect that rhyme has on this poem. Refer to #jog your memory on page 41.	(2) (2)
3.	What single, poignant point do stanzas 1-3 make?	(2)
4.	Relef to lines 1 and 2	(2)
0	Explain the appropriateness of this image in the context of the poem. Refer to How to Structure Your Answer on page 18.	(3)
5.	TOUR ANSWER ON Dage 10	(3)
6.	has on the reader.	(3)
7.	Refer to How TO STRUCTURE YOUR ANSWER on page 18. Refer to lines 11 and 12.	
8.	Describe, in your own words, how the death of a friend of	(2) ker. (3)







HARLEM



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Activity 4: Time to say goodbye

A goodbye is never painful - unless you are never going to say hello again.



switch on

Which one piece of advice do you think your parents or caregivers will give to you when it is time to leave home?

Read this text to see what advice this father gave to his son.

MENU

NEWSLETTER | SUBSCRIBE | SEARCH (

0 0

You're still here? Shame on you - get on board!

The wind is filling your ship's sail, and they're waiting for you.

Here, I give you my blessing again.

And just try to remember a few rules of life.

Don't say what you're thinking, and don't be too quick to act on what you think.

Be friendly to people but don't overdo it.

Once you've tested out your friends and found

them trustworthy, hold onto them.

But don't waste your time shaking hands with every new guy you meet.

Don't be quick to pick a fight, but once you're in one, hold your own.

Listen to many people, but talk to few.

Hear everyone's opinion, but reserve your judgment.

Spend all you can afford on clothes,

but make sure they're quality, not flashy,

since clothes make the man

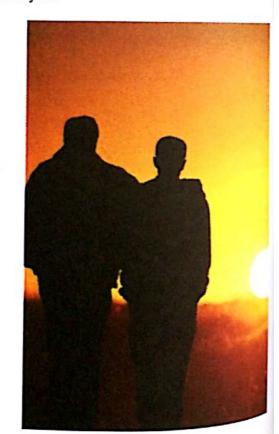
Don't borrow money and don't lend it,

since when you lend to a friend, you often lose the friendship as well as the money, and borrowing turns a person into a spendthrift.

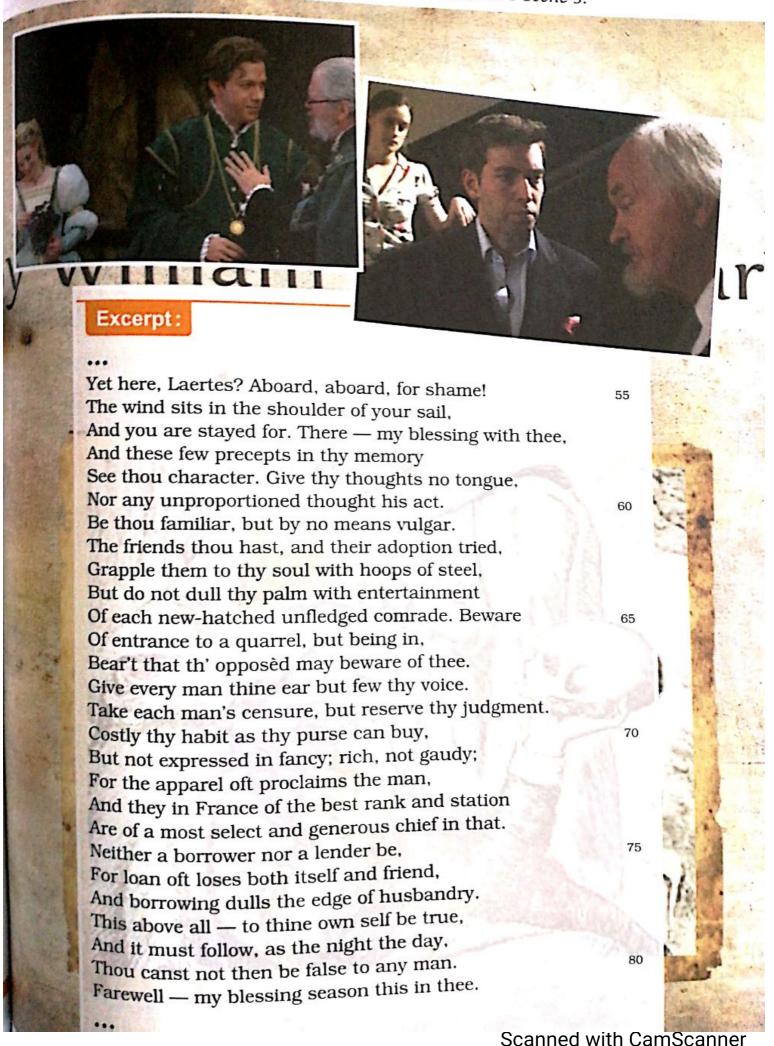
And, above all, be true to yourself.

Then you won't be false to anybody else.

Good-bye, son. I hope my blessing will help you absorb what I've said.



The advice on the previous page is from Polonius to his son, Laertes. It is a modern translation of lines 55 to 81 in Hamlet, Act 1 Scene 3.





PAPER 2: SECTION B: NOVEL **SECTION C: DRAMA** CONTEXTUAL QUESTIONS

[25]

The length of answers to contextual questions should be determined by the mark allocation You should aim for conciseness and relevance.



TASK 6 - CONTEXTUAL QUESTION

Read	d the excerpt from Hamlet on page 111. Then answer these questions.
Rem	nember to pay close attention to the mark allocation. a questions have been included here for practice.
1.	Is this a soliloquy or a speech? Explain your answer.
2.	Place the excerpt in context.
3.	Laertes is attending school in France. What event brings him briefly hom to Denmark?
4.	Refer to lines 59 and 60. We know from events in the drama that Laertes father does not practise what he preaches. Justify this comment.
5.	Identify and quote two sayings that are aphorisms today. Refer to #jog your memory on page 29.
6.	Refer to line 57: 'There, my blessing with thee.'
	If you were the director of a production of Hamlet, how would you instruct the actor to deliver these lines? Motivate your instructions with reference to both body language and tone.
7.	How does Laertes react to this speech by his father? What do his actions imply?
8.	At the end of this 'blessing', we get the impression that the speaker is at peace with his son's departure. On further reading into the play, we discover that this is not so. Explain.
9.	Who has Laertes been talking to just before this 'blessing' from his father and what important advice does he impart?
10.	Laertes' father believes that Laertes will be gone for a while, hence the list of advice. But circumstances change. Explain.
11.	What misconception does Laertes have about his father's death?
12.	What effect does Ophelia's death have on her brother?
13.	Laertes' behaviour at Ophelia's funeral further proves his deep feelings for her. Explain this statement.
14.	Explain why the incident immediately after this, is ironic . Refer to #jog your memory on page 29.
15.	What role does Claudius play in the events that follow? How does this plan go awry?
16.	Using your knowledge of the play as a whole, discuss to what extent Laertes and his father are responsible for setting the plot in motion

Laertes and his father are responsible for setting the plot in motion.



Total : [35]

Activity 5: Social media – helpful or harmful?

social media is changing the way we communicate and the way we are perceived, both positively and negatively.

Every time you post a selfie, update your status or share images and information, you are contributing to your digital footprint and your personal brand.

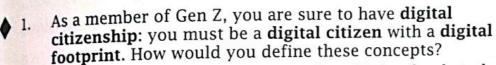
Amy Jo Martin

switch on

Jot down your ideas.

- Where do you stand on the matter of social media?
- Do you think it is more helpful than harmful, or vice versa?
- Give at least three reasons to support your stand.





Read this descriptive text written by a high school student. 2. Pinpoint the pros and cons of connecting online.





Digital citizenship is something that can help or harm you. It tracks your online identity for your entire life. As a member of Gen Z, you can probably trace your digital citizenship back to the day you were born. It recognises and remembers all the things you do online The digital world. That is one of its advantages. However, like all things, it can also form you. If you post, blog or tweet nasty, hurtful things or things you might regret, they Tay come back to bite you. For example, say you are applying for your dream job; you all the criteria, have all the references and are a perfect fit. Now all the employer to do is hire you. Then she decides to google your name to see what comes up and be finds your Facebook, Twitter or blog pages and reads posts in which you trash your Pevious employer and his company. She doesn't want to risk you doing the same to her so she goes with the next applicant who has a clean digital citizenship. Always twice before posting anything on social media – you can never, ever completely the it and you don't know what it could do to you in the future. You are in control of digital citizenship so make sure that you use it in ways that can help - not harm -

Adapted from a description at: https://sites.google.com/site/bhsdigicitizenship/student-blog-posts

Examine the findings of research into the positive (helpful) and negative (harmful) effects of social media:



SOCIAL **MEDIA** IS HELPFUL

SOCIAL MEDIA IS NOT HELPFUL - IT IS HARMFUL



- Spreads information faster than any 1. other media
- Helps create awareness about 2. important issues
- Offers teachers a platform for 3. collaboration with other teachers
- Enables teachers to communicate with 4. learners outside classroom
- Enables educational institutions to 5. recruit and retain students
- Used by law enforcement to catch and 6. prosecute criminals
- Helps students do better at school and 7. university
- 8. Allows people to improve their relationships and make friends
- 9. Empowers business people
- 10. Helps employers to find staff/job seekers to find work
- 11. Increases a person's quality of life
- 12. Facilitates face-to-face communication
- 13. Increases voter participation
- 14. Facilitates political change
- 15. It is good for the economy
- 16. Empowers individuals to make social change and to do good on a community level
- 17. Helps citizens to feel more connected to society
- 18. Helps people who are socially isolated or shy to connect more
- 19. Allows for quick and easy dissemination of public health and safety information
- 20. Helps disarm social stigmas (like depression, learning disabilities, homosexuality, HIV)
- 21. Enables crowdfunding people to collectively accomplish goals
- 22. Provides access to academic research to a wider audience
- 23. Helps businesses promote products/liaise with consumers

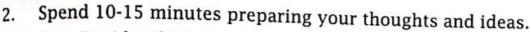
- Enables the rapid spread of unreliable 1.
- Posts on networks can never be 2. completely deleted - information posted can have consequences
- Can enable cheating on 3. school/university assignments
- Facilitates cyber-bullying 4.
- Can facilitate inappropriate or illicit 5. relationships
- Students who are heavy users tend to 6. have lower grades
- Used by criminals to commit crimes 7.
- Can harm job stability and 8. employment prospects
- Inappropriate posts can harm a 9. student's chances of admission to schools/colleges/universities
- Prospective employers who read 10. profiles to learn more about employees react negatively to inappropriate images/posts
- Endangers young users who do not understand the public and viral nature of social media sites
- Feeds need for instant gratification 12.
- Causes people to spend less time interacting face-to-face
- 14. Enables sexting
- 15. Encourages amateur advice and selfdiagnosis for health problems
- 16. Enables the spread of hate groups
- Enables hate groups to recruit members/ distribute propaganda
- Harms students/ employees' productivity at school/work
- 19. Can endanger military operations and iournalists
- 20. Unauthorised sharing exposes people to legal action and copyright infringements
- 21. Users are vulnerable to security attacks - hacking, identity theft

Consider this statement for your class debate:

Social Media is More Helpful than Harmful.

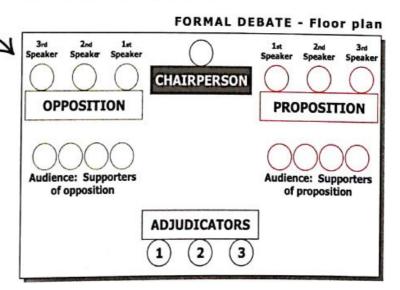
DEBATE IT

- Prepare for a formal class debate.
 - Divide the class into two teams:
 - the PROPOSITION those who will be PRO (FOR) the statement
 - the OPPOSITION those who will be AGAINST the statement



- Decide which points you will use from pages 113 and 114 to develop into arguments.
- Make sure that you have 6 to 8 convincing points to present to the audience.
- Think of ways to word your arguments in a forceful manner so that they are convincing, persuasive and will make an impact.
- B. Conduct a formal class debate.
 - Choose or appoint:
 - a Chairperson
 - three Speakers who will speak for the proposition
 - three Speakers who will speak for the opposition
 - Use this formal debate floor plan to set up / the classroom.

Follow the debating procedure.





Write it

Discuss, don't argue Activity 6:

Technology, in and of itself, is neither 'good' nor 'bad'. The fact is: it's people who make technology 'good' or 'bad'. And it's the same with social media.

Unknown



switch on

Jot down your ideas.

- What things would you never do on social media? Why not? Think of some of the crazy things that people have done on social media
- that have caused them embarrassment and/or trouble with the law.



PAPER 3: SECTION A: ESSAY

[50]

You are required to choose ONE essay topic.

You are given 8 topics to choose from - and 2 or 3 of these will be visual stimuli.

The type of essay is not prescribed; you decipher that for yourself.

The essay must be 400 - 450 words in length. (approximately 2 - 2 ½ pages)

You must plan, edit and proofread your essay. The plan must appear before the answer.

You are advised to spend a maximum of 80 minutes on your essay.

DISCURSIVE ESSAY

♦♦ Practise Now

The following steps will guide you to build a balanced argument for writing a good discursive essay.

Plan Step 1

Brainstorm this statement with your partner using key words.

Social Networking Sites can Make and break you

Use activities in this cycle and the PROS and CONS of SOCIAL MEDIA on page 114 for facts, ideas and examples.

'Make' - improve a person's life	'Break' - hurt/ruin a person's li
	•
,,	·

- Be objective give a balanced view of how social media can both 'make' and 'brook' both 'make' and 'break' you. Use a table to record your ideas.

 Be subjective. a)
- Be subjective share your opinion. Do you agree or disagree with the statement? Suppose of disagree or disagree. with the statement? Support your point of view with reasons. b)

step 2

First Draft

Use your key words from your table as triggers to create your sentences and paragraphs.

The road map sketches the structure of your essay.

Use the paragraph writing information on page 9 to help you.

- Be clear, rational and objective.
- Keep emotion out of your writing.
- Be authoritative and convincing.

- Inction	Restate the topic in your own words
ntroduction	Restate the topic in your own words to show you
	understand it.
	Define and describe terms used in the topic sentence
	Give some background about the topic.
aragraph 1	Point – 'make'
Trop of the	Firstly
	Reasons
	Evidence/Examples
	Link to Topic
Paragraph 2	Point – 'make'
aragraph &	Secondly
	Reasons
	Evidence/Examples
	Link to Topic
	milk to Topio
Paragraphs	Points/Counterpoints - 'break'
3 and 4	
	Reasons
	Evidence/Examples
	Link to Topic
Conclusion	SUMMARISE the main points. Restate your OPINION
	Express YOUR point of view.
19 . FA	

♦♦ Step 3 Revise

Revise Use this checklist to help improve your writing - especially with the structure of your paragraphs and choice of words.

- ✓ Have I repeated some things or left some out?
- Have I used appropriate comparisons, exaggerations and/or contradictions to make my writing interesting?
- Are my paragraphs ordered in the most effective way?
- ✓ Does my introductory sentence grab the reader's interest?
- ✓ Does my conclusion add value? Is it effective?



Step 4 Edit

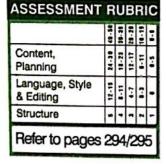
Use this checklist:

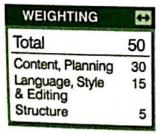
- Have I used the correct punctuation?
- ✓ Are the tenses correct?
- ✓ Have I written in full sentences?
- ✓ Do the nouns and verbs agree (concord)?
- ✓ Did I check meanings and spellings in the dictionary?
- ✓ Have I made any careless or common spelling errors?

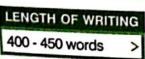
Step 5 Publish

DISCURSIVE ESSAY

- 1. Write a **discursive essay** on ONE of the following topics.
 - a) Social media is more helpful than harmful.
 - b) Social media friend or foe?
 - c) The positive and negative impact of social media on the youth of today.

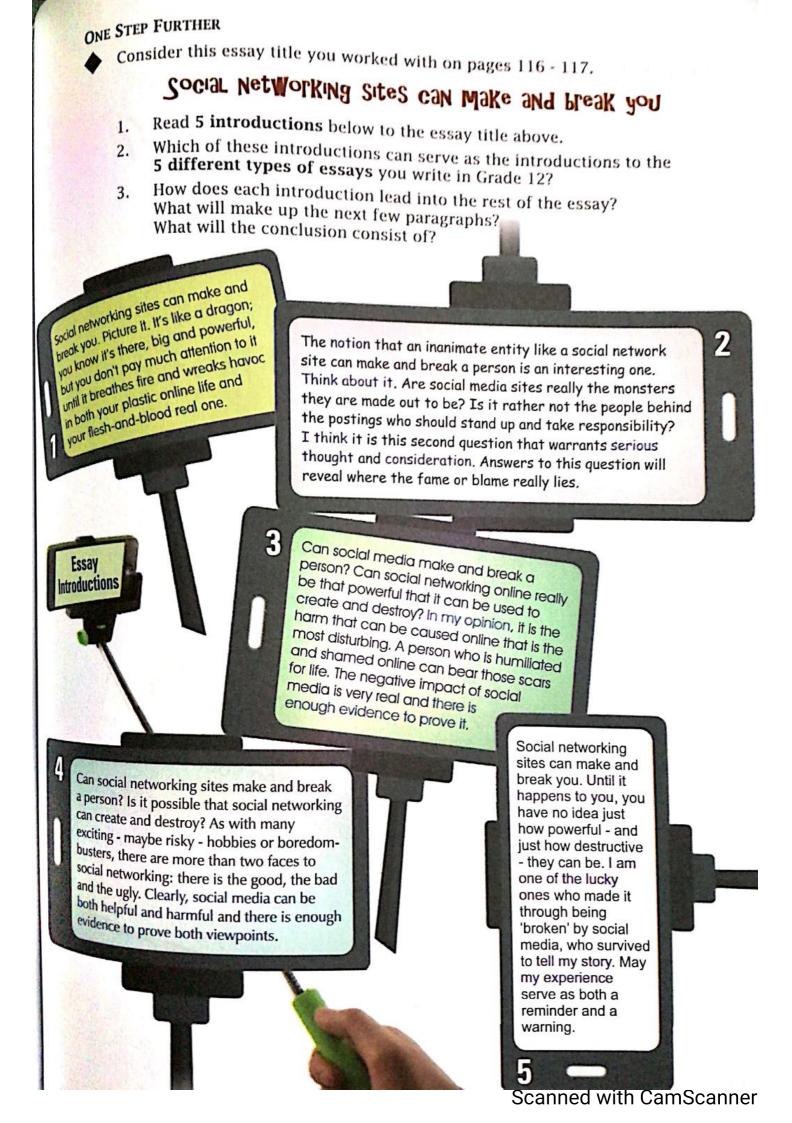


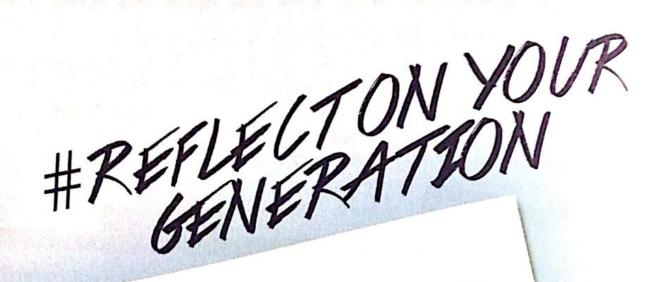






- 2. You have discussed these topics already.
- 3. Use any of the ideas you have discussed with your partner and in class to enhance your essay.
- 4. Follow the writing process on page 14 to perfect your essay.







Life is what happens when your are looking at your smartphone. #dontmissout #keeplookingup #putawaythephone #mygeneration

Activity 1: Thinking is critical

PART 1

one of the effects of living with electronic information is that you are habitually in a state of information overload. There's always more than you can cope with.

MARSHALL MCLUHAN

DISCUSSION

- What is 'information 1. overload'?
 - Why do you think this 2. term is particularly relevant in the age of the Internet?
 - What types of problems 3. can information overload cause for you?
 - List some of the skills you need to help you sift your way through information in order to make sense of it.
 - Explain the origins of 5. these neologisms infobesity and infoxication. Do you think they aptly define the term 'information overload'? Justify your response.
 - What is this visual text's message? How does it support the topic under discussion?



neologism - a newly coined, invented word or expression that has not yet been incorporated. incorporated into mainstream language; sometimes neologisms make it into the Official dictionary and sometimes they fade.

Example: selfie

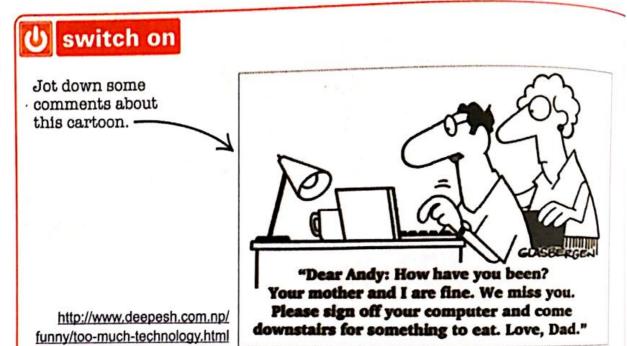
PART 2

Your generation has had to sort through and assess enormous amounts of information quickly.

If you can sift, sort, separate and select information then you can comprehend, synthesise, analyse and evaluate information.

These critical thinking skills help you to decipher and use information to form opinions and make decisions.

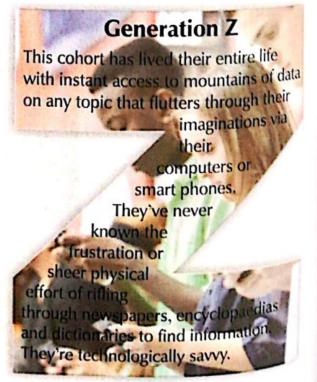




Examine Texts A and B and discuss the questions.

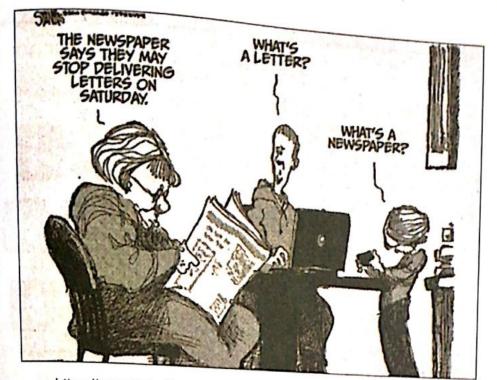
Text A

- Do you agree with this interpretation of your generation? Give reasons for your answer.
- Explain how and why 'rifling through newspapers, encyclopaedias and dictionaries' could be frustrating and involve 'sheer physical effort.'
- Is being described as 'technologically savvy' a compliment or an insult? Give reasons for your answer.



Scanned with CamScanner

Text B



https://www.linkedin.com/pulse/changes-coming-from-generationz-deb-walker

- 1. Discuss how this cartoon (Text B) reflects the 'generation gap'.
- 2. Critically comment on the manner in which each generation is represented in the cartoon.
- 3. Does the message in **Text B** support the views expressed in **Text A**? **Justify your response**.
- ♦♦ Work with your partner to interpret Texts C and D.

Text C

Millennials and Gen Z certainly make their presence known via social media networks and blogs. However, is this truly narcissistic? Is there an obsession with ourselves that overshadows our ability to be there for others? Not necessarily. From my perspective, posting thoughts, feelings and stories on social media, while fostering in-the-moment connections, is more about sharing and collaboration. It doesn't quite depict the traditional form of narcissism.

Lauren Suval

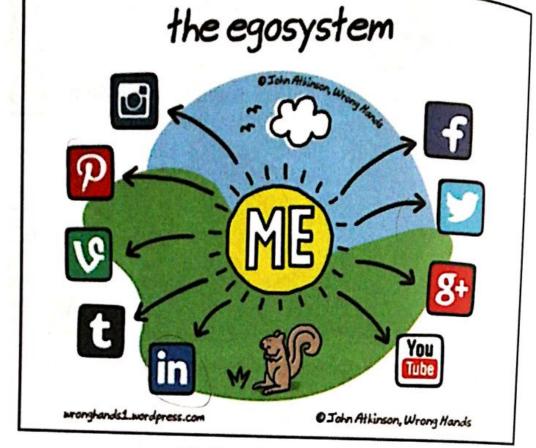
www.psychcentral.com/blog/archives/2014/03/28/ narcissism-and-millennials-in-the-digital-age/

Explain 'narcissistic' in your own words.

According to the writer, is your generation narcissistic in the true sense of the word? Substantiate your answer.

Text D/...

Text D



https://wronghands1.com/2015/03/27/the-egosystem/



◆◆ 1. Identify and explain the pun in the cartoon.
 Use these steps and starter sentences to help you.

Step 1:	Define a pun . (1 SENTENCE) 🗸	A pun is	/
Step 2:	Identify/name the word that is being 'played on'.	is a play on the word	•
	(1 SENTENCE) 🗸		1
Step 3:	Give the different meanings of these words. (2 SENTENCES)	means and	11
Step 4:	Give a reason why it is humourous. (2 SENTENCES) 🗸	This is amusing because	11

- Discuss the cartoon's message.
- 3. Does this cartoon support or contradict the point of view expressed in Text C? Justify your response.
- 4. Which Text (Text C or D) depicts your opinion of social media? Explain how and why it does so.



#jog your memory#pun

pun - a form of word play that suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended humourous or rhetorical effect.

practise Now Read and interpret Text E.

Text E



www.pinterest.com

- Correct the error in the cartoon's caption.
- Record the dialogue between this mother and son. Write his possible question and her answer in Direct Speech and then in Indirect Speech.
- What statement does this cartoon make about your generation's relationship with the Internet?



#jog your memory#Direct Speech#Indirect Speech

Direct Speech - the actual spoken words are cupped by speech marks. ("")

She says, "Visual texts are impossible to decipher." Examples: 1.

He said, "I don't understand this cartoon." 2.

She asks, "What is the meaning of the second frame?" 3.

He asked, "Can I leave out the visual texts in Paper 1?" 4.

With Indirect Speech - changes take place:

speech marks are removed

the introductory verb is used together with 'that'

in most cases the same tense as the introductory verb is used

pronouns change

in questions, the introductory verb is used together with if/whether

She says that visual texts are impossible to decipher. Examples: 1.

He said that he didn't understand the cartoon. 2.

She asks what is the meaning of the second frame. He asked if he could leave out the visual texts in Paper 1. 3.

4.

Activity 2: Talking about my generation

I'm not trying to cause a b-blg s-s-sensation (falkin' 'bout my a (Talkin' 'bout my I'm just talkin' 'bout my g-g-generation This is my generation

This is my generation, baby The WHO (1965) - Voted one of the greatest songs of a



Gen Z is largely an American term for your generation is South Africa, your generation is better known as Borning

- Why are you referred to as 'Bornfrees'?
- Which year in particular marks the first wave of 'Bornfrees'?
- Are you a proud 'Bornfree' or would you prefer another label?
 - Critically comment on the logo in the visual provided

DISCUSSION

- Share your views from the switch on with the class.
 - Read this description of your generation. B.

is part of a generation that is global, social, visual and technological. They are the most connected, educated and sophisticated generation ever. They are the up-agers, with influence beyond their years. They are the tweens, the teens, the youth and young adults of our global society. They are the early adopters, the brand influencers, the social media drivers, the pop-culture leaders. They comprise nearly 2 billion people globally, and they don't just represent the future, they're creating it. Gen Z's have been born into the crisis period of terrorism, the global recession and climate change. They are predicted to spend their young adult years in a time of economic and social renewal. They are also living in an era of changing household structures, and are the students of today and university graduates, employees and consumers of tomorrow.

1. How does it make you feel? Why?

Change the **pronouns** in the text from 'they' to 'we', and 'their' to 'our'.

How do you feel now? Why?

Refer to #jog your memory on page 74.

- 3. Ask a volunteer to dramatise this text as if at a youth rally.

 Notice the power of the pronouns:
 - Do they draw you in?
 - Do they illicit any emotions?

Rhetoric is one of the tools that speakers use to sway their audience.





DISCUSSION

A. Follow the discussion steps whilst completing the activity below.

Features of a Meaningful Conversation/Discussion

- Identify the group's goal
- 2. Appoint a leader
- 3. Be respectful
- 4. Take turns do not interrupt a speaker
- 5. Share your ideas, thoughts and experiences





- 1. Read through the list of characteristics of Generation Z on pages 128 and 129.
- 2. Choose 3 characteristics that you as a group unanimously identify with.
- 3. Choose 3 characteristics that you as a group contest or don't think fully apply.
- 4. Discuss each of these 6 characteristics in detail:
 - a) Say why it rings true for you/does not ring true for you.
 - b) Share what you know about the subject or issue under discussion.
 - c) Give examples from your own life and experience to support what you think.

B. Presentation

Put together a **60-second group presentation** based on your discussion.

- Nominate a spokesperson to share your group's information with the class.
- Give feedback on one characteristic that members are 'for' and one characteristic that members are 'against'.



#jog your memory#rhetoric

Phetoric - the art of effective or persuasive speaking or writing.

SOME CHARACTERISTICS OF GENERATION

generation z

25 characteristics found for generation z

Sort: Relevant Newest

Don't remember a time before Google

Educated about issues
like equality and
diversity thanks to
the Internet's
democratisation of
news and opinion

Put technology in the same category as air and water: they cannot imagine a world without being connected 24/7



Grown up in a world characterised by the fast development of the www and the rapid digitalisation of almost everything



Intent on actively looking for solutions to problems

Have a strong desire to build a society where problems inherited from previous generations are a thing of the past

Have minds that stream in many directions at one time and are experienced in 4D thinking – i.e. critical, reflective, creative and process thinking. (Process thinking ensures that your and effective manner)

Distance themselves
from the
'selfie generation'
(the Millennials)
who use social
media for
self-promotion
and displays of
narcissism

Prefer visual social media platforms like Instagram and Snapchat

Tend to be more private on social media than the previous generation – perhaps because they have seen older siblings get into trouble from posting controversial content

Careful with their money and cautious about spending

Strongly believe that a person is not defined by religion, race of sexual orientation

Facebook and Twitter are less popular or not on their radar at all

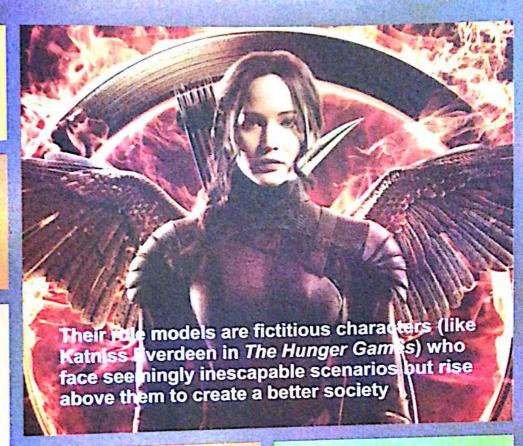
Witnessed how global economic downturn affected their parents and siblings prospects

Feel strongly that it is up to them to fix the world that has been messed up by previous generations

Have entrepreneurial savvy: they plan to be 'pioneers' rather than 'settlers' in a career: they know life is hard and that it requires work

Very aware of climate ^{change} and feel a need to do something to fix it

Open to sharing owledge, opinions and ideas



Extremely adept at multi-tasking on all types of technology

Grown up with smartphones and smartphone technology

Turn to dystopian and post-apocalyptic stories (like The Hunger Games) in books, movies and games to help them make sense of their lives and cope with challenges

Their upbringing has made them resilient and pragmatic - rather than hide from their problems, they want to understand and confront them

More realistic than idealistic in their outlook on life

Very aware of the tough economy, terrorism and the complexities of life

Self-reliant and driven Activity 3:

Gen Z has created a new Cultural Currency that values uniqueness, authenticity, and recognition. creativity, shareability and recognition.

Matt Kleinschmidt (VisionCritical Blog)



switch on

Jot down your ideas.

- Why do you think the business world is so interested in your generation?
- Think of at least 5 reasons.



- Skim read the text below.
 - Identify the type of text and highlight its key features.
 - Describe the article's topic.
 - How does the use of 'they' in the headline / byline make you feel? Why?
 - What do you expect to read about?



IF ACCOUNTS of millennials overblown sense of entitlement, low commitment and slacking had you worried about the future of the planet, prepare to be sur-prised by Generation Z. This co-hort of 11 to 17-year-olds has been cited by Ernst and Young as a generation that is "more selfware, self-reliant and driven They are realistic, über-productive, goal oriented innovators.

Estimated at a population of 1.9 billion globally, the majority of them can be found in underdeveloped or developing countries where plenty of social and economic changes are taking place.

ic changes are taking place.
Their most-loved social network is not Facebook or Twitter, instead, they favour Snapchat, which is the fastest-growing social network in the history of social networks. When talking to this generation, you can forget articles and posts, because rather than sit and read a paragraph of text, Gen Z likes short, snackable content.

They spend more than two hours a day on Facebook, YouTube, instagram and Snapchat, and have been said to have an eight-second reilion spots, so brands need to

rently volunteer, and 76% are concerned about humanity's impact on

the planet.
They not only want to have an impact, they want to see the impact. They also hold companies to the same standard; it's not enough to simply say your company cares about the causes Gen Z believes in; you have to show it.

As would be expected, they have been described as the overconnected generation - growing up with PCs in the home, smartphones in their palm and laptops in their classrooms. They can be found mul-titasking across five screens - TV, phone, laptop, desktop and either a tablet or some handheld gaming device - so the best marketing campaigns to reach Gen Z span a va-riety of media while delivering a

consistent message.

According to research by Enactus, the three biggest misconceptions about Gen Z are that they only want to work with their peers, interact via devices and don't engage in face-to-face communication, and want to be left alone to figure things out for themselves.

in fact, they prefer to work with a small group in an office setting that is conductve to collaboration Their top three job search prior

Generation Z may be overconnected and have an eight-second attention span, but they care deeply about the world around them, writes Puseletso Mompei



want to own their own businesses, and 76% hope they can turn their hobbies into full-time jobs.

Gen Z isn't content to just passively consume content, they're keen to create it. This eagerness to themselves means that recently teamed up with local artists, promoting their music. The fast-food chain supported unsigned artists in Bloemfontein and played their music at their local storms. their music at their local stores, using cutting edge technology to entertain customers. This gave new artists and their music great expo-sure, and the KFC brand a new

scripted role, is a combinate will foster your company's with Gen Z, while also be to enhance their own the

These younger was they don't want to be taged brands' ads on social media 10 percentage points her the average for the brain in population. 74% of digital carrier suppose because it and se

sumers between 16 and 50 and 5 geting them in their for book and other social finds a survey comme Lithium Technologies

Because they have go line, with exposure to go forms forms and expressed ions with an citod, he brand owners need and he had arand owners need a wanteenticity is a big the authenticity is a big the young sters, and if you go yourself out there us yourself out there us. nect with them, you a yourself out there is discount a brand the sed anything "real" see anything "shift held opinions they are less likely to be such as the American

such as the American Rainbow Nation (id. constructed or proin them as

Now read the article. It is reproduced in four columns over the next 4 pages. As you read each column, notice how you react to what you are reading. Think about why you react the way you do. pay attention to: what you agree with

what you disagree with

Read Column 1 and answer the questions alongside it. A.

(COLUMN 1)

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IF ACCOUNTS of Millennials' overblown sense of entitlement, low commitment and slacking had you worried about the future of the planet, prepare to be surprised by Generation Z. This cohort has been cited by Ernst and Young as a generation that is "more self-aware, self-reliant and driven. They are realistic, uber-productive, goaloriented innovators." andar

Estimated at a population of 1.9 ecau billion globally, the majority of them can be found in underdeveloped or developing ratio countries where plenty of social and economic changes are taking place.

Their much loved social network is not Facebook or Twitter; instead, they favour Snapchat, which is the fastest growing social network in the history of social ordit networks. When talking to this generation, you can forget articles and posts, because rather than sit and read a paragraph of text, Gen Z likes short, snackable content.

They spend more than two hours act, a day on Facebook, YouTube, Instagram and Snapchat, and have been said to have an 8-second attention span, so brands need to engage them quickly and cutel profoundly.

recognise the signif-

1. Discuss the comparison in the first paragraph. Identify both the derogatory and complimentary descriptions and say which cohorts they belong to.

2. Explain the use of quotation/ speech marks in this paragraph.

3. What is meant by 'uber-productive'? What does this German word mean when used as a prefix, as in this example?



4. Who exactly is being addressed in paragraph 3 - where 'you' is used?

5. Comment on the use of the phrase 'snackable content' (paragraph 3) in this context. Do you agree with this generalisation? Refer to #jog your memory on page 39.



6. What is meant by 'an 8-second attention span'? Why do you think your generation has one? How does your 8-second attention span impact marketing?

7. What do the words 'have been said to' imply?

8. Discuss the relevance of the research's statistics in the last paragraph. Do these statistics realistically reflect your 'wants'?



#jog your memory#prefix#suffix

prefix - is used to create a new word or create an antonym suffix - is a word ending. It is added to words when using tenses (try - trying), changing parts of speech (tolerate - tolerance), or making antonyms (careful careless).

Read Column 2 and then answer the questions.

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DEXT IN (COLUMN 2)

They not only want to have an impact, they want to see the impact. They also hold companies to the same standard; it's not enough to simply say your company cares about the causes Gen Z believes in; you have to show it.

As would be expected, they have been described as the overconnected generation - growing up with PCs in the home, smartphones in their palm and laptops in their classrooms. They can be found multitasking across 5 screens - TV, phone, laptop, desktop and either a tablet or some handheld gaming device - so the best marketing campaigns to reach Gen Z span a variety of media while delivering a constant message.

According to research by Enactus, the three biggest misconceptions about Gen Z are that they only want to work with their peers, interact via devices and don't engage in face-toface communication, and want to be left alone to figure things out for themselves.

In fact, they prefer to work with a small group in an office setting that is conducive to collaboration. Their top three job search priorities are growth opportunities, generous pay and keen to c smart bi making a positive impact. breath of fresh

partners collaborative projects.

want to c

and 76%

hobbies

sively c

Gen 2

On which word in the first sentence is there more emphasis? Name 3 ways that it could be written to draw attention to the emphasis.

Explain the yardstick that 2. Gen Z members use to judge or evaluate the companies that they are willing to support.

'Palm' and 'tablet' in 3. paragraph 2 are both homonyms. Explain.

Explain the use of the dash 4. in paragraph 2. Refer to #jog your memory on page 9.

What does 'multitasking' 5. mean? 'Multi-tasking' is another acceptable way to write this word. Explain the purpose of the hyphen here. Refer to #jog your memory on page 9.

6. What is a 'misconception'? (See paragraph 3) What is the root word? Discuss the 3 biggest ones about Gen Z and state whether you agree or not.

How does the writer 7. counteract these misconceptions?

As a Gen Z member, do 8. these preferences ring true for you or not? Explain your answer.



#jog your memory#homonyms#homophone

homonyms - words having the same spelling and pronunciation, but different meanings and origins.

11

Example: bank

homophones - words having the same pronunciation, but with different spelling and meaning.

Example: flower / flour

Read Columns 3 and 4 presented here in one column. Notice that it contains some deliberate errors. Answer these questions.

1.

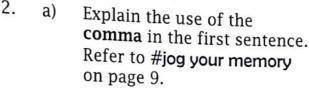
(COLUMNS 3 AND 4)

Acutely aware that jobs won't be waiting for them when they leave school, they recognise the significance of getting valuble work experience early. About 72% of them want to own their own businesses, and 76% hope they can turn their hobbys into fulle c time jobs.

Gen Z isn't content to just passively consume content, they're keen to create it. This eagerness to express themselves means that smart brands could find powerful partners if they approach them for collaborative projects.

A local example of a brand that has done this is KFC, which has nowadays recently teamed up with local artists, promoting their music. The fast-food chain supported unsigned artists in Bloemfontein and played their music at their local stores, using cutting-edge technology to entertain customers. This gave new artists and their music great exposure, and the KFC brand a breath of fresh air - and possibly, street credibility. Giving them a platform to express themselves and be creative versus offering them a scripted role, is a combination that will foster your company's loyalty with Gen Z, while also helping them to enhance their own de digital presence.

Correct the 2 spelling errors in the first paragraph. 2. Explain the use of the a)





- b) Now begin this sentence with the clause that comes after the comma. Which conjunction do you use to join the 2 parts?
- 3. Identify the punctuation error in the first sentence of paragraph 2. How should it be written?
- What are the aspirations of a 4. large percentage of the cohort who took part in the survey?
- How does your generation 5. 'create' content as opposed to just 'consuming' it?
- Explain why the writer includes 6. the example in his article.
- Correct the **redundancy** in the 7. first sentence of paragraph 3. Refer to #jog your memory on page 27.



- In your opinion, which brands are 8. loyal to your generation?
- Explain the idiom, 'a breath of 9. fresh air' in this context. Refer to #jog your memory on page 20.



Define 'street credibility' in your 10. own words.

ds could find powerful iney approach them for sure, and the KFC bra breath of fresh air - and

Read Column 5 and answer the questions. D.



ay be overconned econd attention st y about the world seletso Mompei



on businesses, can turn their e jobs.

int to just pasentent; they're its eagerness to s means that d find powerful preach them for

of a brand that

recently team artists in Bloe their music at artists and the sure, and the

breath of fresh and street credibility. Giving them a

how they interpret and

(COLUMN 5)

These younger consumers say they don't want to be targeted with brands' ads on social media.

74% of digital natives - consumers between 16 and 35 years old - say they don't want brands targeting them in their feeds on Facebook and other social networks, finds a survey commissioned by Lithium Technologies.

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Because they have grown up online, with exposure to various platforms and expressing their opinions with an emoji, post or status, brand owners need to know that authenticity is a big theme for Gen Z. The selfie is nothing new to these youngsters, and if you want to connect with them, you have to put yourself out there too. They will discount a brand that doesn't share anything "real", speak the same "language", share their values and hold opinions they can respect.

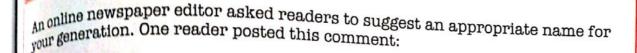
Their media savvy means they are less likely to believe in concepts like the American Dream or the Rainbow Nation. Old philosophies, constructed artists, promot or projected images of perfection fast-food chain don't have as much hold on them as on previous generations, so it will be ing cutting-ed interesting to see how they interpret tertain custon and reflect contemporary South Africa.

- Do you agree with the 1. findings expressed in the first sentence? Explain your answer.
- What is the name and 2. purpose of the 3 dots after the first sentence?
- What is the purpose of the 3. dash in the first paragraph? What alternative punctuation could be used here?
- Explain how you can use 4. emoji to express opinion.
- What does the word 5. 'discount' mean in this context (last sentence in paragraph 2)? What is its other meaning?
- If something 'speaks the 6. same language' as you, what does it mean?
- 7. Find the word that means the same as 'practical know-how' in the last paragraph.
- 8. Desmond Tutu coined the term 'Rainbow Nation' to describe post-apartheid South Africa. What does it refer to? Do you think it is relevant in the world you have grown up in?

Activity 4: Have your say

the letter to the press is an effective platform for people to publically press their views and opinions, by posting comments online or typing up and sending their comments via their computers or phones.

switch on





R.Burns •

I'm sorry, but how do you name a generation before you know what that generation has produced? There's no logic in that process. Why not name the next generation the Fat Head Generation because they're sure to make the same mistakes that have been made in the past? It's always happened that way, correct? How about the Soulless Generation because of the lack of communication skills I see all around me? I'm 72 years old and think I belong to the Disgusted Generation; what years would that cover? NAH!

- What would your response to this post be?
- Which emoji would you use to show your reaction?
- Voice your feelings and/or opinions in a succinct sms, WhatsApp or Tweet. Remember you can be serious, light-hearted, humorous, sarcastic and/or angry.
- **9** 1. Share your responses to the posting by R. Burns with the class.
 - Read the original letter to the Editor of the Daily Telegraph newspaper sent by R. Burns on 19 August 2017, on the following page.
 - Compare and contrast the informal posting above with the formal letter to the press on page 136. Refer to #jog your memory on page 22.



13 Brightmead Avenue Hinchingbrook Park HBK 26 6XP CAMBRIDGESHIRE 19 August 2017

THE EDITOR
THE DAILY TELEGRAPH
Private Bag X1001
LONDON
LO345 XC

Dear Editor

I am writing this letter in response to the article **GENERATION WHAT?** published on 12 August 2017 in which you ask your esteemed readers to submit suitable names for the present generation.

To put it bluntly, I am most surprised – if not shocked – by this strange request. Surely it is common knowledge that it is extremely unwise – and nigh impossible – to attempt to aptly name a generation before even knowing what that generation has produced!

However, putting that logic aside, I do have some suggestions of my own. How about the Fat Head Generation because this generation is sure to make the same mistakes that have been made in the past? It has always happened that way, correct? Or, what about this one: the Soulless Generation - because of this generation's obvious lack of communication skills? I see this all around me, all day and every day.

For the record, I am a disgruntled 72-year-old who clearly belongs to the Disgusted Generation. Now which years would **that** generation cover?

Yours sincerely

R Burns

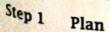
Word Count: 169 (Content only)



PAPER 3: SECTION B: TRANSACTIONAL TEXTS	
are required to answer TWO questions.	(2 x 25) [50]
the body of your text should be 100 - 200 words (20 - 25 lines) in the	
You are advised to SECTION B.	
SIX TOPICS (choices) will be set from the following categories (with a maximum of two questions from each category):	ninimum of one and
CATEGORY A:	
Friendly letter/lormal letter (request/application/business/complaint/sympathy/congratulations/thanks)	Note:
Formal / informal letter to the press	M shows
CATEGORY B:	transactional
Curriculum Vitae and covering letter (asked as a combination)	CEXTS already
Obituary	covered in this Learner's Book
CATEGORY C:	Ther's Book
Formal report/informal report	
Review	
Newspaper article	
Magazine article	
Agenda and minutes of meeting (asked as a combination)	
CATEGORY D:	
Formal speech/Informal speech	
✓ Dialogue	
✓ Interview	

FORMAL LETTER TO THE PRESS

- Reread the newspaper article spread over pages 131 134. Discuss and note the things that you agree and disagree with. Explain why.
- Write a letter to the Editor of a national newspaper in response to the information expressed in this article. Your letter must either agree or disagree with most of the article's content. Your letter to the Editor must follow the format of a formal letter - not how you would see it published online or in a newspaper/magazine.
 - Pay careful attention to:
 - 1 choice of words
 - language structure
 - audience, register, tone and style
 - Follow the writing process:
 - Your plan must appear before your final draft.
 - It is advisable to draw a line through all planning.



Use the road map on the next page to guide you with the format and structure of your letter.





Address

Date

Address

Greeting/Salutation

First Paragraph - a one-liner

 Name the article -I refer to ... dated ..

Third Paragraph - your main paragraph

- Explain your point of view/opinion.
- Provide reasons for your objections/support

Second Paragraph - introduce your perspective and sum up your objection/support.

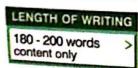
 Describe your reaction to the article: say how it made you feel and give your point of view/opinion using direct, simple language.

Last Paragraph - a one-liner

 Write a thought-provoking statement or question or a clever, punchy final comment.

ASSESSMENT RUBRIC Content, Planning & Format Language, Style & Editing Refer to page 293

WEIGHTING Total 25 Content, Planning 15 & Format Language, Style 10 & Editing





The Sign-off

- If you started your salutation with a person's name (e.g. 'Dear Ms Spriggs'), then end with the sign-off, 'Yours sincerely'. Provide your full name and your signature.
- If you started your salutation 'Dear Sir' or 'Dear Madam', then end with the sign-off, 'Yours faithfully'. Provide your full name and your signature.

Step 2 First Draft

Step 3 Revise

Use this checklist to improve the structure of your paragraphs and choice of words.

- Have I followed the instructions?
- Have I been concise and to the point?
- Have I written in proper sentences? Have I used different types of sentences to avoid repetitive structures?
- Can I improve on my word choices? What about stronger verbs and adjectives? Have I varied my vocabulary?
- Are there some redundant words (tautology)? Refer to #jog your memory on page 27.

Steps

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