

Direktoraat: Kurrikulum AOD  
Directorate: GET Curriculum

BACK ON TRACK  
FACILITATORS' RESOURCE PACK  
ENGLISH  
GRADE 4  
TERM 3-2025  
WEEKS 9&10



### Activity 1.1

#### Phonics

Look at the advertisement on the screen. Find as many words as you can that contain the focus sounds below.

| <u>n</u> | <u>l</u> | <u>w</u> | <u>r</u> |
|----------|----------|----------|----------|
|          |          |          |          |
|          |          |          |          |
|          |          |          |          |
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|          |          |          |          |
|          |          |          |          |
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### Activity 1.2

- What product or service is being advertised?

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- Who is the target audience?

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- Is there any evidence that appeals to emotions?

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- What is the main message of the advertisement? Provide some reasons for your answer.

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- What are some of the values that are evident in this advertisement?

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- Develop a why question of your own based on the advertisement you have seen.
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## **Activity 2.1**

|                              |                                                                                                                                                |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>target audience</b>       | The kind of people the advertisement is trying to talk to. if it is an advertisement about toys, it is trying to talk to children and parents. |
| <b>persuasive techniques</b> | The clever ways advertisers use to try to make you want to buy something, like showing happy children playing with a toy.                      |
| <b>key message</b>           | The most important thing the advertisement wants you to remember such as, "this toy is super fun!"                                             |
| <b>graphics</b>              | The pictures and drawings in an advertisement that make it look cool and interesting.                                                          |
| <b>tagline</b>               | A short and catchy phrase that helps you remember a product, like "have a break, have a kit kat."                                              |
| <b>slogan</b>                | A short and memorable motto that represents a product or company, like "I'm lovin' it" for McDonald's.                                         |
| <b>logo</b>                  | A special sign or symbol that shows which company or brand something is from like the golden arches for McDonald's.                            |
| <b>product</b>               | Something that is made or sold, like a toy, a bicycle or a snack.                                                                              |
| <b>service</b>               | Something people do to help others, like fixing your bicycle or cutting your hair.                                                             |
| <b>event</b>                 | A special thing that happens at a certain time and place, like a concert or a birthday party.                                                  |
| <b>cause</b>                 | An important idea or something people care about, like helping the environment or making sure everyone has enough food.                        |
| <b>stereotype</b>            | Thinking that all people or things in a group think, act or behave the same, even when they do not.                                            |
| <b>emotive language</b>      | Words that are used to make you feel strong emotions, like happy, sad, or excited, so that you will want to do something or buy something.     |

The AFOREST-strategy can be used as a structured approach to teach and help learners understand persuasive writing techniques used in advertising.

## Persuasive Writing Techniques for Advertisements



A

### Alliteration

Alliteration involves using the repetition of initial consonant sounds in words close to each other to create a memorable and rhythmic effect.

F

### Facts

Facts refer to providing accurate and credible information to support the message being conveyed.

O

### Opinion

Opinions involve expressing personal viewpoints or testimonials that resonate with the audience's emotions.

R

### Rhetorical Question

Rhetorical questions are questions posed for effect rather than seeking an actual answer. They engage the audience by encouraging them to think about the topic at hand.

E

### Emotive Language

These are words and phrases that evoke strong feelings or emotions.

S

### Statistics

Advertisers include statistics to add a sense of credibility and authority to the message.



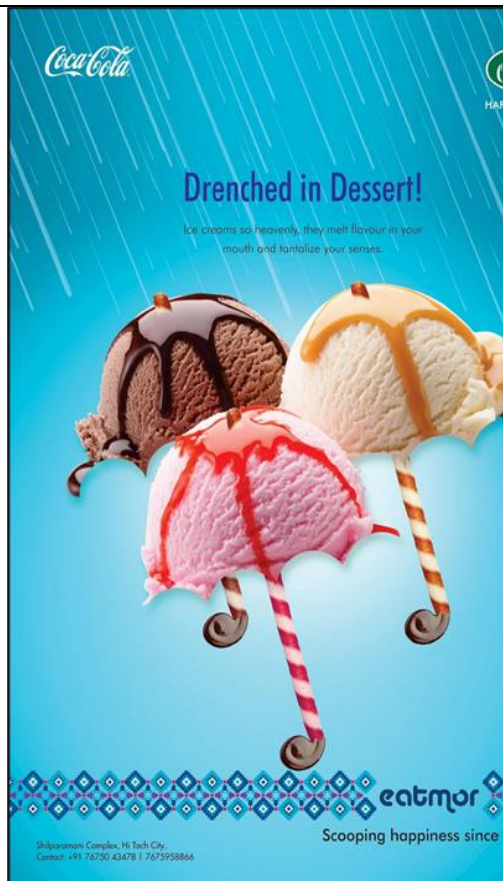
T

### Rule of Two or Three

Advertisers use images or words that repeat in groups of two or three.



## Activity 2.2



## Activity 3.1 Products, services, events, or causes



Join the conversation today at 2pm, on SAfm

SAfm 104-107

As We Will Be

Discussing Childhood Obesity and how to keep your child healthy

with: *Omy Naidoo*

Registered Dietician (SA)  
Director: Newtricion  
Wellness Dieticians

NEWtricion wellness dieticians

The graphic features a portrait of Omy Naidoo, a man with short dark hair and a beard, wearing a light blue shirt. To his right is a blue banner with the SAfm logo and frequency. Below the banner, the text 'As We Will Be' is written in a small font, followed by the main topic of the discussion. A variety of fresh fruits and vegetables are arranged in a circular pattern at the bottom of the graphic.



## CHECKLIST

| I HAVE.....                                                                                            | YES | No |
|--------------------------------------------------------------------------------------------------------|-----|----|
| 1. I have included a catchy slogan or catch phrase, using alliteration, similes, metaphors or rhyming. |     |    |
| 2. I have included a hook or a promise. E.g. You won't be able to live without...                      |     |    |
| 3. I have used superlatives/ exaggeration. E.g. good=best.                                             |     |    |
| 4. I have used eye catching memorable pictures.                                                        |     |    |
| 5. I have used a special offer to entice buyers.                                                       |     |    |
| 6. I have used a rhetorical question. E.g. Wouldn't you love to...?                                    |     |    |
| 7. I have used bossy/ imperative verbs and strong adverbs.                                             |     |    |
| 8. I have used positive adjectives and feelings, ignoring the negatives.                               |     |    |
| 9. I have given important product information.                                                         |     |    |
| 10. I have used bullet points, subheadings, labels and words that stand out.                           |     |    |

### Assessment Rubric for Advertisement

| CRITERIA                                                           | Level 4<br>Mastery                                                                                                                                                                     | Level 3<br>Proficient                                                                                                                                                                      | Level 2<br>Satisfactory                                                                                                                                                                       | Level 1<br>Developing                                                                                                                                                                                 |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mark allocation                                                    | 4                                                                                                                                                                                      | 3                                                                                                                                                                                          | 2                                                                                                                                                                                             | 1-0                                                                                                                                                                                                   |
| <b>Persuasive techniques, emotive language and target audience</b> | All the persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience can be identified easily. | Most of the persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience can be identified easily. | Some evidence of persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are evident. The target audience is not well-considered. | Evidence of persuasive techniques such as use of alliteration, facts, opinion, rule of two or three and other engaging elements are not all evident. The target audience cannot be identified easily. |
|                                                                    | 4                                                                                                                                                                                      | 3                                                                                                                                                                                          | 2                                                                                                                                                                                             | 1-0                                                                                                                                                                                                   |
| <b>Visual Elements, Creativity, Consistency</b>                    | The advertisement is visually appealing and engaging. Excellent use of colour, font and images.                                                                                        | The advertisement is visually appealing and engaging to an extent. Good use of colour, font and images.                                                                                    | The advertisement reflects an attempt to be visually appealing and engaging. Some use of colour, font and images.                                                                             | The advertisement reflects very little visually appealing and engaging elements. Almost no use of colour, font and images.                                                                            |
|                                                                    |                                                                                                                                                                                        |                                                                                                                                                                                            | 2                                                                                                                                                                                             | 1-0                                                                                                                                                                                                   |
| <b>Advertisement Content and Planning</b>                          |                                                                                                                                                                                        |                                                                                                                                                                                            | Well planned and very informative with excellent evidence of advertisement elements.                                                                                                          | Very little evidence or no evidence of planning. Some or no evidence of advertisement elements.                                                                                                       |
| <b>TEACHER'S FEEDBACK</b>                                          |                                                                                                                                                                                        |                                                                                                                                                                                            | <b>DATE:</b>                                                                                                                                                                                  | <b>MARK:</b>                                                                                                                                                                                          |
| <b>Teacher's signature</b>                                         |                                                                                                                                                                                        |                                                                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                                       |

END.