

English

Home Language

CLASS TEXT & STUDY GUIDE

Sue Jordaan, Gail Wallace & Lindi Clarke

GRADE

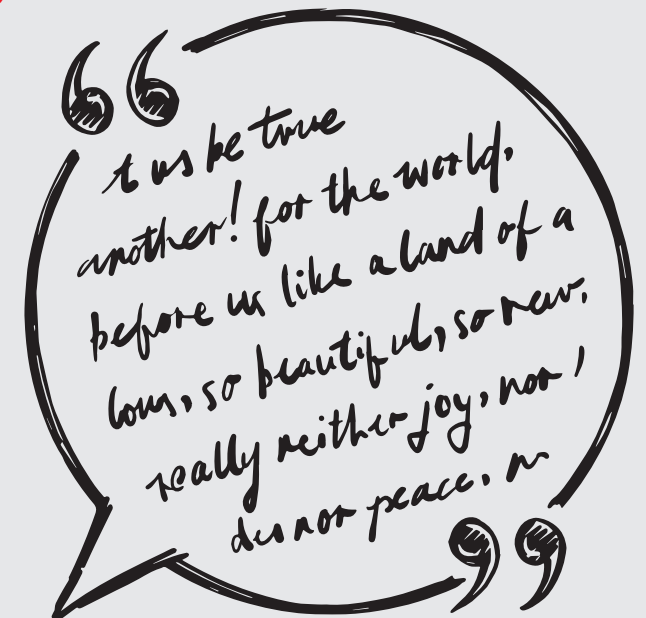
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CAPS

3-in-1



THE
ANSWER
SERIES *Your Key to Exam Success*



Grade 11 **English HL** 3-in-1 CAPS

CLASS TEXT & STUDY GUIDE

This Grade 11 English Home Language 3-in-1 study guide offers a full walkthrough for learners writing both the DBE (National) exams and the IEB exams, and offers an original DBE-style Paper 1 and an original IEB-style Paper I. The book is organised into bite sized, manageable chunks, focusing on one thing at a time so that you can confidently explore and begin to master the four main skills – Listening & Speaking; Reading & Viewing; Writing & Presenting; Language Structures & Conventions.

Key Features:

- Comprehensive, memorable notes on each of the 4 skills
- Carefully selected exercises with full answers on each of the skills
- Sample paper 1's and memos (DBE and IEB)

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THIS CLASS TEXT & STUDY GUIDE INCLUDES

- 1 Stimulating Notes on each of the four skills
- 2 Exercises
- 3 Answers

Plus two *sample* Exam Paper 1s and Memos

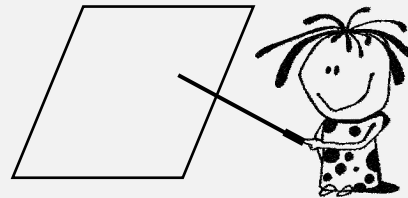
E-book
available 



CONTENTS

A note about CAPS and about the DBE (National) exams and IEB exams	ii
Gr 11 CAPS Formal Assessment Tasks	iii
Gr 11 IEB Formal Assessment Tasks	iv

PART 1: Listening and Speaking 1



Part 2: Reading and Viewing 22



Part 3: Writing and Presenting 95



Part 4: Language Structures and Conventions 112



Exam Papers and Memos 155

A DBE-style Paper 1	155
An IEB-style Paper 1	160
Memo for DBE-style Paper 1	167
Memo for IEB-style Paper 1	168

1 PREPARED SPEECH

AIM	<ul style="list-style-type: none"> ▶ To inform, enlighten, present an argument, persuade
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Thorough research and planning ▶ Systematic and logical organisation of material ▶ Arresting introduction ▶ Clear development of relevant points, with varied and appropriate substantiation and evidence ▶ A conclusion that summarises the main points and closes with a memorable statement that leaves the audience with something to think about
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Ability to research effectively from a range of resources ▶ Ability to select relevant information and evidence to support a point of view ▶ Ability to organise an argument or explanation systematically ▶ Ability to identify facts and opinions and to express these clearly ▶ Ability to select and use vocabulary effectively ▶ Ability to adopt a particular style of delivery to suit the aim ▶ Ability to create relevant and succinct visual material to enhance a presentation ▶ Ability to make effective notes and to use these in a way that does not become a distraction for the audience ▶ Ability to deliver a presentation with or without audio and/or visual aids and props ▶ Ability to use rhetorical devices to enhance meaning and to hold the attention of the audience ▶ Ability to use appropriate body language, gestures and facial expressions to add impact to the delivery and to convey emotion

HOW TO APPROACH THIS WITH CONFIDENCE



- Consider this as a practised performance rather than the reading of an essay to an audience.
- Decide on your aim and ensure that you keep to it.
- Brainstorm your points and then organise them (see **OPTIONS FOR THE STRUCTURE** box).

- Present each point clearly:
 - ▶ a clear topic sentence
 - ▶ explanation of the topic sentence
 - ▶ evidence to illustrate or support the point
 - ▶ link to the aim of the speech.
- Use transition words (see **TRANSITION WORDS** box).
- Use appropriate rhetorical devices (see **RHETORICAL DEVICES** box).



TIPS FOR SUCCESS



- 1 Instead of considering a topic that simply provides factual information (i.e. addresses **WHAT** and **WHEN**), choose a topic that considers **HOW** and **WHY**.
- 2 Print your notes on cue cards (small index cards), not a large A4 page: these will not be distracting and will leave both hands free to make gestures.
- 3 Practise your speech: present it aloud, in front of a mirror.
- 4 Speak slowly and clearly.
- 5 Ensure that you **speak**, with natural phrasing (*Do not read!*).
- 6 Use your notes in a way that is not obvious: look up more than you look at the notes.
- 7 Do not learn the full speech and then merely recite it.
- 8 Use your voice effectively: vary your pace, pitch, volume and tone.
- 9 Remember to pause: do not be afraid of silences.
- 10 Be aware of the importance of eye contact: look around at your audience as you speak.
- 11 Use natural body language and appropriate gestures.
- 12 Use facial expressions to emphasise points and to convey emotion.
- 13 If you are using visual aids, do not turn away from your audience and speak to the screen.

OPTIONS FOR THE STRUCTURE

- Advantages/Disadvantages: considers both sides of an issue
- Chronological: arranges information according to progression of time
- Cause/Effect: arranges information to show reasons and results
- Compare/Contrast: describes similarities and differences
- Problem/Solution: describes different aspects of the problem and proposes solutions
- Sequential: arranges information according to a step-by-step sequence that describes a particular process
- Spatial: arranges information according to how things fit into a physical space, creating a mental picture of how things fit together
- Topical: presents sub-topics within a larger topic



TRANSITION WORDS

- Firstly, secondly, finally
- Before this, subsequently, consequently
- In addition, moreover, equally important, furthermore
- Similarly, coupled with, equally important
- Compared to, conversely, on the other hand, however, nevertheless, by comparison, whereas, alternatively
- In other words, to put it differently, as an illustration, to clarify
- Thus, consequently, accordingly, therefore
- To conclude, in summary, as has been argued, hence, therefore



RHETORICAL DEVICES

The following are examples from speeches made by Barack Obama, former President of the USA:

- ALLITERATION
*They are part of the **finest fighting force** that the world has ever known. They have served tour after tour of duty in **distant, different, and difficult** places.*
- REPETITION
***Yes, we can**, to opportunity and prosperity. **Yes, we can** heal this nation. **Yes, we can** repair this world. **Yes, we can**.*
- RHETORICAL QUESTIONS
What could more profoundly vindicate the idea of America than plain and humble people ... coming together to shape their country's course?
- HYPERBOLE
*... the challenges that tomorrow will bring are **the greatest of our lifetime**.*
- PARALLELISM (repeating structures that are grammatically similar)
*If there is anyone out there **who still doubts** that America is a place where all things are possible; **who still wonders** if the dream of our founders is alive in our time; **who still questions** the power of our Democracy; tonight is your answer.*
- TRICOLON (the "rule of three": using three parallel words, phrases or clauses in a sentence for emphasis)
*We remain **the wealthiest, the most powerful, the most respected nation** on earth.*
- ANTITHESIS (placing sharply contrasting ideas in a balanced or parallel structure)
*We will **extend a hand** if you are willing to **unclench your fist**.*
- HYPOPHORA (asking a question **and then answering it** – thus it is different from rhetorical question)
*I will win! **Why?** *Because I have faith, courage, enthusiasm.**



1 REVIEW

AIM	<ul style="list-style-type: none"> ▶ To provide factual information ▶ To provide some details without spoiling the actual experience for the audience members who would like to experience it for themselves ▶ To give an opinion, with reasons ▶ To advise or to recommend
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Introduction: overview of the film/book/play/restaurant, which also provides the reviewer's conclusion or general opinion of it ▶ Description of key aspects ▶ Critical analysis that considers both the strong and the weak points ▶ Information for the audience, providing specific details of where this can be experienced by them
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ The ability to: <ul style="list-style-type: none"> › describe clearly and convey opinions rationally › make critical judgements and to convey these clearly › present and structure a combination of fact and opinion logically › select appropriate vocabulary to convey opinion.

HOW TO APPROACH THIS WITH CONFIDENCE



- Plan the review using the structure provided above (e.g. essential features: overview / description / critical analysis / factual information).
- If possible, provide some information about genre and/or the background to the film/book/performance, etc. to place it in some kind of context.
- Include specific examples to substantiate your opinion.
- If you are reviewing a film, book or dramatic production, take care not to give details which would spoil the experience for the audience.



TIPS FOR SUCCESS

- 1 Do not write a review and then simply read it to the audience: you need to speak to the audience about the topic.
- 2 Make sure that you have an arresting opening that will hook the audience and make them interested in your opinions and analysis.
- 3 Keep the presentation lively: provide enticing details that will intrigue the audience.
- 4 Your key parts are the introduction (where you engage the attention of the audience) and your conclusion (where you give your recommendation): ensure that these have the maximum impact.

REPORT

AIM*	<ul style="list-style-type: none"> ▶ To present information about a particular activity (such as a sports match) 	<ul style="list-style-type: none"> ▶ To present information about a topic or issue (such as an investigation into a problem in order to find a solution)
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Background information: <ul style="list-style-type: none"> › the nature of the activity ▶ Brief information about the activity – such as where it took place and who was involved ▶ Summary of the key elements or highlights of the activity ▶ Results of the activity ▶ Lessons learnt or individuals to be commended ▶ Formal delivery ▶ Logical and systematic presentation of information 	<ul style="list-style-type: none"> ▶ Background information: <ul style="list-style-type: none"> › reason for the research or investigation ▶ Brief information about the research, including who was involved in it ▶ Summary of the findings of the research or investigation ▶ Conclusions reached as a result of the investigation ▶ Recommendations and suggestions based on the findings ▶ Formal delivery ▶ Logical and systematic presentation of information
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Ability to present a logical account ▶ Ability to select information and to summarise effectively ▶ Appropriate establishment of a formal tone ▶ Selection of formal vocabulary and use of formal style of presentation 	

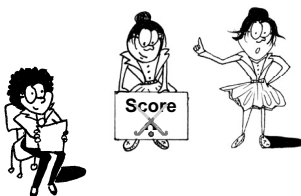
* There are different kinds of reports and the features would vary. Two examples are given here: the left-hand column provides information about the kind of report that could be given in a school assembly, where a captain reports on a sports match. The right-hand column provides information about the kind of report that a member of a Student Representative Council could present to members of school management, following an investigation into a school issue.



HOW TO APPROACH THIS WITH CONFIDENCE



- Follow the given structure (see *Essential features*) systematically.
- Select relevant details.
- Keep the style formal throughout.
- Ensure that the vocabulary suits the topic and the situation (it should be fairly sophisticated).



TIPS FOR SUCCESS

- 1 Strike a balance between reading and speaking. This is a spoken report so the delivery is important: do not simply read a written piece of work.
- 2 Speak slowly and clearly.
- 3 Pause between points to allow the audience to absorb what you have said.
- 4 Keep the sentences fairly short.
- 5 Do not over-use statistics unless you have visual aids that show these.
- 6 Make eye contact with the audience.

STORY-TELLING

AIM	▶ To entertain the audience; to engage and hold attention
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Exposition – introduces characters, creates atmosphere and mood; grabs audience attention ▶ Complication or initial incident – introduces the tension ▶ Tension or rising action – develops the conflict and builds tension ▶ Climax – the high point of tension, often an unexpected twist ▶ Denouement – unravelling of tension; wrapping up the loose ends
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Logic ▶ Transferring imagination to words ▶ Ability to use voice to create atmosphere, build tension, make characters real and sustain interest ▶ Ability to use appropriate body language, gestures and facial expressions to enhance meaning and engage the audience

HOW TO APPROACH THIS WITH CONFIDENCE



- Plan the story, ensuring that it develops according to the principles of a good story.
- Write the story and then edit it so that it can be TOLD, not READ.
- Ensure that you have the five key phases of a typical story (see *Essential features*).



TIPS FOR SUCCESS

- 1 Use vivid descriptions.
- 2 Use precise vocabulary (consult a thesaurus!).
- 3 Vary the lengths of sentences (sometimes a short sentence can be very powerful).
- 4 Use dialogue (direct speech) so that you can change your voice to represent different characters.
- 5 Vary the pace of the narration.
- 6 Vary your volume and pitch.
- 7 Use stress and pause.
- 8 Use facial expressions.
- 9 Use body language.

1 UNPREPARED SPEECH

All the points covered in the section on the PREPARED SPEECH apply to the Unprepared Speech.

AIM	<ul style="list-style-type: none">▶ To present an opinion or argument, to explain an issue, to persuade the audience to adopt a certain attitude or to take your advice
ESSENTIAL FEATURES	<ul style="list-style-type: none">▶ Strong introduction▶ Development of argument or ideas▶ Memorable, firm conclusion that leaves the audience with something to consider or think about
REQUIRED SKILLS	<ul style="list-style-type: none">▶ Ability to think quickly▶ Organisation and logical reasoning▶ Ability to speak fluently without preparation▶ Ability to use appropriate vocabulary▶ Self-confidence▶ Effective delivery skills, including use of voice and body language

HOW TO APPROACH THIS WITH CONFIDENCE



Because you have little or no time to research or write your speech, you need to:

- Keep it simple.
- Use personal experience and anecdotes to support your points.

In the short time you have to prepare, think of:

- Your opening: how can you arrest attention? You could give a definition (even a quirky one), refer to recent news or current events that relate to the topic, refer to a popular song that relates to the topic or relate an anecdote.
- 3 key points you can make (as you speak, you can think of examples or evidence to support them.)
- Put your key points in a logical order.
- Your conclusion: you need to end on a strong and convincing note.

TIPS FOR SUCCESS



- 1 No matter how nervous you are feeling, give an impression of **confidence**.
- 2 Organise your points and develop each one: do not just list ideas – provide evidence, examples or personal experiences to support the point.
- 3 Adopt an appropriate tone.
- 4 Speak in a clear, firm voice.
- 5 Speak at a steady pace: talk slowly and make use of pauses (these also give you time to think on your feet).
- 6 Make eye contact with your audience.
- 7 Stand up straight (this also creates an impression of confidence and poise).
- 8 Use natural gestures.
- 9 End decisively: conclude your speech firmly.

TRY THIS!

Exercise 4

The best way to prepare for an unprepared speech is to practise the ability to speak spontaneously on a topic. Consider recording yourself speaking on the following topics, or prompts. Play it to a friend and ask them to give you feedback on your points and delivery.

- Gush (speak enthusiastically) for two minutes about a task that you usually find tedious or boring.
- Google 'Strange looking animals', choose an image, and record yourself presenting a story about that animal.
- Below are a few made up words. Select one and explain the origins of the word, what parts of speech it belongs to, and how to use it in a sentence.

Bandersnatch Uffish Remoil Trasp Splate Varken Flume Jand

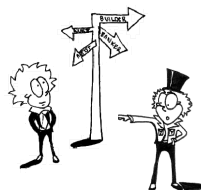
DIRECTIONS AND INSTRUCTIONS

AIM	▶ To provide the listener with clear information that will enable him or her to reach a particular destination or do something WITH CONFIDENCE
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Short, clear instructions ▶ Logical order in the required sequence ▶ Specific, simple language ▶ Jargon is sometimes used
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Ability to visualise the situation in reality ▶ Clarity of expression ▶ Logical organisation

HOW TO APPROACH THIS WITH CONFIDENCE



- Visualise what you are saying and think before you start.
- Ensure that the order of the commands you give is logical and sequential.
- Use specific and simple language: the words must convey all the information.
- Do not provide any details that distract from the main aim.
- Be objective and formal.



TIPS FOR SUCCESS



- 1 Keep the language literal.
- 2 Do not use gestures or hand movements unless your words are conveying the information as well.
- 3 When giving directions, you can refer to obvious landmarks but take care not to confuse the listener by providing too many.
- 4 Speak slowly and clearly.
- 5 Pause from time to time to allow the listener to visualise what you are saying.
- 6 Do not interrupt yourself by making unnecessary asides or light-hearted comments.
- 7 Keep eye contact with the listener so that you can see if he/she is grasping what you are saying.

CONVERSATION/DIALOGUE/DISCUSSION

AIM	▶ To exchange ideas and thoughts, to share feelings, to persuade, to negotiate and/or to inform
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Fair opportunity for all members to be heard ▶ Clear and concise contributions ▶ Presentation of relevant opinions or information ▶ Continuous and natural flow of contributions – no silences ▶ Control of emotions
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Ability to listen and respond attentively and appropriately ▶ Respect for the opinions and ideas of others ▶ Ability to formulate opinions that carry the discussion forward ▶ Empathy as a group member

HOW TO APPROACH THIS WITH CONFIDENCE



- Be a good listener.
- Make sure that only one person talks at a time.
- Be considerate and allow others to have their say.
- Remember to include everyone – follow the rules of turn-taking (see box).
- Encourage other members of the group, especially if they are hesitant, reserved or nervous.
- Be assertive and offer your relevant viewpoints at appropriate times.
- Express your viewpoint clearly and briefly.
- Look for appropriate opportunities to introduce new points.





TIPS FOR SUCCESS

- 1 **Know your subject:** if you do not know anything about the topic, you cannot make a meaningful contribution; therefore research the topic.
- 2 **Avoid silences:** fill in gaps by reinforcing or clarifying a point or by asking a relevant question that either pursues the current line of thought or introduces a new one.
- 3 **Listen properly:** concentrate on what others are saying rather than pretending to listen while you think about what you are going to say next.
- 4 **Look up** when you are **not speaking** and **observe** the other members of the group.
- 5 **Use positive body language:** the way you sit, change position, your facial expressions and hand gestures all convey important messages.
- 6 **Make eye contact** with the speaker.
- 7 **Refer to other members** by name from time to time.
- 8 **Look at your listeners when you are speaking:** make eye contact and do not look down all the time.

Turn-Taking

The following are ways of indicating that a turn will be changed:

- › Making a reference to the next speaker: refer to him/her by name or ask a specific person a direct question
- › Changing intonation: for example, dropping or raising the pitch or volume of your voice
- › Using a gesture: for example, turning to the next speaker, making a hand gesture towards him/her, showing an expression of inquiry, making eye contact with another speaker.



INTERVIEW

AIM	▶ To elicit information by asking questions and obtaining answers
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Appropriate questioning ▶ Effective note-taking and summarising ▶ Careful listening and relevant responding ▶ Observance and noting of non-verbal cues
REQUIRED SKILLS	<p>The interviewer</p> <ul style="list-style-type: none"> ▶ The ability to: <ul style="list-style-type: none"> › ask appropriate, clearly-worded questions that will prompt a detailed answer; › listen attentively and perceptively; › react calmly and appropriately to answers and pursue relevant points made; › take notes discreetly while listening; › summarise; › read body language and facial expressions. <p>The interviewee</p> <ul style="list-style-type: none"> ▶ The ability to: <ul style="list-style-type: none"> › keep calm under pressure; › listen carefully to questions and to understand what kind of response is required; › express oneself clearly and to use relevant examples and information; › think quickly and cope with unexpected questions.

HOW TO APPROACH THIS WITH CONFIDENCE



Interviewer

- Have a clear idea of the purpose of the interview.
- Prepare the questions beforehand but be willing to deviate from these if necessary.
- Show respect for the interviewee.
- Divide the interview in phases:
 - › Introduction: greeting, introductions, purpose of interview
 - › Establishment of rapport: create an atmosphere of trust
 - › Questions: start with general questions and proceed to specific questions.
- Listen actively and pick up cues for further questions, especially ones that have not been planned.



Interviewee

- Be prepared: do appropriate research before the interview.
- Think about the questions that are likely to be asked and prepare how you will answer them.
- Provide full and detailed answers: do not respond with answers that are only one or two words.
- Be respectful and take your cue from the attitude of the interviewer (when in doubt, keep the conversation very formal).
- Listen to the questions and be sure to provide relevant answers.



TIPS FOR SUCCESS

Interviewer

- 1 Ask questions that elicit answers that are not just one or two words.
- 2 Use what the interviewee has said to develop the conversation: follow up relevant points by asking further questions.
- 3 Show knowledge, interest and understanding by responding specifically to aspects of the answers that are provided.
- 4 Create a conversational atmosphere rather than a stilted question-and-answer format.
- 5 Use formal language and ask questions in a respectful way but be prepared to persuade or probe if answers are too general or too brief.
- 6 Use appropriate body language and facial expressions to encourage the interviewee and to convey appropriate responses to what the interviewee says.
- 7 Develop a method of jotting down notes without distracting the interviewee or creating awkward silences.

Interviewee

- 1 Prepare for the interview by doing some role play beforehand.
- 2 Ask the interviewer to repeat or clarify a question if you are unsure of what you are being asked.
- 3 Keep your answers relevant and to the point.
- 4 Maintain a formal attitude but see the interview as a kind of conversation.
- 5 Be aware of your body language and make eye contact with the interviewer.

DEBATE

AIM	<ul style="list-style-type: none"> ▶ To discuss, argue, support, dispute or defend a statement or resolution in a formal and controlled way
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ This is a very formal activity and follows a strict format: <ul style="list-style-type: none"> › The chairman introduces the topic (the <i>motion</i>), the two sides (the <i>Proposition</i> and the <i>Opposition</i>) debate the topic and the judges or adjudicators declare a winner. › The first speaker for the Proposition states and defines the motion and presents arguments in favour of it. › The first speaker for the Opposition presents arguments against the motion. › The second speaker for the Proposition presents further arguments for the motion and argues against the points raised by the first speaker for the opposition (the <i>rebuttal</i>). › The second speaker for the Opposition presents further arguments against the motion and rebuts the points made by the Proposition. › The discussion is open for the audience to raise points (the motion is <i>opened to the floor</i>). › The third speaker for the Opposition sums up the arguments of the team and tries to persuade the audience to vote <i>against the motion</i>. › The third speaker for the Proposition sums up the arguments of the team and tries to persuade the audience to vote <i>for the motion</i>. › The chairman can put the motion to the vote (where the audience votes for the most convincing team). › The judges provide feedback on the quality of the debate and the arguments presented by both teams and declare which team was the more effective in proving their case (<i>the winner of the debate</i>).
REQUIRED SKILLS	<ul style="list-style-type: none"> ▶ Good general knowledge ▶ Strong communication skills, such as: <ul style="list-style-type: none"> › a wide vocabulary; › fluency; › clarity; › the ability to vary tone, pace, volume appropriately; › the ability to persuade. ▶ Good listening skills ▶ Courage and self-confidence ▶ Assertiveness ▶ Quickness of thought / ability to see the opposing view

1 HOW TO APPROACH THIS WITH CONFIDENCE

- Know the subject.
- Identify your arguments and present strong evidence to support each argument.
- Anticipate the counter arguments.
- Respect the opposition.
- Use rhetorical devices.
- Present the general (big picture) as well as specific points.



TIPS FOR SUCCESS

- 1 Be dynamic:** this means you should present an image of energy, enthusiasm and commitment, which are qualities communicated by your body language (meaningful hand and body gestures), your facial expressions and your voice (changes of tone, pitch and volume).
- 2 Be informed:** present relevant and real evidence to support your arguments.
- 3 Be confident:** even if you are not convinced that your arguments are stronger than those of your opposition, be decisive, passionate and firm in your delivery.
- 4 Be logical:** organise your argument so that your audience can follow you and provide relevant evidence for every point you make.
- 5 Be respectful:** acknowledge valid points made by the opposition and do not resort to irrelevant and petty criticism – criticise the arguments and evidence, not the speakers.
- 6 Be attentive:** listen to what your opposition is saying and find points of weakness or illogicality that you can attack [Often, debaters are so interested and involved in planning what they are going to say next that they do not listen to what their opponents are saying.]
- 7 Be calm:** losing your temper often results in your losing the debate because when you become too emotional, you become less logical.
- 8 Weigh the issues:** acknowledge the arguments of the opposition but make it clear that your point of view has the stronger arguments.
- 9 Show personal relevance:** illustrate how the arguments you are presenting are relevant to the audience by relating the situation to their experience, interests or needs.

The format of a debate as specified by CAPS

(20–30 minutes)

The chairperson:

- states the motion
- introduces the speakers
- explains the procedure of the debate
- calls upon the next speaker when it is time
- maintains order.



The first speaker of the proposition:

- explains how his/her team has interpreted the motion
- sets out the roles that each member of the team will take on
- presents the team's first argument.

The first speaker of the opposition:

- accepts the proposition's interpretation of the motion, or challenges this
- presents the team's first argument.

The second speaker of the proposition:

- presents the team's second argument.

The second speaker of the opposition:

- presents the team's second argument.

Both teams are given 5–10 minutes to prepare their rebuttals and to rebuild their team's defence argument.

A **rebuttal** is a point brought up in disagreement with something that the other team has said.



The third speaker of the opposition team gives two rebuttals against the other team's argument, supporting each one with a reason.

The third speaker of the proposition team gives two rebuttals against the other team's argument, supporting each one with a reason.

The format of a debate as specified by the South African Schools Debating Board (SASDB) and the South African Council for English Education (SACEE)

(30–60 minutes)

The chairperson:

- states the motion and introduces the speakers
- explains the procedure of the debate, and calls upon each speaker when it is time
- maintains order.

The first speaker of the proposition:

- explains how his/her team has interpreted the motion
- sets out the roles that each member of the team will take on
- examines the meaning of words and phrases in the motion
- gives background information
- presents some of the team's argument.

The first speaker of the opposition:

- accepts the proposition's interpretation of the motion, or challenges this
- rebuts points made by the first speaker
- sets out the roles that each member of the team will take
- presents the team's first argument.

The second speaker of the proposition:

- outlines what he/she will be speaking about
- rebuts some of the previous speaker's points
- presents the remainder of the team's argument.

The chairperson opens the debate to the floor. Floor members direct comments to the chairperson, saying: 'Mister/Madam Chair...'

The floor should not become stuck on one point, but should pick up on issues raised by the speakers, adding to and commenting on these.

The third speaker of the proposition gives a summary of his/her team's argument and rebuts the argument of the other team.

The third speaker of the opposition gives a summary of his/her team's argument and rebuts the argument of the other team.

The opposition's reply speech is made by that team's reply speaker.

The **reply speaker** identifies the major causes of disagreement between the two teams, and presents these in a way that attempts to clinch the argument and result in his/her team winning the debate. Either the first or second speaker of the team can play the role of the reply speaker.



The proposition's reply speech is made by that team's reply speaker.

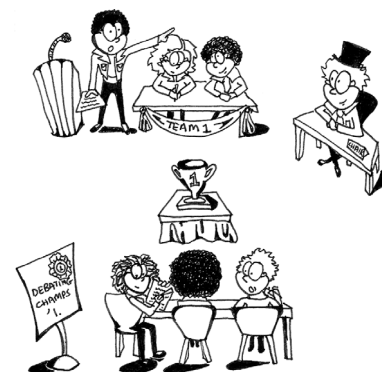
In this format, a member of the opposing team may also put forward a point of information while a speech is in progress.

- The person who wishes to put forward a point of information puts up his/her hand and says 'point of information'.
- The speaker may choose to hear this point, or refuse to take it.
- Speakers who accept points of information must comment on them.
- Adjudicators expect each speaker to take some points of information, but not so many that their speeches are derailed.

The SASDB allocates each speaker 8 minutes, except for reply speakers, who are allocated 4 minutes. SACEE allocates each speaker 7 minutes, except for reply speakers, who are allocated 3 minutes. In each case the floor debate is allocated 10 minutes.



Further details about this style of debating can be found on <http://www.debate.org.za> or <http://www.sacee-jhb.co.za>.



1 PANEL DISCUSSION



There are many similarities between a **PANEL DISCUSSION** and a **CONVERSATION/DIALOGUE/DISCUSSION**.

Therefore, refer to the section on **CONVERSATION/DIALOGUE/DISCUSSION** on p. 13.

AIM	<ul style="list-style-type: none"> ▶ To present different views on the issues associated with the topic in the format of a conversation; to help the members of the audience clarify how they feel and to increase their understanding of other viewpoints about the topic
ESSENTIAL FEATURES	<ul style="list-style-type: none"> ▶ Scene set by the chairman: introduction of the topic and the purpose of the panel discussion, essential background ▶ Introduction of the panel members by name (with essential details if necessary – such as title, company or group he/she is representing, etc.) ▶ Initial general question to start the discussion ▶ Contributions by every member of the panel - either by providing expert insight or by contributing to a general discussion ▶ Summary of the discussion by the chairman ▶ Expression of thanks to the panel members
REQUIRED SKILLS	<p>Chairman</p> <ul style="list-style-type: none"> ▶ Ability to maintain strong control of the conversation ▶ Efficient time management ▶ Ability to listen with perception ▶ Sensitivity to different perspectives ▶ Fairness in allocating time to each member of the panel and encouraging participation ▶ Ability to remain objective but firm and calm ▶ Ability to restate or summarise points and arguments from time to time <p>Panel members</p> <ul style="list-style-type: none"> ▶ Knowledge of topic ▶ Ability to express opinions clearly and concisely ▶ Self-control and ability to argue without becoming emotional ▶ Ability to listen and respond to arguments and opinions made by others

HOW TO APPROACH THIS WITH CONFIDENCE



Chairman

- Introduce panel members clearly by name.
- Introduce the topic and provide clear background or context.
- Research the topic: be knowledgeable and prepare leading questions.
- Allow each member an opportunity to speak in the first few minutes.
- Keep the discussion flowing.
- Encourage full participation from all panel members: encourage the quieter, more reserved members and control the louder, more assertive members.
- Recap the main points of the discussion from time to time.
- Listen actively and observe the body language of panel members.

Panel members

Refer to the notes on **CONVERSATION/DIALOGUE/DISCUSSION** on p. 13.



TIPS FOR SUCCESS

Chairman

- 1 Do thorough research so that you can grasp all the different points of view of the panel and can ask additional questions raised by points made by the panellists.
- 2 Do not allow one person or one point of view to dominate: firmly ensure that everyone has a fair chance.
- 3 Watch the panel carefully: body language is often an indicator that a panel member has something to say or would like to contribute.
- 4 Refer to panel members by name as the discussion progresses.
- 5 Reinforce or clarify points made by panellists from time to time, especially if you are using that point to move the discussion forward.
- 6 Keep calm and ensure that members of the panel are disciplined: one person should speak at a time.

Panel members

Refer to the notes on **CONVERSATION/DIALOGUE/DISCUSSION**.