

**ENGLISH
FIRST**

**ADDITIONAL
LANGUAGE**

Grade 11

**Literature
Module:**

**Short
Stories**

LESSON PLAN

A message from the NECT

National Education Collaboration Trust (NECT)

DEAR TEACHERS

This learning programme and training is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE). We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

WHAT IS NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

WHAT ARE THE LEARNING PROGRAMMES?

One of the programmes that the NECT implements on behalf of the DBE is the 'District Development Programme'. This programme works directly with district officials, principals, teachers, parents and learners; you are all part of this programme!

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). Curriculum learning programmes were developed for Maths, Science and Language teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Universalisation Programme and in its Provincialisation Programme.

Everyone using the learning programmes comes from one of these groups; but you are now brought together in the spirit of collaboration that defines the manner in which the NECT works. Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

Let's work together constructively in the spirit of collaboration so that we can help South Africa eliminate poverty and improve education!

www.nect.org.za

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Introduction

Welcome to the NECT FET EFAL Learning Programme!

This learning programme is designed to support you as you teach EFAL language, literature and writing in the FET phase.

As part of this learning programme, you will be given the following materials:

- 1** A Tracker to help you plan lessons and track curriculum coverage (Terms 1–4)
 - 1.1** This document breaks down each approved textbook into CAPS aligned lessons.
 - 1.2** It also integrates the use of the NECT lesson plans.
 - 1.3** This tracker is an incredibly useful tool to ensure that you teach all prescribed lessons, using either an approved text book or the NECT lesson plans.
- 2** A Lesson Plan per Literature Set Work (Terms 1–3)
 - 2.1** A set of lesson plans has been developed around each of the Grade 10–12 literature set works.
 - 2.2** These lesson plans cover all the Literature and Writing & Presenting requirements, as well as most of the Reading & Viewing requirements.
 - 2.3** By implementing these lesson plans, you can be assured that you are complying with CAPS in terms of Literature and Writing & Presenting, and that you are covering most of the Reading & Viewing curriculum requirements.
 - 2.4** All other lessons are included in the Tracker and can be found in your approved text book and teacher's guide.
- 3** A Resource Pack per Literature Set Work (Terms 1–3)
 - 3.1** One resource pack is provided for each of the Grade 10–12 literature set works.
 - 3.2** These packs include theme tables, flashcard words and images.
 - 3.3** These resources should be displayed in the classroom as the set work is taught.
- 4** A Summary of each Set Work,
 - 4.1** All summaries are structured in the same way.
 - 4.2** The summaries include key information to help learners revise and prepare for exams.
- 5** The prescribed set works for Grade 11 FAL (2019) are as follows:

GENRE	TITLE	AUTHOR / EDITOR
Novel	Far from the Madding Crowd	Thomas Hardy
Novel	Dreaming of Light	Jayne Bauling
Drama	Sophiatown	Malcolm Purkey
Poetry	Vistas of Poems	Blanche Scheffler
Short Stories	Shuters English First Additional Language, Grade 11 Short Story Anthology	B. Krone and E. Mattson

Caps Compliance and Notional Time

In Grades 10–12, learners are required to complete a study of two literature set works over the course of the year. Teachers must select these set works from two different genres. In this learning programme, lesson plans have been developed for each of the Grade 10–12 set works.

These lesson plans can either be implemented consecutively (recommended), or simultaneously, by switching between the genres for each two-week cycle.

The tables below illustrate the two different approaches to implementation, together with the benefits of each approach.

APPROACH 1: CONSECUTIVE IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1 (10 WEEKS)	GENRE 1 (4 WEEKS)	GENRE 2 (10 WEEKS)	GENRE 1
2				REVISION
3				
4				
5		GENRE 2 (4 WEEKS)		GENRE 2
6				REVISION
7				
8				
9		EXAM WEEKS		
10				EXAM WEEKS

BENEFITS OF CONSECUTIVE IMPLEMENTATION

- By using this approach, learners will engage with one genre for 14 consecutive weeks, followed by another genre for the next 14 weeks.
- This intensive approach provides the opportunity for learners to develop a deep understanding and knowledge of the genre, the text/s, the themes and the related vocabulary.
- By using this approach, learners will have completed their study of the first genre, and will have spent four weeks on the second genre, prior to the mid-year examination.

APPROACH 2: SIMULTANEOUS IMPLEMENTATION OF GENRES

WEEKS	TERM 1	TERM 2	TERM 3	TERM 4
1	GENRE 1	GENRE 2	GENRE 2	GENRE 1
2				REVISION
3	GENRE 2	GENRE 1	GENRE 1	GENRE 2
4				
5	GENRE 1	GENRE 2	GENRE 2	REVISION
6				
7	GENRE 2	GENRE 1	GENRE 1	EXAM WEEKS
8				
9	GENRE 1	EXAM WEEKS	GENRE 2	
10				

BENEFITS OF SIMULTANEOUS IMPLEMENTATION

- By using this approach, learners will engage with two genres in alternating cycles for 28 weeks.
- By using this approach, learners will have spent eight weeks on each genre before the mid-year examination.

A routine for each two-week cycle

CAPS specifies 9 hours in a two-week cycle for FET EFAL. CAPS suggests that this time be utilized as follows:

- Listening and Speaking: one hour
- Reading & Viewing: four hours
- Writing and Presenting: three hours
- Language Structures and Conventions: one hour

In this programme, it is recommended that teachers follow a regular routine for the two-week cycle, as this has been shown to improve time-on-task and curriculum coverage. The following two-week routine, as used in the accompanying Tracker, is recommended:

FIRST WEEK IN A CYCLE			
Lesson 1	Text Book	Listening & Speaking	One hour
Lesson 2	Text Book	Reading & Viewing	One hour
Lesson 3	Lesson Plan	Reading & Viewing	One hour
Lesson 4	Lesson Plan	Reading & Viewing	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

SECOND WEEK IN A CYCLE			
Lesson 1	Text Book	Writing & Presenting	One hour
Lesson 2	Lesson Plan	Writing & Presenting	One hour
Lesson 3	Lesson Plan OR Text Book	Reading & Viewing Catch Up	One hour
Lesson 4	Lesson Plan	Writing & Presenting	One hour
Lesson 5	Text Book	Language Structures & Conventions	Half hour

As you can see, the emphasis in the first week of the cycle is on receptive language, and the emphasis in the second week of the cycle is on expressive language.

Lesson Plan Components

- These lesson plans cover most of the Reading and Viewing, Literature and Writing and Presenting components of CAPS.
- The remaining CAPS requirements are covered by lessons in the approved text books.
- Use the provided Tracker to successfully integrate the use of the lesson plans and text book, and to ensure successful curriculum coverage.

Reading and Viewing: Literature

- 1 All literature requirements are covered by this programme.
- 2 The programme is presented in 2 × 1-hour lessons per cycle.
- 3 This is slightly more than the CAPS allocation for literature, because the programme covers some of the CAPS comprehension requirements.
- 4 Another 1-hour per cycle for READING & VIEWING should be used to cover the other CAPS reading and comprehension skills. Use the Tracker and an approved text book to cover these lessons.
- 5 In the second week of each cycle, one READING & VIEWING lesson is left free for you to complete a lesson of your choice – either from the lesson plans, or from the text book.

Writing and Presenting: Process Writing

- 1 CAPS specifies either one or two writing tasks per cycle.
- 2 This programme covers one writing task per cycle.
- 3 All writing lessons are structured as process writing.
- 4 All writing tasks are structured as FATs, and include the appropriate rubric. This allows you to include your choice of writing tasks as part of the formal assessment programme.
- 5 For the remaining writing lessons that are not covered by the programme, lessons can be sourced from the approved textbooks.

TEXT SELECTION: SHORT STORIES

- 1 Teachers must select two modules from the prescribed options in Grade 11.
- 2 Any six stories may be selected from 'Shuters English First Additional Language, Grade 11 Short Story Anthology', by B. Krone and E. Mattson.
- 3 For the purposes of this learning programme, lesson plans have been developed for eight of the most popular stories.
- 4 Teachers may choose to teach any six of these stories:
 - Gemini by Ahmed Essop
 - The Love Potion by Herman Charles Bosman
 - Pink Bow Tie by Paul Jennings
 - Scared by Anthony Horowitz

Lesson Plan Components

- Swimming Partners by Timwa Lipenga
- The Gift of the Magi by O. Henry
- The Journey by Barry Hough
- Raymond's Run by Toni Cade Bambara

An Approach to Teaching Literature Through Discussion

Literature is complex – there are many ideas to think about in each of the prescribed texts. Literature is not just about memorising the plots or the events in the story. Rather, when we are reading literature, we should be connecting the thoughts, feelings and ideas we find in the text, to our own lives. Literature ultimately should help us understand more about the human condition – about how people live, about the struggles humans face, and about the feelings we have that connect us all.

Discussion is an important part of teaching literature. Many texts we read bring up issues that relate to our own lives. Some of these issues are personal issues, some of these issues pertain to broader, societal issues. For example, a story about a young girl whose father wants her to stay at home rather than go to school can bring up issues of gender roles, inequality and women's rights. The texts we read in literature should help us to consider questions about our society, for instance:

Is this part of our society ethical? What does this character's belief / or action say about our society? Do I think this is right or wrong? In addition, the texts we read should help us think about and reflect on our own lives and beliefs.

We have to discuss texts in an open-ended way. This means that teachers must ask questions that allow for a variety of thoughts and opinions to be expressed – not just right or wrong answers. Hearing other peoples' ideas and interpretations of the text is important!

Teaching literature through effective discussion will allow learners to:

- Learn and use new language in context
- Critically think about many issues
- Form opinions and arguments to support their opinions
- Substantiate their arguments with evidence from texts

The following are some helpful tips on how to lead effective discussions about literature in your own classroom:

1. Asking good questions

The type of questions teachers ask can lead to lively, interesting discussions. However, not every question leads to a good discussion. This section helps you think about different types of questions.

1.1 CHECKING FOR UNDERSTANDING

Some questions help us to check for understanding, or for basic comprehension of the text. These questions are not discussion questions. Their purpose is different – it is to check that

the learners in our classrooms have a basic understanding of what is happening in the text. It is important to check for understanding – we must make sure learners know what is happening in the text. However, these questions shouldn't be the only questions that we ask our learners.

Some examples of questions that help us to check for understanding are:

What happened after...?

Who went to...?

Where did...?

When did...?

1.2 DEEPER THINKING / OPEN-ENDED QUESTIONS

Deeper thinking questions are questions about the text that do not have just one correct answer. Often, a deeper thinking question is a question in which learners must analyse the text to give an answer that is not explicitly stated in the text. In other words, learners must make an inference.

Deeper thinking questions help to lead to a discussion because these are questions we can have different opinions or ideas about. A discussion happens when one learner answers the question with their own ideas or opinions, and the next learner is able to agree or disagree with them, without being right or wrong. In these lesson plans, you will see that we have helped to provide you with deeper thinking questions for discussion, and for learners to use in their journals.

Some examples of deeper thinking or open-ended questions are:

Why did...?

How did...?

What would have happened if...?

What do you think it meant when...?

1.3 MAKING CONNECTIONS

Making connections is an important strategy when thinking about and analysing literary texts. When we make a connection, we think about how a text relates to our own lives, community, or society. This helps us to think about the broader themes and issues that are presented in the text. The reader must think about how events or characters in the text are similar or different to their own experience. The reader must often use his/her ability to make inferences, especially about characters' thoughts and feelings, in order to make connections.

Some examples of connection questions are:

What would you do if...?

How is this different from / similar to...?

Would you make the same decision as...?

When have you seen or experienced this in your own life?

1.4 FORMING OPINIONS

An opinion question is a question that asks learners to take a position on something. They must decide and give reasons for their answers to a question. It is important to ask readers what they think or feel about a text, and then to ask them why. In literature, our opinions must be backed up and supported by the text. We must help learners to form supported opinions in their writing and in classroom discussions.

Some examples of opinion questions are:

Did you agree with...?

Why do you think ...?

What did you think when...?

Do you think people should act like...?

2. Leading a discussion

Leading an effective discussion is a sophisticated and complex skill. Teachers must learn and practice many different strategies in order to make discussions meaningful learning experiences for learners. These strategies include:

2.1 PAUSING

Pausing is an important strategy for building discussion. Sometimes, we as teachers ask a question and feel frustrated when someone does not answer the question right away. Answering a question can be difficult. We want learners to have the chance to THINK before they answer. Silence after a question is okay. Get into the habit of asking a question and then counting silently to 10 in your head. If no one has raised their hand, ask the question again. Then, try to re-phrase the question (to ask the same question in a different way).

2.2 DIRECTING AND DISTRIBUTING

We must direct questions to specific learners and distribute questions fairly across all learners in the classroom. A common error that teachers make is to direct questions at only a few (usually very clever) learners in the classroom. We need to get out of this habit – we need to make sure we are involving all learners in classroom discussions.

We all know that there are learners in our class who are always eager to answer questions. We want to make sure that learners who are confident, vocal, and eager get the chance to share their ideas. However, in a discussion, it is important that as many learners as possible

get a chance to speak. We can ask for volunteers in a discussion, and give those volunteers a chance to speak. We can also cold-call learners who have not volunteered.

When we cold-call learners, it means we call on them by name to answer a question, even though they haven't volunteered. If learners know they might be called on at any time, it helps them to stay more focused and engaged during discussions. As the teacher, you must make sure that you cold-call on learners who do not normally volunteer to speak. Over the course of a week or two, you should try to make sure that every learner in your class has the opportunity to speak.

2.3 PROMPTING AND PROBING

Sometimes, a learner answers a question, but the answer is incomplete. Or, sometimes the learner needs a little bit of help to answer the question. We can use prompting to provide hints, clues, or to help the learner in the right direction. Probing questions help us to get the learner to say more about their ideas. When we probe, we ask an additional question of the learner, to try and help the learner to unpack what he/she wants to say.

3. Discussion strategies

Whole class discussion is one useful discussion technique. This is when the teacher asks questions of the whole class, and then learners must raise their hands to respond. However, as teachers, we tend to overuse this strategy.

Below is a list of a few different discussion strategies that you can use in your classroom.

Please note that before using each strategy, you must explicitly teach the strategy to the class. You must also introduce the rules or guidelines that learners must follow when using each strategy.

These strategies are included in the lesson plans. Introduce and teach each strategy the first time it is mentioned in a lesson plan. If you spend some time teaching the strategy properly, it will be very easy to use the strategy again and again, at different times.

3.1 TURN AND TALK

3.1.1 Ask the discussion question.

3.1.2 Instruct learners to think about their answers / opinions of this question.

3.1.3 Give learners a few seconds to quietly think.

3.1.4 Instruct learners to turn to a partner (someone next to them).

3.1.5 Ask the discussion question again.

3.1.6 Instruct learners to discuss their answer / opinion with their partner.

3.1.7 Remind learners to give both partners a chance to speak.

3.1.8 After learners have discussed with their partner, instruct the whole class to come back together.

3.1.9 Ask learners:

- What did your partner say?

- Did you and your partner agree or disagree? Why?

1.1.10 Discuss.

3.2 EVERYONE WRITES

3.2.1 Ask the discussion question.

3.2.2 Instruct learners to think about their answer / opinion of this question.

3.2.3 Hand out paper (this can be piece of scrap paper).

3.2.4 Instruct learners to write their response to the question on this paper.

3.2.5 Give learners a few minutes to write. This gives learners a few minutes to really think about and develop their response.

3.2.6 Call on learners to discuss their responses. OR

- Instruct learners to pass this paper to another learner (everyone can pass to the left or learners can swap papers with a neighbour).
- Instruct learners to read the response they have received.

3.2.7 Ask learners:

- What did you think about the response you read? Why?
- Was the response you read the same as or different from your response? How?
- Did the response you read change your ideas or opinions? Why? How?

3.2.8 Discuss.

3.3 PASS THE PAPER

3.3.1 Split the learners into small groups with no more than 5 or 6 learners in each group.

3.3.2 Give each group a piece of paper with a different character or topic written on it.

3.3.3 Each small group must work together to write down what they know / what ideas they have about that character or topic.

3.3.4 Give the small groups a few minutes to discuss and write down their ideas.

3.3.5 Then, instruct the small groups to pass their papers clockwise to the next small group.

3.3.6 Instruct learners to read the notes that have been written so far, and to then add their own ideas to this.

3.3.7 Continue until each group has written on each piece of paper.

3.3.8 Read through the final papers with the whole class – let them see how much they collectively know and understand about the character or topic.

3.4 CONCENTRIC CIRCLES

3.4.1 Learners stand in two circles (an inner and an outer circle). The learners must face each other. Each learner should be looking at another learner.

3.4.2 Ask a discussion question.

3.4.3 Instruct learners in the inner circle to answer the question whilst their partner from the outer circle listens.

3.4.4 Repeat the question.

- 3.4.5** Instruct the learners in the outer circle to answer by adding something different to that which their partner said.
- 3.4.6** After both partners have had an opportunity to answer the question, instruct the inner circle to rotate clockwise to find a new partner.
- 3.4.7** Repeat with another question.

3.5 FIVE MAIN POINTS

- 3.5.1** Instruct each learner to write down five main points after reading a text. These points can be facts, ideas, or opinions.
- 3.5.2** Give learners a few minutes to write their points.
- 3.5.3** Split the learners into small groups with no more than 5 or 6 learners in each group.
- 3.5.4** Explain that each group must now make a list of the five most important points.
- 3.5.5** Each small group must discuss their individual lists, and must narrow their 25 / 30 points down to the five most important points about the text.
- 3.5.6** Give the small groups time to work out their final list of five points.
- 3.5.7** Instruct each group to decide on a speaker.
- 3.5.8** Call the class back together.
- 3.5.9** The speaker for each group shares the group's final list.
- 3.5.10** If time permits, the class can then discuss the lists and decide on the five most important points for the class.

3.6 FOUR CORNERS

PREPARATION: Display the following categories in four corners of the room:

- strongly agree
- agree
- disagree
- strongly disagree

(You can write each of these on A4 paper and use Prestik to stick them up.)

- 3.6.1** Make a statement about the text.
- 3.6.2** Explain that learners must think about whether they strongly agree, agree, disagree, or strongly disagree with your statement and why.
- 3.6.3** Instruct learners to walk to the corner of the room that has the sign that describes their feelings.
- 3.6.4** Next, give the learners in each corner a few minutes to talk amongst themselves, to discuss why they have chosen what they did.
- 3.6.5** Call on a learner in each corner to explain why they are there and their collective opinions.

3.7 MINI DEBATES

- 3.7.1** Assign a debate topic that relates to the text / themes in the text.
- 3.7.2** Instruct learners to think of points for and against the topic.

- 3.7.3** Give learners a few minutes to quietly think and write.
- 3.7.4** Instruct learners to turn to a partner (someone next to them).
- 3.7.5** Assign the person on the left to argue for and the person on the right to argue against.
- 3.7.6** Give learners time to debate with their partner.
- 3.7.7** Remind learners to give both partners a chance to speak
- 3.7.8** After a few minutes instruct learners to switch positions. They must now argue against if they had been arguing for, and argue for if they had been arguing against (this gives learners the chance to see an issue / idea can have many sides).
- 3.7.9** After learners have debated with their partners, instruct the whole class to come back together.
- 3.7.10** Ask learners:
- What were the points against?
 - What were the points for?
 - What is your opinion about this topic?
- 3.7.11** Discuss.

4. Creating a safe space for effective discussion

Effective discussion will only take place if learners feel safe and confident enough to participate. It is up to you, as the teacher, to create the kind of atmosphere that will promote discussion.

Below are some tips to help you with this important challenge:

- 4.1** Work constantly to create the atmosphere that you want in your classroom. It takes time for teachers and learners to understand and adopt the behaviours required for a safe, positive classroom. Don't give up if it doesn't happen straight away – keep working towards creating a feeling of emotional safety in your classroom.
- 4.2** Display learners' work. Ask learners to rewrite successful poems, essays and other pieces of writing. Display this work on the classroom walls for other learners to read. This will show learners that you value and appreciate their work. It will also give learners a sense of ownership of their classroom.
- 4.3** Establish and implement rules. Work out a set of classroom rules – it is a good idea to do this together with the class. Try to phrase your rules in the positive. For instance, instead of saying, 'Do not speak when others are speaking', try saying, 'Respect the speaker by listening quietly'. Get all learners to 'accept' the rules, and to agree to abide by them. You can ask learners to sign the rules to show their commitment.
- 4.4** Establish and implement consequences. Once you have a set of rules, work out a set of consequences. Again, these consequences should preferably be positive, for instance, 'If everyone in the class complies with all rules for a week, we will have an extra 10 minutes of break on Friday'. Also have a set of negative consequences for serious offences. If a learner behaves really badly, particularly in a way that makes another learner feel bad or unsafe, you need to implement consequences. Learners need to

know that you will take action against harmful behaviour. If you do not do this, it will be difficult for learners to trust you.

- 4.5** Correct mistakes clearly, but in a gentle manner. When learners make mistakes, thank them for trying, but point out that a mistake has been made. Correct the mistake by repeating what has been said, but correctly. Do this clearly and quickly, and then move on. Do not labour the point – learners must see that it is perfectly acceptable to make a mistake. Do not allow other learners to laugh at or ridicule a learner who makes a mistake.
- 4.6** Tell learners if you do not know something. Learners appreciate it when teachers are honest, and say things like, ‘I’m not really sure. Does anyone else know? Should we look up the answer?’
- 4.7** Stay calm and try not to lose your temper. Once a teacher loses his or her temper with a learner or with the class, it takes a long time to regain the feeling of safety and trust. Try to leave the room, or count to ten before shouting.
- 4.8** Try to always be kind and patient. If you model kindness and patience, learners will trust you and will be more open with you. They will also start to behave in the same way.
- 4.9** Move around the classroom. As learners work, walk around the classroom. Use this opportunity to stop and look at individual learner’s work. Stop and talk to learners about their ideas and opinions. Look out for problems between learners, and deal with issues that arise. Get to know your learners better.
- 4.10** Deal with problems early on. If tension is building between learners, put a stop to the argument. Then, find time for the learners to talk it out while you mediate.
- 4.11** Let learners see that you can be vulnerable. If you are asking learners to share their experiences, feelings and opinions, it is important for you to do this as well. This is an important way to build trust with your learners. Of course, this must be done appropriately, and must not burden learners in any way. It can be a good idea to share a fear or thought that you had when you were the same age as your learners. This shows learners your vulnerability, but keeps some distance.
- 4.12** Laugh with your learners. If you can find something to laugh about with your learners, do so! This is an excellent way to bond with learners, and to make them feel closer to you. Laughter is also an excellent way to break down tensions, and to get learners to relax.
- 4.13** Leave your problems outside the classroom. Learners pick up on your stress, anxiety and unhappiness, and this can affect them negatively. Try your best to be in the habit of leaving your problems at the classroom door, and focusing on your learners once you are inside the classroom.
- 4.14** Praise your learners for their efforts. This is one of the easiest and most effective behaviours that you can implement. Praise learners not for their achievements, but for their efforts. This will encourage learners to try and do more. This is known as building a ‘growth mindset’. This means that learners believe that they can learn and progress. The opposite of a growth mindset is a ‘fixed mindset’, where learners believe they are born with a certain ability, and that they cannot change this.

Resource Requirements for Teachers and Learners

TEACHERS MUST HAVE:

- 1** A copy of the Short Story Anthology: 'Shuters English First Additional Language 11 Short Story Anthology' compiled by B. Krone and E. Mattson
- 2** An A4 Lever Arch File to store their Resource Packs for each module
- 3** A dedicated notice board or wall space in the classroom for Literature, to display items from the resource pack, as well as relevant work produced by learners

LEARNERS MUST HAVE:

- 1** A copy of the Short Story Anthology: 'Shuters English First Additional Language 11 Short Story Anthology' compiled by B. Krone and E. Mattson
- 2** A dedicated Literature Journal for this programme - this should be an A4 faint and margin lined book, preferably hard cover (4 quire), or at least 72 pages if soft cover
- 3** An EFAL exercise book
- 4** A pen, pencil and ruler

Module: short stories

- Taken from 'Shuters English First Additional Language 11 Short Story Anthology' compiled by B. Krone and E. Mattson
- Teach any six of the following eight stories.
- Or, feel free to apply the lesson structure to another short story that you prefer to teach.

- 1 **Gemini** by Ahmed Essop
- 2 **The Love Potion** by Herman Charles Bosman
- 3 **Pink Bow Tie** by Paul Jennings
- 4 **Scared** by Anthony Horowitz
- 5 **Swimming Partners** by Timwa Lipenga
- 6 **The Gift of the Magi** by O. Henry
- 7 **The Journey** by Barry Hough
- 8 **Raymond's Run** by Toni Cade Bambara

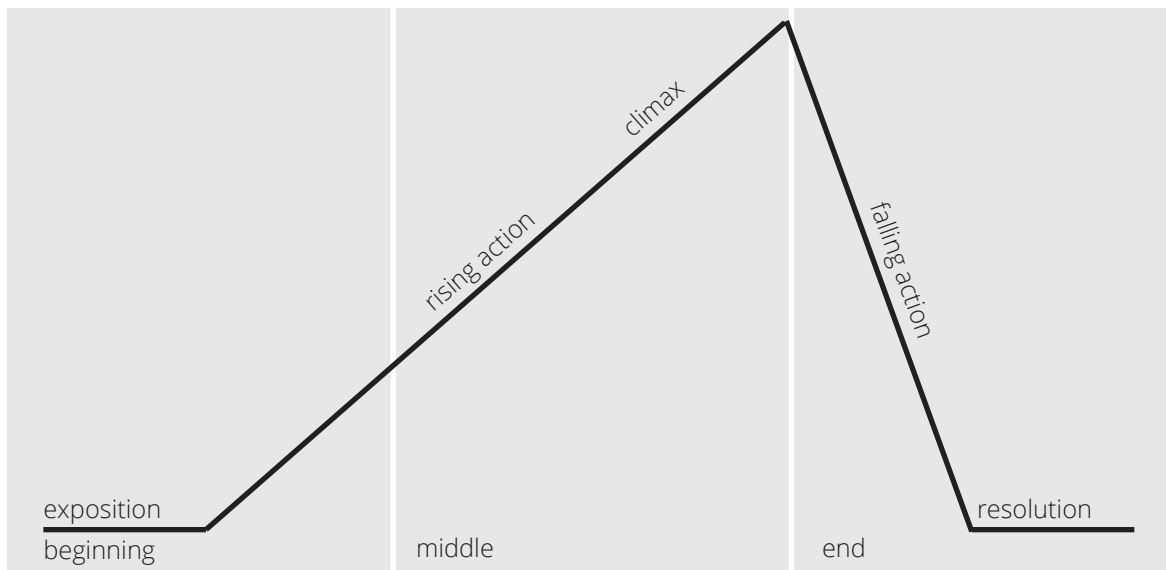
Structure of the short story lesson plans

Reading and viewing

- 1** In Grades 10 and 11, six short stories must be taught.
 - a** Each story is taught over 2 hours or 2.5 hours.
 - b** There are 14 hours available in total – this means that 4 lessons should be taught over 2.5 hours, and 2 lessons should be taught over 2 hours.
- 2** In Grade 12, eight short stories must be taught.
 - a** There are 14 hours available in total – this means each story should be taught over 1 hour and 45 minutes.
- 3** Every short story lesson follows the same structure:
 - a** The context is set.
 - b** The theme/s are introduced. The introduction is followed by a pair discussion, a class discussion, and a short writing activity.
 - c** The text is read and discussed. Key references and explanations are included in the lesson plan. Character development is indicated by the characters' names on the tables in the lesson plan. Discussion questions and possible answers are also included at key points in the story.
 - d** This is followed by a Concluding discussion. Two discussion questions are posed, and possible answers are provided.
 - e** Two Journal questions are posed. Learners write these questions in their journals, and attempt to answer these individually. Possible answers are provided in the lesson plan.
 - f** Finally, learners are required to summarise the text. A model answer is provided.
 - g** On these summary model answers, the various stages of the narrative arc have been indicated in square brackets at the end of the relevant sentence. Important: Learners do not need to write these stages on their summaries; they are only there for your reference to use when discussing the story. On the next page is the narrative arc for your reference.

NOTE:

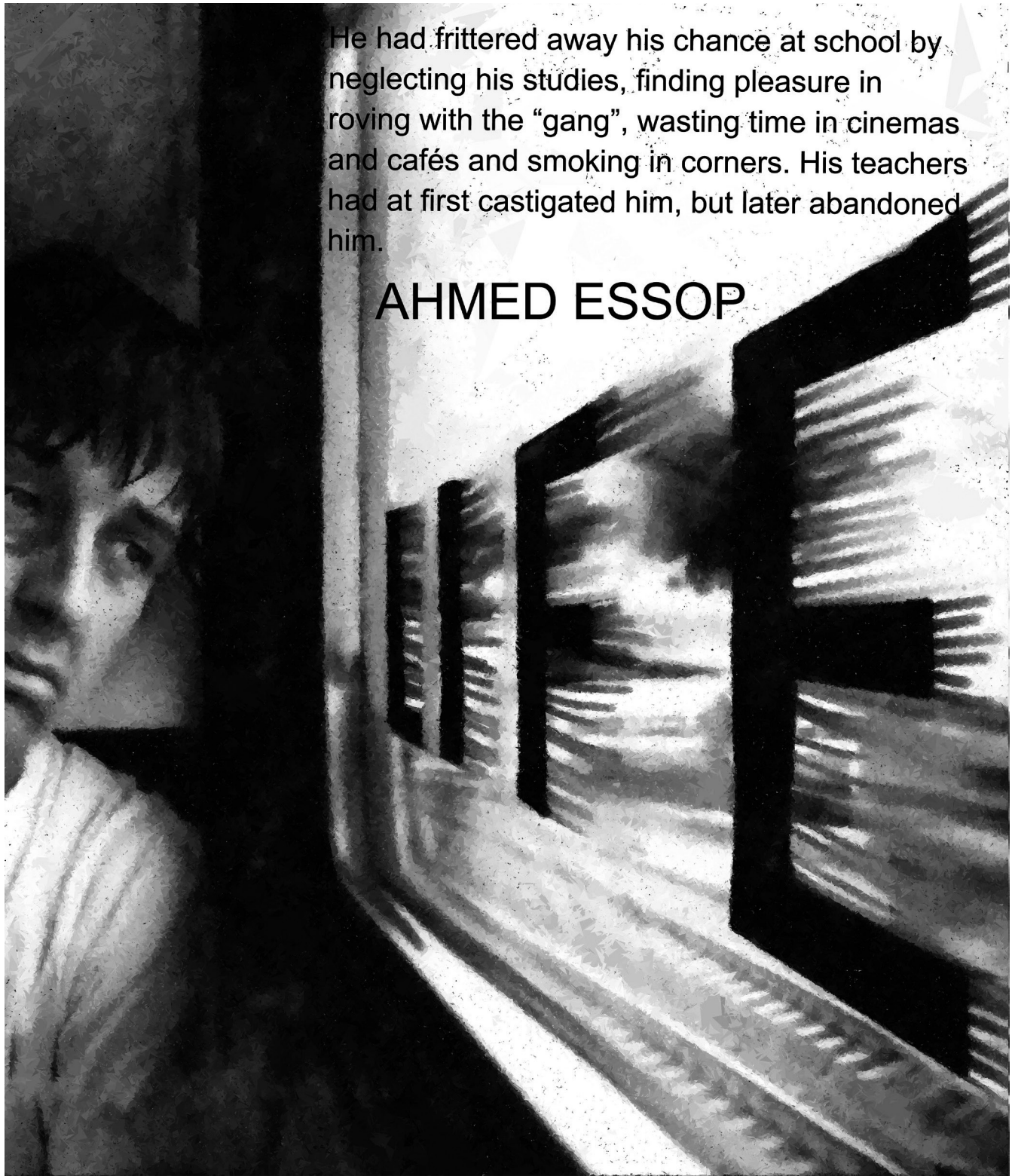
The teacher takes learners through many discussion questions orally, before learners are required to write their own, individual answers to discussion questions. This models thought processes and answers for learners. Learners are also learning, hearing and using new vocabulary and language structures in context.



**Short
Stories**

Reading

CYCLE 1



He had frittered away his chance at school by neglecting his studies, finding pleasure in roving with the “gang”, wasting time in cinemas and cafés and smoking in corners. His teachers had at first castigated him, but later abandoned him.

AHMED ESSOP

GEMINI

Reading and viewing

Gemini

AHMED ESSOP

2 HOURS

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'Gemini'.
- 3 The writer, Ahmed Essop, is originally from India, but he grew up in Johannesburg.
- 4 The text, 'Gemini', was set during Apartheid, a time in South African history when people of colour were forced to live separately from white people. People of colour were oppressed by a white government, and were not granted the same opportunities as white people. Explain that an important focus in this short story is on the inequalities during Apartheid, especially the inequalities in education.
- 5 In this story, one of the characters, Krishna is in Standard 6. This is the same as Grade 8 today.
- 6 Explain that legal discrimination has ended in South Africa – the laws no longer discriminat against people. However, many inequalities still exist in South Africa today.

INDIVIDUAL WORK:

- 1 Ask learners to think about the ways in which inequality still exists in South Africa.
- 2 If necessary, ask prompting questions such as:
 - a Does every South African have the same access to quality education?
 - b Does every South African have the same opportunity to go to university?
 - c Does everyone in South Africa have the same quality of life?
 - d Are women treated equally to men?
- 3 Give learners 3–5 minutes to think about the ways in which inequality still exists in South Africa. This is an opportunity for learners to reflect individually.

CLASS DISCUSSION:

- 1 After 3–5 minutes call the class back together.
- 2 Ask learners to share their opinions with the class. Learners should discuss and debate the questions.
- 3 Help learners understand that there is still inequality in South Africa because:
 - a Not every South African has the same access to good quality education. Some people (people with money, and people who have benefited from different power systems) have access to very good private or government schools, while other people only have access to schools which have poor infrastructure and poor academic results. These poor academic results may be due to the fact that many learners come

from poorer homes, where they do not eat as frequently as learners who are well off. This means that their brains will not function as productively, because they are hungry. Many high performing schools have access to the internet, which means access to information, which many poorer schools do not have.

- b** Not everybody has access to university. University is very expensive, and therefore is inaccessible to many people in the country.
- c** There is a variety of living conditions across the different groups in South Africa. Many people in South Africa live without lights and water and basic sanitation. Some people live very far away from towns and have to travel very far to work or school. Some people live in crowded homes or neighbourhoods, because it is the only living space they can afford. Then, on the other hand, some people are incredibly wealthy, and have a really high standard of living.
- d** Women are not equal to men in South Africa. Women are paid less than men and there are more men in high powered jobs than women. In society, men are seen to have more power than women. In order to keep their power, and keep women down, many men abuse, belittle, harass and rape women.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about three themes that they will find in the story.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: ‘Forgiveness’ or ‘Friendship’) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Instruct learners to open their notebooks, write the date and the title of the story, ‘Gemini’.
- 5 Under that, they must write the heading ‘Themes’.

THEME 1: EFFECTS OF INEQUALITY

WRITING

- 1 Instruct learners to write the first theme in their notebooks: **Effects of Inequality**.
- 2 Explain that inequality is when one group of people has fewer advantages and power than another group of people. We can think about the ways that inequality impacts people’s lives. When there is inequality, there are always some people who benefit (win) and others who lose. For example, in South Africa, we live in a patriarchal society where there are inequalities between men and women. Men benefit from this patriarchal system by earning more money, and getting promoted to better jobs (there are many other ways too). Women lose out. In the story we will read, we see the impacts of a character impacted by the racial inequality and oppression during Apartheid.
- 3 Instruct learners to reflect on the discussion that was had earlier in the lesson about the effects of inequality. Ask learners to use points from the discussion, and the definition that was explained to them, to write down their own definition of inequality in their notebooks.

THEME 2: WASTED POTENTIAL**GROUP DISCUSSION ACTIVITY:**

- 1 Before writing anything down, learners will participate in a group discussion activity to discuss important questions that will help them work out their opinions on the topic.
- 2 Divide learners into groups of four.
- 3 Explain that each time you ask a question, every person in the group has 30 seconds to share their answer.
- 4 Time 30 seconds. When thirty seconds is over, say “change” and let the next group member answer the question. Do this until all four group members have answered the question. Repeat this for all four questions.
- 5 Questions:
 - a What is something you believe you can be successful at doing?
 - b What is something you think each person in your group has the potential to do well?
 - c Has there ever been a time that you were too lazy, distracted, or uninterested to do a good job of something that you know you are good at?
 - d Have there ever been obstacles stopping you from doing well at something?

DISCUSSION:

- 1 Call the class back together.
- 2 Allow learners the chance to share a few of their thoughts or conversations from their discussions with the class.
- 3 Explain that one of the themes in this story is ‘Wasted Potential’.
- 4 This theme is explored in the text, ‘Gemini’, through the life of the main character. He is a man who believes he had a lot of potential, but he let that potential go to waste because he did not focus enough on his studies. He believes that he could have been a doctor or lawyer, but because he did not work hard, and got distracted by other things, his life went in a different direction. It is also clear that the main character believes that it is too late in his life to become anything more. He hopes that his young son does not waste his potential.

WRITING:

- 1 Instruct learners to write the name of next theme as a heading: **Wasted Potential**.
- 2 Instruct them to write a few sentences on what this means, based on the discussion they’ve just participated in.

THEME 3: PARENTS LIVING THROUGH THEIR CHILDREN**INTRODUCTION:**

Explain that sometimes, parents try to live through their children. This usually happens when a parent did not achieve a certain goal when they were younger, or they were not good at doing certain things. They want their child to be what they feel they should have

been. A parent who is living through their child puts a lot of pressure on their child. They want to make sure their child reaches their goals, becomes successful, and is good at the things the parent was not good at doing. For example, a father may not have been ‘popular’ at school, so now he is making sure that his child is ‘popular’. He loves the fact that his child is popular, and enjoys his child’s popularity. It makes the father feel good about himself. He is living through his child.

PAIR DISCUSSION:

- 1 Split learners into pairs and ask them to discuss the following questions. They do not need to write anything down. The following questions are for discussion only:
 - a Do you think that parents living through their children is a good or a bad thing?
 - b Do you think that when parents live through their children it adds extra pressure onto their children?
 - c Can you think of a way that your parents/guardians may be living through you?

CLASS DISCUSSION:

- 1 Call the class back together.
- 2 Ask for volunteers to share their ideas based on their pair discussions.
- 3 Encourage debate and discussion. Not every learner will have the same opinions and answers.

WRITING:

- 1 Instruct learners to write the theme in their notebooks: **Parents living through their Children.**
- 2 Instruct learners to write a few sentences about what the theme ‘Parents living through their Children’ means, based on the discussion.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 75.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
75	Was he born for this – to be at the beck and call of sirs and madams and to assist satisfying their appetites?	Theme: Effects of Inequality Character(s): Siva	Siva is upset because his days are spent 'serving' white people at a fancy hotel. It is clear that his life is different from the rich, white people who eat at the hotel he works at. It is because of the system of governance (Apartheid), and because of inequality, that Siva lives a different, and in his eyes, less meaningful life, than the white patrons (guests) at the hotel.	Do you think Siva was born to work for the 'sirs' and 'madams' the author refers to in the text?	No, Siva was not born to work for the 'sirs' and 'madams.' It is because of Apartheid, and because of the society in which he lives, that Siva is forced to work for white people.
75	He could have been a doctor or a teacher ... He had frittered away his chance at school by neglecting his studies, ...	Themes: Wasted Potential AND Effects of Inequality Character(s): Siva	Siva feels bitter that he did not become a doctor or teacher. He did not become a professional, because he wasted his potential by neglecting school and focusing on his friends and by doing what was cool.	Do you think that the only reason Siva did not become a professional is because he wasted his potential?	Open-ended. Learners must give a reason for their response, like: Yes, the only reason Siva did not become a professional was because he spent his time with friends instead of focusing on school. If he had worked hard, he could have had a different career. No, I do not think this is the only reason he did not become a professional. I think that there were many inequalities that made it hard for Siva to reach his dreams. The education system was very unequal when Siva was going to school. Schools for people of colour had less money, fewer textbooks, and fewer teachers. Also, he probably grew up in a poorer family, and his family probably could not have afforded to send him to university.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
76	All that was now ignoble and humiliating in his life would be transcended when Krishna attended university and distinguished himself.	Theme: Parents living through their Children Character(s): Siva	Siva believes that all of the pain from his own failures will go away once Krishna goes to university. Siva believes he will no longer be humiliated by his life. Basically, Krishna's success will be the success that Siva never had.	Do you think it is fair for Siva to put such a large amount of pressure onto his son?	Open-ended. Learners must give a reason for the response, like: No, it's not fair for Siva to put so much pressure onto his son. Siva is saying that if his son succeeds, he will be a happy man and his life will no longer be humiliating. This also indicates that if Krishna does not go to university, it will be Krishna's fault that his father is unhappy. Yes, it is fair for Siva to put that much pressure on Krishna. Siva has done everything in his power to ensure his son has a good future and a good education. Siva also knows and understands the consequences of not working hard in school. He just wants a better life for his child.
78	'Krishna has failed. Another year in Standard Six may prove more rewarding.'	Themes: Wasted Potential AND Parents living through their Children Character(s): Siva	Siva is extremely disappointed and heartbroken when he learns his child has failed Standard Six (Grade 8). He believes that his son will have the same future as him, because Krishna wasted his potential. Siva is disappointed because his life will not be rid of humiliation.	Krishna is only in grade 8. Do you think that failing grade 8 means that he has wasted all of his potential and he has no hope to become successful in the future?	Open-ended. Allow for learners to engage in discussion and debate. Learners must give a reason for their response, like: No, if you fail Grade 8 it does not mean you cannot be successful in the future. You are still young, and have your whole life ahead of you. There are many years of growth, development and knowledge ahead of you. Yes, if you fail Grade 8 you have wasted your potential and are clearly not focused on school. This attitude is not likely to change, and you will probably continue to have a negative mindset towards school. This may stop you from having a successful future.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Gemini is an astrological star sign that means ‘twins.’ People who are born between the 21st of May and the 20th of June have the Gemini star sign. This short story has nothing to do with astrology. Why do you think this short story is called ‘Gemini’?
Follow-up question if needed:
 - Do you think this text has anything to do with twins?
 - Do you think there are similarities between two characters?
 - b QUESTION 2: Siva believes that he is destined to live a humiliating life. He believes that he is too old to change his life and reach for his dreams. Do you think that once people reach a certain age, they are unable to change their life and reach for their dreams?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - This short story is called ‘Gemini’ because Siva and Krishna look very similar.
 - This story is called ‘Gemini’ because there is a guest at the hotel that Siva identifies with. This man is a successful doctor who has a son. Siva believes that his life would have been the same as this man’s life if circumstances were different.
 - This story is called ‘Gemini’ because once Siva finds out that Krishna failed Standard 6 (as he did too), he believes his son is going to have the same future as him. They are going to be twins because their lives will be the same.
 - b QUESTION 2: Possible answers:
 - Yes, when you reach a certain age it is too late for you to change your life. It is too hard for you to change what you know, and change who you are. Your future has already been set.
 - No, it is never too late to reach for your dreams. People can try and change their lives at whatever age. Age doesn’t define who you are, or what you should do with your life.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘He failed twice in Standard Six.’ on pg. 75 and ‘Krishna has failed.’ on pg. 78:

- 1.1** In your opinion, will Krishna’s future be the same as his father’s life? Substantiate your response. (3)
- 2** Refer to the final paragraph of the story on pg. 79:
- 2.1** Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1).
In this paragraph, Siva’s main feeling is: (1)
- A** anger
 - B** sadness
 - C** fear
 - D** sorrow
- 2.2** Quote one word from the paragraph that explains your choice in 2.1. (1)
- 2.3** Identify the figure of speech in the final sentence of the paragraph: ‘the paper slipped from his fingers and fluttered to the floor like some wounded bird’. (1)
- 2.4** Comment on the effectiveness of the figure of speech identified in 3.3. How does it add to the reader’s understanding of Siva’s feelings? (3)

B: Answers

1.1

- Yes, I think Krishna’s future will be the same as his father’s. As a child, you learn from your parents’ example. (1)
- Siva gave up on his dreams because he wasted his potential at an early age. (1)
- Krishna will probably give up on his dreams because his father has taught him that there is no way to redeem yourself after failure. (1)

OR

- No, I do not think Krishna will live the same life as his father. Krishna has the opportunity to learn from his mistakes. (1)
- Krishna also has the opportunity to learn from his father’s mistakes. (1)
- Krishna can still make sure that he changes the course of his life as he is still young. (1)

2.1 C (1)

2.2 ‘trepidation’ (1)

2.3 simile (1)

2.4

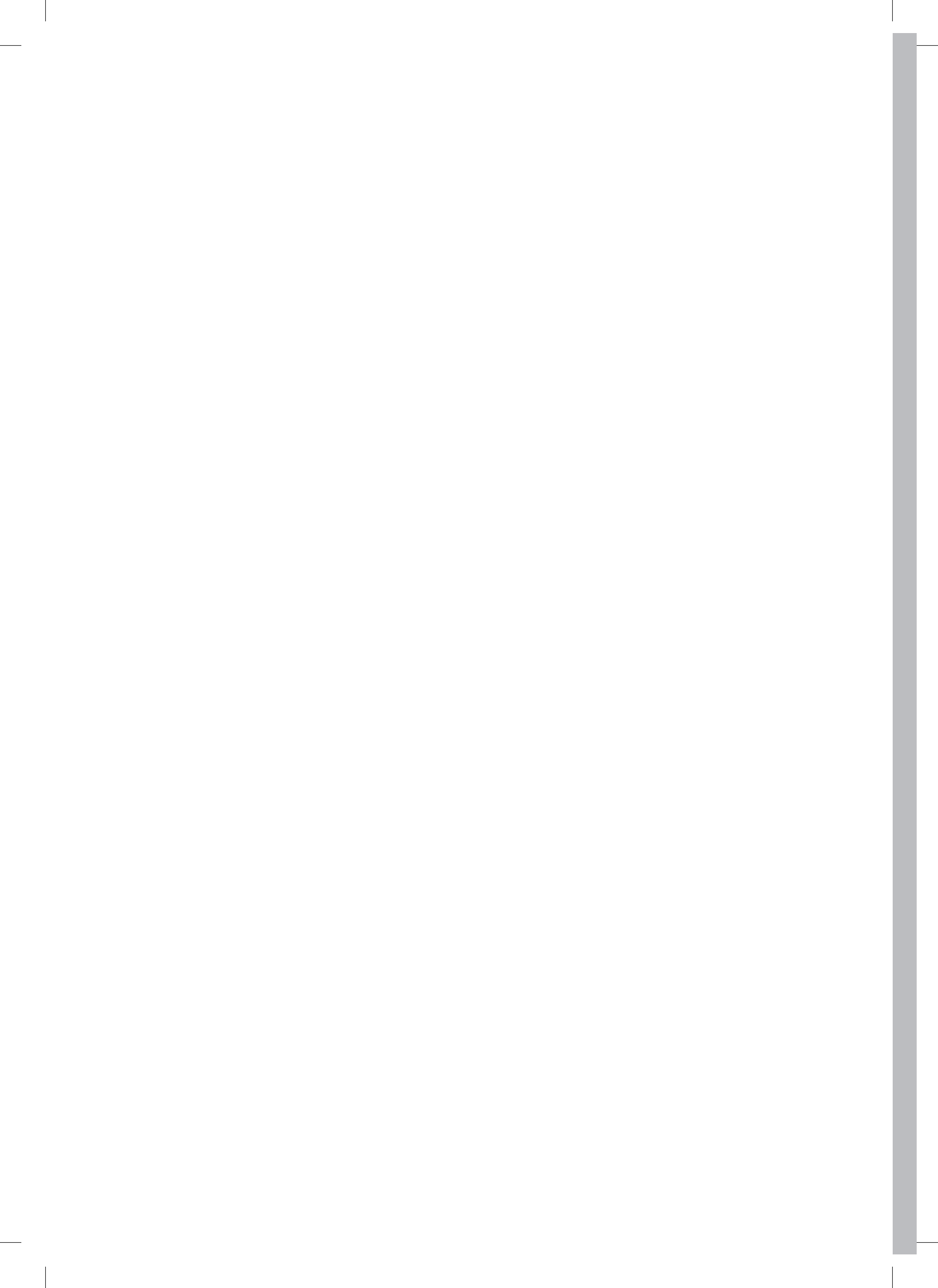
- The simile compares the way the report falls to the way an injured bird would fall. (1)
- The paper and the bird are fragile and not in control. (1)
- It shows us how sad/afraid Siva is after discovering that Krishna has failed. (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

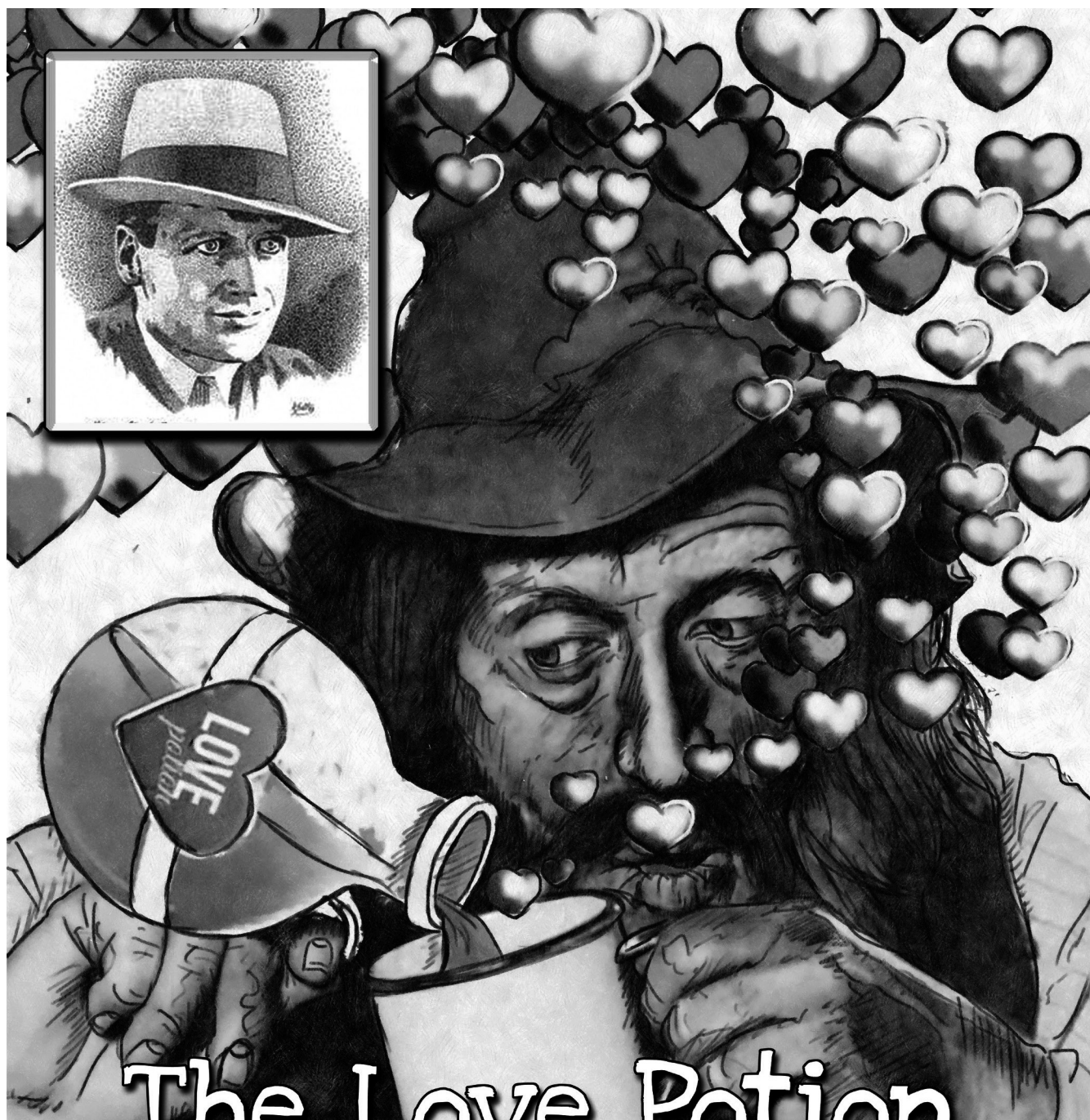
- 1 Siva is a waiter at a fancy hotel. He hates his job, and hates being and the beck and call of 'sirs' and 'madams'. [EXPOSITION]
- 2 On the train home from work one day, Siva thinks about his life. Siva believes that he could have been a doctor or a teacher, but because he wasted his potential during school, his future is now doomed. [CONFLICT]
- 3 Siva thinks about his son Krishna. He has high hopes for Krishna, and believes he will go to university. Siva believes that all his own unhappiness will disappear once his child goes to university. [RISING ACTION]
- 4 Siva arrives in Lenasia and walks towards his home. He hears the voices of his neighbours. Mrs. Rudy tells Siva that there was a fire in his house but his son is okay.
- 5 The reader learns that it was Krishna who started the fire when trying to light a cigarette. Mrs. Rudy does not tell Siva this.
- 6 They go into the house to see the damage. Krishna is fast asleep.
- 7 Mrs. Rudy leaves Siva alone.
- 8 Siva examines his own report from Standard Six (Grade 8) and reminds himself of his failure.
- 9 Mrs. Rudy comes back into the house to give Siva his son's report.
- 10 Siva is extremely disappointed when he learns his son failed Standard Six. This is the same Standard that Krishna failed when he was young. He believes that his son is destined for the same life as him. [CLIMAX + RESOLUTION]



**Short
Stories**

Reading

CYCLE 2



The Love Potion

Herman Charles Bosman

3 February 1905 – 14 October 1951

You mention the juba-plant (Oom Schalk Lourens said). Oh, yes, everybody in the Marico knows about the juba-plant. It grows high up on the krantzies, and they say you must pick off one of its little red berries at midnight, under the full moon. Then, if you are a young man, and you are anxious for a girl to fall in love with you, all you have to do is squeeze the juice of the juba-berry into her coffee.

Reading and viewing

The Love Potion

HERMAN CHARLES BOSMAN

2 HOURS

CYCLE 2

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'The Love Potion'.
- 3 Explain that this story is set in the Groot Marico district in what was the Western Transvaal (now North West province) in the 1940s. Bosman was a teacher there for a few years. He used this setting for most of his short stories. He found the people very interesting and funny.
- 4 Explain that in the Groot Marico, most white people were farmers and of Afrikaans descent. Bosman's stories comment on their culture and their customs. When we read this story, we must remember that it is a satire. This means that Bosman uses humour and mocking to comment on the customs of the people of the Groot Marico.
- 5 Tell students that the main character in this story is a fictional storyteller, Oom Schalk Lourens. He tells the story but is also a character in the story. This means he is a first person narrator.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about the themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: 'Forgiveness' or 'Friendship') The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Instruct learners to write the date and the title of the story 'The Love Potion' in their notebooks.
- 5 Under that, instruct them to write the heading 'Themes'.

THEME 1: LOVE AND COURTSHIP DISCUSSION:

- 1 Ask learners the following questions to start a discussion:
 - a Are there any social customs (the proper way to behave) around dating in your culture?
 - b Do you think fathers should be allowed to decide who their daughters date? Why or why not?

- c** If you like someone romantically, do you think you should tell them straight away? Why?
- Learners do not need to write the answers. These are for discussion only. Listen to learners' opinions and encourage them to back them up with reasons and arguments. There are no right or wrong answers. These questions are merely intended to get learners thinking about these issues.
 - Explain to learners that in this story, the writer explores the idea that love and courtship (dating) can be challenging. In certain cultures, there are very specific social customs around courtship. For example, some cultures believe that parents should approve of the person their child wants to date. This is especially true for girls. It can also be very hard to impress the parents of the person you would like to date. It can be nerve-wracking because you do not want to do or say the wrong thing and ruin your chances of dating the person. Further, it can be difficult to have the courage to tell someone that you like them and would like to date them. This is especially true if you are a very shy person. In addition, some people feel you should not tell someone outright from the beginning that you like them. People say that this can make it seem as if you are desperate. Instead, you need to find fake or subtle ways to say what you really feel. When people hide their feelings and don't say what they really mean, this can lead to confusion and hurt feelings!

WRITING:

- Instruct learners to write the first theme in their books: **Love and Courtship**.
- Under the heading, they must write a few sentences about what they've learned about this theme during the discussion.

THEME 2: DECEPTION/HYPOCRISY

WRITING:

- Instruct learners to write the next theme in their notebooks: **Deception and Hypocrisy**.
- Explain that deception is when someone purposely gets another person to believe something which is not really true. When you deceive someone, you lie to them or mislead them. Hypocrisy is behaviour that contradicts what you say you believe or feel. So, you say you believe in something but your actions are completely opposite to that belief. For example, you say that all adults must be respected, but then you are rude to your teacher. People are usually deceitful and hypocritical when they want something which will benefit them. People's values often change when they are presented with the option of getting something that they want. They claim to be honest and virtuous (with high morals or values), but when they want something badly enough, their honesty and virtues are often forgotten in order to get what they want.
- Instruct learners to write the definition of 'Deception and Hypocrisy' in their notebooks.

DISCUSSION:

- 1** Split learners into pairs and instruct them to discuss the following two questions. They do not need to write their answers. They are for discussion only:
 - a** Tell your partner about a time when someone deceived you (they lied to you/got you to believe something that was not true). What did you do after you realised you had been deceived?
 - b** Can you think of a time when someone in your family was a hypocrite? Tell your partner about it.
 - c** How are deception and hypocrisy related?

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to page 4.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
4	In fact, he always said... than he was afterwards.	Theme: Love and Courtship Character(s): Oom Schalk Lourens (Narrator)	The first young man we meet who tried to use the juba-berry to get his love interest to fall in love with him, was very unlucky. The girl's father caught him putting the juice from the juba-berry into his daughter's coffee. He got very angry and punched out all of the man's front teeth. Losing his teeth was a high price to pay for being in love.	<ol style="list-style-type: none"> 1 Have you ever had a girlfriend/boyfriend's parent not like you? Tell the class about it. 2 What do you think about the father punching the young man who was trying to get the girl to fall in love with him? Was he right or wrong to punch him? Why? 	<ol style="list-style-type: none"> 1 No right or wrong answers. Learners share their experiences. 2 Open-ended. Learners must give a reason for their response, like: <ul style="list-style-type: none"> • Yes. He was right to punch him. It is a father's job to protect his children. OR <ul style="list-style-type: none"> • He was wrong to punch him - He should let his daughter decide if she wants to date him or not./Even if he was trying to protect his child, he should have used words rather than violence.
5	But the men in the Volksraad ... brought in this new law.	Theme: Deception and Hypocrisy Character(s): Oom Schalk Lourens (Narrator)	We see both deception and hypocrisy with the men in the Volksraad. The Volksraad (people's council/mini parliament) present themselves as law-abiding citizens, but are probably involved in cattle smuggling (stealing cattle over a border). The men in the Volksraad make the laws to suit themselves. Bosman is making fun of how corrupt the politicians are.	Why is it a problem if people we are supposed to look up to (such as elders/leaders/parents/teachers) are deceitful or hypocritical?	If people who are supposed to be setting the example, do not stick to the law or rules, then no one feels like they need to stick to the rules. This would create a situation of lawlessness.
6	'I need it for my studies.'	Theme: Deception/ Hypocrisy Character(s): Oom Schalk Lourens (narrator)	Gideon lies about why he is looking for a juba-plant. We can infer (make a guess) that he is lying because there is no way he would need a plant for a 'third-class sergeant's exam'. Bosman is showing us that Gideon is quite a simple man in that his lie is not a very clever one. Bosman is mocking Gideon.	Why do you think Gideon lies about why he is looking for the juba-plant?	<ul style="list-style-type: none"> • Maybe he is embarrassed to admit he believes in the powers of the juba-plant. • Maybe he is embarrassed to tell Oom Schalk he is in love with Lettie and wants her to love him too. • Maybe he is embarrassed that he would need a plant to make someone fall in love with him.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
7 AND 8	'I have it worked out... for going there.' AND '...as I have simply got to hear the rest of her father's life-story.'	Theme: Deception and Hypocrisy AND Love and Courtship Character(s): Gideon	Gideon has been visiting Lettie's father, Krisjan. Gideon has been pretending he is interested in hearing Krisjan's life story. He is really going, however, because he wants to see Lettie as much as possible. This shows us that Gideon must really like Lettie if he is prepared to listen to her father's boring life stories just to be near her. This shows us that certain dating customs are silly and complicate matters. It would be a lot quicker if Gideon just told Lettie how he felt. It also shows us that Gideon is extremely lacking in confidence, because even though in these times, a man would have to get a father's permission to date his daughter, Gideon does not have the confidence to tell Krisjan why he comes to visit him.	Do you think it is ever justified (ok) for people to be dishonest to get what they want? Why or why not?	Open-ended. Learners must give a reason for their response, like: No. We must always be truthful. Yes. In this case, no one is being hurt by Gideon's dishonesty. As long as no one is getting hurt, it is ok to be dishonest.
8	'He says the incidents ..., but very helpful.'	Theme: Deception/ Hypocrisy Character(s): Krisjan Cordier	Gideon has done a very convincing job of lying to Krisjan about coming to see him to hear his life story. We know that Gideon is really going to visit Krisjan in order to see Lettie, but he takes his lie even further by saying Krisjan's stories are 'thrilling' and 'helpful'. This is an example of dramatic irony because Gideon and Oom Schalk (and the reader) know that Krisjan's stories are probably not 'thrilling' and 'helpful', whereas Krisjan really believes that they are.	Why do you think Gideon is not honest with Krisjan about why he is coming to see him?	<ul style="list-style-type: none"> • Maybe he is scared of Krisjan • Maybe he is worried that Lettie does not feel the same way about him as he feels about her and he does not want to be rejected.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
10	'I was pretty certain...you had been there that morning.'	Theme: Deception and Hypocrisy AND Love and Courtship Character(s): Oom Schalk Lourens (narrator)	We find out that Gideon was getting the juba-plant to get Lettie to fall in love with him, and not, as he said in the beginning, for an exam. Further, we see that the juba-plant is merely a way to get people to speak freely about their feelings with one another. Gideon says he knew the juba-plant would work when he heard that Oom Schalk had been there in the morning. This shows us that he knows that Oom Schalk was actually behind Lettie jumping on Gideon's lap and not the juba-plant at all.	<p>1 Oom Schalk is a very good matchmaker in this story. Do you think matchmaking is a good thing or a bad thing? Why?</p> <p>2 In this story, many people believe that the juice of the juba-plant will get the person you love to love you in return. This is called a superstition. This is when you believe something good or bad will happen if you do a certain thing or see a certain thing. For example, some people believe black cats bring you bad luck. Do you know of any superstitions? Which ones?</p>	<p>1 Open-ended. Learners must give a reason for their response, like:</p> <ul style="list-style-type: none"> • Yes, it is a good thing. Sometimes people who are shy need help to get a relationship to develop. • No, it is not a good thing. People should stay out of other people's business. It can be awkward for the couple to have another person involved in developing their relationship. <p>2</p> <ul style="list-style-type: none"> • Broken mirror brings 7 years of bad luck • When you spill salt, you should throw some over your left shoulder to avoid bad luck • Walking under a ladder brings bad luck • Opening an umbrella inside brings bad luck • The number 13 is unlucky • When you see a shooting star, you must make a wish and your wish will come true

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: What does this story tell us about the social customs (the proper ways to behave) at the time the story takes place?
 - b QUESTION 2: Explain the process of how people need to retrieve (get) the juba-berry and what they need to do with it to get people to fall in love with them.
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - People felt they could not be open about their feelings.
 - Women were not allowed to join in a conversation when only men were visiting.
 - It was also the woman's responsibility to serve men. (The only time Gideon sees Lettie when he visits Kristjan, is when she brings them coffee.)
 - Men needed to ask a father's permission to date their daughters
 - b QUESTION 2:
 - You have to pick the juba-berry at midnight when there is a full moon.
 - You have to squeeze the juice of the berry into the coffee of the person you love without anybody seeing.
 - When the person drinks their coffee, the berry's powers will make them fall in love with you.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to 'When Lettie came in with the coffee ... The light that came in her eyes.' on pg. 8:
 - 1.2 Explain the narrator's reason for making a casual remark about Gideon to Krisjan when Lettie brings in the coffee. (2)
 - 1.3 Quote from the passage to support your explanation in 1.1. (1)
 - 2 Refer to 'We all felt it was a sad thing that the juba-plant had done to that young man.' on pg. 5:
 - 2.1 Explain how this statement is an example of Bosman mocking the people of the Groot Marico. (2)
 - 3 Refer to the story as a whole. (pg. 4–10):
 - 3.1 Compare how the narrator feels about Gideon at the beginning of the story to how he feels about him at the end of the story. (4)

B: Answers

1.1

- The narrator mentions Gideon's name in order to see Lettie's reaction. (1)
- He wants confirmation that Lettie is in love with Gideon. (1)

1.2

- 'The colour that crept into her cheeks.' (1)

OR

- 'The light that came into her eyes.' (1)

2.1

- The author finds it funny that the people believe so fully in the powers of the juba berry. (1)
- The people believe that the berry caused the man to get his teeth knocked out, when in reality it was the father who punched the young man. (1)

3.1

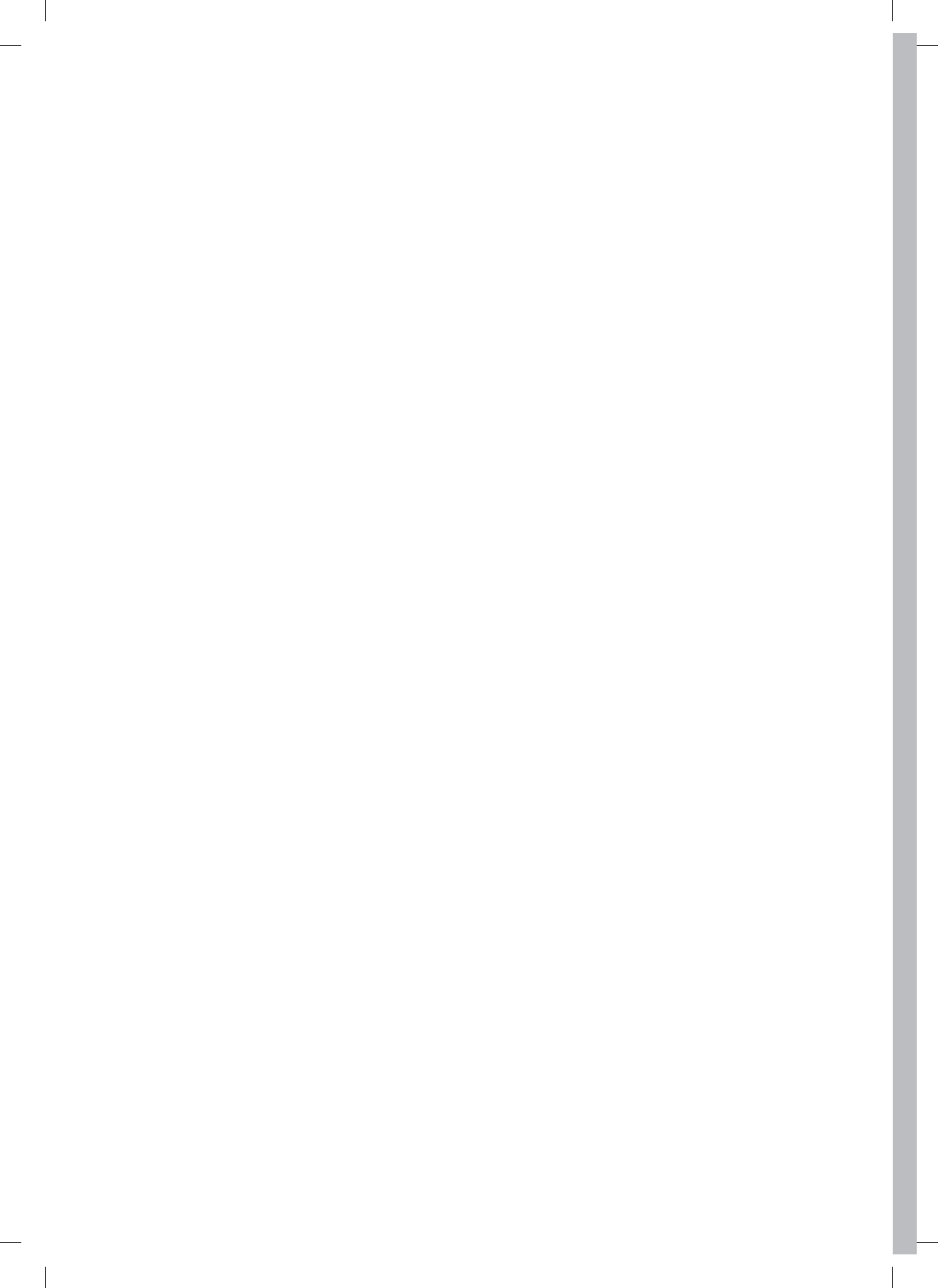
- At the beginning of the story, the narrator feels sorry for Gideon. (1)
- Oom Schalk thinks that Gideon is a bit simple and needs help. (1)
- At the end of the story, Gideon says that he knows the narrator has been to visit Krisjan and winks. (1)
- The narrator realizes that Gideon had a plan all along. (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

- 1 Oom Schalk Lourens tells us about berry from a juba-plant. If you squeeze some of the berry from the plant into your love interest's coffee, they will fall in love with you. [EXPOSITION]
- 2 Oom Schalk is out hunting illegally one night. He suddenly sees a policeman's hat. He runs away but falls off a cliff. [RISING ACTION]
- 3 When he wakes up, a policeman, Gideon van der Merwe is standing there.
- 4 Gideon tells him he is looking for the juba-plant because he needs it for an exam.
- 5 Oom Schalk asks if the berry is really for Lettie Cordier. Gideon says yes.
- 6 Gideon has used the excuse of wanting to hear Lettie's father's (Krisjan) life story to see Lettie as much as possible.
- 7 The next day, Oom Schalk goes to visit Krisjan and talks about Gideon. When Lettie hears them talking about Gideon, she blushes and her eyes light up. [CLIMAX]
- 8 Lettie tells Oom Schalk in private that she loves Gideon.
- 9 Oom Schalk tells Lettie about meeting Gideon the night before. He tells her she must put her coffee cup where Gideon can easily reach it so he can put the berry juice in the coffee. [FALLING ACTION]
- 10 Then she must come back into the room and make Gideon believe that she has fallen in love with him.
- 11 The next time Oom Schalk sees Gideon he asks if the berry worked. Gideon tells Oom Schalk that right after Lettie drank her coffee with the berry juice in it, she jumped onto his lap.
- 12 Gideon says he knew the berry would work because he heard that Oom Schalk had visited Krisjan that morning. This shows that Gideon knows Oom Schalk told Lettie about Gideon's feelings for her. [RESOLUTION]

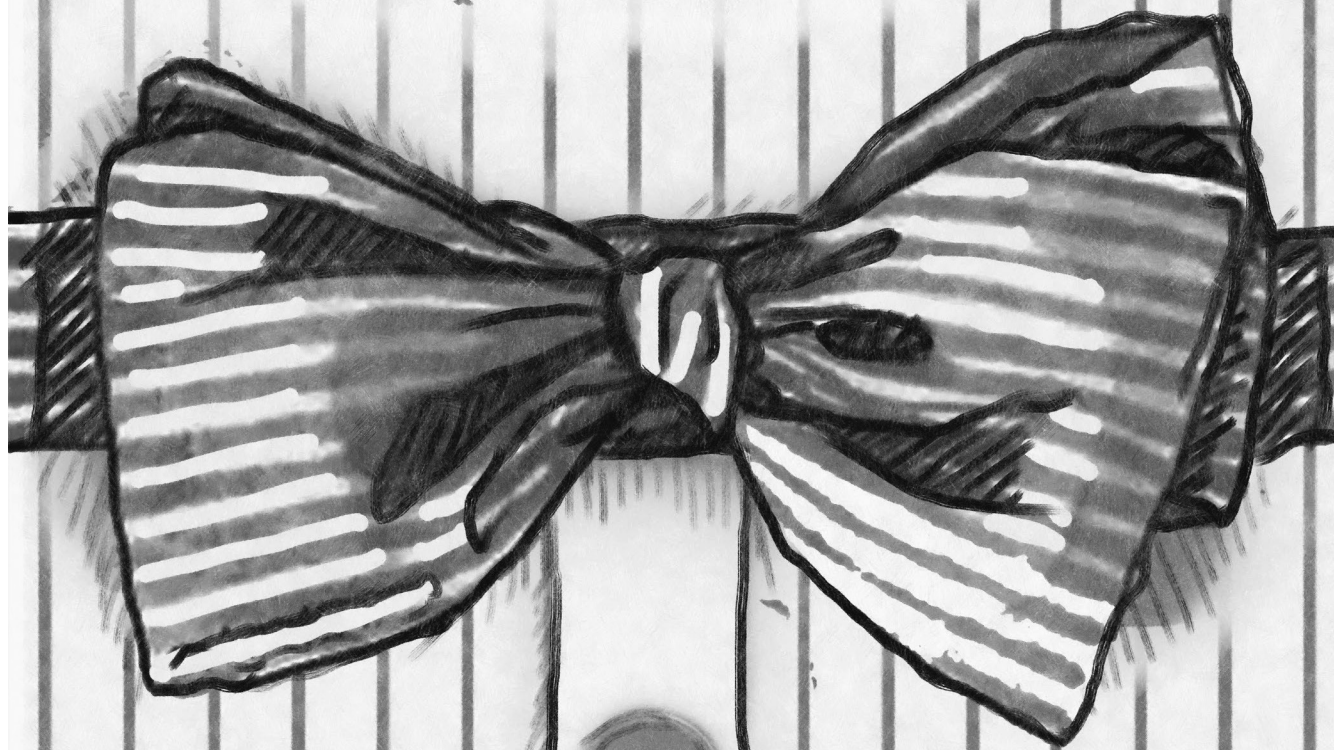


**Short
Stories**

Reading

CYCLE 3

Pink Bow Tie



Paul Jennings



Well, here I am again,
sitting outside the Principal's
office. And I've only been at
the school for two days.
Two lots of trouble in two
days! Yesterday I got the
strap for nothing.

Nothing at all.

Reading and viewing

Pink Bow Tie

PAUL JENNINGS

2 HOURS AND 30 MINUTES

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'Pink Bow Tie'.
- 3 Explain that we are going to be reading about a story set in a foreign country, and it is important to have a brief understanding of the context of the story.
- 4 The text, 'Pink Bow Tie', is set in Australia – a country which was colonised by the British and Dutch. Today, 90% of the Australian population is white.
- 5 'Pink Bow Tie' is set in a time in Australian history when corporal (physical) punishment was still allowed. Corporal punishment in schools indicates that there was very little room for freedom of speech, opinion and being one's self in those days.
- 6 It is important to note that this was a time in Australian history when patriarchal systems were especially strongly engraved into people's minds. There was no room for men to be anything other than 'tough' and 'manly'. We see the idea of strong gender norms (things that are thought of as acceptable for only men or only women) in the story. When the narrator laughs at the principal's bow tie, he is laughing because he thinks it is silly (or 'girly') for a man to wear pink.
- 7 Explain that another interesting thing about this short story, is the genre. Parts of the story seem to be fantasy (made up/magical) and science fiction (things that could possibly happen in the future because of science and technological advances). At the end of the story, the reader is left questioning truth. The reader is left to make up their own mind about what is true or not. By writing the story like this, the author subtly encourages the reader to question what is true and what is not true in life. The majority of the story is a comedy. There are funny parts in the story that make it relatable and interesting to read.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about the three themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: 'Forgiveness' or 'Friendship') The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.

- 4 Tell learners to write the date and the title of the story ‘Pink Bow Tie’ in their notebooks.
- 5 Under that, they must write down the heading ‘Themes’.

THEME 1: REBELLION

Explain to learners that to rebel is when a person or a group of people does not follow the ‘rules’ and choose to stand up to authority (people in charge). Some teenagers go through a stage of rebellion where they refuse to do what authority (this could be their parents, teachers, the principal, the law etc.) tells them to do. In ‘Pink Bow Tie’, we will be introduced to the theme of rebellion through a teenage boy.

PAIR DISCUSSION:

- 1 Tell learners to have a discussion with the person sitting next to them.
- 2 Ask them to discuss the following questions:
 - a Do you think that being rebellious is always a bad thing?
 - b Can you think of a situation where rebellion led to good?
- 3 Give pairs two minutes for this discussion.

CLASS DISCUSSION:

- 1 After two minutes call the class back together.
- 2 Allow for learners to share their answers with the class.
- 3 There are no wrong or right answers to the questions.
- 4 Allow for learners to engage in debate.
- 5 Possible answers include:
 - a No, being rebellious is not always a bad thing. Sometimes laws and rules are harmful and oppressive and need to be rebelled against.
 - b For example, in South Africa, the ANC and Umkhonto weSizwe rebelled against the Apartheid government – this led to the freedom of all South Africans and to a democratic government.

WRITING:

- 1 Instruct learners to take out their notebooks and write down the heading **Rebellion**.
- 2 Instruct learners to write down a brief definition of rebellion, based on the explanation you gave and based on the class discussion.

THEME 2: AGE

Explain to learners that often people define themselves by their age. Often people believe that when you are a certain age, you have to act a certain way and do certain things. There are also rules and laws about doing certain things at certain ages. Some older people want to be younger, so they can be youthful and live life again. Younger people want to be older so that they can do things that they are not allowed to do. For example, a fourteen year old girl wishes she were eighteen so that she could go out to clubs.

CLASS DISCUSSION:

- 1 Ask the class to discuss and give their opinions on the questions listed below.
- 2 There are no right or wrong answers, encourage discussion and debate.
- 3 Do not spend longer than five minutes on this discussion.
 - a Do you think it is a good or bad thing that the age restriction for drinking is 18? Why?
 - b Should age define who you are as a person? Why or why not?
- 4 Question a: Possible answers
 - It is a good thing that drinking is only allowed from the age of 18 in South Africa. When you are younger than 18, you are not mature or responsible enough to make wise decisions and drink in moderation (slowly/not too much).
 - It is a bad thing that you are only allowed to drink from the age of 18. Teenagers will sneak behind their parents'/guardians' backs to drink with their friends. When they do drink, they will drink as much as possible, because alcohol is something new, exciting and forbidden. In Europe, teenagers are able to drink from a young age. They do not have the same problem with binge drinking (drinking a lot in a short space of time) that South Africa has.
- 5 Question b: Possible answers
 - Age does define who you are as a person. When you are a certain age, you are in a certain phase of your life. For example, a 40 year old is settled with a job, a spouse, a house and children. This defines who they are as a person. Age defines who you are as a person because when you are a certain age, you are unable to do things that people of a different age can do.
 - Age does not define who you are as a person. Your characteristics, abilities, talents, passions, beliefs, values, loves and the way you treat people and the environment define who you are as a person.

WRITING:

- 1 Ask learners to take out their notebooks and write down the heading **Age**.
- 2 Instruct learners to write down one thing they like about being their age, and one thing they don't like about being their age.

THEME 3: WHAT IS TRUTH?

Explain to the class, that in 'Pink Bow Tie', the reader is left asking the question 'What is the truth?' Often, people believe something is true just because it makes sense, or because they have been told that it's truth. Truth can be a very hard term to define, and often people have to find their own truth. This means that people have to think, investigate and discover what is true to them. In this text, the reader is left question whether a story inside the story is true. There is no set truth, and therefore learners must decide what they believe to be true.

WRITING ACTIVITY

- 1 Ask learners to take down their notebooks and write the heading **What is the truth?**

- 2 Ask learners to copy down the question: What is one thing that I believe to be true that other people don't believe is true?
- 3 Give learners two minutes to write down their answer.
- 4 After two minutes call the class together. Allow learners to share their answers if they wish. There are no wrong or right answers.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 82.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
82	'What are you staring at lad?' ... 'Your bow tie,' I tell him. 'It is ridiculous. It looks like a pink vampire.'	Theme: Rebellion Character(s): The boy and Old Splodge	The narrator, a teenage boy, laughs at a man for wearing a pink bow tie. The boy is not scared to laugh at the man even though he is older than him. In that time, children were taught to respect their elders, and keep their opinions to themselves. We immediately see the narrator's rebellious attitude. We also learn that this man is his principal, and therefore has 'authority' over the narrator.	<p>1 How do you think the boy was punished for being rude?</p> <p>2 Why do you think the boy laughed at the man for wearing a pink bow tie?</p>	<p>1 Learners must infer (guess) how the boy was punished from what they know about the context of the story. There are no wrong or right answers. Possible answers include:</p> <ul style="list-style-type: none"> • Maybe the boy was beaten for being rude to an older man who is his 'authority.' • Maybe the boy was suspended from school. • Maybe the boy's parents were told about his behaviour, and he was punished at home. <p>1 Open-ended question. Learners must infer (guess) why the boy laughed at the man for his bow tie. Possible answers include:</p> <ul style="list-style-type: none"> • The boy laughed at the man for wearing a pink bow tie because boys are not supposed to wear pink. • The boy laughed at the man because society has conditioned the boy into believing pink is a girl's colour, and if a boy or man wears pink, they are not 'manly.'
82	I wish she was my girlfriend, but as she is seventeen and I am only fourteen ...	Theme: Age Character(s): The boy	The young boy has a 'crush' on the school secretary. He wants to be her boyfriend but he considers their age gap a problem.	Do you think age gaps matter in a relationship?	<p>Yes, age gaps matter when an older person is dating/seeing a much younger person. For example, a thirty six year old man is 'seeing' a sixteen year old girl. This man could be taking advantage of the young girl.</p> <p>No, age gaps do not matter as long as people are mature and responsible enough to make wise and informed decisions about whom they date.</p>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
82	'Didn't you know it is against the school rules for boys to dye their hair?'	Theme: Rebellion Character(s): The boy and Miss Newham	Ms Newham, the secretary, asks the narrator why he has dyed his hair blonde even though it's against school rule. This again shows that the character is rebellious and does not follow rules/authority. This makes the reader curious as to why he dyed his hair.	<ol style="list-style-type: none"> 1 Have you ever done something that is against school rules or against your parents' rules? 2 Why do you think it was against school rules for boys to dye their hair? 	<ol style="list-style-type: none"> 1 Open-ended. Allow learners to share their stories without judgement or criticism. 2 Possible answers: <ul style="list-style-type: none"> • It was against school rules for boys to dye their hair because dyeing hair was seen as a 'girly' thing to do. • Boys weren't allowed to dye their hair because the school rules were very strict and conservative, they wanted everybody to fit into a mould (be the same) and be conservative. • They were worried the boys would dye their hair colours that are not natural hair colours.
83	He is a grumpy old boy. He is due to retire next year and he does not want to go.	Theme: Age Character(s): Old Splodge	The narrator is in the principal's office. The principal is in a bad mood and the narrator suggests it is because of his age, and because he does not want to retire yet.	Is it possible that the principal is grumpy for other reasons besides his age and besides the fact that he is retiring?	<ul style="list-style-type: none"> • The principal could be grumpy because he is still upset with the teenage boy for laughing at his bow tie, and at the same time, laughing at his masculinity (manliness). • The principal could be grumpy because he has to deal with rule-breaking learners all day. • He could be grumpy because he is having personal problems.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
83	I am a very nervous person. Very sensitive. I get scared easily. I am scared of the dark. I am scared of ghost stories. I am even scared of the Cookie Monster on Sesame Street.	Structural element: Sarcasm Character(s): The boy	The main character is telling the principal the story of how his hair turned blonde. He starts the story off by telling him that he is a very scared and nervous person. The reader is aware that he is not a scared person, because of the events that have already unfolded in the story (teasing an older man about his tie, his 'cheeky' attitude towards the principal, and the fact that he has been in trouble twice already). He is being sarcastic to the principal. This is evident when he says 'I am even scared of the Cookie Monster.' The Cookie Monster is a character on a children's television show, and he is not a scary character. He is a friendly and funny character who likes to eat a lot of cookies. By using this example, the boy is mocking (teasing) the principal.	Sometimes younger people do not agree with the views and opinions of adults. Often, younger people want to stand up for their own views, and sometimes do this in a sarcastic manner. Do you believe it is wrong to be sarcastic to an adult?	Open-ended. Learners must give a reason for their opinion, like: Yes, it is wrong to be sarcastic to an adult. You need to respect people who are older than you. Even if you disagree with an adult, you should respect their opinions and keep your opinions to yourself. You can disagree with an adult's opinions, but you should make your points heard in a respectful manner. No, I don't think it is wrong to be sarcastic to an adult. If they say something that is offensive or problematic, younger people should be able to disagree with an adult, even if it is in a sarcastic manner.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
85	'And that,' I say to Splodge, 'is the truth.'	Theme: What is the truth? Structural element: Story inside of a story Character(s): The boy	The narrator tells the principal a long, 'far- fetched' (not likely to have happened) story about how his hair turned blonde. The narrator proves his story by leaving the AGE RACER on the principal's desk. The reader is left questioning the truth. The boy tells the principal the story of the AGE RACER. The reader is transported into a different scene, setting and context while he is telling the story to the principal. This is an example of a story inside of a story. Even though you are reading about one story, through clever storytelling and narration, it is very easy to read about a different story within the main story.	Do you think the principal believed the teenage boy's story?	Yes, he believed the story because once the boy left the office, he used the machine. No, the principal did not believe the story. After the boy left, he threw away the machine and retired early.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
86	Two things happen: one good and one bad. The good thing is that Splodge disappears and is never seen again. The bad thing is that Miss Newham gets a boyfriend. ... Why would she go out with a kid who wears pink bow ties?	Themes: Age AND What is the truth? Character(s): The boy	At the end of the story the reader learns that the principal of the school has disappeared and has not been seen again, and that Miss Newham is dating a man who wears a pink bow tie. This leaves the reader wondering if the principal used the time machine to make himself younger. The reader is left thinking, 'What is truth?' The reader wonders if the principal used the AGE RACER that was left in his office. The reader starts to believe the boy's story about the machine.	<p>1 What makes the reader think that the new man Miss Newham is dating is, in fact, the school principal?</p> <p>2 Why do you think the boy does not piece together the fact that the new guy Miss Newham is dating could be the principal?</p>	<p>1 The reader can infer that (or at least wonder whether) the new man is the principal because:</p> <ul style="list-style-type: none"> • The new guy Miss Newham is dating is wearing the same pink bow tie as the principal. • The principal has not been seen for weeks. • The narrator left the AGE RACER in the principal's office. <p>2 Learners must infer what the answer to this question could be. Possible answers include:</p> <ul style="list-style-type: none"> • The boy doesn't think the principal is the man she is dating because the boy does not actually believe that the time machine works. He made the story up so that he did not get into trouble for dying his hair blonde. • The boy doesn't think that the man she is dating is the principal because he doesn't believe 'Old Splodge' would even think about using the time machine. The boy knows that the principal does not believe that the time machine is real.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Dramatic irony is when the reader knows something that the characters do not know. At the end of the text, the reader learns something that the character has not yet worked out. Explain what the dramatic irony in this story is.
 - b QUESTION 2: Do you think that corporal (physical) punishment in schools is a good or bad thing? Why?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - The dramatic irony in the text is that the principal used the AGE RACER and is now a young man, wearing a pink bow tie, dating Miss Newham. The character/narrator has not worked this out. He thinks the principal disappeared and a separate young man is dating Miss Newham.
 - b QUESTION 2: Possible answers:
 - Corporal punishment is not a good thing. If learners are scared of being beaten or punished, they are afraid to express their voice, stand up for what they believe in, do anything ‘different’ or even find the confidence to answer questions in class. Physical punishment is restrictive and oppressive.
 - Corporal punishment is a good thing. When learners are afraid, they are more likely to follow the rules.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to “Then, before I can move, ... is the truth.” on pg. 85:
 - 1.1 Choose the correct answer to complete the following sentence. Write only the letter (A-D) next to the question number (1.1). (1)
The type of narrator in this passage is:
 - A A first-person narrator
 - B A first-person unreliable narrator
 - C A third-person limited narrator
 - D An omniscient narrator
 - 1.2 Provide a reason for your choice of narrator in 1.1. (3)
 - 1.3 Explain what led to the person becoming a skeleton. (2)
 - 2 Refer to the story as a whole (pg. 82–86):
 - 2.1 Discuss the theme of ‘What is the truth?’ in the story. (3)

B: Answers**1.1 B (1)****1.2**

- The narrator says he is a nervous person who is easily scared. (1)
- However, he speaks to the principal in a way that shows he is a confident person. (1)
- This makes the reader doubt what the narrator is saying. (1)

1.3

- He had pushed the knob to the YOUNGER side of the AGE RACER and had become a one year old baby. (1)
- Then he pushed it all the way to the OLDER side, which made him grow older, then die, rot and become a skeleton. (1)

2.1

- The narrator tells a tall (unbelievable) story, which the reader, like Splodge, finds difficult to believe. (1)
- However, there seems to be some truth to what the narrator has said because he produces the Age Rager and, at the end of the story, we realise that Splodge has used it to make himself younger. (1)
- It makes us question ourselves what truth actually is. (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THIS IS AN EXAMPLE OF WHAT A SUMMARY MAY LOOK LIKE:

- 1 A naughty 14 year old boy has moved to a new school. [EXPOSITION]
- 2 On the first day of school he gets lashes (a beating with a stick) because he laughed at the principal's pink bow tie.
- 3 On the next day of school, he is in the principal's office because he dyed his hair blonde. [CONFLICT]
- 4 While waiting for the principal, he looks at the secretary, Miss Newham, who he has a crush on. [RISING ACTION]
- 5 When he is with the principal he tells him the story of how his hair turned blonde.
- 6 He tells the principal that on the way home from school the previous day, he was sitting near a teenage boy who was smoking, an older woman and a mean-looking man.
- 7 When the teenage boy is told to stop smoking, he takes out a machine and turns himself into an older man. [CLIMAX]
- 8 Everybody is amazed. The old lady turns herself into a young girl. The narrator finds her pretty.
- 9 Then the mean-looking man takes the machine and turns himself into a baby, and then into a very old man. Before he can stop the machine from making him any older, he turns into a skeleton.
- 10 The narrator tells the principal that he is a very nervous and scared person. Once again, this shows that the boy is rebellious, because he is being sarcastic and witty when he tells the principal this. It is clear that he is not scared of anything. He only tells the principal this in order to get away with having blonde hair. He claims that because he is such a nervous person, he got a shock when he saw the skeleton, and that is why his hair turned blonde. [FALLING ACTION]
- 11 After he has told the story to the principal, he leaves the AGE RACER on his desk.
- 12 A few weeks later we learn that the principal has gone missing, and Miss Newham is dating an eighteen year-old boy who wears a pink bow tie. [RESOLUTION]

**Short
Stories**

Reading

CYCLE 4

SCARED

ANTHONY HOROWITZ



NOBODY LAUGHED AT GARY WILSON. NOT AT HIS NAME, NOT AT HIS PLACE IN CLASS (ALWAYS LAST), NOT AT THE ACNE WHICH HAD RECENTLY EXPLODED ACROSS HIS FACE. GENERALLY PEOPLE AVOIDED HIM, WHICH SUITED GARY FINE. HE ACTUALLY ENJOYED HURTING OTHER KIDS, TAKING THEIR LUNCH-MONEY OR RIPPING PAGES OUT OF THEIR BOOKS.

BUT SCARING THEM WAS JUST AS MUCH FUN.

Reading and viewing

Scared

ANTHONY HOROWITZ

2 HOURS AND 30 MINUTES

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'Scared'.
- 3 Explain that this story is set in England in a countryside area called Suffolk, which is near London.
- 4 In rural areas in England, there is something called the 'country code'. The 'country code' are rules that people must follow when they are in the countryside, e.g. staying on the paths.
- 5 The story is a mystery horror story. The author uses different techniques to make sure the story is suspenseful and mysterious. By using these different elements, the author makes the reader feel tense and uncomfortable. He also does these things to remind the reader, that it's important to pay attention to clues and warnings, because these clues/warnings can stop you from ending up in a bad position. Listed below are examples of the techniques used by the author:
 - In the text, the author uses a technique called foreshadowing. Foreshadowing is when the reader is given clues throughout the text about what will happen later on in the story.
 - The author uses personification to give non-human things human characteristics. In the story, nature is personified as Mother Nature. Mother Nature is able to do things that only human beings can do, i.e. take revenge on those who are harmful, bad people.
 - In 'Scared' there is an element of magic. The fact that Mother Nature has powerful ways of seeking revenge, and acting like a human, gives the reader the idea that there is magic in the story.
 - The story is written in third person narration. Most of the story is written from the perspective of the main character. However, at a critical (important) part of the story, the narrator distances himself from the main character, and the reader is able to experience the last part of the story from a distance (like we are looking at the scene from a distance, and not from the perspective of anybody in particular). This adds to the mystery and suspense of the story.
 - Irony is an important element of the text. Irony is when what happens is the opposite of what you expected to happen. The main character in the story doesn't expect or believe in something, but it is this thing that ends up affecting him.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about the different themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: ‘Forgiveness’ or ‘Friendship’) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Tell learners to write the date and the title of the story, ‘Scared’, in their notebooks.
- 5 Under that, they must write down the heading ‘Themes’.

THEME 1: RESPECT FOR NATURE

Explain to learners that nature has all the things we need to survive: food, water, oxygen, sunlight, etc. Nature is very powerful and human beings need to respect and care for nature to make sure we do not run out of the resources that nature gives to us. So far, humans have not shown respect for nature. We have destroyed and depleted (used up) much of nature’s resources. This will affect humans in the long run because if we run out of resources, we will not be able to survive.

PAIR ACTIVITY

- 1 Ask learners to work with the person sitting next to them.
- 2 Instruct them to use one person’s notebook. One member of the pair should be the scribe (the person who writes down the answers).
- 3 Ask learners to write the heading ‘Important Natural Resources in South Africa’.
- 4 Instruct learners to write a list of the three most important natural resources in South Africa. There are no wrong or right answers to this question. In pairs, learners must discuss and decide on what three resources they believe are most important.
- 5 Give learners five minutes for this activity.
- 6 After five minutes, call the class back together.
- 7 Allow pairs to share their lists.
- 8 An example of what students’ lists could look like is listed below:
Important Natural Resources in South Africa
 - Water
 - Gold
 - Soil

INDIVIDUAL ACTIVITY

- 1 Ask learners to take out their notebooks.
- 2 Instruct learners to write down the theme heading **Respect for Nature**.
- 3 Under this heading, they must write the sub-heading ‘How I Respect Nature’.
- 4 Ask learners to write a short paragraph (no more than three lines), describing ways that they show respect for nature.

- 5 Allow learners five minutes to work on their paragraphs.
- 6 After five minutes, call the class back together.
- 7 Allow learners the opportunity to share their paragraphs with the class. Only allow three learners to share their paragraphs. This should take no longer than three minutes.

THEME 2: JUSTICE

Explain to learners that justice is the idea that things should be fair. In a just society, every decision is supposed to be made in a fair way. Explain that unfortunately, decisions are not always made in a fair way, because there are still prejudices against certain people, and certain people are favoured over others. In our society, if somebody does something wrong, they need to be punished appropriately for their mistakes. However, because of the above-mentioned prejudices and favouritism, punishments are not always fair.

GROUP ACTIVITY

- 1 Divide the class into groups of four.
- 2 Instruct the group to choose a scribe (a person to write down answers).
- 3 As a group, learners must answer the questions below and give a short reason for their answers.
- 4 Allow learners ten minutes to answer the questions below.
 - a Do you think it is just (fair) for prisoners to live in very overcrowded conditions, where some prisoners don't even have access to a bed?
 - b Do you think that if somebody hurts you, you must take justice into your own hands, and get revenge on that person?
 - c Humans have treated nature very badly for many years. Recently, there have been very dramatic and deadly natural disasters that have changed the world for many human beings. Do you think that in some ways, nature is getting justice for the abuse that humans have done to nature?

CLASS DISCUSSION

- 1 After ten minutes, call the class back together.
- 2 Allow groups to share some of their answers.
- 3 There are no right or wrong answers to the questions. Allow for debate and discussion among learners.
- 4 Possible answers include: Question a: Possible answers
 - No, it is not just for prisoners to live in such overcrowded conditions. Prisoners are human beings who have the right to live in safe, clean and respectable conditions. When people live in such overcrowded spaces, diseases and infections are more likely to occur and spread. Violence is more likely to be a problem, and therefore people's safety is at risk. Prisons should be safe places where there is room for self-improvement and growth.
 - Yes, I think it's fair for prisoners to live in overcrowded conditions. People in prisons have done something wrong, and therefore don't deserve to live in respectable and safe conditions.

Question b: Possible answers

- If somebody does something bad to you, it is not up to you to take justice into your own hands. You should tell somebody what happened, and let the rules and laws help you to get justice.
- Sometimes there is no way to get justice other than taking the matter into your own hands. Sometimes people don't believe you when you tell them what happened, so you need to punish that person for their mistakes by yourself. When you retaliate, and hurt the person who hurt you, they will leave you alone and not do that thing again.

Question c: Possible answers

- It is not possible for nature to find justice or get revenge. These are human qualities. The bad things that happen in nature (droughts, floods, earthquakes) are natural occurrences.
- In a way, nature is punishing humans for the way they have treated nature. Nature is punishing humans by taking away important resources, which will make it difficult for humans to survive. There have been extreme floods, extreme earthquakes, volcano eruptions, etc. and this could be a way of nature getting rid of human beings, because nature knows that humans are toxic for the environment.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 154.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
154	...he cursed the countryside ...	Theme: Respect for Nature Character(s): Gary	The reader is immediately aware of Gary's disrespect for nature. He is unhappy to be in the countryside, and wants to be back in the comfort of his city home (in London).	Do you prefer to be in cities/busy towns or in nature? Why?	There are no wrong or right answers to this question. Allow learners to share their personal feelings.
154	When he got home he would make her suffer, that was for sure.	Theme: Justice Character(s): Gary	Gary is angry at his mother for bringing him to his grandmother's home in the countryside. He says he will punish her for doing this to him and make her suffer. Gary is taking justice into his own hands, and is going to punish his mother for her 'mistakes.' In his mind, it is fair to punish his mother for what he thinks she has done wrong.	Do you think that Gary's intention to punish his mother is fair?	<ul style="list-style-type: none"> No, it is not fair for Gary to punish his mother for taking him to the countryside. She hasn't done anything wrong. It is wrong that Gary, at such a young age, already knows how to hurt his mom and how to make her suffer. This shows us what kind of person Gary is.
154	Nobody laughed at Gary Wilson. Not at his name, not at his place in class (always last), not at his acne which had recently exploded across his face.	Theme: Justice Character(s): Gary	Gary punishes anybody that laughs at him. He is so scary and mean that people avoid being near him. Again, this indicates that Gary wants justice and wants the people who have hurt him, to be hurt in return. Gary believes that the way to get justice, is through revenge. This is not really justice, because the decisions that Gary makes are not fair, and the punishments that he gives people are unfair.	<ol style="list-style-type: none"> What in the text tells the reader that Gary might be insecure about himself? Do you think that one of the reasons that Gary is very aggressive and mean is because he is insecure (has a lack of confidence in himself)? 	<p>1 Possible answers:</p> <ul style="list-style-type: none"> Gary has very bad acne (pimples) Gary is academically weak Other learners avoid Gary (so he has no friends) <p>2 Open-ended. Learners must give a reason for their opinion, like:</p> <ul style="list-style-type: none"> No, Gary is a naturally mean and aggressive person who treats the people in his life badly. He is not insecure. He likes to be powerful and in control. Yes, it is possible that Gary is mean because of his insecurities. He doesn't believe in himself, and there are things that he doesn't like about himself. So, perhaps he hides his insecurities by being overly mean and aggressive.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
156	... Gary found himself wincing with every step. He was also beginning to feel the stirrings of ... something.	Theme: Respect for Nature Character(s): Gary	Gary is in pain because he has hurt his foot badly. He is very lost and is starting to wonder if he will ever reach his grandmother's cottage. Instead of seeing the powers of nature, and seeing that nature is something to be respected, he blames nature and hates nature for his situation. We are beginning to see the ways in which Mother Nature is hurting and manipulating Gary because he hasn't shown respect for nature.	<ol style="list-style-type: none"> 1 How is Gary beginning to feel? 2 Why doesn't he want to admit he is feeling this way? 	<ol style="list-style-type: none"> 1 Gary is beginning to feel scared because he's lost and hurt. 2 He doesn't admit that he is scared because, in his mind, that would be admitting to weakness. Gary is a boy who makes sure people believe that he is strong, fearless and untouchable.
156	'But a week in the country will soon sort you out.'	Theme: Respect for Nature Style/Structure: Foreshadowing Character(s): Gary	Gary's grandmother is worried about his mother because she looks very thin and exhausted. We can infer (guess) that she is tired because of Gary and the way he treats her. So far, we have learned that Gary is very aggressive and violent, he is not doing well at school, he is an expensive son to support, and he finds ways to punish her for anything he doesn't like. These reasons lead the reader to think that Gary must be the reason she is exhausted. The author gives us a slight/subtle clue about what may happen at the end of the story. The granny suggests that Gary's mother will be rid of her stress, and feeling better by the end of the week.	<ol style="list-style-type: none"> 1 Why do you think Gary's mother will feel better by the end of the story? Make a prediction. 	<ol style="list-style-type: none"> 1 There are no wrong or right answers to this question. Learners should predict (guess) what will make Gary's mother feel better without reading the end of the story. Possible answers include: <ul style="list-style-type: none"> • She will feel better because fresh air and nature always calm people down and relax them. • She will feel better because something will happen to Gary that will make him become a better person. He will learn an important lesson. • Maybe Gary won't find his way home and his mother won't have to worry about him any longer.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
157	'You float along with time. ... You can still feel the magic in the countryside.'	Theme: Respect for Nature Structural element: Foreshadowing AND Irony Character(s): Gary	While Gary is lost in the forest, he thinks about nature. He doesn't understand why people think that nature is so great. He thinks of his grandmother, who loves nature. He thinks about what she said about nature before he left on his walk, Gary's grandmother described why and how nature is so powerful and magical. Gary ignored his grandmother's words; he doesn't believe in the magic of nature. He especially doesn't believe in the power of nature now that he is lost in the forest and his being hurt by the different elements in nature. The author has foreshadowed what is going to happen later in the story with Gary's grandmother's words. It is not clear to the reader at this point what will happen, but later in the story her words make sense. It is ironic that Gary doesn't believe in magic, because throughout the story he is affected by the magic of nature.	1 Gary's grandmother says that humans spoiled everything. Why do you think she believes that humans spoiled everything?	1 • She thinks humans have spoiled everything by building big, bustling cities with too much noise and a very fast past. • She believes that humans have polluted the earth. • She believes that humans have destroyed nature and used up too many of nature's resources. • She believes that humans have taken the magic out of life by destroying nature and only focusing on money, technology, big cities etc.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
161	<p>But she was probably confused.</p> <p>It was best not to say anything.</p>	<p>Themes: Justice AND Respect for Nature</p> <p>Structural element: Irony</p> <p>Character(s): Gary</p>	<p>At the end of the story, we learn that after all of the things that Gary endured during his walk, he is eventually turned into a scarecrow. Mother Nature gets justice because she has taken revenge on Gary for his bad behaviour. His mother sees the scarecrow, and recognizes that the scarecrow resembles Gary, but instead of saying anything, she decides to leave him. Mother Nature punishes Gary for his actions, and his mother gets justice because she longer has to suffer from his bad treatment of her.</p>	<p>Why is the ending of this story ironic?</p>	<ul style="list-style-type: none"> The ending is ironic because Gary didn't believe in the magic of Mother Nature, but in the end, it was Mother Nature that turns him into a scarecrow. It is ironic because at the beginning of the story, we learn that Gary really loved scaring people. Now Gary is a scarecrow, and must spend the rest of his life scaring away crows. It is ironic because Gary must now live his entire life feeling scared that he will never be a human again.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: On page 156, Gary’s grandmother tells his mother that she is looking thin, tired and pale. Why do you think Gary’s mother looks this way?
 - b QUESTION 2: In the story, Mother Nature gets justice by punishing Gary for his behaviour. What are some of ways that Mother Nature punishes Gary besides turning him into a scarecrow?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Gary’s mother is tired, pale and thin because she has been living in a very busy, noisy city where she has had to work hard to keep her and Gary financially stable. She is exhausted and needs a break from the city.
 - Gary’s mother is tired, pale and thin because she has been living with Gary, who has treated her terribly, punished her and scared her.
 - b QUESTION 2: Possible answers:
 - He gets terribly lost
 - His foot gets caught in a hole and he hurt his foot
 - His hand gets stung by nettles (a type of plant that stings when you touch it)
 - His feet get very wet
 - He scratches his shoulder
 - He gashes his leg
 - He falls off of a log and into the water
 - A wasp stings him on his neck

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘As he crossed ... buzzing him and went on.’ on pg. 156:
 - 1.1 Identify one example of onomatopoeia. (1)
 - 1.2 Explain how the example of onomatopoeia you have chosen in 1.1. adds to the meaning of the sentence it appears in. (1)
 - 2 Refer to the story as a whole (pages 154–161):
 - 2.1 Explain how Gary’s view of the countryside is different from his grandmother’s. Provide evidence from the text to support your answer. (6)

B: Answers

1.1

- ‘wincing’

OR

- ‘buzzing’

1.2

- ‘Wincing’ helps the reader imagine the sound Gary makes when he feels pain. (1)

OR

- ‘Buzzing’ helps the reader imagine the sound of the insect flying around Gary’s head. (1)

2.1 Gary hates the countryside:

- We know this because Gary refuses to answer his mother when she says the countryside is beautiful. (1)
- He hates the idea of spending a week in the countryside. (1)
- He thinks longingly about the city. (1)

Gary’s grandmother loves the countryside:

- We know this because she thinks that spending a week in the country will make Gary’s mother feel better. (1)
- She mentions all the good things about the countryside (1)
- She mentions all the bad things about the city. (1)

Summarising activity

1 A summary is an important skill because it ensures:

- You remember what happens
- You get it in the correct (chronological) order
- You understand cause and effect
- You can include the most important events and leave out the unimportant details.

2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.

3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

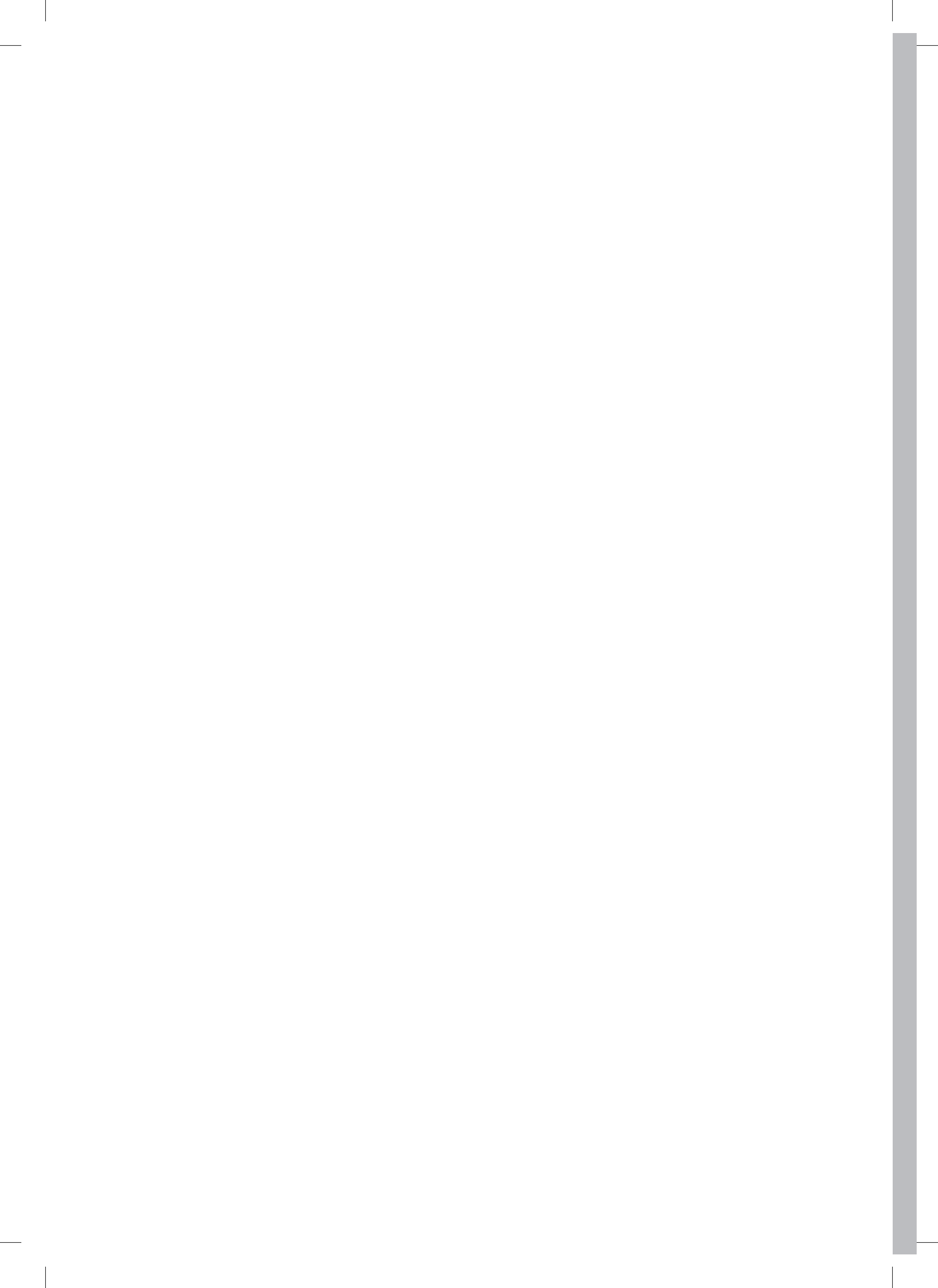
1 We learn that Gary Wilson is lost in the countryside. [EXPOSITION]

2 He feels angry with his mother for bringing him to the countryside and wants her to suffer. [CONFLICT]

3 We learn more about the character through the narrator. He is a fifteen year old boy who is the school bully. He loves hurting other children, but most of all, he loves scaring them. [CONFLICT]

4 The narrator goes back to Gary’s current situation in the countryside, and describes how Gary falls into a pothole and hurts his foot. He swears. The narrator explains that

- his mother doesn't like it that Gary swears, but she has learned that there is no use in reprimanding him.
- 5 The reader finds out from the narrator that Gary is an only child whose father died suddenly. Gary does not miss his father because they didn't get on, and because Gary now gets to be the 'man of the house'.
 - 6 The narrator explains that Jane, Gary's mom, works very hard to support herself and Gary. Gary is an expensive son. He whines and complains that they don't go on overseas trips, but Jane does not have the money. Instead, every winter and summer, they go to his grandmother's home in the countryside. Gary hates it.
 - 7 The narrator tells us more about Gary's time in the forest. While Gary is lost in the forest, he thinks of his mother and grandmother. Gary's grandmother is worried that his mother is looking frail and ill. She says a week in the countryside will make her better. Gary doesn't believe this.
 - 8 Gary is angry during his walk, and doesn't understand why people think nature is great. He thinks of his grandmother, who loves nature. Gary's grandmother believes Mother Nature is full of magic. Gary doesn't agree with her.
 - 9 The narrator explains that it was his grandmother that persuaded him to go for a walk. He was bored and wanted to smoke, so he decided it wasn't a bad idea. His mother warns him to stay on path and his grandmother reminds him to follow the country code.
 - 10 The narrator explains how, at the beginning of his walk, Gary behaved very badly. He tore up flowers, left a gate open so that animals could escape, he threw a coke can into the meadow and he smoked cigarettes and threw the cigarette ends into the grass. He also strayed off of the footpath.
 - 11 We learn from the narrator that after Gary acted so badly, he gets lost in the countryside. He does not recognize the scenery, and does not know where the landmarks (the coke can, cigarette ends, etc.) that he left, have gone.
 - 12 On his mission to get back home, he hurts himself many times, and he is hurt by different elements in nature.
 - 13 Again, he feels angry at his mother and grandmother, and decides he will punish them by burning the house.
 - 14 He suddenly sees the pink cottage that his grandmother lives in, and decides to walk across the field to get to the house instead of walking on the path. He is exhausted en route to the house, and his legs and arms become heavy. He sees a pole and decides to rest on it. [CLIMAX]
 - 15 His grandmother and mother haven't seen or heard from Gary for many days. The police look for him but he is nowhere to be found. Gary's mom decides to go back to London. Just before she leaves she sees a scarecrow that looks like Gary. She decides to leave it, and not say anything. The reader infers that Jane has a feeling that the scarecrow is Gary, but she would rather not find out – she would rather not be reunited with her son. [RESOLUTION]



**Short
Stories**

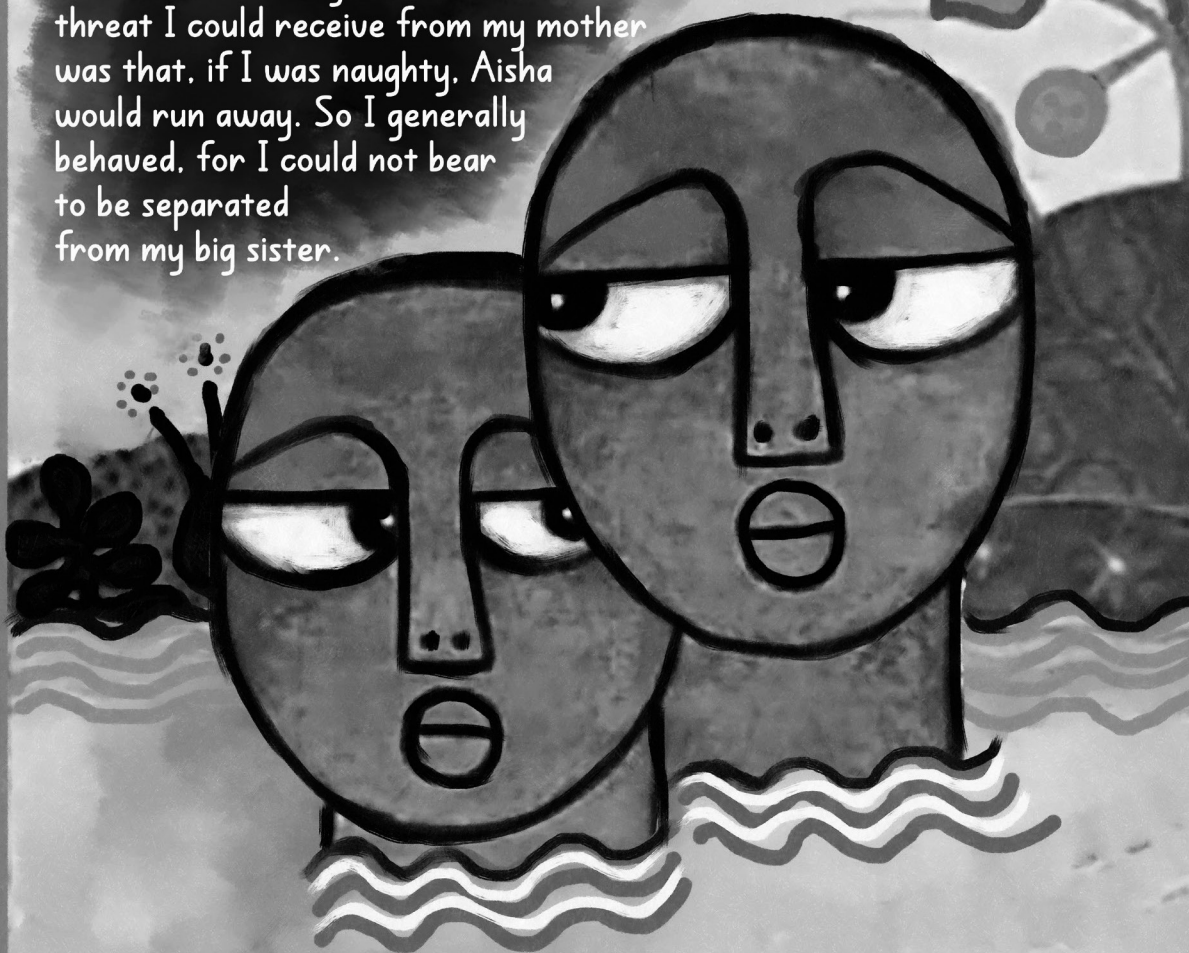
Reading

CYCLE 5



Timwa Lipenga

From the time I could talk, I tried to talk like Aisha. And when I could finally walk, I followed her everywhere. The most ominous threat I could receive from my mother was that, if I was naughty, Aisha would run away. So I generally behaved, for I could not bear to be separated from my big sister.



SWIMMING PARTNERS

Reading and viewing

Swimming Partners

TIMWA LIPENGA

2 HOURS

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'Swimming Partners'.
- 3 Explain that the author of this story, Timwa Lipenga, is Malawian. Although we are never told where this story is set, we can infer (work out) that it is set in Malawi as the author is from Malawi. We also know that it is set in a rural village because the girls collect firewood, and there is a separate cooking hut away from the main house. The food in the story also gives us clues that this is taking place in Malawi. They eat pumpkin leaves with groundnut stew, dried fish stew and nsima (like pap). We also find out that the family is living in poverty because the mother does not have enough money to pay for her daughters' school fees.
- 4 In the Shuter's anthology, the author notes that in the setting for this story there is no cure for AIDS. This is why AIDS is described as 'deadly'. In South Africa today, however, many people live for long periods of time with HIV/AIDS. There are anti-retroviral drugs to help treat HIV/AIDS. People are also better educated about how to prevent the spreading of the HIV virus. This shows us that there has been a great improvement in the fight against HIV/AIDS since the story was written.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about three themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: 'Forgiveness' or 'Friendship') The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Instruct learners to write the date and the title of the story, 'Swimming Partners', in their notebooks.
- 5 Under that, instruct them to write the heading 'Themes'.
- 6 Explain that before writing anything, they are going to discuss four questions to work out what their opinions are on some difficult questions. In order to do this, they will do the 'concentric circle' discussion activity.

THEME 1: POVERTY (THE POVERTY TRAP)

CONCENTRIC CIRCLES DISCUSSION ACTIVITY:

- 1 Move all your desks to the sides of the room to create a large open space in the centre of the classroom. If there isn't enough space, take the learners outside. (If you can't do this activity, you can simply get learners to discuss the questions in small groups at their desks.)
- 2 Put learners into two circles: an inner and an outer circle. The learners in the inner circle face outwards and the learners in the outer circle face inwards. Therefore, the two circles are facing each other. Check that there are equal numbers of learners in each circle. Each learner should be looking at another learner.
- 3 Explain that each time you ask a question, all learners will have 2 minutes to discuss the answer with the person in front of them. After 2 minutes, you will call 'Move'. This means only the learners in the inner circle must move one space in a clockwise direction (to the right) to find a new partner. You will ask the next question, which they will discuss with their new partner.
- 4 They will repeat the process until they've discussed all the questions.
- 5 Questions:
 - a How do you think poverty can trap someone?
 - b Why is poverty often described as being a cycle?
 - c How easy is it to break away from the cycle or trap of poverty? Why?
 - d How can poverty take someone's childhood away?
- 6 When they have finished discussing all the questions, instruct learners to move the desks back into position and sit down.

DISCUSSION:

- 1 Ask learners to return to their desks and call the class back together.
- 2 Allow learners the chance to share a few of their thoughts or conversations from their discussions with the class.
- 3 Explain that one of the themes in this story is Poverty (the poverty trap).
- 4 The idea expressed in the story is that poverty (the state of being extremely poor) is often a trap. This means it is very difficult to get out of the state of poverty. This is because when you are poor, you do not have access to things that can get you out of poverty. You do not have access to opportunities like good health care and higher education. Sometimes children have to leave school early to help support their families. If you do not get a matric, you cannot study at a tertiary level. You will then not be able to earn as much as someone who does get a tertiary qualification. You are then very likely to remain poor. You are never able to get out of your poverty. There are also people who do get a very good matric, but then do not have the finances (money) to go to a tertiary institution. Thus, their parents' lack of being able to pay their fees and/or accommodation prevents them from studying after school. Their poverty continues to trap them. When people are very poor, they also do not have the luxury of doing things such as having fun as they always have to work. There is also an emotional impact of

poverty in that people have to carry on going even in times of hardship (like the death of a family member). They do not have the luxury of time to grieve (mourn) properly.

WRITING:

- 1 Instruct learners to write the name of the first theme as a heading: **Poverty (the poverty trap)**.
- 2 Instruct them to write a few sentences on what this means, based on the discussion they have just participated in.

THEME 2: THE IMPACT OF HIV/AIDS GROUP DISCUSSION:

- 1 Put learners into groups of four and ask them to discuss the following questions. They do not need to write anything down. They are for discussion only:
 - a How does HIV/AIDS affect a family?
 - b How do these things then impact the community?
 - c Over the last 20 years, the number of people infected with HIV has decreased. In addition, the number of people dying from AIDS has also decreased. (This does not mean that HIV/AIDS is no longer a very serious problem, though!) What are some of the things that have caused these decreases that we need to see continue?
- 2 Call learners back together. Ask them to share their answers to the above questions.
- 3 Emphasise that we need to work to be open about HIV/AIDS in our communities. When there is openness and education about HIV/AIDS, this helps to lessen the stigma. When people do not feel shame about HIV/AIDS, they are more likely to get tested, seek treatment and to be honest and use protection (like condoms) with their sexual partners. Anti-retroviral drugs have made it possible for HIV-positive people to live a normal life as the drugs stop the HIV from developing into AIDS. Education, prevention, and treatment are all important!

WRITING:

- 1 Instruct learners to write the theme in their notebooks: **The Impact of HIV/AIDS**.
- 2 Instruct learners to write a few sentences about how HIV/AIDS impacts families and communities, as well as how we can continue the fight against HIV/AIDS based on the discussion.

THEME 3: HOPE THROUGH LOVE WRITING:

- 1 Instruct learners to write the next theme in their notebooks: **Hope through Love**.
- 2 Explain that 'Hope through Love' means that often in very difficult situations, all we have is the hope created from the love and loyalty of a good friend or family member.
- 3 Instruct learners to write what 'Hope through Love' means in their notebooks.

DISCUSSION:

- 1 Split learners into pairs and instruct them to discuss the following three questions. They do not need to write their answers. They are for discussion only:

- 2 How does facing something bad with someone you love give you hope?
- 3 Have you ever experienced ‘Hope through Love’? Tell your partner about it.
- 4 Have you ever witnessed (seen) how love can give someone hope? Tell your partner about it.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 36.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
39	We learned a lot from that experience, but the most valuable lesson was 'to be more careful next time'.	Structural element: Irony Character(s): Linda and Aisha	Irony is when the opposite to what we expect to happen, happens. In this sentence, we expect the narrator to say something like '...the most valuable lesson was not to disobey our mother again'. Instead, the narrator says they would be careful not to get caught out next time. We expect they will not go and swim again because they have just been punished with no dinner. They do, however, have every intention (plan) to go again.	<ol style="list-style-type: none"> 1 What would happen to you if you disobeyed your parents like the girls did? 2 Do you think their punishment was fair? 	<ol style="list-style-type: none"> 1 No right or wrong answers. Learners share their experiences. 2 Yes, I think it is fair – it is dangerous to swim without an adult watching you and they need to learn their lesson. No, I do not think it is fair – you should never punish someone by not giving them food.
40	My mother was now faced with the challenging task of cultivating the maize field and harvesting enough not only for food, but also to sell for our livelihood.	Theme: Poverty (the poverty trap) Character(s): Linda and Aisha	When the girls' father dies, their mother has to carry the responsibility of the family's wellbeing by herself. She has to do the work of two people. We also see how she does not have the luxury of taking time to grieve for her husband – she has to simply move on to take care of her family. We can see that the family is now even less likely to escape from the poverty trap, because the whole family relies on one person's income now, instead of two.	<ol style="list-style-type: none"> 1 Why is the family even less likely to escape from the poverty trap now? 2 Why is it important to have the time to grieve the death of a loved one? 	<ol style="list-style-type: none"> 1 The family has even less income after the father dies. They have become even poorer. 2 If you do not have time to grieve, it can be very hard to move on emotionally. Not grieving can cause extreme sadness and depression. This can make it difficult to focus on work or even everyday tasks.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
41	'I even talked to our Member of Parliament about you, but he said that he already assists three orphans from this village.'	Theme: Poverty (the poverty trap) AND The Impact of HIV/AIDS Character(s): Linda, Aisha and the girls' mother	The girls' mother can no longer afford to pay the school fees for their school. This is because her husband has died and there just is not enough money for living and schooling. Often children in poverty have to leave school early in order to help support the family. This is one of the ways poverty traps people, as they do not have enough money to continue with their education. A lack of education limits the opportunities people have, and usually means they are destined to remain poor. We can infer that this family lives in a place where many people are struggling to afford the cost of living and schooling. The author mentions that the Member of Parliament is already helping three orphans. We can guess that these orphans' parents possibly died from AIDS.	<p>1 Name two ways in which the girls lose their childhood because of the extreme poverty they now find themselves in?</p> <p>2 What is an example in the story of how HIV/AIDS puts financial pressure on the local government?</p>	<p>1 Possible answers:</p> <ul style="list-style-type: none"> • They can no longer go to school. • They can no longer go to swim in the river. • They must spend their days doing difficult work in the fields. <p>2 The local government has to find the money to pay for the school fees of the AIDS orphans.</p>
43	And what better companion could I have than my childhood one?	Theme: Hope through Love AND The Impact of HIV/AIDS Character(s): Linda and Aisha	This reminds us that even in the hardest of times, we can find hope through love. Aisha and Linda were best friends as children and worked through difficult times together. Now, at the end of the story, they are united again under very sad circumstances – they are both dying of AIDS. The reader is given comfort and hope in the fact that at least they have each other in this time of hardship.	<p>1 What are the girls united against at the beginning of the story and what are they united against at the end of the story?</p> <p>2 How does the relationship between Aisha and Linda change at the end of the story from how it was at the beginning of the story?</p>	<p>1 At the beginning of the story, the girls were united against things like poverty and getting into trouble with their parents. At the end of the story, they are united by the tragedy that they are both dying of AIDS.</p> <p>2 At the beginning of the story, Aisha looks after Linda. At the end of the story, Linda looks after Aisha.</p>

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: How do Aisha and Linda become trapped by poverty in the story?
 - b QUESTION 2: On pg. 42, the narrator tells us that she has two daughters who are the ‘pride and joy of my ageing mother.’ How is the life of the granny going to change when Linda dies?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- c QUESTION 1: Possible answers:
 - When their father dies, they are trapped, because they have to help their mother more with farming so there is no time to go and swim anymore.
 - They have to stop going to school because their mother can no longer afford their school fees. This means they are trapped by their lack of education. It will be difficult for them to find job opportunities if they are not educated.
 - Their choices into adulthood are very limited because of their lack of education. Linda stays in the village and gets married. Aisha goes to the city, but due to not having a school leaving certificate, cannot get a decent job (we infer (guess) that perhaps she is forced to turn to prostitution).
 - Further, we wonder about the future of Linda’s daughters as they will need to be raised by their grandmother when their mother dies. It is extremely unlikely that they will ever escape from the poverty that they were born into. They will be reliant on their one granny, who also could not afford to put their mother through school.
- d QUESTION 2: Possible answers:
 - She will now have to be the girls’ primary caregiver.
 - The girls will still be her ‘pride and joy’ but she will have to find money to look after them. She can no longer just enjoy the girls, but will be under pressure to keep them healthy and educated/in school.
 - She is also ‘ageing’ so she will have to try to find the energy to look after young children again.
 - She will not be able to simply enjoy the girls, they will become her responsibility.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to ‘I think the maize field marked our transition into womanhood more than the initiation ceremony had ever done.’ on pg. 41:

- 1.1** Explain what Linda means when she says the above sentence. (2)
- 2** Refer to “Then one day, after ... I’m leaving the village’, she declared.” on pg. 42:
- 2.1** Explain why Aisha is leaving the village. (2)
- 2.2** Discuss two different aspects of one of the themes of the story that is represented in this extract. (3)

B: Answers

1.1

- Linda is thinking that when they had the initiation ceremony to womanhood, they had just giggled through it because it was just a ceremony. (1)
- This hard labour in the field was really what being a woman was about. (1)

2.1

- Aisha knows that Yakobe is going to ask her to marry him and she feels trapped. (1)
- She can see she will be living the same life as her parents lived and she cannot bear the thought of that. (1)

2.2

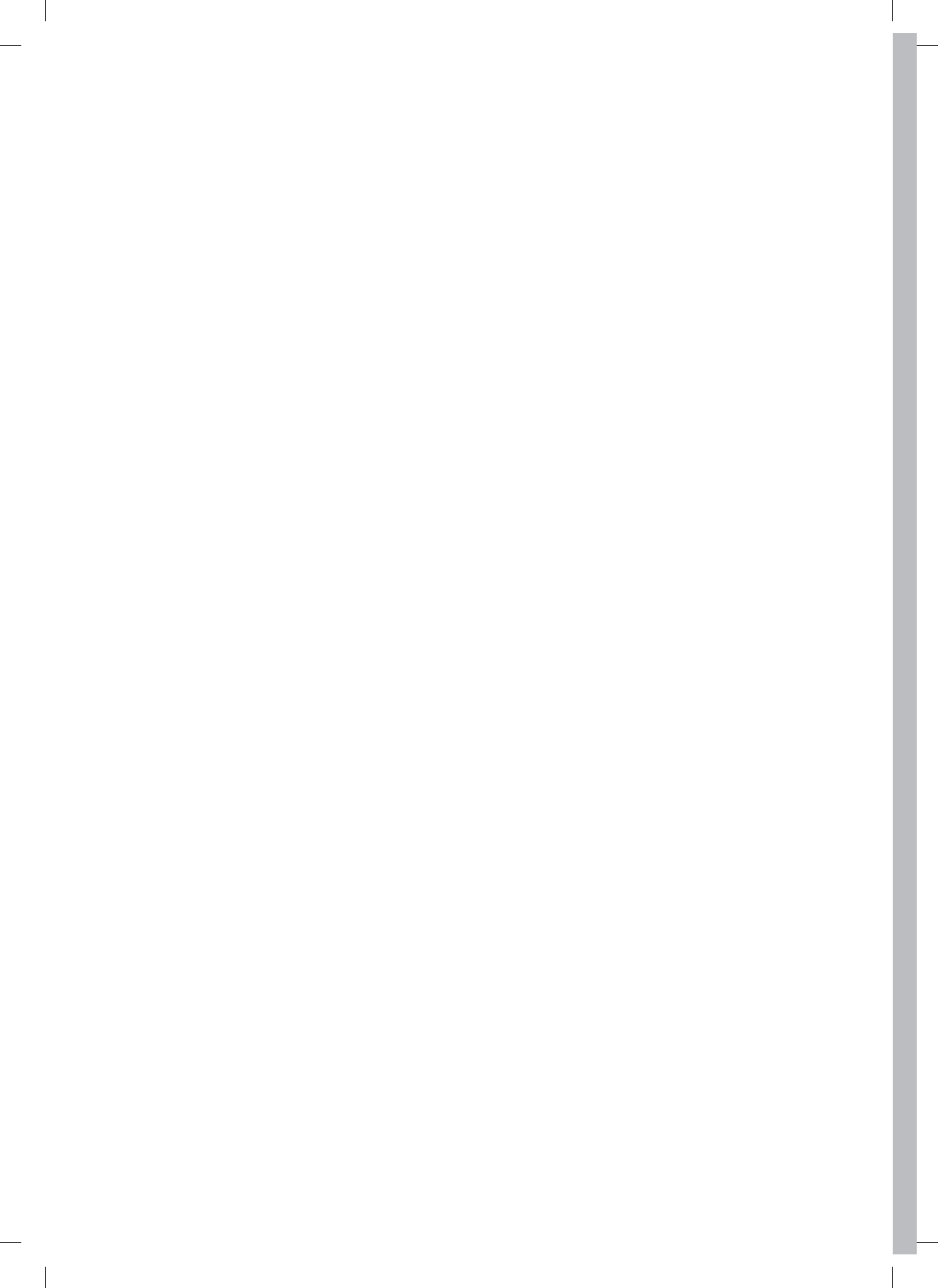
- The theme is Poverty (the poverty trap). (1)
- ‘If I don’t go, I will always be stuck here. It will be the same back-breaking work, day in, day out.’ Yakobe feels trapped by her poverty in that she will never get away from it, but rather be stuck working hard for ever and ever. (1)
- ‘There has to be more to life than this.’ Yakobe can see that the only way to break the cycle of poverty is to get away from it.(1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

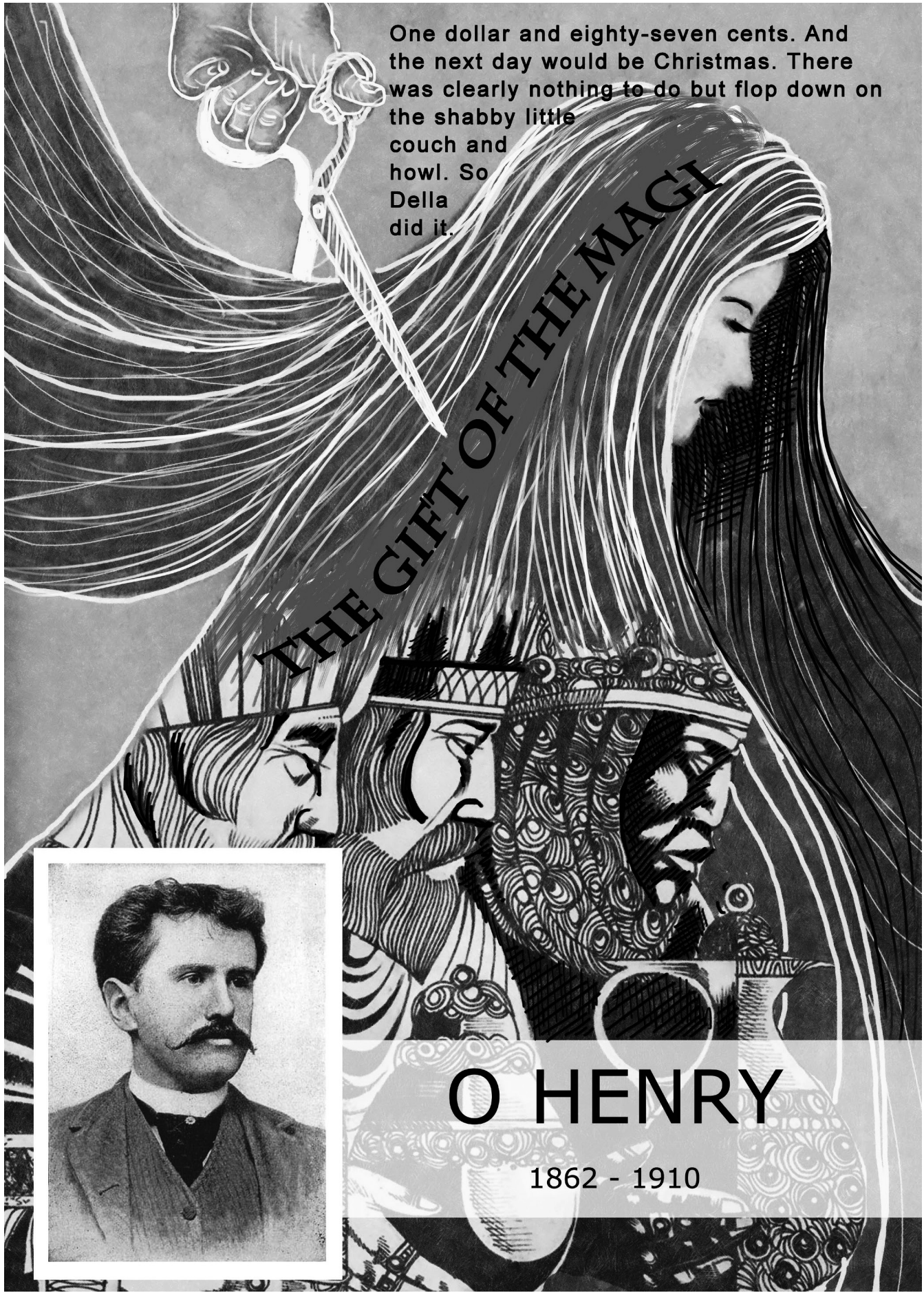
- 1 The story begins with Linda looking back on her relationship with her sister, Aisha. [EXPOSITION]
- 2 Linda is two years younger than Aisha and completely worships her.
- 3 One day Aisha tells Linda they are going to swim in the stream even though they are not allowed to. [CONFLICT]
- 4 At first Linda is too nervous to get into the water, but Aisha convinces her to. They have a great time splashing each other. [RISING ACTION]
- 5 They are both nervous when they get home as they have broken a rule and they are home much later than they should be.
- 6 Their mother suspects they have done something wrong and asks where they have been. Aisha lies about where they have been and Linda does not reply.
- 7 Their mother works out they have been swimming and punishes them by not giving them supper.
- 8 Even though they are punished, the girls continue going to the stream.
- 9 When the girls are 16 and 18, their father dies. Their mother is now under huge pressure to provide for the family by herself.
- 10 One Saturday a family meeting is held, and the girls' mother tells them that she can no longer afford their school fees. They will have to leave school and help her with the farming. [CLIMAX]
- 11 Two young farmers, Yakobe and Itimu become interested in the girls. [FALLING ACTION]
- 12 Aisha says to Linda that she is leaving the village otherwise she will be forced to marry Yakobe. She says to Linda she must come with her. Linda decides to stay.
- 13 Linda marries Itimu and has two daughters. Itimu is unfaithful to her.
- 14 Aisha comes back to the village after 5 years and she has AIDS. Linda nurses (takes care of) her.
- 15 Linda tells us that her husband also died of AIDS six months before and he has infected her too. We know that she will also die of AIDS. [RESOLUTION]



**Short
Stories**

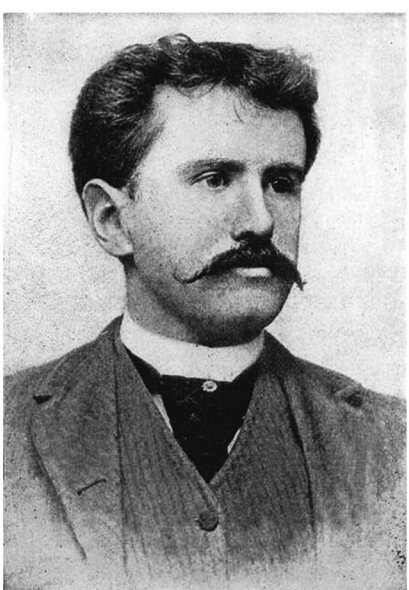
Reading

CYCLE 6



One dollar and eighty-seven cents. And the next day would be Christmas. There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it.

THE GIFT OF THE MAGI



O HENRY

1862 - 1910

Reading and viewing

The Gift of the Magi

O. HENRY

2 HOURS AND 30 MINUTES

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: ‘The Gift of the Magi’.
- 3 Explain that this story was published in 1905. The story is set in New York City around 1905. We know it is New York because the narrator mentions Coney Island (an amusement park in New York) and Broadway (a famous street in New York where many theatres are found). It is Christmas Eve. Most of the story takes place in Della and Jim’s little run down flat.
- 4 Explain that in America at this time, one third of the work force was made up of women. However, most wives stayed at home and the husband was the only one bringing money home. Many people struggled to survive financially, but they aimed to improve their standards of living and to change their social class.
- 5 Explain that the title of this story refers to the story in the bible where the three wise men (the Magi) came to visit the baby Jesus when he was born. They bought gifts of gold, frankincense and myrrh (special religious oils).

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about three themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: ‘Forgiveness’ or ‘Friendship’) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Instruct learners to write the date and the title of the story, ‘The Gift of the Magi’, in their notebooks.
- 5 Under that, instruct them to write the heading ‘Themes’.

THEME 1: LOVE AND SACRIFICE

DISCUSSION:

- 1 Ask learners the following questions to start a discussion. Learners do not need to write the answers. These are for discussion only.
 - a What are some of the things we sometimes need to sacrifice for love?

- b** What are some of the things we should never sacrifice for love?
 - c** How can it be dangerous to sacrifice too much for love?
- 2** Listen to learners' opinions and encourage them to back them up with reasons and arguments. There are no right or wrong answers. These questions are merely intended to get learners thinking about these issues.
 - 3** Explain to learners that in this story, the writer explores the idea that when we love someone, we are willing to sacrifice things that are important in order to make the other person happy. Examples of things we may sacrifice for love are things like: saving money to buy your loved one a gift, giving up smoking or giving up a dangerous hobby. We must be careful not to give up things that are part of who we are though. It is not good to give up things like our friends, our religion or our family, for example. Also, we must be careful not to sacrifice so much for a loved one that we no longer have anything good for ourselves. It is important to look after ourselves within a relationship.

WRITING:

- 1** Instruct learners to write the first theme in their books: **Love and Sacrifice**.
- 2** Under the heading, they must write a few sentences about what they've learned about this theme during the discussion.

THEME 2: MARRIAGE CONVENTIONS

WRITING:

- 1** Instruct learners to write the next theme in their notebooks: **Marriage Conventions**.
- 2** Explain that marriage conventions are the traditional gender roles that each person in a marriage plays. In the story we are going to read, each character fills a strict gender role. The woman stays at home to keep a home for her husband, who earns the money. Further, we see that the woman in the story is allowed to show her emotions – we will see she gets very excited and also very sad. On the other hand, the man doesn't show his emotions. This is because men were (and still often are!) expected to always be in control of their feelings – to not show any strong emotions. These gendered roles were quite common in the early 1900s. Some marriages today still follow conventions like this. In other marriages today, however, we see people have chosen to follow less traditional (and less strict) ideas of what men and women must do.
- 3** Instruct learners to write the definition of 'Marriage Conventions' in their notebooks.

DISCUSSION:

- 1** Split learners into pairs and instruct them to discuss the following two questions. They do not need to write their answers. They are for discussion only:
 - a** Do your parents have quite a traditional marriage, or is it more modern?
 - b** Are there any traditions in your culture that place men or boys at a higher level than women or girls? Do you think these are right or wrong? Why or why not?
 - c** If you were going to get married, what kind of marriage do you think you would want – a more traditional marriage or a more modern marriage? Why?

THEME 3: MATERIAL WEALTH AND SOCIAL STANDING**PAIR DISCUSSION:**

- 1 Split learners into pairs and ask them to discuss the following questions. They do not need to write anything down. They are for discussion only:
 - a Why does society place so much value on what people own (their house, clothes, car, etc.)?
 - b What do you think is more important than someone's possessions?
 - c Do you think only things that are worth a lot of money are valuable?

CLASS DISCUSSION:

- 1 Call the class back together.
- 2 Ask for volunteers to share their ideas based on their pair discussions.
- 3 Encourage debate and discussion based on facts and evidence, rather than emotion and prejudice. For example, when a learner expresses an opinion, challenge them to back it up by asking, 'How do you know that?'
- 4 Explain to learners that we often judge people by the things they own. This is because society sees material wealth as valuable. Therefore, people's social standing (how other people judge them) is often based on material wealth. It is important to remember, however, that the way people behave actually shows much more about someone's worth. Being kind, caring and loving is more important than the things you own. The world would be different if social standing was based on behaviour, rather than wealth.

WRITING:

- 1 Instruct learners to write the theme in their notebooks: **Material Wealth and Social Standing.**
- 2 Instruct learners to write a few sentences about what material wealth and social standing is, based on the discussion.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1** Settle learners so that you have their attention.
- 2** Instruct learners to open their books to page 104.
- 3** Read the text aloud to learners. Learners should follow in their books.
- 4** As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
104	But whenever Mr James Dillingham Young...already introduced to you as Della.	Themes: Marriage Conventions AND Love and Sacrifice Character(s): Jim and Della	Della is not referred to as Mrs Della Young, she is referred to as 'Mrs James Dillingham Young.' A wife was seen as belonging to her husband (not being as full a person as him). Here we see that this even meant 'losing' her identity (her name) to become simply a 'Mrs'. The words, 'greatly hugged' in this passage show us how much Della loves Jim. The narrator tells us that every day when Jim arrives home after work, Della gives him a big hug.	<p>1 What does it mean for someone to be the 'head of the household'?</p> <p>2 Do you think men should be the 'head of the household'? Why or why not?</p>	<p>1 The head of the household is like the boss of the household. The head of the household makes the final decision on matters such as how money should be spent and how conflict (problems) should be solved.</p> <p>2 Open-ended. Learners must give a reason for their response, like: Yes, I think men should be the head of the household. Someone needs to lead the family and I feel that a man is stronger. OR No, I do not think men should be the head of the household. I think it is better for the both the man and the woman to share the responsibility of the household – each person will have different strengths to bring to the role.</p>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
105	Something fine and rare...owned by Jim.	Themes: Love and Sacrifice AND Material Wealth and Social Standing Character(s): Jim and Della	This shows us that Della has huge admiration for Jim and that she loves him very much. She says that the thing she wants to buy him will have to be 'fine and rare and sterling' in order to have the privilege of Jim being its owner. She feels that Jim deserves to have a valuable gift because in her eyes he is such a valuable person and she loves him so much. We wonder if she is hinting at the fact that Jim is also 'fine and rare' (like the gift she wants to find for him) and so deserves an equivalent (equal) gift. Perhaps she feels that people will only see how much he is worth when he has a valuable item. So, the material object will be the sign to everyone else of how valuable he is.	<p>1 What is the best gift someone has given you? Why was it so special?</p> <p>2 Do you think the only way we can show someone their value is by giving them an expensive gift? Explain your answer.</p>	<p>1 No right or wrong answers. Learners share their personal experiences.</p> <p>2 Open-ended. Learners must give a reason for their response, like: Yes, expensive gifts are the only way to show someone how valuable they are. If you buy them a cheap gift, it shows you do not think they are that important. No, you can show someone they are valuable by doing something for them, like spending time with them or writing them a beautiful note.</p>
106	...properly proclaiming its value by substance alone and not by ornamentation – as all good things should do.	Theme: Material Wealth and Social Standing Character(s): Jim and Della	The watch chain is of good quality (substance) so it will last a long time. It is not ornate (decorated). The author says it better if something has substance rather than ornamentation. He is saying it the quality of something is more important than how it looks.	How is the author's description of the watch chain possibly a metaphor for how he views people?	The author may be saying that someone with more substance (good values and morals) is more valuable than someone who only has good looks. Often, people are attracted to someone because they are good looking, but actually it is what is inside that should be more valued.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
108–109	And then an ecstatic scream... lord of the flat.	Theme: Marriage Conventions Character(s): Jim and Della	Della goes from being 'ecstatic' (very happy) to 'hysterical' (uncontrollable) and needing to be comforted by seemingly calm Jim. In these times, women were seen to be allowed to show their feelings, but men were not. Jim has to hide his feelings, even though he is probably also upset.	Do you think it is right for men to not show how they are feeling? Why?	Open-ended. Learners must give a reason for their response, like: Yes. Men must always be in control of their feelings because they seem weak if they are not. No. Men should be allowed to cry or panic if they are feeling those things. It is not fair to have to keep feelings in. It is also not healthy!
110	But in a last word...these two were the wisest.	Themes: Love and Sacrifice AND Material Wealth and Social Standing Character(s): Jim and Della	Both characters thought their gifts would be useful and valuable, but this is not what happens. The gifts have no use and the characters have lost their two most prized possessions. However, the ironic twist is that the material gifts become truly valuable because of the unselfish love in the sacrifices the characters made to get them.	Do you think Della and Jim were stupid to sell their most prized possessions to buy gifts? Why or why not?	Open-ended. Learners must give a reason for their response, like: Yes. They do not have a lot of money so they should rather use the money for rent, food or clothes. No. It is romantic of that they sacrificed (sold) their most prized possessions to buy each other such special gifts to show how they feel about each other.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Jim simply suggests they put their gifts away for a while after they find out that they are useless gifts. Does it surprise you that neither Della nor Jim are angry or very sad at each other for selling their prized possessions? Why or why not?

Follow-up questions if needed:

 - Why do you think they are not angry with each other?
 - b QUESTION 2: Jim and Della are poorer at the end of the story than at the beginning because they have sold their most valued possessions. In what way, however, can we say that they are richer?

Follow-up questions if needed:

 - How do material possessions compare to their true love for one another?
 - Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - c QUESTION 1: Possible answers:
 - Yes, it surprises me that they are not angry or sad. I think they should be angry or sad because now they have even less money. I think they should start thinking about how they are going to get themselves out of this mess.
 - No, it does not surprise me that they are not angry or sad. There is nothing they can do now that the possessions are sold, so there is no point being angry or sad. They have accepted their bad luck and have put it behind them.
 - No, it does not surprise me. I think they can both recognise that the mess they are in is only because the both love each other so much. Even though they cannot use their new gifts, they can feel how much they each care about each other.
 - d QUESTION 2: Possible answers:
 - Rich can a lot of money or wealth. Rich can also mean higher value or quality.
 - Jim and Della do have less money at the end of the story than at the beginning of the story.
 - However, both of them see that the other one sold their most prized possession in order to make the other one happy.
 - This sacrifice shows that they put each other's happiness before their own.
 - This shows their love for each other is very deep.
 - Their lives, however, are both richer (more meaningful) and fuller as they are both so deeply loved by each other.
 - They do not have much in terms of money (and now they have even less), but the story shows us that love is more valuable than any material object.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to 'His eyes were fixed on Della.' on pg. 107:
 - 1.1 Explain why Jim's eyes are fixed on Della. (3)
- 2 Refer to 'Jim stepped inside the door, as immovable as a setter at the scent of quail' on pg. 107:
 - 2.1 Identify the figure of speech. (1)
 - 2.2 Explain why it is an effective figure of speech. (2)

B: Answers

1.1

- Della has cut her hair to get money to buy Jim a Christmas present. (1)
- Della has been worrying about Jim's reaction as they both loved her hair. (1)
- Jim has now seen that Della's hair is short and he is shocked. (1)

2.1 Simile (1)

2.2

- A setter is a dog used to smell out and point the direction to find the quail (birds). It stands extremely still so as not to scare the birds away. (1)
- Jim is standing still in the same way. (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

- 1 Della counts the money she has saved for Jim's Christmas present and cries because it is so little. [EXPOSITION + CONFLICT]
- 2 Jim and Della are very proud of her beautiful hair and Jim's gold watch. [RISING ACTION]
- 3 Della goes to Madame Sofronie to sell her hair for twenty dollars so she will have money to buy Jim a nice gift.
- 4 She buys Jim a simple, but expensive platinum watch chain for twenty-one dollars.
- 5 Della curls her short hair with the curling irons and hopes Jim will still think she is pretty.

- 6** Jim comes home and stands still from the shock of seeing Della's short hair. [CLIMAX]
- 7** Della pleads with Jim to understand why she cut off her hair.
- 8** Jim hugs Della and tells her that her short hair will not stop him from loving her.
- 9** Della opens the package Jim gives her and screams with joy when she sees the combs.
- 10** When Della remembers she no longer has hair in which she can put the combs, she starts to cry hysterically. [FALLING ACTION]
- 11** Della shows Jim the watch chain and asks for the watch to attach the chain.
- 12** Jim tells Della that he sold his watch to buy her the combs for her hair.
- 13** Jim says that they should put their presents away and have their supper. Both Della and Jim have gifts they cannot use because of the sacrifices they made to buy each other nice gifts. [RESOLUTION]

**Short
Stories**

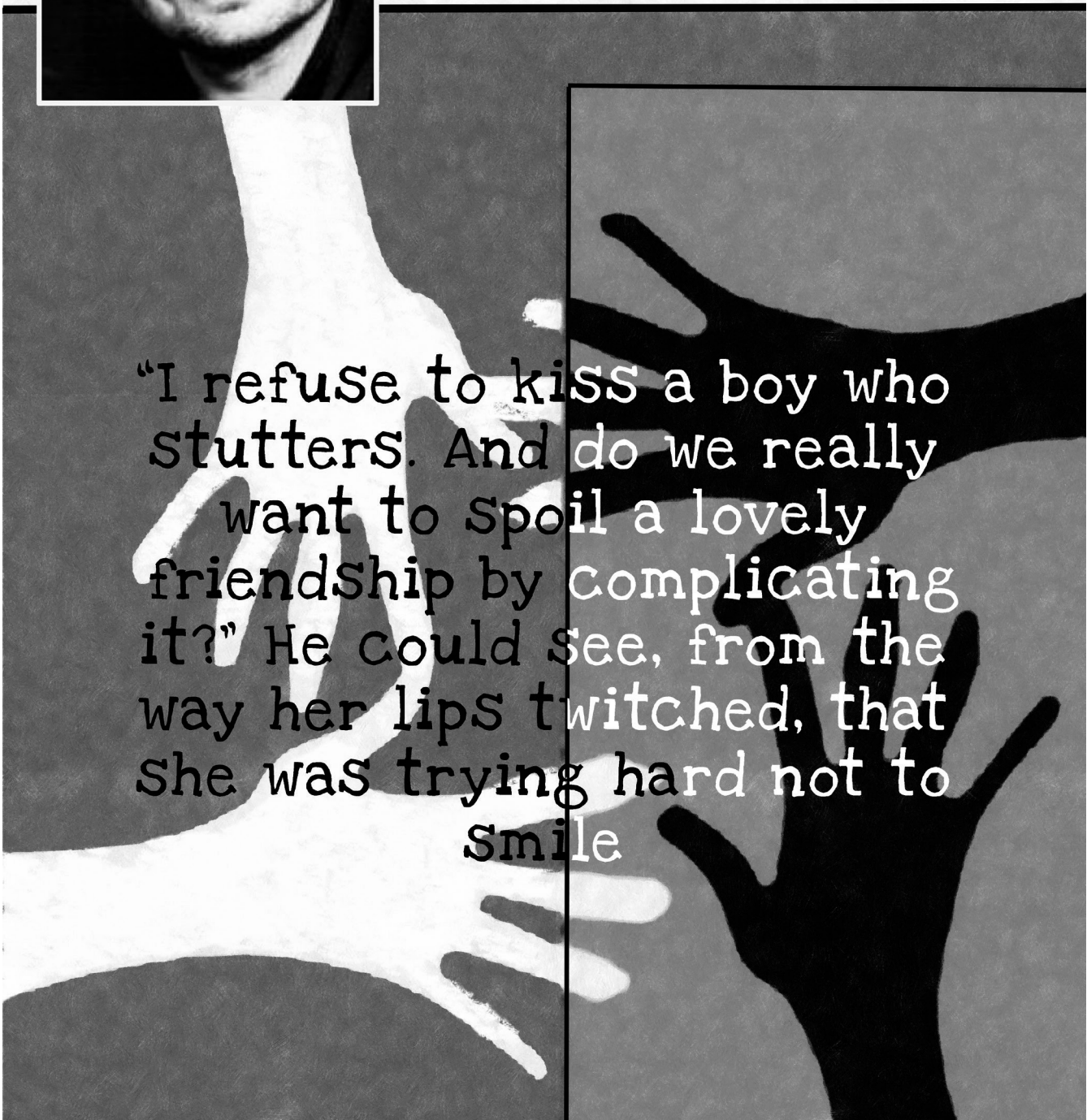
Reading

CYCLE 7



The Journey

Barrie Hough
1953 - 2004



"I refuse to kiss a boy who stutters. And do we really want to spoil a lovely friendship by complicating it?" He could see, from the way her lips twitched, that she was trying hard not to smile

Reading and viewing

The Journey

BARRIE HOUGH

2 HOURS AND 30 MINUTES

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: ‘The Journey’.
- 3 Explain that before 1991, under Apartheid, all schools were segregated by law. This meant that black, Coloured, Indian and white children could not go to school together. In 1991, some schools slowly started integrating, which meant that children of different races went to school together for the first time. By the end of 1994, all schools had to be integrated.
- 4 Explain that this story takes place at a school, which would have previously been for white learners only, sometime soon after schools started integrating.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about three themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: ‘Forgiveness’ or ‘Friendship’) The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Instruct learners to write the date and the title of the story, ‘The Journey’, in their notebooks.
- 5 Under that, instruct them to write the heading ‘Themes’.

THEME 1: OVERCOMING CHALLENGES

WRITING:

- 1 Instruct learners to write the first theme in their notebooks: **Overcoming Challenges**.
- 2 Explain that a challenge is something that we find difficult that we need to overcome (find a solution to). In order to overcome a challenge, you need to persevere (keep trying and not give up). Sometimes it takes time to find the solution to a challenge you are facing. It can take time to overcome a challenge too. It also helps to have someone support you through a challenging time. When we are in the problem ourselves, it can

be hard to see a possible solution, so having someone on the outside of the problem think of ways to help you can be very useful.

- 3 Instruct learners to write the definition of this theme in their notebooks.

DISCUSSION:

- 1 Split learners into pairs and instruct them to discuss the following questions. They do not need to write their answers. They are for discussion only:
- 2 Ask learners the following questions to start a discussion:
 - a What are some of the challenges that you have faced in your family?
 - b What are some of the challenges that you have faced in school?
 - c How did you get through (overcome) these challenges?

THEME 2: FEELING LIKE AN OUTSIDER

DISCUSSION:

- 1 Ask learners the following questions to start a discussion:
 - a Do you ever feel like an outsider (like you do not belong in a particular group)?
 - b How does it feel to be an outsider? (Or how do you think it feels?)
 - c What are some of the things that can make someone feel like an outsider?
- 2 Learners do not need to write the answers. These are for discussion only. Listen to learners' opinions and encourage them to back them up with reasons and arguments. There are no right or wrong answers. These questions are merely intended to get learners thinking about these issues.
- 3 Explain to learners that in this story, the writer explores the idea that people can feel like outsiders when they do not belong to or fit into a certain group. This can happen for lots of reasons: race, sexual orientation, nationality, disabilities and gender. During their teenage years, people often feel like outsiders. When you feel like an outsider, it can be very difficult and lonely.

WRITING:

- 1 Instruct learners to write the first theme in their books: **Feeling Like an Outsider**.
- 2 Under the heading, they must write a few sentences about what they've learned about this theme during the discussion.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 141.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
141	'B-b-but that's d-discrimination,' he laughed. And yet he clenched his fists so that the nails cut into his palms.	Themes: Overcoming Challenges AND Feeling Like an Outsider Character(s): Johan	Johan has a stutter which is a very hard challenge to overcome. Children and teenagers are often teased if they have a stutter. This is because people often tease others who have something that is different about them. Johan's stutter makes him different and this causes him to feel like an outsider. Thembi says she will not kiss a boy who stutters. Johan laughs at this comment, but we can see he is upset because, 'he clenched his fists so that the nails cut into his palms.' Thembi makes Johan feel even more like an outsider than he does already by saying she will not kiss him because of his stutter.	<ol style="list-style-type: none"> 1 What do you think about Thembi refusing to kiss Johan because of his stutter? 2 How would you feel if you were Johan? 	<ol style="list-style-type: none"> 1 I think it is cruel that she does not want to kiss him because of his stutter. People cannot help stuttering. Johan must already be embarrassed that he stutters and now the girl that he likes refuses to kiss him because of it. 2 No right or wrong answers, but possible answers include: <ul style="list-style-type: none"> • angry • sad • frustrated • annoyed • upset • depressed • ambivalent (you don't feel happy or sad) • hopeful (that you will get to kiss Thembi at some point)
141	Despite her initial distrust...	Themes: Overcoming Challenges AND Feeling Like an Outsider Character(s): Thembi	Thembi must have been very nervous moving to a previously white-only school. She would have been in the minority as there would be far more white teenagers than black teenagers have been (and still is) very much an outsider because of her race. We know that she begins to overcome the feeling of being an outsider because the story begins with her and Johan (a white boy) being good friends.	Why do you think Thembi did not trust Johan at first?	Under Apartheid, white people ruled over black people. Children of different races did not go to school together. Johan is white and Thembi is black. Thembi was probably nervous that Johan (and the other white learners) would be angry about her joining 'their' school.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
142	His understanding of this language drew him close to Thembi and made him feel protective towards her.	Theme: Feeling Like an Outsider Character(s): Johan	'this language' is referring to the ridiculing (teasing) look in people's eyes that Johan sees people give him because of his stutter. When Thembi first came to the school, Johan was protective over her because he was worried that people would give her the same looks people give him because of his stutter. He wanted to protect her from learners who may have said racist things. This is how they became friends.	Have you ever been teased because you were different? How did it make you feel?	No right or wrong answers. Learners share their experiences.
143	'I've had it, do you hear! I've had it. And now you!'	Theme: Overcoming Challenges Character(s): Johan and Thembi	Johan feels he has tried everything there is to try to overcome the challenge of getting rid of his stutter. He is frustrated and angry that Thembi is now suggesting yet another way to cure his stutter. He is hurt that she is just like all the other people who have suggested ways to make him 'better'. He wants her to just accept him for who he is.	<ol style="list-style-type: none"> 1 Do you think Johan's reaction is justified? 2 What do you think it might be like to have a stutter? 	<p>1 Open-ended. Learners must give a reason for their response, like: Yes, it must be very hard for him to have battled for so long with his stutter. He just wants Thembi to see past the stutter and accept him the way he is. No, Thembi is only trying to suggest a new way that might help Johan get over his stutter. She may want to help him for his sake. It is not right to shout at your friend.</p> <p>2 No right or wrong answers, but possible answers are:</p> <ul style="list-style-type: none"> • Frustrating because it takes a long time to get your thoughts out. • Embarrassing because you draw attention to yourself. • Limiting because you might not want to volunteer to answer in class or take part in plays etc. • Lonely because some people will not want to be your friend.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
143	'Do you really think I don't understand, that I don't know how it feels?'	Themes: Overcoming Challenges AND Feeling Like an Outsider Character(s): Johan and Thembi	Johan has forgotten that Thembi has overcome a huge challenge of being one of the first black learners in a white school. Although the narrator has told us earlier that she did not need protecting when she came to the school, she must have been afraid at how the white learners would react to her being there. It is always scary being in the minority, but even more so for learners like Thembi joining a previously white-only school as Apartheid was coming to an end. Of course, Thembi can understand because she knows how it feels to be different and an outsider.	<p>1 How do you think it must have been for the first non-white children to go to a white school?</p> <p>2 Do you think Thembi's parents are right or wrong to send her to a previously white-only school? Why?</p>	<p>1 No right or wrong answers, but possible answers are:</p> <ul style="list-style-type: none"> • Scary • Nerve-wracking (when something makes you nervous) • Intimidating (when you do not feel good enough) • Exciting <p>2 Open-ended. Learners must give a reason for their response, like: Yes. It is well-known that white learners received a superior (better) education than non-white learners under the Apartheid government. Thembi's parents want to give her the best education that they are able to. No. It must be very hard for Thembi to be one of very few black learners at the school. It is not easy being an outsider and her parents have forced her into a situation where she is an outsider and will likely face racism and prejudice against her.</p>

Page	Line	Element	Explanation	Discussion Question	Possible Answers
144	Out of breath, he whispered.	Themes: Overcoming Challenges AND Feeling Like an Outsider	It is a few weeks later and Johan and Thembi are on the field working on his stutter. His stutter has gone completely and they celebrate together.	Why do you think the author uses the word whisper here? (Think another time the word 'whisper' is used in the story, as well as the story as a whole.)	<ul style="list-style-type: none"> Right at the beginning of the story, when Thembi refuses to let Johan kiss her, she says, 'When you are able to whisper to me without stammering, whisper sweet nothings, then you can kiss me' (pg. 141). The words 'he whispered', links the exposition (beginning) of the story to its resolution (ending). The words, 'he whispered', shows us that Johan is even able to whisper without stuttering. This shows the huge amount of progress he has made. When he started, he could only shout and not stutter and now he can whisper without stuttering. Because of Thembi's help and both of them persevering, Johan has overcome his challenge of stuttering.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: Do you think Thembi needed Johan’s protection? Motivate your answer.
Follow-up questions if needed:
 - How do you think some of the white children might have felt about Thembi coming to their school?
 - What kind of a person is Thembi?
 - b QUESTION 2: Why do some people tease/bully others who are different from them? Follow-up questions if needed:
 - How do you think bullies feel about themselves?
 - Why do you think bullies bully?

Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:

- c QUESTION 1: Possible answers:
 - Yes. Thembi is in a risky position because some white children may be very against her coming to ‘their’ school. It is good that she has a white friend who can look out for her and protect her from any nasty people.
 - No. Thembi is very confident and at ease with who she is. She would be able to protect herself if necessary. We see this because she does well in the debating club.
- d QUESTION 2: Possible answers:
 - Weak people (who are not happy with who they are as people) will focus on those who are different because they are an easy target.
 - Bullies like to make themselves feel better about themselves by ridiculing (making fun of) others.
 - People who are different (whether it is because of race or disability like in this story), are less likely to have allies (people on their side) because as humans we tend to group ourselves according to those who are the same as us. This is why people who are different are often left out.
 - People who are different are less likely to have a big group of friends to help them defend themselves, so they are a soft (easy) target for bullies.

Journal questions

A: Instruct learners to copy these questions into their journals, and to answer them for homework.

- 1 Refer to ‘But when he got to the rugby field ... and eventually whisper.’ on pg. 143:

- 1.1** What does this extract from the story tell us about Thembi's character? (2)
- 2** Refer to 'You can all go jump in the bloody lake!' on pg. 143:
- 2.1** Give one word to describe Johan's tone when he says this. (1)
- 3** Refer to 'Give him a good *skrik*.' on pg. 143:
- 3.1** Explain why '*skrik*' is written in italics in the story. (1)
- 4** Refer to 'Johan no longer shouted. He merely spoke loudly.' on pg. 143:
- 4.1** Choose the correct answer to complete the following sentence. Write only the letter (A-D) next to the question number (4.1). (1)
- This extract shows us that:
- A** Johan is no longer angry with Thembi for suggesting her plan.
- B** Johan's voice is hoarse from all the shouting.
- C** Johan has given up on trying to overcome his challenge.
- D** Johan has learned not to stammer, even when he is speaking normally.

B: Answers**1.1**

- Thembi is clever. (1)
- We know this because she comes up with a successful plan to get rid of Johan's stammer. (1)

OR

- Thembi is brave/bold/daring/confident. (1)
- We know this because she comes up with the plan herself and orders him to follow her instructions. (1)

OR

- Thembi is kind. (1)
- We know this because she cares so much about Johan and wants to help him overcome his challenges. (1)

2.1 angry/fed up/frustrated/furious/indignant/cross (1)**3.1** It is in Afrikaans/not in English/in another language (1)**4.1** D (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

- 1 Johan and Thembi are two friends who are sitting on a bench at school. [EXPOSITION]
- 2 He tries to kiss her but she refuses. She says she won't kiss him because he has a stutter. [CONFLICT]
- 3 Johan is very upset, but tries to hide it. [RISING ACTION]
- 4 Later that day, Thembi gives Johan a note during English asking him to meet her on the rugby field after school.
- 5 That afternoon he meets her there and she tells him her plan. He doesn't stutter when he shouts or sings.
- 6 So, she asks him to stand far away from her on the field and shout.
- 7 As they walk closer together, he must lower his voice, but still try not to stutter.
- 8 Johan is very angry with Thembi for putting pressure on him. He shouts at her. [CLIMAX]
- 9 She explains to him that she knows how it feels to be discriminated against, so she wants to help him. She leaves. [FALLING ACTION]
- 10 The next day Johan sends her a note asking her to meet him on the field.
- 11 They meet that afternoon and start practising according to her plan.
- 12 They do this for a few weeks. His stutter starts to improve.
- 13 They get closer and closer on the field.
- 14 When the term is almost over, they are standing so close on the field that he has to whisper to her.
- 15 They celebrate their success.
- 16 He tries to kiss her again. This time, she lets him. [RESOLUTION]

**Short
Stories**

Reading

CYCLE 8



1939 - 1995

So, as far as everyone's concerned, I'm the fastest. Except for Gretchen, who has put out the story that she is going to win the first-place medal this year. Ridiculous. No one can beat me, and that's all there is to that.



Raymond's Run

Toni Cade Bambara

Reading and viewing

Raymond's Run

TONI CADE BAMBARA

2 HOURS

Setting the context

- 1 Settle learners so that you have their attention.
- 2 Explain that today, we will begin getting ready to read a new text: 'Raymond's Run'.
- 3 Raymond's run was written by a female author called Toni Cade Bambara.
- 4 Toni Cade Bambara was an author, social activist, and a professor. She was highly involved in the Civil Rights Movement, which was a movement in America that fought to abolish (get rid of) racial injustices and prejudice/discriminatory laws. All of these things indicate that Bambara was an intelligent, strong, independent woman who fought for what was right.
- 5 Most of Bambara's main characters are young women, who are sassy, tough, caring and brave. This may be a link to who the author was as a person, and a link to the women who she surrounded herself with (her friends and family).
- 6 The setting of the story is in Harlem, New York. Historically Harlem was known as an African American neighbourhood in New York City.
- 7 This story is written in an informal register and in first person narration. This means the reader is able to get much insight into the character, and get to know her very well. She speaks in an informal, and quite funny tone, which makes her very likeable. However, we also get to see she can be quite hard on people, and the reader becomes aware that she has some flaws. The reader becomes invested in her growth and in her maturing.

Introducing the themes

- 1 Settle the learners so you have their attention.
- 2 Explain that now, learners will learn about the different themes that they will find in the new text.
- 3 Remind learners that a theme is an important idea that runs through a story. (For example: 'Forgiveness' or 'Friendship') The writer may choose to share his or her own personal beliefs and opinions through the theme. The theme of a story sometimes shares a lesson or an important message.
- 4 Tell learners to write the date and the title of the story, 'Raymond's Run', in their notebooks.
- 5 Under that, they must write down the heading 'Themes'.

THEME 1: COMPETITIVENESS

Explain to learners that to be competitive is to want to win, or to be the best at something. Some people are so competitive that they want to be the best at everything they participate in. Sometimes, very competitive people put other people down, just to make them feel weaker and break their confidence. If you are very good at something, and want to be the best at this thing, it is not a bad thing to be competitive – as long as you don't hurt other people or make them feel bad about themselves.

WRITING ACTIVITY:

- 1 Ask learners take out their notebooks and write down the name of the first theme: **Competitiveness**.
- 2 Then, ask learners to write a brief definition of the theme in their notebooks.
- 3 Give learners no more than five minutes to write down their definition.

THEME 2: CARING FOR OTHERS CAN MAKE US KINDER

Explain that when we think of other people's feelings, needs and wants, we start to think and behave in a kinder manner. People who care for others, have a kind nature, and often consider other people's feelings before their own. Sometimes it just takes caring for one person, to make you realise that your needs and feelings are not the only ones that matter.

CLASS DISCUSSION:

- 1 Ask learners to discuss the questions below. There are no wrong or right answers, allow for discussion and debate.
- 2 Allow five minutes for this discussion.
 - a Do you think people should always consider (think about) other people before they consider themselves?
 - b Do you think that people who always consider other people, work hard to make other people happy, and help people, sometimes have hidden agendas?
- 3 Below are examples of possible answers. There are no wrong or right answers and therefore learners may have different answers to the ones listed below.

Question a: Possible answers

- People should always consider others before considering themselves. This shows that they are kind, selfless people who care about others more than they care about themselves.
- People should sometimes consider themselves, and their own feelings before thinking of others. It is important that you, as a person, are happy and content. Sometimes other people's needs, wants, thoughts and feelings may affect you negatively. If you are in a negative mindset, you are not happy, and you are less likely to act kindly. Your emotions and needs are important too.

Question b: Possible answers

- People who do good things for others, and care for others before themselves, have good intentions and only want the best for people.

- Sometimes people who go out of their way to help people, or make sure to care for people etc. sometimes do this to make themselves feel better. They sleep better at night knowing they have done a good deed. Some people may do good things just to get recognition and praise from other people.

WRITING ACTIVITY:

- 1 Ask learners to take out their notebooks and write the heading **Caring for Others Can Make Us Kinder**.
- 2 Ask learners to write down two ways that they care for other people. They must write down how caring for others makes them feel.

Preparing for reading the short story

- Practise reading the short story aloud before the lesson, so that you read fluently and with expression.
- Go through the table that follows very carefully.
- Mark or highlight your text at the places where you must stop to teach or discuss a point.
- You may want to write the discussion questions onto post-its and stick these into your book.
- If you need further support to understand the story, refer to the Term 4 synopsis.

Reading and discussion

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their books to page 127.
- 3 Read the text aloud to learners. Learners should follow in their books.
- 4 As you read, stop and discuss the identified elements as follows:

Page	Line	Element	Explanation	Discussion Question	Possible Answers
127	And if any of these smart mouths try to pick on Raymond, they have to deal with me, and I don't believe in just standing around talking.	Themes: Caring for Others Can Make Us Kinder AND Competitiveness Character(s): Squeaky	It is clear that Squeaky loves and cares for her brother Raymond, but she doesn't know how to show this in an emotional or caring way. She takes care of him, and always makes sure he is safe and protected, but it seems she hasn't connected with him on a deeper level. She shows that she cares about Raymond by being fierce when somebody teases him. She also shows she cares by allowing Raymond to come with her while she practices for running, and by keeping him safe from the cars on the streets and the different elements of the city.	Why do you think 'smart mouths' would try to pick on Raymond?	<ul style="list-style-type: none"> Because he is Squeaky's brother, and many people don't like her because she can be quite aggressive and very competitive. Because he is cognitively impaired, and people are insensitive towards this, and think it's funny. They do not realize they are insulting and hurting a living human, as well as their family members.
127	Except for Gretchen, who has put out the story that she is going to win the first-place medal this year. Ridiculous.	Theme: Competitiveness Character(s): Squeaky	Squeaky strongly believes that she is the best runner and that nobody can beat her. She gets competitive and angry when anybody challenges her.	Why do you think it is a good thing to compete against a strong competitor who may be able to beat you or be better than you at something?	<ul style="list-style-type: none"> Because this person will push you to be better than you were before. Strong competition encourages people to work even harder, and show more focus and drive towards reaching their goals. If you compete against strong competitors, you can learn from them.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
128	So then I think I'll just walk straight on through them, or over them if necessary.	Theme: Competitiveness Character(s): Squeaky	Squeaky shows that she will do whatever it takes to undermine her 'competition' and show that she is the best runner. She doesn't care much for their feelings. It almost seems that Squeaky avoids personal relationships with her competitors, because that way they cannot affect her.	Do you think good competitors should do whatever it takes to be the best?	Open-ended. Learners must give a reason for their response, like: Yes, good competitors should do whatever it takes to be the best. If they truly want to be the best, they have to prove that they are the worthiest, even if this means hurting other people and their feelings. It is a competition and therefore you should not worry about other people. No, I think good competitors do not do whatever it takes to be the best. Good competitors know that it is not okay bring down other people, hurt people physically or emotionally and that being aggressive or arrogant is an unworthy way to compete.
130	Well, Hazel Elizabeth Deborah Parker, are you going to give someone else a break this year?	Theme: Competitiveness Character(s): Squeaky and Mr Pearson	Mr Pearson suggests that Squeaky should lose the race on purpose so that somebody else can have a chance of winning for a change. This makes Squeaky extremely angry and annoyed.	Why does Squeaky get angry when Mr Pearson tells her to lose the race on purpose?	<ul style="list-style-type: none"> Squeaky gets angry because she can't believe that somebody would tell her not to give her absolute best at the thing she is most passionate about. She doesn't understand why she should lessen herself just because others aren't as good as her. She is angry because she believes that there is nothing wrong with being the best, especially if you have worked so hard for it.

Page	Line	Element	Explanation	Discussion Question	Possible Answers
132	And by the time he comes over, I'm jumping up and down I'm so glad to see him.	Theme: Caring for Others Can Make Us Kinder Character(s): Squeaky	After Squeaky realizes that Raymond is an amazing runner, she feels excited and happy at the idea of helping him to become a champion. There is a shift inside Squeaky: for the first time she is not thinking about herself and how to win, but she is now truly thinking and caring for her brother. This brings out a softer element to her personality.	Do you think that you are able to be a strong, independent, ambitious person as well as a caring, emotional and sympathetic person? Or do you have to be either strong, independent, ambitious OR emotional, caring and sympathetic? Give a reason for your answer.	<ul style="list-style-type: none"> You are able to be all of these things at the same time. If you have all of these qualities, you are a well-rounded human being with many parts to your personality. Showing emotion does not mean that you are weak, it means that you care about others You cannot be strong, independent, ambitious and emotional and caring at the same time. If you want to be the best, and be ambitious and independent, you cannot show signs of weakness. When you show emotions, it shows that you are vulnerable and that you are not able to survive without the help of others.
133	And I look over at Gretchen wondering what the B. stands for. And I smile.	Theme: Caring for Others Can Make Us Kinder AND Competitiveness Character(s): Squeaky	After the race, Squeaky looks at Gretchen in a friendly way. She wonders what the B. stands for, meaning she is curious to know more about Gretchen. She sees that there is potential for her and Gretchen to be friends, and to train Raymond together. Her attitude has changed towards Gretchen. She no longer sees her as competition, but rather as a person who shares a similar passion. Squeaky is now excited about helping her brother, and therefore has let go of her negative feelings towards the other runners.	Do you think it's possible to be friends with someone who you compete against?	<p>Possible Answers:</p> <ul style="list-style-type: none"> It is not possible to be friends with your competition. You can't truly be friends, because there will always be negative energy when one person wins and the other loses. There will be tension between you. It is possible to be friends with your competition. If you are both passionate about the same things, you probably have a lot in common. You can learn from one another and push each other to be even better.

Concluding discussion

- 1 Instruct learners to think about the text we have read so far.
- 2 Remind learners that part of reading literature is to learn more about the human condition – about how people live, about the struggles that human beings face, and about the feelings we have that connect us all.
- 3 Discuss the following questions:
 - a QUESTION 1: On page 1 of Raymond's Run, we learn that even though Raymond is Squeaky's older brother, people call him her younger brother. Why do you think people call Raymond Squeaky's younger brother?
 - b QUESTION 2: Squeaky believes that girls don't know how to smile at each other and don't want to know how to smile at each other. Why do you think Squeaky believes this?
- 4 Please note the following possible answers. These are meant to give you an idea of appropriate answers, but are not the only correct answers to these questions:
 - a QUESTION 1: Possible answers:
 - Because Raymond is less mature and less driven than her. She is a strong girl who knows what she wants and is determined to reach her goals.
 - Because he is cognitively impaired. This means that he has problems with his brain, which make it hard for him to function at his correct age. He thinks the same way that children much younger than him think. That is why people think Squeaky is older.
 - b QUESTION 2: Possible answers:
 - Squeak sees every girl as competition. She believes girls always want to be better than other girls, and that is why they can't truly be friends. For example, Squeaky calls Rosie 'fatty' to put her down, and to show that she is 'better' than her because she is thin.
 - Squeaky has grown up in a household of boys. The only female figure she is close to is her mother. She spends all day with her brother, Raymond. She knows how to form relationships with boys, but finds it hard to form relationships with girls.

Journal questions

- A:** Instruct learners to copy these questions into their journals, and to answer them for homework.
- 1 Refer to the story as a whole (pages 127 to 133):
 - 1.1 Give two reasons that explain why Raymond is so good at running. (2)
 - 1.2 In your opinion, what made Squeaky stop seeing Gretchen as a threat and start seeing her as a friend? (2)
 - 2 Refer to 'Then all the kids ... can walk tall for another year.' on pg. 131.
 - 2.1 Explain both the literal and figurative meanings of 'walk tall'. (2)

2.2 Explain why Squeaky says that... everybody on the 151st Street can walk tall for another year.?’ (2)

B: Answers

1.1 Any two of the following reasons:

- Raymond is good at running because he has watched his sister train for many years. (1)
- Raymond is good at running because he practices alongside his sister every day and has learnt important techniques from her. (1)
- Raymond is a naturally good runner, just like his sister and father. (1)

1.2 Any of the following answers:

- Squeaky realizes that Gretchen takes running as seriously as she does. They could be friends because they have the same talent and passion. (2)
- Squeaky stops seeing Gretchen as a threat because she knows Gretchen will never beat her. She is less intimidated by her, and decides that they could be friends. (2)
- Squeaky has a mind shift (change in thinking) when she realises that her brother is a very good runner. She decides to stop focusing on herself and instead to focus on Raymond’s talent. Squeaky realises that Gretchen is a very good runner who takes the sport seriously and can help her train Raymond. (2)

2.1

- The literal meaning is to stand up straight/not slouch your shoulders. (1)
- The figurative meaning is to be proud. (1)

2.2

- Squeaky lives on 151st Street and she is representing her street. (1)
- Squeaky has won the race and now the whole street can feel proud until next year’s race. (1)

Summarising activity

- 1 Remind learners that writing a summary is an important skill because it ensures:
 - You remember what happens
 - You get it in the correct (chronological) order
 - You understand cause and effect
 - You can include the most important events and leave out the unimportant details.
- 2 Remind learners that there is always a point form summary in Paper 1, worth 10 marks, so practising this skill is a good way to improve marks in Paper 1.
- 3 Instruct learners to write a point form summary of the story in their notebooks. This can be done during class or for homework.

THE FOLLOWING IS AN EXAMPLE OF WHAT THE SUMMARY COULD LOOK LIKE:

- 1 We meet our main character, who is also the narrator. She is a teenage girl named Squeaky. [EXPOSITION]
- 2 Squeaky lives with her mother, father and her two brothers; Raymond and George.
- 3 Squeaky's job is to mind her brother Raymond, who is cognitively impaired.
- 4 Squeaky is a very good runner, she is passionate about the sport and believes she is the best. The only person she can't beat is her father.
- 5 Gretchen, a new girl at school, believes that she can beat Squeaky. [CONFLICT]
- 6 One day, Squeaky is on Broadway Avenue (a big street in New York), practising her breathing. Raymond is on the inside of the pavement so that he doesn't get hurt or cause any trouble. She sees Gretchen, Mary Louise and Rosie. [RISING ACTION]
- 7 Instead of going into the sweet shop, she decides to confront them. Rosie is mean to her brother, and Squeaky is mean to Rosie about being overweight.
- 8 Through this interaction we see how competitive Squeaky is, and we learn that Squeaky sees all girls as competition.
- 9 On the day of the big race, Squeaky's teacher, Mr Pearson asks Squeaky to let another girl win for a change. This makes her very angry.
- 10 As she is preparing to run, she sees Raymond on the other side of the fence also preparing for the race. He does the same actions as her.
- 11 The whole race, Raymond runs alongside his sister. [CLIMAX]
- 12 Squeaky and Gretchen cross the finish line at the same time, so the judges are not sure who won.
- 13 Squeaky realizes that Raymond is a very good runner and that she could train him to be a champion. She is so happy and excited that she can't stop jumping and cheering. People in the crowd thinks she is cheering because it was announced that she won the race. [FALLING ACTION]
- 14 Squeaky looks at Gretchen and smiles. She suddenly stops hating Gretchen, and starts to wonder if she would be interested in helping her coach Raymond. [RESOLUTION]

Structure of the short story lesson plans

Writing and presenting

- 1 In every two week cycle, one or two writing tasks must be taught.
 - a The lessons that follow are designed to teach one process writing task.
 - b CAPS specifies 3 hours per two-week cycle for Writing & Presenting.
 - c If you plan to complete another writing task in a cycle, then teach the lesson over 2 hours.
 - d If you plan to teach only one writing task in a cycle, then teach the lesson over 3 hours.
- 2 According to CAPS, teachers should teach learners a range of writing genres that include:
 - a Essays, for example: a discursive essay
 - b Long transactional texts, for example: a formal letter
 - c Short transactional texts, for example: an invitation
- 3 This Content Booklet includes lesson plans for:
 - a 3 × essays
 - b 3 × long transactional texts
 - c 1 × short transactional text
- 4 Every Writing & Presenting lesson follows the same structure:
 - a **The topic is set.** This includes teaching aspects of the genre, and sometimes, looking at model texts. It also includes the teaching of useful vocabulary.
 - b **Planning is done.** A Planning strategy is provided, and learners complete different activities to help them plan in a meaningful way. A writing frame or template is provided.
 - c **The text is drafted.** At this point, the teacher will give instructions for drafting, and will share criteria for the task.
 - d **The draft is edited.** An editing checklist is provided, and learners will self-edit or peer-edit their drafts.
 - e **The text is published and presented.** Publishing, or rewriting the edited text, is usually done as homework. Different strategies are used to allow learners to present or share their writing.
 - f **A sample answer, a mark and written feedback is provided as a model for the teacher.**

This is useful as it helps teachers to set an appropriate standard for writing tasks.

NOTE: Every time a particular genre of writing is taught from Grade 10 to Grade 12, it is taught in exactly the same way. This allows teachers and learners to experience the process a number of times, and to consolidate their learning of that genre. This repetition provides scaffolding and security, which ultimately builds learners' confidence.

Short Stories

**Writing and
presenting**

CYCLE 1

Writing and presenting

Narrative Essay

Topic:

In ‘Pink Bow Tie’, the main character, has a rebellious side to his personality. It is his second day at his new school, and he has already been in trouble twice. This indicates that he has a tendency to be rebellious. The reader is also made aware of his rebellious attitude through the way he speaks, the stories he tells, his sarcastic tone and the fact that he is not scared of authority.

Write a narrative essay in which your main character rebels (goes against) against authority (the people in charge/laws/rules).

Length of task

200–250 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Narrative Essay	To entertain	Orientation that introduces characters and setting, e.g. <i>Once upon a time there was an old woman who lived with her son called Jack. They were very poor.</i> Events leading to a complication. e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> Resolution and ending: e.g. <i>Jack came back with the Giant’s treasure and they lived happily ever after.</i>	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader e.g. adverbs, adjectives, images

Introduction

Tell learners that today they are going to write a narrative essay. The essay will be linked to the short story, ‘Pink Bow Tie’. In this essay, the learner’s main character rebel against authority.

Teach the genre

PURPOSE

The purpose of a narrative essay is to tell a story to entertain, amuse, challenge or inspire the reader.

HOW TO WRITE A NARRATIVE ESSAY:

- 1 In order to tell a story, you need to choose:
 - Conflict: external or internal
 - Characters: one to three
 - Setting: time and place
- 2 Plot has a beginning, middle and end:
 - Introduction: Describe characters and setting.
 - Conflict/Rising Action: Narrate events that lead to the conflict. Build tension.
 - Climax: Narrate main events that make up the conflict. Contains action.
 - Falling Action: What happens as a result of the climax?
 - Resolution: How is the conflict resolved? (Happy or sad.)

Teach selected text structures and language features

Activity 1: CONFLICT

INTRODUCTION:

- 1 Write the word 'conflict' on the board and ask learners if they know what it is.
- 2 Take answers from volunteers. E.g. fighting, argument or confrontation.
- 3 Explain that conflict doesn't have to be between two people. There are different types. Generally, these can be classified as either external or internal.
- 4 Ask learners what 'external' and 'internal' mean. ('External' means outside and 'internal' means inside.)
- 5 External conflict is between a person and someone or something outside them. Internal conflict is conflict inside the person's mind or heart.
- 6 Explain that all stories have some kind of conflict at their core. This could be external conflict (between the character and someone or something else outside them) or internal conflict (conflict inside the character's mind or heart).
- 7 Even external conflict doesn't have to be violent. There are many types of conflict that make for compelling stories.

CONFLICT ACTIVITY:

- 1 Explain to learners that you will give them different types of conflict and in each case they have to:
 - a Identify who or what is in conflict.
 - b Choose whether each one is an internal or an external conflict.

READ THE FOLLOWING EXAMPLES OF CONFLICT. FOR EACH ONE:

- a** Identify who or what is involved in the conflict.
 - b** Choose whether each one is an internal or an external conflict.
- 1** An employer is unhappy with the quality of an employee's work.
 - 2** A girl wants to go on a school trip, but her parents can't afford to pay for the trip.
 - 3** The kids in my class bully me because my mothers are lesbian.
 - 4** Tina's house was struck by lightning, and now there is no electricity in her home.
 - 5** I wanted to confront my teacher, but I was too scared of getting in trouble.
 - 6** The members of Umkhonto we Sizwe fought against the oppressive Apartheid government.
 - 7** He wanted to look good for his date, but he had a huge pimple on his nose.
 - 8** He was trying to decide if he should own up to cheating on his test.
 - 9** Mary wanted to steal a chicken for her family to eat, but she felt guilty, because she knew another family would go hungry.
 - 10** The floods washed away all Zandi's favourite sparkly dresses.

- 2** To do this, hand out the following worksheet. If you don't have access to a photocopy machine, copy the worksheet on the board:

MODELLING

Do the first one for learners, to demonstrate how to do it.

JOINT WORK

Ask a learner to do the next example, but assist them where necessary.

PAIR WORK

Instruct learners to do the rest of the list with the person next to them.

DISCUSSION

After 5 minutes, call the class back together. Ask for learners to share their answers. Make sure that they understand the following:

- 1 AN EMPLOYER IS UNHAPPY WITH THE QUALITY OF AN EMPLOYEE'S WORK.**
 - a** Conflict between the employer and employee.
 - b** External conflict.

- 2 **A GIRL WANTS TO GO ON A SCHOOL TRIP, BUT HER PARENTS CAN'T AFFORD TO PAY FOR THE TRIP.**
 - a Conflict between a girl and her family's economic situation.
 - b External conflict.
- 3 **THE KIDS IN MY CLASS BULLY ME BECAUSE MY MOTHERS ARE LESBIAN.**
 - a Conflict between a learner and their classmates AND conflict between being lesbian and society.
 - b External conflict.
- 4 **TINA'S HOUSE WAS STRUCK BY LIGHTNING, AND NOW THERE IS NO ELECTRICITY IN HER HOME.**
 - a Conflict between Tina's home and nature.
 - b External conflict.
- 5 **I WANTED TO CONFRONT MY TEACHER, BUT I WAS TOO SCARED OF GETTING IN TROUBLE.**
 - a Conflict between learner and their fears.
 - b Internal conflict.
- 6 **THE MEMBERS OF UMKHONTO WE SIZWE FOUGHT AGAINST THE OPPRESSIVE APARTHEID GOVERNMENT.**
 - a Conflict between Umkhonto we Sizwe and the Apartheid government AND conflict between justice and an oppressive system.
 - b External conflict.
- 7 **HE WANTED TO LOOK GOOD FOR HIS DATE, BUT HE HAD A HUGE PIMPLE ON HIS NOSE.**
 - a Conflict between a boy and his body/hormones.
 - b External conflict.
- 8 **HE WAS TRYING TO DECIDE IF HE SHOULD OWN UP TO CHEATING ON HIS TEST.**
 - a Conflict between a boy and his mind/conscience (morals/values).
 - b Internal conflict.
- 9 **MARY WANTED TO STEAL A CHICKEN FOR HER HUNGRY FAMILY TO EAT, BUT SHE FELT GUILTY, BECAUSE SHE KNEW ANOTHER FAMILY WOULD GO HUNGRY.**
 - a Conflict between a girl and her poverty AND conflict between a girl and her own mind/conscience.
 - b External and Internal conflict
- 10 **THE FLOODS WASHED AWAY ALL ZANDI'S FAVOURITE SPARKLY DRESSES.**
 - a Conflict between Zandi and nature.
 - b External conflict.

Useful genre-related vocabulary	
character	a person in a story
setting	the time and place in which the story happens
plot	the events in a story
conflict	a serious disagreement or argument
climax	the central part of the story; the most exciting part; the part of the story in which the most dramatic action takes place
resolution	the end or conclusion of a story

1. Setting the task

SET THE TASK

Remind learners that in this lesson, they will learn how to write a narrative essay:

- 1 During the planning, they will create rough notes on their conflict, character and setting.
- 2 They will learn how to structure the plot of their story using a narrative arc.
- 3 Lastly, they will use all of this to help them write their own essays.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Choose a conflict, main character and setting.
- c Plan the plot on a narrative arc.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In ‘Pink Bow Tie’, the main character, has a rebellious side to his personality. It is his second day at his new school, and he has already been in trouble twice. This indicates that he has a tendency to be rebellious. The reader is also made aware of his rebellious attitude through the way he speaks, the stories he tells, his sarcastic tone and the fact that he is not scared of authority.

Write a narrative essay in which your main character rebels (goes against) against authority (the people in charge/laws/rules).

B. CHOOSE CONFLICT, CHARACTER AND SETTING

CONFLICT:

- 1 Instruct learners to write the heading ‘Conflict’ in their notebooks.
- 2 Underneath, they must write down some rough notes about their conflict. These notes can be sentences, phrases or words, at this stage.

- 3 Give learners time to write. Walk around the class to assist learners who are struggling.
- 4 If you have time, ask two or three learners to share their ideas with the class.

CHARACTER:

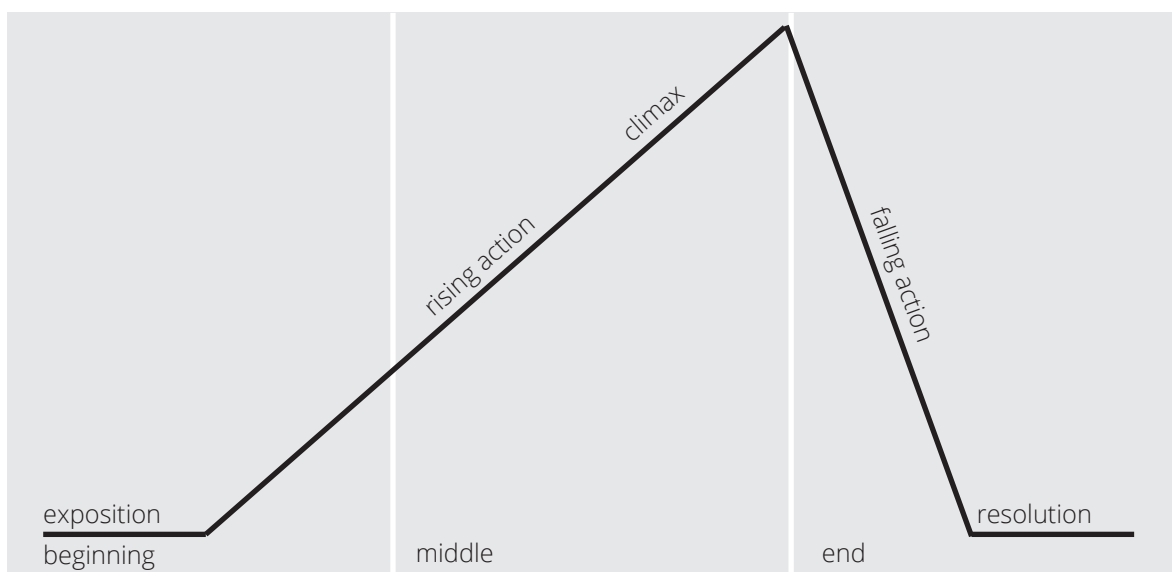
- 1 Instruct learners with the heading 'Character' in their books.
- 2 They must write more detailed information about the protagonist (main character) who will experience that conflict.
- 3 Give learners time to write. Walk around the class to assist learners who are struggling.
- 4 If you have time, ask two or three learners to share their ideas with the class.

SETTING:

- 1 Lastly, instruct learners to write the heading 'Setting' in their notebooks.
- 2 Under this heading they must write notes about both the place and time when their story will be set.
- 3 Give learners time to write. Walk around the class to assist learners who are struggling.
- 4 If you have time, ask two or three learners to share their ideas with the class.

C. PLAN THE PLOT

- 1 Explain to learners that they now need to plan the structure of the plot so that it flows in a logical order.
- 2 Draw this on the board under the heading 'Narrative Arc' and instruct learners to copy it into their notebooks.



- 3 Explain that every story has the sections shown in the arc. You can use the arc to guide you by writing one paragraph for each section on the arc.

- 4 Explain the sections of the arc as follows:
 - **Paragraph 1: Intro/Exposition**
Describe the main characters and setting in detail, so we know who and what the story is about. (It can be effective to state the conflict in one sentence at the start of the introduction, to get your readers excited.)
 - **Paragraph 2: Conflict/Rising Action**
Narrate the events that lead to the conflict. Build the tension.
 - **Paragraph 3: Climax**
Narrate the main events that make up the conflict. This is the most intense part of the story, containing the action.
 - **Paragraph 4: Falling Action**
What happens as a result of the climax?
 - **Paragraph 5: Resolution/Conclusion**
How is the conflict resolved? Resolution could be happy or sad.
- 5 Under each heading on the arc, instruct learners to fill in a few sentences explaining what they will write in that section of their story. This will be their plan from which they will create their first draft.
- 6 Give learners time to fill in their narrative arcs.
- 7 As they work, walk around the room to assist learners who are struggling.
- 8 If you have time, it's a good idea to ask learners to share their plans with a partner or with the whole class, so they can learn from the way that other learners are planning.

SAMPLE FOR TEACHER

Below are samples of the rough notes and narrative arc that learners will create during the planning stage.

CONFLICT

External conflict: between Thuli and her Grade 12 English teacher, Mr. Shaw. Thuli dislikes Mr. Shaw because he told her that her assignment was rubbish. But more than that, he pinched her bottom just after he gave her assignment back.

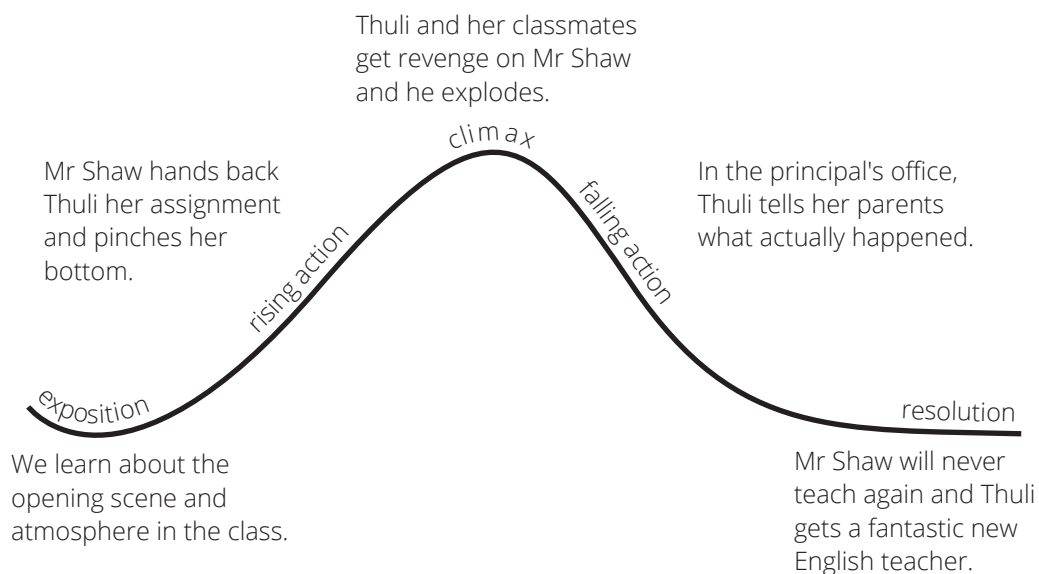
CHARACTER

South African teenager, named Thuli. Thuli is a lively, fun and energetic person. Thuli is popular with all the learners in her class. She is sometimes too playful in class, and doesn't do as well as she could academically. Her parents work hard to send her to a very good school in Johannesburg. Thuli knows they are very stressed, so she doesn't bother them with her own problems.

SETTING

Place: Johannesburg, South Africa. Co-ed school. This school is 'traditional' in the sense that they expect all pupils to show utmost respect to authority, show pride in their school and work.

Time: Set in current time. Starts one day during school and ends the next day during school time.

PLOT: NARRATIVE ARC

3. Drafting

INTRODUCE CRITERIA

Explain that they must remember the following criteria when drafting their writing:

- 1 This is an essay, so it must be 200–250 words. The word count must appear at the bottom of the essay.
- 2 Language and spelling must be perfect.
- 3 The writing must be structured in paragraphs.
- 4 The essay should include dialogue.
- 5 Essays must have an introduction, rising action, climax, falling action, and conclusion.

INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page and write the heading ‘Narrative Essay’.
- 2 Explain that they will turn their rough notes and narrative arcs into a first draft.
- 3 The conflict in the story must involve some kind of rebellion against authority.
- 4 It does NOT have to be related to ‘Pink Bow Tie’.
- 5 Explain to learners that their essays don’t have to keep everything the same as in their rough notes. They can change things if they come up with better ideas.
- 6 Give learners time to write. Walk around the room to assist struggling learners.
- 7 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> • Tone, register, style and vocabulary highly appropriate to purpose, audience and context • Language confident, exceptionally impressive • Compelling and rhetorically effective in tone • Virtually error-free in grammar and spelling • Very skilfully crafted 	11-12 <ul style="list-style-type: none"> • Tone, register, style and vocabulary very appropriate to purpose, audience and context • Language is effective and a consistently appropriate tone is used • Largely error-free in grammar and spelling • Very well crafted 	8-9 <ul style="list-style-type: none"> • Tone, register, style and vocabulary appropriate to purpose, audience and context • Appropriate use of language to convey meaning • Tone is appropriate • Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> • Tone, register, style and vocabulary less appropriate to purpose, audience and context • Very basic use of language • Tone and diction are inappropriate • Very limited vocabulary 	0-3 <ul style="list-style-type: none"> • Language incomprehensible • Tone, register, style and vocabulary not appropriate to purpose, audience and context • Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> • Language excellent and rhetorically effective in tone • Virtually error-free in grammar and spelling • Skilfully crafted 	10 <ul style="list-style-type: none"> • Language engaging and generally effective • Appropriate and effective tone • Few errors in grammar and spelling • Well crafted 	7 <ul style="list-style-type: none"> • Adequate use of language with some inconsistencies • Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> • Inadequate use of language • Little or no variety in sentence • Exceptionally limited vocabulary 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay still makes some sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> • Excellent development of topic • Exceptional detail • Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> • Logical development of details • Coherent • Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> • Relevant details developed • Sentences, paragraphs well-constructed • Essay still makes sense 	2 <ul style="list-style-type: none"> • Some valid points • Sentences and paragraphs faulty • Essay still makes some sense 	0-1 <ul style="list-style-type: none"> • Necessary points lacking • Sentences and paragraphs faulty • Essay lacks sense
	Upper level	Lower level			

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopier machine).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Instruct learners to copy the editing checklist on the next page. They must read each question, and then re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 4 Give learners time to edit their work. Walk around to assist struggling learners.
- 5 If you do not have time to edit in class, instruct them to use the checklist at home.

EDITING CHECKLIST

- 1 Does the essay contain an interesting conflict?
- 2 Does the introduction describe the main characters and setting in detail?
- 3 Does the body of the essay contain the rising action, climax and falling action, written in well-structured paragraphs?
- 4 Is the climax the most dramatic and exciting part in which the main events take place?
- 5 If you have used direct speech, have you used quotation marks, the correct punctuation and started each person's lines on a new line?
- 6 Do all your sentences start with capital letters and end with appropriate punctuation marks?
- 7 Have you checked that your spelling is correct?
- 8 Have you checked that every sentence has at least a subject and a verb?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Narrative Essay' and their own title for the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay (not including the title).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their essay out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

COMPLETED EXAMPLE

NARRATIVE ESSAY

It was a bright Tuesday. Our Grade 12 English class was filled with hope and ambition as we discussed our plans for our futures.

My feeling of excitement was crushed when Mr. Shaw handed back my end of term assignment, and in the process, pinched my bottom. I felt violated. I couldn't believe that at the very same time as telling me my assignment was rubbish, he thought he had the right to touch me. I decided that the next day I would teach that man a lesson.

I got the whole class involved in my plan. Every time Shaw turned around to write something on the board, each one of us moved our desks and chairs slightly closer to the chalkboard. When Mr. Shaw's back was to us, different people shouted 'nice bottom.' He started shaking when he heard these words. When the whole class was spitting distance from the chalkboard, he finally exploded.

Mr. Shaw, Principal Tsiki and my parents were all present in my disciplinary hearing. I told them that Shaw is a creepy, mean old man. I showed them the comments on my assignment, and I explained the way he had pinched me. All the adults in the room looked at him with disgust.

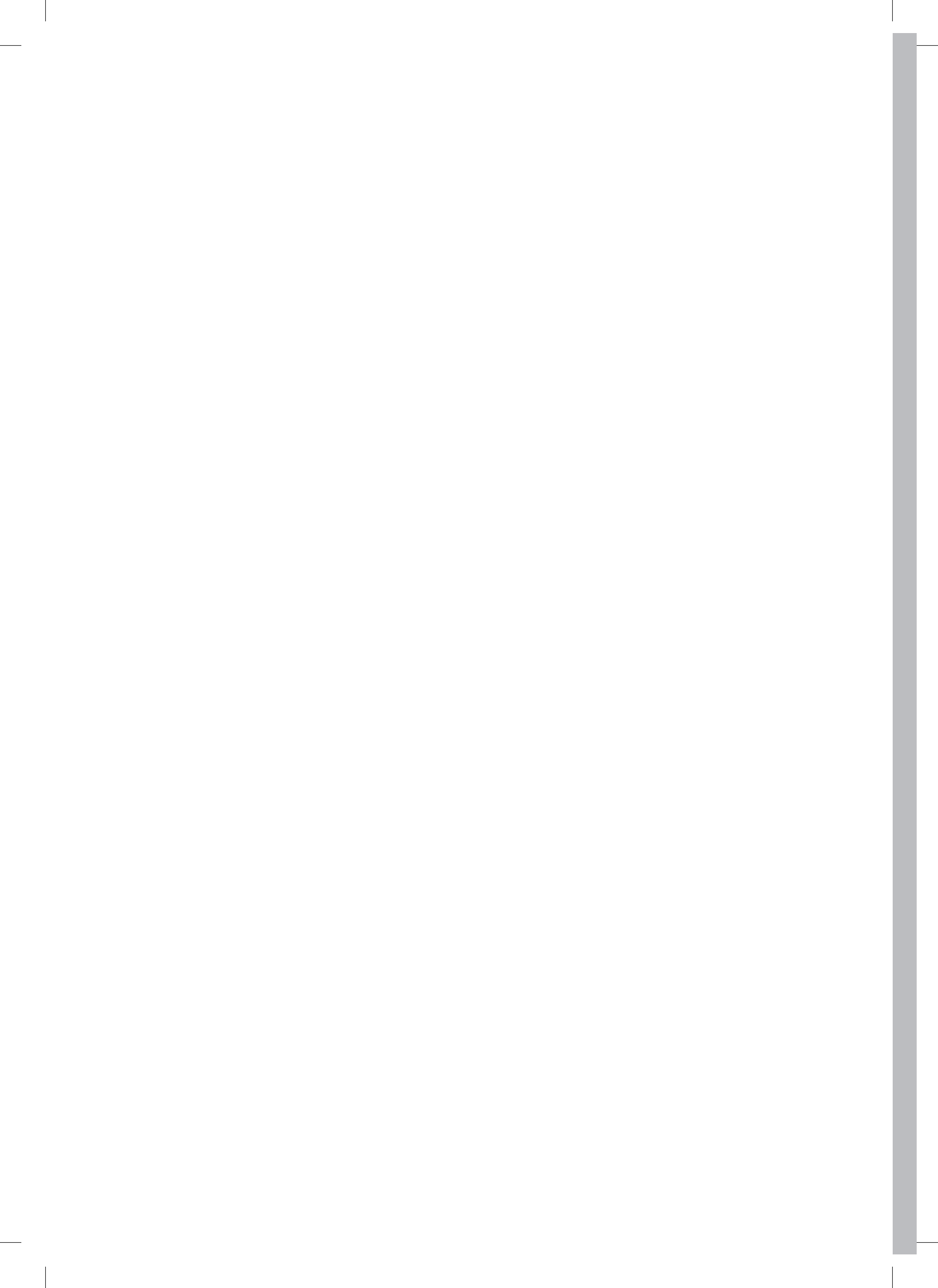
There was a happy ending to an unhappy story: Mr. Shaw will never be allowed to teach again, and our new English teacher is fantastic. Every Friday he brings our class marshmallows. Also, I learned a very important lesson: speak up when someone mistreats you.

Word Count: 253

Mark: 40/50

TEACHER FEEDBACK

A very well written and well-structured essay. Your story was entertaining and captivating. You show how your main character was rebellious against authority. You captured Thuli's personality very well. I think that your first paragraph could have set the scene better. I would have liked to have known more about the school, and the school environment. Well done!



Short Stories

**Writing and
presenting**

CYCLE 2

Writing and presenting

Discursive Essay

Topic:

At the end of the short story, 'Journey', Johan and Thembi kiss each other. Johan is white and Thembi is black. At the time of the story, it was common for many people to show their disapproval of interracial relationships.

Nowadays in South Africa, and in many parts of the world, interracial relationships are widely accepted and supported. However, there are still people who believe that interracial relationships are problematic.

Write a discursive essay in which you discuss the arguments for and against interracial relationships. At the end of your essay you may choose the argument that you believe to be correct, but it is not essential.

Length of task

200–250 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Discussion/ Discursive Essay	To present arguments from differing viewpoints	Statement of the issue; may preview main arguments, e.g. <i>The issue of whether or not we should wear school uniforms is very important. There are good reasons for both...</i> Arguments for, plus supporting evidence Arguments against, plus supporting evidence Conclusion – summary/ recommendation	Simple present tense Generic participants, e.g. schools, uniforms, students Reason, cause and effect, concessive conjunctions/ logical connectors, e.g. <i>therefore, however, so</i> Movement from generic to the specific

Introduction

Tell learners that today they are going to write a discursive essay. The essay will be linked to the short story, 'Journey'. In this essay, learners will discuss the good things and the bad things about interracial relationships.

Teach the genre

PURPOSE

The purpose of a discursive essay is to discuss a topic: to think about it in writing and to work out a meaningful position on the topic.

HOW TO WRITE A DISCURSIVE ESSAY:

- The writer must consider arguments on all sides: both for and against the topic. This means that they must discuss ideas that suggest the topic is correct AND ideas that suggest that the topic is wrong.
- All arguments must be supported by evidence: facts that back up what the writer is arguing.
- In the conclusion, learners can say which side they think is correct, but they don't have to.

Teach selected text structures and language features

Activity 1: PAIR DEBATES

INSTRUCTIONS:

- 1 Put learners into pairs.
- 2 Tell learners that in their pairs they will have 2 minute debates: each person will have exactly 1 minute to convince their partner that they are right. The topic is: Is Diet Coke (Coke Light/Coke Zero) better than normal Coke?
- 3 Before they start, tell them that in their 1 minute, they need to give as many reasons for their opinion as possible. Each one of these reasons is called an argument. These reasons should be backed up by facts wherever possible. These facts are called evidence. (As you say this, write the words 'argument' and 'evidence' on the chalk board.)

ROUND 1:

- 1 Instruct learners to start their debates.
- 2 After a minute tell the other partner that it is their turn.
- 3 After another minute call the class together again.

ROUND 2:

- 1 Explain to learners that in the second round, they need to take the opposite position from the one they took before. E.g. If a learner first argued that Diet Coke is better than normal Coke, they now need to argue that Diet Coke is not better than normal Coke.
- 2 Give pair another 2 minutes to debate, indicating when 1 minute is up.

DISCUSSION:

- 1 Call the class back together.

- 2 Ask for a few learners to share their experiences about what it was like to argue the other side.
- 3 Explain that the most important thing about discursive writing is that it doesn't only argue from one side.
- 4 A discursive essay examines the arguments on both sides of a topic.

Activity 2: Read a discursive text

IS DIET COKE (COKE LIGHT/COKE ZERO) BETTER FOR YOUR HEALTH THAN 'NORMAL' COKE?

Across the world, many people drink Diet Coke because they believe it is healthier and less fattening than normal Coke. People drink Diet Coke because it has no corn syrup in it. Corn Syrup is a type of sugar that makes people gain weight. Therefore, people drink Diet Coke to stay slim, or to help them lose weight.

However, there are many people who do not drink Diet Coke because it adds no nutritional value into your body. People who do not drink Diet Coke, argue that Diet Coke has the same weight gain effect on your body. There are many artificial (fake) sugars in Diet Coke that cause people to gain weight. The artificial sweeteners in Diet Coke are very bad for you, and cause health problems (like cancer) at a later stage of life.

- 1 Instruct learners to listen out for the two different sides of the discussion as you read the text above.
- 2 When you finish reading the text out loud, ask them what the two sides of the discussion were.
- 3 Make sure they understand that the one side is the idea that Diet Coke is better for you than Coke, and the other is that Diet Coke is not good for you. People who support the idea that Diet Coke is better for you, believe that Diet Coke is less fattening. People who believe Diet Coke is not good for you, believe that there are many artificial chemicals in it that are very bad for your health.

Useful genre-related vocabulary

discuss, discussion, discursive	talk about something, looking at the issue from all sides. Think about arguments for and against
argument	a reason to believe something
evidence	facts supporting an argument
tone	the way the writer feels about what they are writing
register	formal or informal language
connectives	phrases at the beginning of each paragraph that show how that paragraph is connect to the one before it, e.g. furthermore, however, on the other hand, nevertheless.

1. Setting the task

SET THE TASK

Remind learners that in this lesson, they will learn how to write a discursive essay.

- 1 They will now use a writing frame to draft a discursive essay that presents the arguments for and against interracial relationships.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Compile arguments.
- c Fill in writing frames.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: At the end of the short story, 'Journey', Johan and Thembi kiss each other. Johan is white and Thembi is black. At the time of the story, it was common for many people to show their disapproval of interracial relationships.

Nowadays in South Africa, and in many parts of the world, interracial relationships are widely accepted and supported. However, there are still people who believe that interracial relationships are problematic.

Write a discursive essay in which you discuss the arguments for and against interracial relationships. At the end of your essay you may choose the argument that you believe to be correct, but it is not essential.

B. COMPILE ARGUMENTS

- 1 Explain to learners that in order to construct a discursive essay, they first need to come up with as many arguments as they can that are both for and against interracial relationships.
- 2 Draw the following table on the chalkboard:

INTERRACIAL RELATIONSHIPS

No	Yes
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

MODELLING:

- 1 Demonstrate to learners how to fill in the table on the board.
- 2 Do this by writing in one reason why interracial relationships are a bad thing.
- 3 You will add a reason to the ‘no’ column. E.g. ‘You will be the victim of bigotry, racism and discrimination.’

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to and add a reason why interracial relationships are a good thing.
- 2 They will add a reason to the ‘yes’ column. E.g. ‘If you truly love someone, social views and ideas won’t matter.’
- 3 If the learner struggles, assist them.

INDEPENDENT WORK:

- 1 Instruct learners to copy the table into their notebooks.
- 2 Give them some time to fill in as many arguments ‘for’ and ‘against’ as possible.

DISCUSSION:

- 1 Call the class back together.
- 2 Ask for a few volunteers to share their arguments with the class.
- 3 Help them to improve their arguments. (Reference the table in the ‘Sample for teacher’ section below for some ideas)

C. WRITING FRAMES

GETTING READY:

- 1 Before the lesson begins, place blank writing frame templates on each desk.
- 2 You will find the frame in the ‘Sample for the Teacher’ section below. (If you don’t have access to a photocopy machine, draw it on the chalkboard and instruct your learners to quickly copy it into their notebooks once they arrive.)

MODELLING

Demonstrate how to fill in a writing frame:

- 1 Point out that the writing frame template contains the topic and 6 empty boxes: 1 for the introduction, 4 for the body of the essay and 1 for the conclusion.
- 2 Draw their attention to the introduction box.
- 3 Read the first writing prompt: ‘An interracial relationship is...’
- 4 Explain that they are expected to complete the sentence by providing a definition for the term ‘interracial relationships.’
- 5 Demonstrate by writing a definition on the board, like: ‘An interracial relationship is when two people from different races are in a relationship.’
- 6 Explain that introductions also often have useful background information.
- 7 After the definition, add the following sentence, as an example of background information: ‘Throughout history, interracial relationships have not been allowed due to racial segregation and racial discrimination. However, in most countries around the world, interracial relationships are lawfully accepted, but not always socially accepted.’

JOINT ACTIVITY

Do the activity together with a learner:

- 1 Read the second prompt in the introduction: ‘This topic is controversial because...?’
- 2 Explain that they need to work out how to complete this sentence.
- 3 Ask for a volunteer to come up to the board to help you complete it.
- 4 Let the learner make the decision, but step in to guide them if they go wrong.

INDEPENDENT WORK

Fill in the writing frame.

- 1 Ask learners to look at the next 4 boxes.
- 2 Explain that these 4 boxes will help them to write the 4 paragraphs that will make up the body of their essays.
- 3 Point out that the first two boxes require arguments for interracial relationships, and the next two require arguments against interracial relationships.
- 4 Explain that they will need to choose from their lists of reasons in their notebooks to fill in the 2 strongest reasons that support interracial relationships and 2 strongest reasons against interracial relationships.
- 5 Then they will need to fill in the last box on the frame: the conclusion. This box should summarise the four arguments. If they want to, they can state which side they think is stronger, i.e. whether they think interracial relationships are a good or bad thing.
- 6 Give learners time to fill in these 5 boxes.
- 7 Walk around the room and assist learners who are struggling to stay on task.
- 8 Instruct learners to complete the writing frame for homework.

SAMPLE FOR TEACHER

Below are 2 samples:

- 1 A completed ‘for’ and ‘against’ list.
- 2 A blank template of the writing frame to give each learner.
- 3 A completed writing frame so you can see what it looks like when filled in.

INTERRACIAL RELATIONSHIPS

No	Yes
You will be the victim of bigotry, racism and discrimination.	If you truly love someone, social views and ideas won't matter.
Some people date interracially for the wrong reasons.	You will learn a new perspective and learn new things about the world.
Some religious people believe that interracial dating is wrong.	Being in an interracial relationship can challenge you to grow and learn.
Your different cultures and traditions may be very hard to understand and value.	It is your constitutional right to date interracially.
You may not truly be able to understand what it's like to be the other person, and understand their challenges.	You have the opportunity to bring two families, who are different, together.
People around you will always make assumptions about your relationship.	By dating interracially, for the right reasons, you have the opportunity to break social constructs and systems.

BLANK TEMPLATE

TOPIC:

Write a discursive essay in which you discuss the arguments for and against interracial relationships.

INTRODUCTION: An interracial relationship is

This is a controversial topic because

Some people argue that

Furthermore, people who support this argument

On the other hand,

Another reason why

In conclusion

COMPLETED TEMPLATE

TOPIC:

Write a discursive essay in which you discuss the arguments for and against interracial relationships.

INTRODUCTION: An interracial relationship is when two people from different races are dating.

This topic is controversial because many people disagree on whether interracial relationships are a good or bad thing.

Some people argue that it's a South African right to be in a relationship with whoever we want. The Apartheid regime was abolished in order for people to have freedom; this includes the freedom to choose partners, regardless of their race.

Furthermore, people who support this idea believe that by dating interracially, you are able to learn from your partner about the complexities of being a certain race, about the ways society views your race, and the ways in which your race has certain privileges. In an interracial couple you do not claim to be colourblind, but rather you learn, love and try to understand one another's race. By learning from one another, you become more aware of society at large.

On the other hand, there is a group of people who argue that being some people date interracially for the wrong reasons. It is believed many liberal white people date interracially to prove they are progressive. Supporters of this argument claim that often successful black people date white people in order to make further gains socially and economically.

Another reason people do not support interracial dating is because they believe interracial couples will often be the victims of discrimination and prejudice. They believe that people will always be questioning your relationship.

In conclusion, I believe that people should have the right to date whomever they want without prejudice or discrimination. If two people truly love one another, and are willing to learn from one another, I believe that there is no reason for them not to be together.

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final essays. Explain that they must remember the following criteria when drafting their writing:

- 1 This essay must be 200–250 words. The word count must appear in the bottom right hand corner.
- 2 They must present the arguments on both sides of the discussion.
- 3 Each argument must be backed up with evidence, i.e. facts that support it.
- 4 Language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.
- 6 Every paragraph in the body of the essay must have a topic sentence.

INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page. On the top of the page, they must write the date and the heading ‘Discursive Essay’.
- 2 Instruct learners to copy the information from their writing frames into their notebooks, turning each box into a paragraph.
- 3 The first paragraph must be an introduction that gives a definition of ‘interracial relationships’ and any relevant background information. It must introduce the idea that this is a controversial topic. However, they must not copy down the word ‘Introduction’. It was on the frames only to show them that the first paragraph of a discursive essay is always an introduction.
- 4 The first two paragraphs of the body must present two reasons for supporting interracial relationships, with evidence wherever possible.
- 5 The next two paragraphs of the body must present two reasons for not supporting interracial relationships, with evidence wherever possible.
- 6 They must still use the time connectives from the prompts (phrases like ‘Furthermore’ and ‘On the other hand’) to help create a logical flow in the piece of writing.
- 7 They can add in ideas that did not appear on their writing frames. The information on the frame is simply a start, and that they can be add to it where needed.
- 8 The final paragraph must be a conclusion that does NOT introduce any new ideas. It can do one of two things. Either it can summarise the 4 arguments from the body, or it can say which side the writer supports.
- 9 Give learners time to write. Walk around the room to assist struggling learners.
- 10 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Very skilfully crafted 	11-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Very basic use of language Tone and diction are inappropriate Very limited vocabulary 	0-3 <ul style="list-style-type: none"> Language incomprehensible Tone, register, style and vocabulary not appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	Upper level	13 <ul style="list-style-type: none"> Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted 	10 <ul style="list-style-type: none"> Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted 	7 <ul style="list-style-type: none"> Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary
Lower level	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> Logical development of details Coherent Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> Relevant details developed Sentences, paragraphs well-constructed Essay still makes sense 	2 <ul style="list-style-type: none"> Some valid points Sentences and paragraphs faulty Essay still makes some sense 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay lacks sense
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS					

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work. Remind learners that all writers edit.
- 3 Instruct learners to copy the editing checklist on the next page into their notebooks.
- 4 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 5 Give learners time to edit their work. Walk around the room to assist learners who are struggling.
- 6 If you do not have time to edit in class, give them the checklist and ask them to edit at home.

EDITING CHECKLIST

- 1 Does your essay start with an introduction?
- 2 Does the introduction provide a clear definition of ‘interracial relationships’ and provide relevant background information? Does it introduce the idea that this argument is controversial?
- 3 Do the next 2 paragraphs contain 2 clear arguments in favour of interracial relationships, with supporting arguments where possible?
- 4 Do the next 2 paragraphs of the body contain 2 clear arguments against interracial relationships, plus supporting evidence where possible?
- 5 Is the final paragraph a conclusion? Have you made sure that the conclusion does not contain new information. Either it can summarise the 4 arguments from the body or it can present your final opinion.
- 6 Do all your sentences start with capital letters and end with full stops?
- 7 Have you checked that your spelling is correct?
- 8 Have you checked that every sentence has at least a subject and a verb?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading 'Discursive Essay' and their own title for the essay.
- 3 They must write neatly, leaving an empty line between paragraphs.
- 4 At the bottom of their essay they must write the words 'Word count' followed by the number of words in their essay (not including the title).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their essay out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

COMPLETED EXAMPLE

DISCURSIVE ESSAY

THE PROS AND CONS OF INTERRACIAL RELATIONSHIPS

An interracial relationship is when two people from different races form a relationship. This topic is controversial because many people disagree on whether interracial relationships are a good or bad thing.

Some people argue that it's a South African right to be in a relationship with whoever we want. The Apartheid regime was abolished in order for people to have freedom; this includes the freedom to choose partners, regardless of their race.

Furthermore, supporters of this argument believe that you are able to learn from your partner about the complexities of being a certain race. This will lead to a better understanding of other races, and of society at large.

On the other hand, there is a group of people who argue that some people date interracially for the wrong reasons. It is believed that many liberal white people date interracially to prove they are progressive. Supporters of this argument claim that often successful black people date white people in order to make further gains socially and economically.

Another reason people do not support interracial dating is because they believe interracial couples will often be the victims of discrimination and prejudice. They believe that people will always be questioning your relationship.

In conclusion, I believe that people should have the right to date whomever they want without prejudice or discrimination. I stand for the freedom of choice.

Word count: 242

Mark: 40/50

TEACHER FEEDBACK

A well-structured essay. I can see how well you edited from the writing table to your final draft – you had a lot of words you needed to eliminate – well done! Your paragraphs clearly indicate both sides of the argument. Next time, please add more proof of your argument where possible. Overall, a good job!

Short Stories

**Writing and
presenting**

CYCLE 3

Writing and presenting

Reflective Essay

Topic:

In the short story, ‘Scared’, the main character, Gary, has a very bad attitude towards the people in his class, his family and towards nature. During a walk in the countryside he gets very lost and is hurt by the different elements in nature.

Imagine that you are Gary. Write a reflective essay describing your thoughts and feelings about your experience of getting lost in the countryside and ultimately, being turned into a scarecrow. Reread ‘Scared’ to help you get a better understanding of Gary’s thoughts/feelings.

Length of task

200–250 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Reflective essay	To give an emotional reaction and feeling on a specific matter	A writer can reflect on a dream or aspirations, e.g. <i>How I remember my best teacher; My view of life...</i> Subjective Feelings and emotions play an important role Greater part of the essay may be descriptive	Personal pronouns Vocabulary that expresses viewpoints, emotions, etc

Introduction

Tell learners that today they are going to write a reflective essay. The essay will be linked to the short story, ‘Scared’. You will imagine you are Gary and describe your thoughts and feelings getting lost in the countryside.

Teach the genre

PURPOSE:

The narrator uses words to think about an experience. They express their ideas, thoughts, memories and feelings.

HOW TO WRITE A REFLECTIVE ESSAY:

- Use reflective writing (not descriptive or narrative writing).
- Reflective writing is introspective. This means that the writer looks inside themselves to see how they feel and what they think.
- Explain the experiences that made you feel this way.
- Write from a first person perspective. (E.g. 'I feel...')
- Structure the essay, with a new idea in each paragraph.

Teach selected text structures and language features

Activity 1: Description vs reflection getting ready:

Before class begins make copies of the following table for learners. If you do not have access to a photocopy machine, you can draw it on the board:

MY FIRST TIME AT A PARTY

	DESCRIPTION	REFLECTION
	Physical environment: What does it look like?	Emotional reaction: How does it make you feel?
PEOPLE:		
1.		
2.		
3.		
PLACES:		
1.		
2.		
3.		
EVENTS:		
1.		
2.		
3.		

MODELLING:

- 1 Explain that a reflective essay is a personal piece of writing in which you express your thoughts and feelings about the places you have been and experiences you have had.
- 2 Ask learners to close their eyes and think back to the first time they went to a party. If they haven't been to a party, they must imagine the experience: What people, places or events do you remember?
- 3 Allow learners to give some suggestions, like:
 - a People: friends, older learners, my crush, older men
 - b Places: a friend's house, a random person's house, a shebeen, a club
 - c Events: getting invited, getting ready, going to the party, being at the party, going home
- 4 Write an example of a person or people into the first column of the table you have drawn on the board, like:

	DESCRIPTION	REFLECTION
	Physical environment: What does it look like?	Emotional reaction: How does it make you feel?
PEOPLE:		
1. Friends		

- 5 Then, explain that in the second column, learners must write a description of the people, places or events they have chosen. A description includes how something physically looked, smelled, tasted, and sounded.
- 6 Write a sample description for learners, like:

	DESCRIPTION	REFLECTION
	Physical environment: What does it look like?	Emotional reaction: How does it make you feel?
PEOPLE:		
1. Friends	familiar faces, friendly faces, happy faces, dressed up for the party, make-up, jewellery, perfume	

- 7 Finally, explain that in the third column, learners must write a reflection about the people, places or events they have chosen. Explain that when we write a reflection, we write about our thoughts and feelings.

	DESCRIPTION	REFLECTION
	Physical environment: What does it look like?	Emotional reaction: How does it make you feel?
PEOPLE:		
1. Friends	familiar faces, friendly faces, happy faces, dressed up for the party, make-up, jewellery, perfume	excited, nervous, apprehensive, happy, pretty, handsome

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board.
- 2 Ask the learner to think of a place to add to the table. Then, ask the learner to write a description and a reflection of this place.
- 3 If the learner struggles, guide him/her.
- 4 Ask learners: how is the information under ‘Description’ and ‘Reflection’ different?
- 5 Make sure learners understand that descriptions give a picture of what you see (factual, objective) whereas reflections are opinions (your reaction, subjective, personal).

INDEPENDENT WORK:

- 1 Instruct learners to take out their exercise books and copy the table into their books.
- 2 Instruct learners to fill in some of the people, places, and events they remember from their first time at a party. They should have at least one thing for each category.
- 3 Remind learners that they must write a description and a reflection for each thing they remember.
- 4 Allow 5 -10 minutes for learners to fill in their tables. Walk around the classroom to help any learners who might be struggling.

DISCUSSION:

- 1 Call the class back together. Ask for one volunteer to describe and reflect on one person or group of people they encountered at their first party
- 2 Ask the class: Did anyone else have the same type of person on their list? How did you describe the person? What are your reflections/thoughts about this person? (Remind learners that they can be honest but never rude.)
- 3 Ask for another volunteer to describe and reflect on one place they saw.
- 4 Ask the class: Did anyone else have the same place on their list? How did you describe the place? What are your reflections/thoughts about this place?
- 5 Ask for a third volunteer to describe and reflect on one event they experienced.
- 6 Ask the class: Did anyone else have the same event on their list? How did you describe the event? What are your reflections/thoughts about this event?
- 7 End this activity by saying: Our descriptions of something should be fairly similar because we are seeing the same thing. However, our reflections can differ greatly. This is because our reflections depend on our own experiences and reactions.

Activity 2: Features of emotive language in reflective writing introduction:

- 1 Explain that good reflective writing is personal and gives the reader the feeling that they are experiencing the same emotions as the writer. This is a skill that can be developed with practice.
- 2 Ask learners: What is emotion? Can you give some examples?
- 3 Allow learners to make some suggestions: feelings such as love, hate, anger, etc.
- 4 Ask learners: In what ways can we show our feelings?
- 5 Allow learners to make some suggestions: through speech, touch, behaviour, etc.
- 6 Ask learners: How can we express these feelings in writing?
- 7 Allow learners to make some suggestions: through our choice of words, such as adjectives, adverbs, abstract nouns (love, hate, etc.), interjections (ouch, phew, etc.); intonation (the way we use our voice).
- 8 Tell the learners that emotive language persuades us to adopt the point of view of the writer or speaker, because it helps us feel the same feelings. It influences, manipulates and creates emotions in people.

PAIR WORK:

- 1 Write the following extracts on the board or give each pair a printed copy if you have access to a photocopier.

Buying new jeans/EXTRACT 1:

I did very well in a maths test, so my mother took me to the mall to buy new jeans. First we had breakfast at the Wimpy, then we went to Jet. None of the jeans fit me well so we decided to go to Mr Price. It was at Mr Price that I found my new pair of jeans. Before we left the mall, my mother bought us each a chocolate ice cream.

Buying new jeans/EXTRACT 2:

I did extremely well on a maths test, so my mother decided to buy me new jeans as a reward for my hard work and persistence. I was so excited! I hadn't had a new pair of jeans for about three years! I couldn't wait to go shopping with my mom. When we got to the mall, my mother bought us delicious breakfast from Wimpy. I had egg and bacon and my mom had a huge sandwich. We were both so full! After breakfast we went to Jet. I tried on what felt like a hundred pairs of jeans. None of them flattered my body, or made me feel comfortable, so we decided to go to Mr Price. I only had to try on one pair of jeans at Mr Price, and they were perfect! They fit me like a glove. I felt so confident and comfortable in my new blue jeans. I couldn't wait to show them to my friends. Before we left the mall, my mother bought us each a decadent chocolate ice cream. It was the perfect ending to the perfect day.

- 2 Split learners into pairs.
- 3 Instruct the learners to read the two extracts, both titled 'Buying new jeans'.
- 4 Ask learners to discuss the similarities and differences between the two texts as they read.
- 5 After 5–10 minutes, call the class back together.
- 6 Ask learners: Which extract did you prefer to read? Why?
- 7 Allow learners to respond.
- 8 Ask learners: What are the similarities between the two extracts? What are the differences between the two extracts?
- 9 Emphasise that both extracts are about the same thing. The second extract is more interesting because it is not purely factual. The second extract has a sense of reflection, thinking back over the event. It is not just a list of things that happened. It includes a personal anecdote (story) and emotions. When we read the second extract, we can feel the same feelings as the writer. We want to know more!
- 10 Tell learners that when writing a reflective essay, you must consider the audience. To a reader, the interesting things are the writer's thoughts and feelings about what happened. The writer expresses these by using emotive language.

Useful genre-related vocabulary

reflection	thinking about and evaluating life experiences
description	saying what you saw
anecdote	a short personal story
emotion	a feeling
evaluation	to establish the value of something
analysis	a detailed examination
epiphany	a realisation; an 'aha' moment

1. Setting the task

SET THE TASK

- 1 Remind learners that they will now start to write their reflective essays from Gary's perspective from 'Scared'.
- 2 Learners will plan their essays using a mind-map.
- 3 Then, they will learn to structure their essay.

2. Planning

PLANNING STRATEGY

- 1 Remind learners of the topic.
- 2 Brainstorm using a mind-map.

- 3 Plan the structure of the essay using a planning table.

INSTRUCTIONS FOR PLANNING

1. REMIND LEARNERS OF THE TOPIC

Topic: In the short story, ‘Scared’, the main character, Gary, has a very bad attitude towards the people in his class, his family and towards nature. During a walk in the countryside he gets very lost and is hurt by the different elements in nature.

Imagine that you are Gary. Write a reflective essay describing your thoughts and feelings about your experience of getting lost in the countryside and ultimately, being turned into a scarecrow. Reread ‘Scared’ to help you get a better understanding of Gary’s thoughts/feelings.

2. BRAINSTORM USING A MIND MAP

GETTING READY:

- 1 Draw the mind-map template onto the board (see below in the ‘Sample for Teacher’ section).

GROUP WORK:

- 1 Explain that learners will use a mind-map to brainstorm ideas for their essays.
- 2 Split learners into groups of four.
- 3 Instruct learners to take out their exercise books and copy the template from the board.
- 4 Instruct them to write ‘Gary’ in the middle box of the template.
- 5 Then ask each group to brainstorm (think of) words or phrases they associate with (connect to) Gary and write them in the other boxes. It could be about his personality or events from the text.
- 6 Remind learners that this is just a planning process so any ideas that are not relevant to the final essay will be cut out in the drafting process.
- 7 After 10 minutes, call the class back together.
- 8 Ask learners to share some of the things they have written down.
- 9 As the learners speak, include the information on the mind-map on the board.
- 10 Instruct learners to add any new ideas to their own mind-maps

3. PLAN THE ESSAY USING A PLANNING TABLE

- 1 Remind learners they will write a reflection from the perspective of Gary and his experience of being lost in the countryside and of being turned into a scarecrow.
- 2 Draw the planning grid on the board. As you write, explain that they will structure their essay in the following way:
 - a **DESCRIPTION:** an explanation of the context. What is the event?
What happened?
 - b **EVALUATION:** the effect the person, place or event had on Gary at the time.
What was his reaction? How did it make him feel? What did other people do?

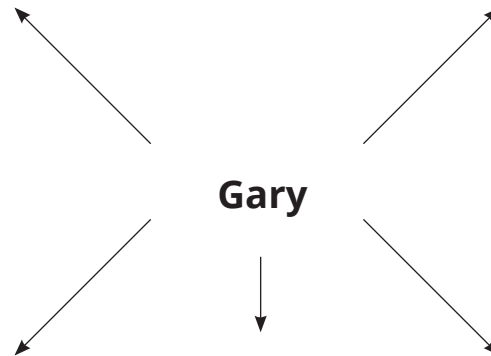
- c ANALYSIS: the lesson learnt from the reflection on the person, place or event.
Why did the event make him feel this way? Would he react differently now?
Why? This last paragraph may include an epiphany – the ‘aha’ moment.
- 3 Instruct learners to open their exercise books to a clean page and copy it into their books.
- 4 Explain that now, learners will fill in the plan with Gary’s description, evaluation and analysis of his experience of being lost in the countryside. Learners must remember to write as if they are Gary. They will need to review their mind-map for any relevant information about his personality.
- 5 Give learners 10–15 minutes to structure their essays.
- 6 As learners work, walk around the classroom to assist struggling learners.

GROUP WORK:

- 1 Explain to learners that they will now share their plan with their classmates.
- 2 Split learners into groups of four learners.
- 3 Explain that one learner in each group will read their work aloud to the others.
- 4 Then, the other group members will give the learner feedback about their plan.
- 5 Instruct the learners to repeat this process until everyone in the group has read their work and been given feedback.

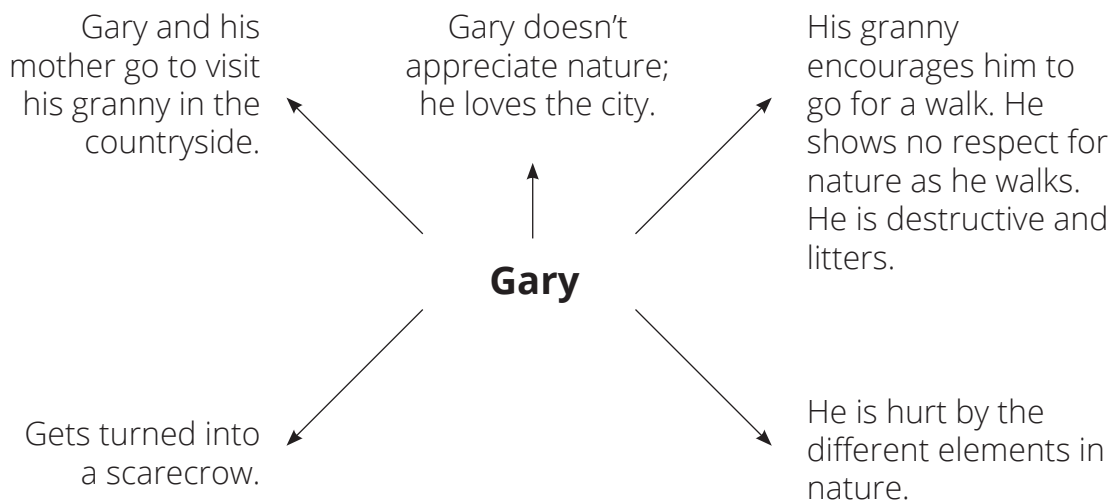
SAMPLE FOR TEACHER

BLANK MIND-MAP TEMPLATE:



COMPLETED MIND-MAP TEMPLATE:

(This is a suggestion. Learners will have many other ideas)



PLANNING GRID TEMPLATE:

1	DESCRIPTION (CONTEXT)	
2	EVALUATION (EFFECT)	
3	ANALYSIS (REFLECTION)	

COMPLETED PLANNING GRID:

1	DESCRIPTON (CONTEXT)	Gary and his mother are in Sussex visiting his grandmother. His granny encourages him to go for a walk. He gets very lost, hurts himself and is eventually turned into a scarecrow. His mother recognizes that the scarecrow could be Gary, but does not say anything.
2	EVALUATION (EFFECT)	Angry, aggressive, scared, shocked, trapped,
3	ANALYSIS (REFLECTION)	Gary regrets being so nasty to people and so disrespectful towards nature.

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The essay must be 200–250 words long.
- 2 The essay must be written from the perspective of Gary.
- 3 The essay should be written in the past tense.
- 4 The writing must be structured in logical and coherent (understandable) paragraphs.
- 5 The relevant information from the mind-map and planning grid should be included.
- 6 The language should be reflective as in all the practice exercises before we started planning the essay.

INSTRUCTIONS

- 1 Settle learners so that you have their attention.
- 2 Explain that now they will use the information from their mind-maps and planning grids to draft a full essay with a beginning, middle and end.
- 3 Ask learners to turn to a clean page in their writing books.
- 4 Explain to learners that their essay will have three paragraphs.
- 5 Tell learners to structure their paragraphs in the following way:
 - a Description: The first paragraph will be the orientation to the context. Gary describes what the issue is.
 - b Evaluation: The second paragraph will evaluate Gary’s thoughts and feelings about his experience of getting lost in the countryside.
 - c Reflection: The final paragraph will be a reflection on Gary’s actions and decisions.
- 6 Ask learners to start constructing their paragraphs by writing full sentences using the information they have planned out.
- 7 The essay may be completed for homework.

CYCLE 3

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning: Awareness of purpose, audience and context 30 MARKS	28-30 <ul style="list-style-type: none"> Outstanding/Striking response beyond normal expectations Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 	22-24 <ul style="list-style-type: none"> Very well-crafted response Fully relevant and interesting ideas with evidence of maturity Very well organised and coherent (connected), including introduction, body and conclusion/ending 	16-18 <ul style="list-style-type: none"> Satisfactory response Ideas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending 	10-12 <ul style="list-style-type: none"> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence 	4-6 <ul style="list-style-type: none"> Totally irrelevant response Confused and unfocused ideas Vague and repetitive Unorganised and incoherent
	25-27 <ul style="list-style-type: none"> Excellent response but lacks the exceptionally striking qualities of the outstanding essay Mature and intelligent ideas Skilfully organised and coherent (connected), including introduction, body and conclusion/ending 	19-21 <ul style="list-style-type: none"> Well-crafted response Relevant and interesting ideas Well organised and coherent (connected), including introduction, body and conclusion 	13-15 <ul style="list-style-type: none"> Satisfactory response but some lapses in clarity Ideas are fairly coherent and convincing Some degree of organisation and coherence, including introduction, body and conclusion 	7-9 <ul style="list-style-type: none"> Largely irrelevant response Ideas tend to be disconnected and confusing Hardly any evidence of organisation and coherence 	0-3 <ul style="list-style-type: none"> No attempt to respond to the topic Completely irrelevant and inappropriate Unfocused and muddled
	Upper level				
	Lower level				

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	14-15 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive Compelling and rhetorically effective in tone Virtually error-free in grammar and spelling Very skilfully crafted 	11-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Language is effective and a consistently appropriate tone is used Largely error-free in grammar and spelling Very well crafted 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Appropriate use of language to convey meaning Tone is appropriate Rhetorical devices used to enhance content 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Very basic use of language Tone and diction are inappropriate Very limited vocabulary 	0-3 <ul style="list-style-type: none"> Language incomprehensible Tone, register, style and vocabulary not appropriate to purpose, audience and context Vocabulary limitations so extreme as to make comprehension impossible
	13 <ul style="list-style-type: none"> Language excellent and rhetorically effective in tone Virtually error-free in grammar and spelling Skilfully crafted 	10 <ul style="list-style-type: none"> Language engaging and generally effective Appropriate and effective tone Few errors in grammar and spelling Well crafted 	7 <ul style="list-style-type: none"> Adequate use of language with some inconsistencies Tone generally appropriate and limited use of rhetorical devices 	4 <ul style="list-style-type: none"> Inadequate use of language Little or no variety in sentence Exceptionally limited vocabulary 	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5 <ul style="list-style-type: none"> Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well-constructed 	4 <ul style="list-style-type: none"> Logical development of details Coherent Sentences, paragraphs logical, varied 	3 <ul style="list-style-type: none"> Relevant details developed Sentences, paragraphs well-constructed Essay still makes sense 	2 <ul style="list-style-type: none"> Some valid points Sentences and paragraphs faulty Essay still makes some sense 	0-1 <ul style="list-style-type: none"> Necessary points lacking Sentences and paragraphs faulty Essay lacks sense

CYCLE 3

4. Editing

STRATEGY

Peer-editing and Self-editing

INSTRUCTIONS FOR EDITING

- 1 Explain to the learners that today, they will use ‘Peer-editing’: they will help each other to improve their reflective writing.
- 2 Instruct learners to take out their exercise books and swap books with the person next to them.
- 3 Instruct learners to read their partner’s work at the same time in silence. As they read, they must look at the following:
 - a Structure: Has the information been grouped correctly into paragraphs? Have the paragraphs been written in an order that makes sense?
 - b Reflective language: Has their partner used reflective language? Does the language express Gary’s thoughts and feelings?
- 4 Wherever they find writing that they think could be improved, they must underline it, circle it or make a note of it in pencil on the page. Both partners do this silently at the same time.
- 5 As learners work, walk around the room to help pairs that are struggling.
- 6 When learners are finished they must have a conversation with their partner. Taking turns, they must share their ideas with their partners about how to improve the writing

USING THE CHECKLIST

- 1 While they are working, write the checklist (which appears in the next section below) on the board, or hand out copies if you have access to a photocopier machine.
- 2 Instruct learners to copy it down and go through the checklist at home.
- 3 If they find that they cannot answer ‘yes’ to any of the questions on the checklist, then they can edit their work to improve it.

EDITING CHECKLIST

- 1 Are there three paragraphs?
- 2 Is the essay written in the first person ‘I’ from the perspective of Gary?
- 3 Does the information in the paragraphs make sense?
- 4 Is the language reflective, not just descriptive?
- 5 Is the number of words in the essay correct?
- 6 Is the spelling correct?
- 7 Is the punctuation correct? Does every sentence start with a capital letter and end with appropriate punctuation marks?
- 8 Is the grammar correct?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their essays neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the words 'Reflective Essay' and the title of the essay.
- 3 They must write neatly leaving a line between paragraphs.
- 4 At the bottom of the essay they must write the words 'Word count' followed by the number of words in their essay.
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Put learners into pairs.
- 2 Tell them to take turns to read their essay to their partner.
- 3 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 4 Ask for three volunteers to read their writing to the class.
- 5 Praise each one for one specific thing they did well.
- 6 Praise the class on the process of writing and remind them that the only way to write well is to follow a thorough planning, drafting and editing process.

COMPLETED EXAMPLE

REFLECTIVE ESSAY

SHAME

It's been a week since my grandmother forced me to go on a stupid walk. It's been a week since I got horribly lost in the countryside, got stung by wasps and nettles and hurt my shoulder and my foot. It's been a week since I was suddenly turned into a scarecrow. It's been a week since my mother recognized the scarecrow, knew it was me, and left me to suffer this fate.

I feel angry at my grandmother for forcing me to leave the house and go on a walk. I feel furious at nature for doing all of these horrible things to me. I feel betrayed by my own mother who turned her back on me. As I stand here, I feel scared that this will be my life forever. My mind aches at the thought of being pecked on by birds all day, and scaring away crows for a living. Most of all, I feel shame. I am ashamed because of who I am as a person and the way I have acted during my short life.

I wish that I could go back in time. I wish that I could have been a better person, and shown my mother the respect and love she deserved. I would've listened to my grandmother, who told me about the powers of Mother Nature. I didn't believe her, but now I do. If I could turn back the clock, I would do everything differently.

Word Count: 244

Mark: 40/50

TEACHER FEEDBACK

This is a well-structured and concise reflective essay. You followed the structure of a reflective essay well. You gave a good sense of Gary's feelings about what had happened to him. The recount paragraph gives the reader a good idea of Gary's regrets. He now realises that the position he is in is because of his actions. Overall, a very good job! Keep it up!

Short Stories

**Writing and
presenting**

CYCLE 4

Writing and presenting

Personal Recount

Topic:

In ‘Raymond’s Run’, Squeaky discovers that her brother is a fast runner who has the potential to be a champion. Pretend that you are Squeaky and write down exactly what happened on the day you discovered Raymond’s talent. Write a personal recount from the moment you put Raymond on the swings to the moment you smiled at Gretchen. Reread from pg. 129 – pg. 133 for reference.

Length of task

120–150 words

CAPS reference: pg. 41

Text type	Purpose	Text Structure	Language Features
Personal Recount, also called Informal Report	To tell the reader about a personal experience	Orientation: scene setting or establishing context. e.g. <i>During the school holidays...</i> An account of the events that took place, often in chronological order. e.g. <i>I went to Tumelo’s place ... Then ...</i> Some additional detail about each event e.g. <i>He was surprised to see me.</i> Reorientation: a closing statement that may include elaboration. e.g. <i>I hope I can spend more time with Tumelo. We had fun.</i>	Usually written in the past tense Told in the first or third person Time connectives are used, e.g. <i>First, then, next, afterwards, just before that, at last, meanwhile</i> Can be in an informal style

Introduction

Tell learners that today they are going to write a personal recount. This recount will be linked to the short story, ‘Raymond’s Run’. Learners will write from the perspective of Squeaky.

Teach the genre

PURPOSE:

- 1 Explain to learners that a personal recount is a piece of writing that records a personal experience.

HOW TO WRITE A PERSONAL RECOUNT:

Explain to learners that it is clear, simple and informative. It should have the following structure:

- 1 Orientation: set the scene or establish the context (where and when).
- 2 Narrate events: explain what happened in chronological order.
- 3 Reorientation: make a closing statement.

Teach selected text structures and language features

Activity 1: Look at an example of a personal recount

INTRODUCTION:

- 1 Hand out the following short personal recount or write it on the board before class.
- 2 Read the text aloud, or get a learner to read it aloud.

Yesterday I went for a run on the beach. I went at 4pm, when I thought the sun wouldn't be too hot. My run started out fine, but ended very badly! Firstly, the sand was very soft, so it was extremely difficult to run fast. Then, a bird flew directly towards me, and I got such a fright that I fell to the ground. After that, I realised that the sun was actually still very hot. My skin felt like it was on fire! My body was in pain, so I decided to go back home. After that awful run, I have decided never to run on the beach again!

- a When does the writer give the setting (time and place)?
- b What verb tense does she use?
- c What is the narrative voice used? (Is the narrator talking about herself or someone else?)
- d What time connectives have been used? (These are words that show the order in which things happened.)
- e What register has been used (formal or informal)?
- f How does the piece of writing end?

PAIR WORK:

- 1 Instruct learners to work in pairs.
- 2 Give learners 10 minutes to work out the answers to questions (a) – (f) that appear below the text. Walk around and help struggling learners.

DISCUSSION:

- 1 Call learners back together.
- 2 Ask for volunteers (or call learners) to answer each question. In the discussion, ensure that learners understand:
 - a The writer gives the setting (Yesterday I went for a run on the beach) at the beginning of the personal recount. This is called the ‘orientation’. It is important that the orientation is at the beginning so that the readers have a context for the events.
 - b The writer has used past tense verbs (e.g. went, was, realised) Most personal recounts are written in the past tense.
 - c The writer has used a first person narrative voice, i.e. ‘I’. This is because they are writing about something that happened to them. Most personal recounts use a first person narrative voice, because they are usually records of what happened to the writer.
 - d The following time connectives have been used: First, then, after. It is very important to use time connectives in a personal recount. These show the order in which the events happened and explain how each event is connected to the one before it. Most personal recounts are written in chronological order. This means that the events are written in the order in which they happened. It is not good enough to start each event with the phrase ‘And then.’ (Notice that in this text, ‘Then’ was only used once.) Learners must learn a wider variety of time connectives to use.
 - e The register is reasonably informal. However, the language and spelling are still perfect, and there is no slang.
 - f The final sentence sums up something about the events. This is called the ‘reorientation.’ In this case, the last sentence tell us what the writer concluded and how she/he feels about it. In other texts, it could tell us what the writer learned from the experiences or what their plans are for the future.

Useful genre-related vocabulary	
personal	from your own perspective
recount	to tell someone what happened
informal	not formal; casual; ordinary language
first-person narration	telling your own story from your own perspective
chronological order	in the order in which things happened
connectives	linking words; words that link one paragraph to the next

1. Setting the task

SET THE TASK

Remind learners that in this lesson, they will now write a personal recount (also called an informal report. Make sure learners know both names.)

- 1 They will use a writing frame to plan a personal recount.

2. Planning

PLANNING STRATEGY

- 1 Remind learners of the topic
- 2 Use a writing frame

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Topic: In ‘Raymond’s Run’, Squeaky discovers that her brother is a fast runner who has the potential to be a champion. Pretend that you are Squeaky and write down exactly what happened on the day you discovered Raymond’s talent. Write a personal recount from the moment you put Raymond on the swings to the moment you smiled at Gretchen. Reread from pg. 129 – pg. 133 for reference.

B. WRITING FRAME

GETTING READY:

- 1 Before the lesson begins, draw a blank writing frame on the chalkboard.
- 2 Make sure that you make it big enough for the learners at the back of the room to see it. (You can copy the template in the ‘Sample for the Teacher’ section.)

MODELLING:

- 1 Explain that a writing frame is a template that learners can fill in to help them build their text in the correct structure.
- 2 Explain that you will show learners how to fill out a writing frame to help them prepare to write a personal recount.
- 3 Read the topic to learners. Remind them that they must imagine that they are Squeaky. They must write about their experience of the day she realised her brother’s talent for running.
- 4 Read the prompt in the ‘orientation’ box and fill in the rest of the first sentence on the board, like: ‘On the day of the Field Race, I put Raymond of the swings, so that he was safe and entertained.’

JOINT ACTIVITY:

- 1 Ask for a volunteer to come up to the board to help you fill in the second sentence.
- 2 For example: ‘Then Mr. Pearson came up to me and asked me to purposefully lose my race. How dare he?’
- 3 Let the learner make the decisions, but step in to guide them if they go wrong.

INDEPENDENT WORK:

- 1 Instruct learners to open their books to pg. 129.
- 2 They must use pg. 129–133 to gather the information they need to fill in the remaining boxes in the writing frame.
- 3 Give them time to fill in their frames.
- 4 Walk around the room and assist learners who are struggling to stay on task.
- 5 Instruct learners to complete the writing frame for homework.

SAMPLE FOR TEACHER

Below are two samples:

- 1 A blank template for the learners.
- 2 A completed writing frame to show you what a completed frame might look like.

BLANK TEMPLATE

TOPIC:

In ‘Raymond’s Run’, Squeaky discovers that her brother is a fast runner who has the potential to be a champion. Pretend that you are Squeaky and write down exactly what happened on the day you discovered Raymond’s talent. Write a personal recount from the moment you put Raymond on the swings to the moment you smiled at Gretchen. Reread from pg. 129 – pg. 133 for reference.

Name: _____ Date: _____

ORIENTATION: On the day of

Then

After that

When Raymond heard

Before my race started

During my race

At the end of my race

REORIENTATION: This experience made me

COMPLETED TEMPLATE**TOPIC:**

In 'Raymond's Run', Squeaky discovers that her brother is a fast runner who has the potential to be a champion. Pretend that you are Squeaky and write down exactly what happened on the day you discovered Raymond's talent. Write a personal recount from the moment you put Raymond on the swings to the moment you smiled at Gretchen. Reread from pg. 129 – pg. 133 for reference.

Name: _____ Date: _____

ORIENTATION: On the day of the Field Race, I put my brother Raymond on the swings.

Then Mr. Pearson came up to me and asked me to lose my race on purpose.

After that it was the 50 yard dash, but I didn't bother watching, because I already knew who would win.

When Raymond heard my race was about to begin, he excitedly called for me.

Before my race started I saw Gretchen in her place kicking her legs like a pro. On the other side of the fence I saw Raymond, who was bending down, getting ready for the race. Before my races I always feel like I'm in a dream.

During my race I looked to the left, but there was nobody beside me. On my right, Gretchen was right next to me. On the other side of the fence I noticed Raymond, who was keeping up with my pace. He was running in his own style.

At the end of my race I felt happy, not because I had won my race, but because I realized how fast Raymond is. I realized that if I train him, he can be a champion! It was in this moment that I saw Gretchen as more than just competition. She could be a friend, and maybe help me to train my brother.

REORIENTATION: This experience made me feel excited for the future. It is Raymond's time to shine!

3. Drafting

INTRODUCE CRITERIA

Explain that learners will now use their writing frames to help them draft their final pieces of writing.

Explain that they must remember the following criteria when drafting their writing:

- 1 This is a longer transactional piece, so it must be 120–150 words. The word count must appear at the bottom of the piece.
- 2 It should be written in a first person narrative voice ('I').
- 3 All verbs must be in the past tense.
- 4 The register can be fairly informal, but language and spelling must be perfect, and there must be no slang.
- 5 The writing must be structured in paragraphs.

INSTRUCTIONS

- 1 Instruct learners to open their notebooks to a clean page. On the top of the page, they must write the date and the heading , 'Personal Recount'.
- 2 Instruct learners to copy the full writing topic from their frame onto the page under the heading. (This is important so that they can refer back to it while writing, to make sure they are following instructions.)
- 3 Explain to learners that in this lesson, they are going to copy the information from their writing frames into their notebooks, but instead of writing the information in boxes, they will now structure the writing in paragraphs.
- 4 They must keep the following in mind:
 - a Each paragraph must be about one thing that happened on the day that Squeaky realised Raymond was a fast runner.
 - b They must still use the time connectives from the prompts (phrases like 'After that' etc.) to help create a chronological flow in the piece of writing.
 - c They must not copy down the words 'Orientation' and 'Reorientation'. Those appeared on the frames to remind them what they were supposed to do.
 - d They can add in details that did not appear on their writing frames. The information on the frame is simply a start.
 - e The criteria for a Personal Recount (see above under 'Introduce criteria').
- 5 Give learners time to write. Walk around the room to assist struggling learners.
- 6 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE	25-30	19-23	14-17	9-12	0-7

CYCLE 4

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist on the next page.
- 6 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly.
- 7 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look very messy, as they will need to rewrite it for the final version.
- 8 Give learners time to edit their work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does the recount start with orientation? (I.e. does it give the context?)
- 2 Do the paragraphs appear in chronological order?
- 3 Have you included all the events of the day that Squeaky realised Raymond is a fast runner?
- 4 Have you left out all the events not related to it?
- 5 Have you used a first person narrative voice? (I.e. Have you written as Squeaky?)
- 6 Have you used past tense verbs?
- 7 Does the recount end with a reorientation? (I.e. a sentence that sums up what you learned, what you know, or how you feel?)
- 8 Do all your sentences start with capital letters and end with appropriate punctuation?
- 9 Have you checked that your spelling is correct?
- 10 Have you checked that every sentence has at least a subject and a verb?
- 11 Is your piece minimum 120 words and maximum 150?

5. Presenting

PUBLISHING REQUIREMENTS

Remind learners that their final versions must:

- 1 Have the heading 'Personal Recount'.
- 2 Have a word count of 120–150 words written at the bottom.
- 3 Be written clearly and neatly.

PRESENTING STRATEGY

Turn and Talk

PRESENTING INSTRUCTIONS

- 1 Instruct learners to turn to the person next to them and read their writing out loud to their partner. Both partners must have a chance to read.
- 2 Instruct learners to find at least one specific thing they like about their partner's writing, and to share this feedback with their partner.
- 3 Ask for three volunteers to read their writing to the class.
- 4 Praise each one for one specific thing they did well.

COMPLETED EXAMPLE

PERSONAL RECOUNT

RAYMOND THE RUNNER

On the day of the Field Day races, I put Raymond onto the swings.

Then, Mr. Pearson came up to me for a ‘chat.’ He asked me to lose the race.

After that, it was the 50-yard dash. When Raymond heard that my race was next, he called for me.

Before my race, I noticed Gretchen in her place. Behind the fence, I saw Raymond getting to race alongside us. During my race, I looked to my left, there was nobody near me, but when I looked to my right, Gretchen was right beside me. On the other side of the fence, I saw Raymond. He was keeping up with me.

After the race I felt happy, because I realised how fast Raymond is. When I looked over at Gretchen, she smiled, and I realised that maybe we could be friends.

This experience made me so excited for Raymond’s future.

Word count: 151

Mark: 20/30

SAMPLE FEEDBACK

Well done! This is a clear, simple and straight-forward recount. You’ve included most of the essential facts. I saw you reduced your words considerably from your plan into this final draft – well done. Your sentence structure and spelling are good. Well done on linking paragraphs that fit together! Keep up the hard work.

Short Stories

**Writing and
presenting**

CYCLE 5

Writing and presenting

Book review

Topic:

In ‘Raymond’s Run’, Squeaky is an important character who is at the centre of the story. Squeaky is a hardworking and talented young girl. Squeaky is also somebody who cares deeply, especially for her brother Raymond. Write a review, which describes the character of Squeaky. You must provide evidence from the text to substantiate your comments about her personality.

Length of task

120–150 words

CAPS reference: pg. 39

Text type	Purpose	Text Structure	Language Features
Review (e.g. book or film review) (Long)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgement: evaluation of the work by expressing an opinion or judgement	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. <i>enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding</i>

Introduction

Tell learners that today they are going to write a review. The review will be a character review of Squeaky from the short story, ‘Raymond’s Run’.

Teach the genre

PURPOSE:

- 1 Writing a review about a setwork allows learners to focus on one element of the text, such as a character or a theme. They learn the skills of summarising and analysing text through focusing in on this one element.

HOW TO WRITE A REVIEW:

In order to write an effective review of a literary text (setwork), learners must:

- 1 Develop an opinion or judgement about a theme or character in the text. This may include making inferences about characters based on their actions/emotions/thoughts in the text.
- 2 Find evidence from the text to support their statements.
- 3 Scan the text to find the information they are looking for.

Teach selected text structures and language features**Activity 1: Finding evidence in the text modelling:**

- 1 Settle learners so you have their full attention.
- 2 Explain that they will each be writing a paragraph about one character in the short story, 'Raymond's Run'.
- 3 Ask learners: What does the word 'proof' mean?
- 4 Allow the learners to give their own definitions but ensure that they know that 'proof' means 'facts' or 'evidence'.
- 5 Ask learners: How do we get proof?
- 6 Encourage the learners to make suggestions.
- 7 Emphasise that getting proof is finding evidence to show that something is true.
- 8 Explain that when we write about literary texts, we must support our statements with 'proof' from the text that is being studied. This means that we need to find evidence in the text to show why we are making a particular statement (substantiating).
- 9 Demonstrate one example for the class:

Statement: Raymond is cognitively impaired.

Proof: Page 127. Squeaky: 'He's much bigger and he's older, too, but a lot of people call him my little brother because he's not quite right and needs looking after.'

- 10 Remind learners that they must use their knowledge of the text and scan the pages to find what they are looking for:
- 11 Scanning means that you look quickly over the text to find specific information.
- 12 It is a good idea to look for key words. When you spot a key word, you can read the text more carefully.
- 13 Tell learners that we are now going to play a game. For this game, the name of the character mentioned is a good key word.

JOINT ACTIVITY:

- 1 Explain to learners that you will do one example together.
- 2 Instruct learners to take out their copies of 'Raymond's Run'.
- 3 Write the following statement on the board: 'The character Squeaky, from 'Raymond's Run', shows signs of arrogance (too much self- confidence/cockiness) about her running abilities.'

- 4 Tell learners to scan the first two pages of their texts and find any mention of the word 'I' 'me' 'best' and 'run/running'.
- 5 Explain that when they see the words 'I' 'me' 'best' and 'running', they should read the sentence in which it is included. In this way, the learners will find the proof they need:

'As anybody can tell you, I'm the fastest thing on two feet. There is no track meet where I don't win the first-place medal.' (pg. 127)

GROUP WORK:

- 1 Explain that the class will form teams to play a game to practise finding evidence in 'Raymond's Run'.
- 2 Split the class into groups of five learners.
- 3 Instruct each group to think of a team name.
- 4 Write the team names on the board in order to keep score.
- 5 Instruct each team to take out one piece of paper and write their team name at the top. Explain that this page will be used by the team to write down their answers.
- 6 Explain that you will make a statement about the story. The team must find evidence in the text to support your statement. This evidence must be written down on the team's page and must include the page number where it was found.
- 7 Explain that not all statements are true. If this is the case then they need to find evidence to correct the statement.
- 8 Instruct learners to choose a scribe (someone who does the writing) for their team.
- 9 Explain that groups will only have two minutes to answer each question, so learners must work as a team to find the evidence quickly.
- 10 Explain that this game will be played in rounds. Each round will consist of three questions. At the end of each round, you will mark the team answers and write the scores on the board. This creates excitement as the teams see the scores and who is winning.
- 11 Play the first four rounds of the game. The statements and evidence are provided below.

Activity 2: Making statements and inferences modelling (for the final round):

- 1 Explain that the final round will be different to the first four rounds. In the final round the information is swapped around. This time, you will give a piece of evidence from the text and the team must decide what this says about the character.
- 2 Demonstrate one example for the class: Proof: (pg. 127)
 - 'Except for Gretchen, who has put out the story that she is going to win the first-place medal this year. Ridiculous. No one can beat me, and that's all there is to that.'Statement:
 - Squeaky is confident that she will win the first prize medal this year. She doesn't believe that anybody can beat her, or even come close to beating her.

GROUP WORK (FOR THE FINAL ROUND):

- 1 Play the final round of the game.
- 2 At the end of the game, add up the scores. Applaud the winners and congratulate the class for their effort.
- 3 Emphasise the importance of always finding evidence from the text to support your statement.

SAMPLE FOR TEACHER

NOTE: You may change any of the statements in the table below, or you may use it as it is for the game. These samples are meant to help and guide you!

ACTIVITY 1: FINDING EVIDENCE IN THE TEXT

	STATEMENT (Read the statements below to the class)	PROOF (Please note these are sample answers. Learners may well find other evidence that is also correct. Please use your discretion when marking.)
Round 1		
1	Squeaky's parents are both alive.	True Pg. 127 'My mother does that.' 'And anything else that's got to get done, my father does.'
2	Squeaky is a very fast runner.	True Pg.127 'As anybody can tell you, I am the fastest thing on two feet.'
3	Squeaky usually takes a walk on Broadway Avenue.	True Pg.127 'After school I usually take a walk down Broadway so I can practice my breathing exercises.'
Round 2		
4	Squeaky practices her breathing in counts of five.	Not true Pg. 128 'So I'm going down Broadway breathing out and breathing in, in counts of seven.'

5	Rosie is known for making fun of Raymond.	True Pg.128 '...and has a big mouth where Raymond is Concerned...'
6	Squeaky is excited to see Gretchen and her friends walking towards her on Broadway. She can't wait to speak to them.	Not true Pg.128 'So they are coming up Broadway, and I see right away that it's going to mean trouble because the street ain't that big. First I think I'll step into the candy store and look over the new comics and let them pass.'
Round 3		
7	Hazel (the main character), got the nickname 'Squeaky' because her shoes squeak against the ground as she walks.	Not true Pg.127 '...even if I am a girl with skinny arms and a squeaky voice, which is how I got my nickname Squeaky.'
8	Squeaky has one sister and one brother.	Not true Pg.127 'My brother George does that.' 'All I have to do is mind my brother Raymond.'
9	When Mary Louise asks Squeaky whether she is entering the Field Day races this year, Squeaky happily answers the question.	Not True Pg.129 'A dumb question like that doesn't deserve an answer.'
Round 4		
10	Squeaky does not think it's fair that Mr Pearson can call her by her nickname, but she can't call him by his nickname.	True Pg. 130 'I'm thinking he's got no right to call me Squeaky if I don't call him Beanstalk.'
11	Squeaky doesn't watch the 50 yard dash because she knows who the winner will be.	True Pg. 130 '...I don't even bother to turn my head to watch because Raphael Perez always wins by psyching out the other runners...'

12	Raymond knows how to breathe in counts of seven.	True Pg. 132 'And he surely knows how to breathe in counts of seven 'cause he's always doing it at the dinner table.'
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ACTIVITY 2: MAKING STATEMENTS AND INFERENCES

	PROOF	STATEMENT
Round 5		
13	Pg.129 'Gretchen smiles. But it's not really a smile, and I'm thinking that girls never really smile at each other because they don't know how and don't want to know how.'	Squeaky doesn't believe that girls can truly be friends. She believes that girls always see one another as some sort of competition.
14	Pg.130 'Well, Hazel Elizabeth Deborah Parker, are you going to give someone else a break this year?'	Mr Pearson suggests that Squeaky should lose the race on purpose, because he thinks that someone else should get the chance to win. This is unfair, as he is saying it is wrong for Squeaky to be too good, and too ambitious.
15	Pg.132 'And by the time he comes over, I'm jumping up and down I'm so glad to see him.'	Squeaky is very happy to see Raymond after the race. She has just realized how fast he is, and how naturally talented he is. She is very excited to help him to become a champion.

Useful genre-related vocabulary

evidence	examples from the setwork text that support a statement and show that it is true
statement	a spoken or written piece of information or opinion
scan	to look quickly over a text to find particular information
correspond with	to match or be the same
Standard English	correct English, slightly formal
slang	very informal English, often used by a particular group
colloquialisms	informal English used in normal spoken English

1. Setting the task

SET THE TASK

Remind learners that they will now write a review about the character, Squeaky, from the short story, ‘Raymond’s Run’.

- 1 First, learners will work in groups to look through each page of ‘Raymond’s Run’ to find information about the character of Squeaky. They will search for the evidence that will help them to write an effective review.
- 2 Then, learners will take the information they have found as a group and use it to write their individual reviews.

2. Planning

PLANNING STRATEGY

- a Learners work in groups to find information about Squeaky in the text.
- b The findings are summarised.
- c This information is gathered in preparation to write their review.

INSTRUCTIONS FOR PLANNING

A. FIND INFORMATION ABOUT SQUEAKY

- 1 Settle the class so you have their attention.
- 2 Explain to learners that they will be writing a review about the short story ‘Raymond’s Run’, and the character called Squeaky.
- 3 Explain that today, they will prepare for this paragraph by looking through the text for information about Squeaky in small groups.
- 4 Divide the learners into groups of 4–5 learners and assign one page to each group. One group may need to read two pages.
- 5 Instruct learners to open their short story books to ‘Raymond’s Run’ on pg. 127.
- 6 Hand out one piece of paper to each group. Instruct each group to choose a scribe (the person who will do the writing).
- 7 Explain to learners that in their group, they must find information about Squeaky’s character from their assigned pages. Explain that this information may come from what other characters say about Squeaky. The scribe should write down the page number. The group must decide what they think the lines from the text tell us about the character of Squeaky.
- 8 Give learners 10 minutes to complete this task in their small groups. Then call the learners back together.
- 9 Explain that each group must choose a spokesperson to report what they found in their pages. This must be a different person from the scribe (writer).
- 10 As each group shares, list the findings on the board.
- 11 Discuss the findings with learners.

B. SUMMARISE FINDINGS

- 1 Explain that each learner must read over the notes on the chalkboard. Each learner must choose the three most important things that Squeaky does or says, or that other characters say about Squeaky. Explain that each learner should choose the three things that he or she feels are most important – there are no right or wrong answers.
- 2 Explain that learners should also explain what each of these things tells us about Squeaky.
- 3 Instruct learners to ensure that they have the right reference details (page) for the quotes they have chosen.
- 4 Instruct learners to take out their exercise books. Give learners 10–15 minutes to complete this task. As learners write, walk around the classroom to help learners who are struggling.

C. FINISH

- 1 Learners must complete their lists of three important items for homework.

SAMPLE FOR TEACHER**SAMPLE OF SMALL GROUP WORK:**

This is a list of possible characteristics that learners may find. They are listed with the evidence from the text. Learners may have other examples as well – this is not a comprehensive list! This list only contains examples from pages 127–128.

Page	What Squeaky does and says	What this tells us about her
Pg. 127	'And if any of these smart mouths try to pick on Raymond, they have to deal with me,...	Squeaky is very protective over her brother. She protects him from anyone who tries to pick on him. This shows that she is a caring person.
Pg.127	'As anybody can tell you, I'm the fastest thing on two feet.'	Squeaky is a very talented, fast runner.
Pg.127	'My father can beat me in a race to Amsterdam Avenue with me getting a head start and him running with his hands in his pockets and whistling.'	This shows the reader that Squeaky is a naturally gifted runner. The talent for running is in her family genes.
Pg.128	'...on account of I'm serious about my running and I don't care who knows it.'	Even though Squeaky is a naturally gifted runner, she works hard to be the best. She takes the sport very seriously.

SAMPLE OF INDIVIDUAL WORK:

Learners can list this information in any order.

Page	What Squeaky does and says	What this tells us about her
Pg.127–128	'I always keep Raymond walking on the inside, close to the buildings, because he's subject to fits of fantasy and sometimes starts thinking he's a circus performer and that the curb is a tightrope strung high in the air.'	Squeaky is aware that Raymond is cognitively impaired and that sometimes he puts himself in danger. She always keeps his safety in mind. This proves that she is a caring sister, who doesn't want her brother to be harmed.
Pg. 128	'Now some people like to act like things come easy and won't let on that they practise. Not me.'	Squeaky works hard to be the best runner, she does not rely purely on her natural talent. She practices every day and is constantly trying to better herself.
Pg.131	'Then all the kids standing on the sidelines pile on me, slapping me on the back with their Field Day programmes because they think I've won again and everybody on 151st Street can walk tall for another year.'	Squeaky has a talent for running, which makes herself proud, but also the people in her community very proud.

3. Drafting

INTRODUCE CRITERIA

Tell learners that they must remember the following criteria when drafting their paragraph:

- 1 This is a longer transactional piece and must be between 120 and 150 words long.
- 2 The paragraph should be written in the present tense.
- 3 The register is formal and language and spelling must be accurate.
- 4 Statements must be backed up with evidence from the text.

INSTRUCTIONS

A. REMIND LEARNERS OF THE WRITING TOPIC

Write the topic on the board and instruct learners to copy it into their exercise books:

Topic: In 'Raymond's Run', Squeaky is an important character who is at the centre of the story. Squeaky is a hardworking and talented young girl. Squeaky is also somebody who cares deeply, especially for her brother Raymond. Write a review, which describes

the character of Squeaky. You must provide evidence from the text to substantiate your comments about her personality.

B. DISCUSS PARAGRAPH STRUCTURE

- 1 Settle learners so that you have their attention.
- 2 Instruct learners to open their exercise books to a clean page. At the top of the page they should write the date and the heading: 'Book Review'.
- 3 Write the following elements of a review on the board:
 - Paragraph 1: Introduction paragraph
 - Paragraph 2: Topic sentence for point 1, proof and explanation
 - Paragraph 3: Topic sentence for point 2, proof and explanation
 - Paragraph 4: Topic sentence for point 3, proof and explanation
 - Concluding sentence
- 4 Ask learners to copy these elements into their exercise books for reference.
- 5 Explain and/or model each element to the learners and ask them to take notes:
 - a Paragraph 1: Introduction paragraph. This paragraph must state the name of the set work, the name of the author, and the name of the character being reviewed. This paragraph should clearly state the three points that you intend to prove about the character you are reviewing.

For example: 'In Toni Cade Bambara's short story, 'Raymond's Run', there are three distinct characteristics which make Raymond who he is as a person. He is extremely loyal to his sister, Squeaky, he is cognitively impaired and he is a fast runner.'

Paragraph 2. The point should be stated as a topic sentence. Then, you must show proof/evidence of the first point. This should be followed by an explanation of how this proof shows the qualities/characteristics of the character being reviewed. For example: 'Raymond is a very loyal brother. On page 130 Squeaky explains that Raymond gets excited when it's her turn to run, and he starts 'hollering' for her. This shows that Raymond is loyal to his sister and gets excited to experience her moment of glory with her.'

- b Paragraph 3 and 4: These paragraphs must follow the same structure as paragraph 2 (Topic sentence, evidence, and explanation).
- c Concluding statement: This should be a one to two line statement that concludes the review.

For example: 'The points mentioned above prove that Raymond is loyal, cognitively impaired and a fast runner.'

INDEPENDENT WORK

- 1 Instruct the learners to start drafting their character review. Remind learners to focus on the three most important points about Squeaky's character.
- 2 Walk around the classroom to assist learners who are struggling.
- 3 Learners may finish drafting their writing as homework if needed.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/ conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/ effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

4. Editing

STRATEGY

Peer edit

INSTRUCTIONS FOR EDITING

- 1 Settle the class so that you have their attention.
- 2 Explain to the learners that they will use 'Peer-editing' to improve their writing.
- 3 Instruct learners to take out their written drafts.
- 4 Instruct learners to copy the Peer-editing checklist (below) into their exercise books on the next page.
- 5 Give learners 5 minutes to copy the Peer-editing checklist.
- 6 Then, instruct learners to swap their exercise book with a neighbour.
- 7 Tell the learners that they must read the draft in front of them in silence.
- 8 Instruct learners to take out a pencil and correct any grammatical, spelling or punctuation errors that they find.
- 9 Tell the learners to read the draft again to check the factual information: are the points backed up with evidence from the text and correctly referenced?
- 10 Instruct learners to fill in the Peer-editing checklist in their partner's books by ticking each item if it is included and has been done correctly. Explain that learners must try to think of how they can help their partner make their writing better.
- 11 When the learners are finished, they must hand back the draft to its writer.
- 12 Give learners 2–3 minutes for learners to read the notes their partner has given them.
- 13 Allow 5–10 minutes for learners to explain the suggested corrections to their partner.
- 14 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

Write the following checklist on the board for learners to follow:

PEER-EDITING CHECKLIST:

- 1 Is there a date, heading and title?
- 2 Are the spelling, grammar and punctuation correct?
- 3 Do all the sentences start with capital letters and end with full stops?
- 4 Are all the verbs in the present tense?
- 5 Has the writer followed the structure:
 - a Paragraph 1: Introduction paragraph
 - b Paragraph 2: Topic sentence for point 1, proof and explanation
 - c Paragraph 3: Topic sentence for point 2, proof and explanation
 - d Paragraph 4: Topic sentence for point 3, proof and explanation

- e Concluding sentence
- 6 Is the paragraph a minimum of 120 words and a maximum of 150 words long?
- 7 What is something that you like about this review?
- 8 What is something you think could be improved? Be constructive (helpful).

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their paragraphs neatly on lined paper.
- 2 Learners must make the corrections based on notes from their partner.
- 3 At the top of the page, they must include their name, the date, the heading: ‘Book Review’, and the title: “Character Analysis of Squeaky from ‘Raymond’s Run.’”
- 4 They must write neatly and legibly.
- 5 At the bottom of their paragraph they must write the words ‘Word count’ followed by the number of words (not including the date, heading, and title).

PRESENTING STRATEGY

GROUP READING

PRESENTING INSTRUCTIONS:

- 1 Ask learners to take out their final draft.
- 2 Instruct learners to form groups of four.
- 3 Instruct learners to take turns reading their character review out loud to the group. Each learner should get a chance to read to their small group.
- 4 Ask each listener to give a comment about the piece they have just heard.
- 5 Remind learners that any criticism should be constructive (helpful).
- 6 If you have time, call the learners back together.
- 7 Ask for 2–3 volunteers to read their paragraph to the whole class.
- 8 Make one positive comment about each piece that was read.
- 9 Thank all the learners for their hard work.

COMPLETED EXAMPLE**BOOK REVIEW****CHARACTER ANALYSIS OF SQUEAKY, FROM THE SHORT STORY 'RAYMOND'S RUN'**

In Toni Cade Bambara's short story, 'Raymond's Run', the character Squeaky is talented and hardworking. Squeaky is a very caring young woman, especially towards her brother Raymond.

Squeaky is a naturally talented runner. On pg. 127, we learn that the only person who can beat Squeaky at a running race, is her father.

Squeaky is very hardworking and dedicated. Squeaky explains on pg. 127 that she can be seen practicing running at any time of the day. This indicates that Squeaky works hard and puts in many hours to ensure that she is the best.

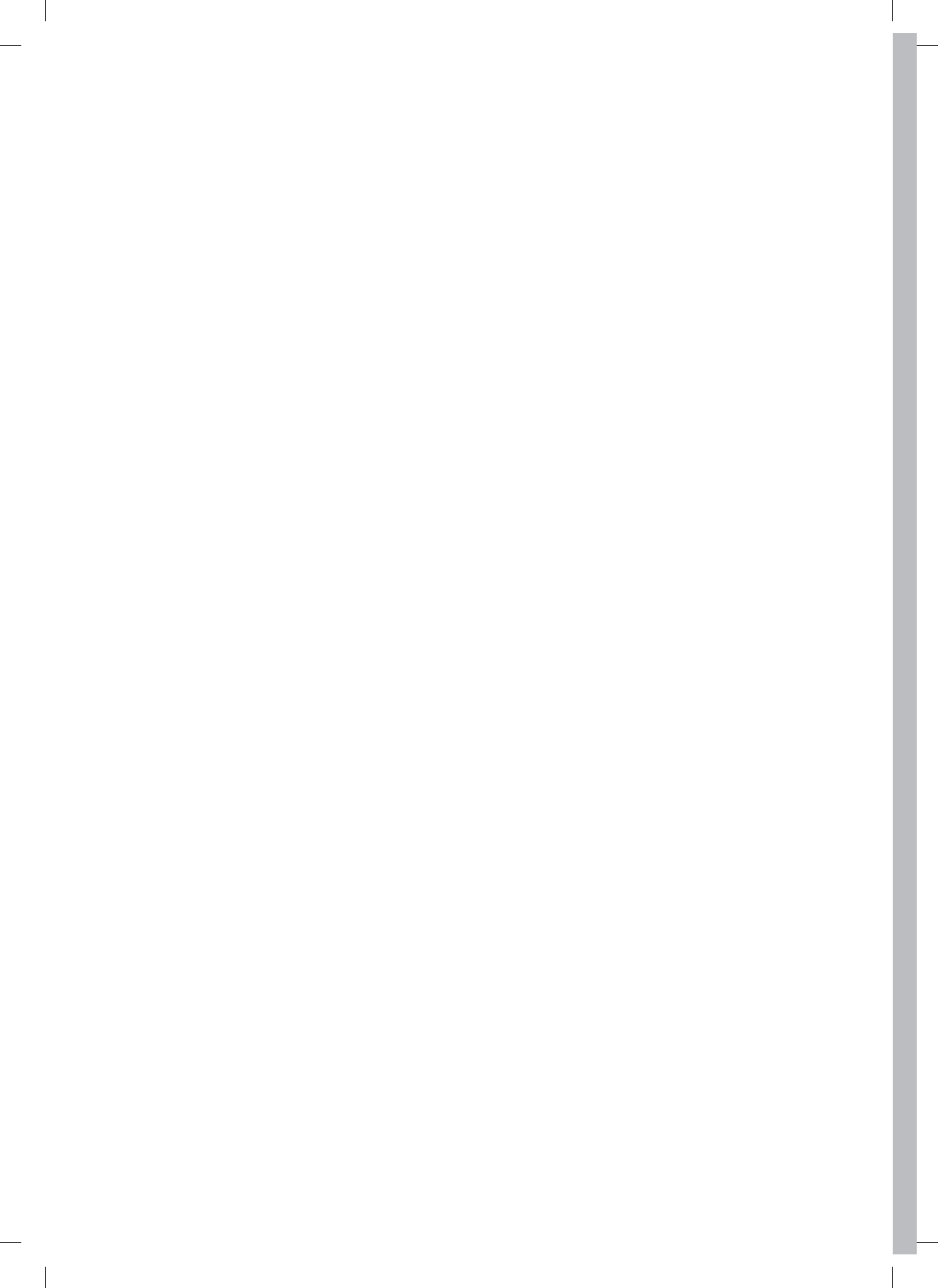
Squeaky is a caring person, especially towards her brother Raymond. Squeaky tells the reader on pages 127 and 128 of the difficulties Raymond faces when walking on the streets of New York. She always protects him to make sure he never comes to any harm.

The points mentioned above prove that Squeaky's character is talented, hardworking and caring.

Word count: 153

Mark: 25/30**TEACHER FEEDBACK**

This is a very clear and well-structured review. You used good references from the novel to prove your statements about Squeaky's character. It would have been nice to have learned more about Squeaky and Raymond's relationship the end of the story. Keep up the hard work.



Short Stories

**Writing and
presenting**

CYCLE 6

Writing and presenting

Formal (or Business) Letter

Topic:

Imagine that you are Siva from the short story ‘Gemini’. You have just found out that your son Krishna, has failed Standard Six (Grade 8). You are bitterly disappointed because you do not want him to live the same life that you have. You believe that, because you also failed Standard Six, Krishna will follow the same path as you.

You decide to write a letter to the principal of Krishna’s school, Mrs Essop (made up name), to persuade (convince) her to let Krishna proceed to Standard Seven. This is a serious matter so you decide to write your letter as a formal letter, with the proper format. Make sure your language is appropriate. Most importantly, think about how you can use persuasive language to convince Mrs Essop that allowing Krishna into Standard Seven is the right thing to do.

Length of task

120–150 words (This is the content only; do not include the address and greeting in this word count.)

CAPS reference: pg. 43

Text type	Purpose	Text Structure	Language Features
Formal (business) letter (Long)	Various, e.g. to apply for a job or bursary; to complain, request etc. For this topic, the purpose is to persuade the reader to change his course of action.	Writer’s address, date, recipient’s address, salutation Heading Structure of letter will vary depending on purpose. In this case, because the purpose is to persuade, the structure must be designed for this purpose Closing and signature	Usually formal in style. Makes use of language conventions, e.g. <i>Dear Sir/Madam, Yours sincerely</i> Generally concise: brief and to the point

Introduction

Tell learners that today they are going to write a formal letter. This letter will be linked to the short story, ‘Gemini’. Learners will pretend to be Siva trying to convince Krishna’s school principal to let Krishna pass Standard Six.

Teach the genre

PURPOSE:

- Explain to learners that in this task they are going to write a formal letter. The purpose of a formal letter is to communicate something important to the reader.
- This formal letter is persuasive, i.e. a letter they are writing in order to persuade (or convince) the reader to do something.

HOW TO WRITE A FORMAL LETTER:

- Because this is a persuasive letter, they will need to use persuasive language.
- Persuasive language is language that convinces the reader to do what the writer wants.

The section below contains activities that will teach both the format of the personal letter and how to use persuasive language.

Teach selected text structures and language features

(NOTE: If you don't have time to do both Activity 1 and Activity 2, please make sure that you at least do Activity 2.)

Activity 1: Work out the formal letter format

- 1 Explain that the format of a letter is the layout – the way it is written on the page, where everything goes, and the order in which it appears. It is extremely important that learners get the format right. This is important in a real letter as well as in the final exam, when markers will deduct marks if the format is incorrect.
- 2 Give learners the letter (on the next page), along with the questions below. If you do not have access to a photocopy machine, copy the address, date and greeting on the board.

READ THE FORMAL LETTER AND ANSWER THE FOLLOWING QUESTIONS ABOUT THE FORMAT:

- a How many addresses are there?
- b Whose addresses appear on the letter?
- c Where are the addresses written?
- d Where is the date written?
- e Where is the greeting written?
- f Where is the subject line?
- g Where are there empty line spaces?
- h Is the body of the letter written in paragraphs? If so, how many?
- i How does the writer end the letter?

15 Mondi Road
Observatory
Johannesburg
8301
22 October 2017

The Principal
Sacred Light School
55 Queen Street
Kensington
Johannesburg
8355

Dear Mrs Morake

Re: Request to enroll Kagiso Senyatsi into Grade 11 in the new academic year

I am writing on behalf of Kagiso Senyatsi's mother, Lerato Senyatsi. She is currently in hospital and thus unable to communicate with you herself. We respectfully request that you reconsider your decision to decline Kagiso Senyatsi's application to Sacred Light School. In this letter, I will outline the reasons why enrolling Kagiso will benefit your school.

During Kagiso's teenage years, he has proved to be a responsible, mature young man. He has always been well-behaved, respectful of his environment and of the people around him. At his current school, Kagiso is the number one Grade 11 learner.

Kagiso has come from a poor economic background. His father passed away when Kagiso was seven years old and his mother was raising him on her salary. His parents suffered during Apartheid, and, as she received a poor education, she was only able to find low wage employment. Now that she is ill, she is unable to work at all, and relies on government grants to support herself and Kagiso.

Mrs Morake, are you going to be the person who denies a special young man the chance of breaking free from the cycle of poverty that plagues our country? Or will you be the person that does the right thing, and takes a chance on a special young man who dreams of a better future? In the words of Nelson Mandela, 'Education is the most powerful weapon which can change the world'.

Yours sincerely

Molobi

Mrs Molobi

- 3 Instruct learners to work with a partner. In pairs, they must read the letter and answer the questions in their notebooks. This will give them a chance to remind themselves of the format of a formal letter. (NOTE: This letter is a lot longer than the one they will write later on in the lesson. This is to show them as many of the persuasive techniques as possible.)
- 4 Give learners 5–10 minutes to work on this. Walk around the room to assist learners who are struggling.
- 5 Call learners back together and very quickly go through their answers.
- 6 Make sure that learners know the following:
 - 1 **How many addresses are there?**
Two
 - 2 **Whose addresses appear on the letter?**
The sender and the recipient (the person receiving the letter)
 - 3 **Where are the addresses written?**
The sender's address is in the top right hand corner and the recipient's is just below that on the left side.
 - 4 **Where is the date written?**
Underneath the sender's address in the top right hand corner.
 - 5 **Where is the greeting (salutation) written?**
Underneath the recipient's address, on the left hand side.
 - 6 **Where is the subject line?**
Under the greeting, centred in the middle of the line
 - 7 **Is there an introduction?**
Yes
 - 8 **Is there a conclusion?**
Yes
 - 9 **Is the body of the letter written in paragraphs? If so, how many?**
Yes. Two.
 - 10 **How does the writer end the letter?**
'Yours sincerely' on the left side, followed by their signature and then their name directly underneath on the next line.
 - 11 **Where are there empty lines?**
Under the addresses, under the greeting, under the subject line, under each paragraph

Activity 2: Identify persuasive language techniques introduction:

- 1 Explain to the learners that they are going to read the letter again.
- 2 This time they will not be examining its format. Instead, they will be examining the body of the letter (the paragraphs). They will do this to see how persuasive language has been used.
- 3 Remind them that persuasive language is all the ways in which we can use words to convince someone to do something.

PERSUASIVE LANGUAGE TECHNIQUES:

- 1 Hand out or write on the chalkboard the following list of persuasive language techniques.
- 2 Instruct your learners to stick it into their notebooks or keep it safely in a file. If you do not have access to a photocopy machine, write the list on your chalkboard before class begins and instruct your learners to copy it into their notebooks.
- 3 Explain to learners that they are going to find as many of these persuasive language techniques as they can in the letter.
- 4 First, read through the list together. To do this, ask a different learner to read each technique and its explanation.
- 5 Discuss them to make sure that learners understand what the explanations mean. Tell them that it is fine if they don't fully understand how each technique works at this stage. It will become clearer once they look for the techniques in the letter.

LIST OF PERSUASIVE LANGUAGE TECHNIQUES:

- **Desire**
Make the reader desire something. Convince them that the only way to get what they desire is to do what you're telling them to do.
- **Respect for Authority**
Convince your reader that someone they respect has the same opinion that you do, so they should do what you are telling them to do.
- **Conformity**
Convince your reader that everyone else is doing something, and that if they don't do it, they will be left out. To 'conform' is to do the same thing as everyone else.
- **Facts and figures**
Quote facts, numbers or statistics to make your point sound more scientific and trustworthy.
- **Name-calling**
Use insulting language to make your reader feel like they will be a bad person if they don't do what you want.
- **Compare and Contrast**
Compare something positive and something negative to persuade the reader to take action.
- **Repetition**
Repeat important words, phrases or ideas to emphasise them.
- **Emotional words**
Use words that carry a lot of emotion. These can influence the emotions of your reader, so that they will do what you are trying to convince them to do.

- **Fear**

Create fear in your reader. Make them feel that if they don't do what you're trying to convince them to do, then something terrible will happen.

- **Flattery**

Praise the reader. Compliment them. Ensure that they have positive feelings towards you, so that they will do what you want them to do.

MODELLING:

- 1 Once you have discussed all ten techniques, explain to learners that you will show them how to identify persuasive language by doing one example for them.
- 2 Read the second paragraph of the letter aloud.
- 3 As soon as you have read, 'At his current school, Kagiso is the number one Grade 11 learner,' stop and say: 'That sounds like persuasive language to me. Let me see, if I go back through my list of ten persuasive language techniques again, which one seems correct? I think it is the one about 'Facts andF. This is because the writer has referred to Kagiso's official ranking in Grade 11.

JOINT ACTIVITY:

- 1 Now that you have shown them how to do it, do one more example together, but this time ask a learner to do it for the class.
- 2 Ask a volunteer to read the conclusion. Instruct them to stop as soon as they find another phrase that sounds persuasive. They should stop once they have read the following: '...are you going to be the person who denies a special young man the chance of breaking free from the cycle of poverty that plagues our country?' (However, if they miss it and do another one, that's fine – you can always come back to this example later.)
- 3 The learner who has volunteered must refer to the list of techniques and choose one.
- 4 Ask the class if they agree with the learner's choice.
- 5 The correct persuasive language techniques that the learner should identify here is either 'Emotive Language' or 'Name-Calling'. This is because the writer uses emotional words and phrases to persuade the reader to do something. He uses phrases such as 'special young man,' 'breaking free' and 'plagues' to make the reader feel something about the topic. This is an example of Name -Calling because the writer emphasizes that the principal will be doing something bad by not allowing Kagiso a chance at a better future.
- 6 If the learner has identified the technique incorrectly, explain to them why it is incorrect and help them find the correct one.

INDEPENDENT WORK:

- 1 Now that you have done a demonstration for one example, and worked with the learners for another example, give the learners time to read the rest of the letter again and identify where persuasive language techniques have been used.
- 2 Instruct them to underline each one and label it with the name of the technique.
- 3 While they work, walk around the room and assist learners who are struggling.

DISCUSSION:

- 1 Call learners back together.
- 2 Ask for volunteers to share persuasive language that they found, and to explain which techniques have been used.
- 3 Correct and explain if learners have gone wrong. Learners will all have different answers. Accept alternatives if they can support their answers.

Useful genre-related vocabulary	
persuade	to convince or cause someone to do something by giving them good reasons
conform, conformity	do the same thing as everyone else; try to fit in
name-calling	insult someone by calling them an ugly name
compare	look at the differences between two things
flatter; flattery	say nice things to someone to make them feel good

1. Setting the task

Set the task Remind learners that they will now write a persuasive letter based on events in ‘Gemini’.

2. Planning

PLANNING STRATEGY

- a Remind learners of the topic.
- b Create a list.
- c Choose from the list.
- d Work out the order.
- e Write topic sentences.
- f Use persuasive language.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE WRITING TOPIC

Topic: Imagine that you are Siva from the short story ‘Gemini’. You have just found out that your son Krishna, has failed Standard Six (Grade 8). You are bitterly disappointed because you do not want him to live the same life that you have. You believe that, because you also failed Standard Six, Krishna will follow the same path as you.

You decide to write a letter to the principal of Krishna’s school, Mrs Essop (made up name), to persuade (convince) her to let Krishna proceed to Standard Seven. This is a serious matter so you decide to write your letter as a formal letter, with the proper

format. Make sure your language is appropriate. Most importantly, think about how you can use persuasive language to convince Mrs Essop that allowing Krishna into Standard Seven is the right thing to do.

B. CREATE A LIST OF IDEAS

INTRODUCTION

- 1 Settle learners so that you have their attention.
- 2 Explain to learners that they will start planning their letters by coming up with a list of good reasons why Krishna should be given a second chance, and be allowed into Standard 7.
- 3 These plans will later be turned into full letters.

MODELLING:

- 1 To show learners how to do this, demonstrate by doing the first one for them on the board.
- 2 On the board, write the heading ‘Why should Krishna be allowed into Standard 7?’
- 3 Under the heading, write ‘1’ and add the first reason. For example, you could write, ‘1. Krishna has had an emotional and hard time since the loss of his mother.’

JOINT ACTIVITY:

- 1 Now that you have shown them how to do it, do one more example together.
- 2 This time ask a volunteer to come to the board and add the second reason why Krishna should be allowed into Standard 7.
- 3 Ask the class if they agree with the learner’s choice and discuss.
- 4 If the learner has written a reason that does not make sense or is not appropriate, explain to them why it is incorrect and help them come up with a correct one.

INDEPENDENT WORK:

- 1 Now that you have done a demonstration for the first point, give the learners time to complete their own lists in their notebooks.
- 2 Encourage them to come up with as many reasons why Krishna should be allowed into Standard 7.
- 3 While learners work, walk around the room and assist learners who are struggling.

C. CHOOSE FROM THE LIST

- 1 Call learners back together.
- 2 Remind learners that – just like a building – every piece of writing needs a structure. The letter’s structure will come from the paragraphs. Each paragraph of the letter will give a different reason why Krishna should be allowed into Standard 7.
- 3 They must examine their own lists and select the best three reasons why Krishna should be allowed into Standard 7. Each reason will become one paragraph.
- 4 Give learners five minutes to choose from their lists.
- 5 As learners write, walk around the room to assist learners who are struggling with the language or struggling to stay on task.

D. WORK OUT THE ORDER

- 1 Call learners back together.
- 2 Explain that once learners know what each paragraph will be about, they must put their ideas into an order that makes sense.
- 3 Explain that the order in which they present their reasons is important. Their order must make sense so that the reasons follow on logically from each other. Everyone's ideas will be different. For example, they could order their ideas like this:
 - Least personal to most personal, or
 - Most important to least important, or
 - Most pleading to most aggressive
- 4 Give learners five minutes to order the reasons on their lists, so they know what order they will write their paragraphs in.
- 5 As learners write, walk around the room to assist struggling learners.
- 6 Ask a few learners to share their lists with the class.

E. WRITE THE TOPIC SENTENCE FOR EACH PARAGRAPH

- 1 Explain to the learners that every paragraph has a main sentence, called a topic sentence. This topic sentence is a basic summary of the whole paragraph. If you read the topic sentence, you will know what the whole paragraph will be about. The other sentences in the paragraph are details, explanations and further elaboration on the topic sentence. It could be anywhere in the paragraph, but it is usually the first sentence.
- 2 For example, if the paragraph will be about the idea that it is always important to be a good friend a topic sentence could be: 'I believe that friendship should save people from doing foolish things.' Or a topic sentence could be: 'Friends tell each other the truth, even when it is unpleasant.'
- 3 Instruct learners to write the topic sentence for each one of their paragraphs. They will need a topic sentence for each of the three reasons they have selected from their lists.
- 4 Give learners five minutes to write their three topic sentences. Walk around the room to assist struggling learners.
- 5 Ask a few learners to share their topic sentences with the class.

F. USE PERSUASIVE LANGUAGE

INTRODUCTION:

Now it is time to select the persuasive language that learners want to use in order to write the rest of each paragraph.

MODELLING:

- 1 Write the following reason for Krishna to be allowed into Standard 7: 'Krishna has suffered from depression and grief since the loss of his mother.'
- 2 Tell learners that there are many different persuasive language techniques they could use with this reason.

- 3 For example, they could use ‘Name-calling’ by calling Mrs Essop selfish or short-sighted. That would make her feel ashamed of her actions, and possibly persuade her to allow Krishna to proceed to Standard 7.
- 4 Alternatively, they could use the persuasive language technique of ‘Emotive Language’. They could make the principal feel emotional about Krishna’s hardships, and make her realize that the only reason Krishna has not been doing well at school is because he is suffering from the loss he has experienced. This might persuade her to give Krishna a second chance, and persuade her to give Krishna more emotional and academic support.

JOINT ACTIVITY:

- 1 Now that you have demonstrated finding two persuasive language techniques, ask learners for help finding an additional technique. This will help you check for learner understanding.
- 2 Instruct learners to look at the list of techniques, and find another type of persuasive language they could use. (You are still using the reason you wrote on the board.)
- 3 Call on two or three learners to share an idea. Each time, ask the learner why they have chosen the technique. Instruct the learner to explain their choice as you did in the modelling section above. If they go wrong, explain why and help them to select the correct answer.
- 4 Some options they could select include:
 - Repetition (Use the word ‘lonely’, ‘support’ or ‘alone’ three or four times.)
 - Desire (Make the principal want to be seen as a thoughtful leader.)
 - Flattery (Tell Mrs. Essop that it is well known that she is a sympathetic, empathetic and thoughtful leader.)
 - Respect for authority (Tell the principal that you will stand by Krishna, and make sure he always does his best, and make sure he respects the second chance he has been given.)

INDEPENDENT WORK:

- 1 Explain that learners will now do this for each item on their own list of reasons.
- 2 Give learners ten minutes to look at the list of persuasive language techniques and choose the one or two techniques that will work best with each of the reasons for Krishna to be allowed to progress to Standard Seven.
- 3 Explain that they will use these persuasive language techniques to help them write the rest of each paragraph. The sentences in each paragraph will use the persuasive writing techniques they have chosen to elaborate on the topic sentences, and convince the principal to allow Krishna into Standard Seven.

SAMPLE FOR TEACHER

1 Sample of a list

Why Krishna should go to Standard 7:

- 1 I don't want Krishna to follow in my footsteps, it is my greatest fear.
- 2 Krishna has been depressed since the loss of his mother.
- 3 I am away at work all day and unable to give Krishna the support he deserves.
- 4 Help end the cycle of poverty and oppression that we, as adults, have been subjected to.
- 5 Krishna is going through a rebellious teenage phase, and needs support.

2 Sample of choosing the best three and coming up with the order

Why Krishna should be allowed into Standard 7

- 1 I am away all day, doesn't have the support he needs ← 1st paragraph
- 2 End Oppression.
- 3 Grief from loss of mother.
- 4 I don't want him to follow in my ← 2nd paragraph
- 5 Help end an oppressive cycle ← 3rd paragraph

3 Sample of topic sentences created from the list

- Krishna doesn't have the support he needs.
- I don't want Krishna to follow in my path.
- Please help us end this cycle of poverty.

4 Sample of persuasive language techniques to match each topic sentence

Topic sentence: I am away at work all day. I only get home at night. Krishna doesn't have the support he needs. Don't turn your back on him, but rather step up and help him, as I am going to do. Don't push a scared, lonely child away. He needs you.

Persuasive language to use in this paragraph: Desire, Name-calling, Emotive language

Topic sentence: I don't want my son to follow in my footsteps. He deserves a better life. If you don't give him this chance, I fear that he will end up a hopeless, lonely, broken man, like his father. You are a kind, caring woman. I know this from your reputation in our community. Please, think of my son's future.

Persuasive language to use in this paragraph: Fear, Flattery

Topic sentence: We are living in an oppressive system, where the government wants to keep our children from succeeding. The government wants our children to live lives filled with inequalities and unjust burdens. The only way we can change this is through education.

Persuasive language to use in this paragraph: Respect for authority, Fear, Emotive language

3. Drafting

INTRODUCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The body of the letter must be 120–150 words long (not including the address and greeting).
- 2 The formal letter format must be perfect.
- 3 They must write from Siva's perspective.
- 4 The body of the letter must persuade Mrs. Essop to allow Krishna to go to Standard 7.
- 5 The writing must contain at least three persuasive language techniques, as explained on the list of techniques.
- 6 The writing must show that they understand what has happened in the novel and can express Siva's opinions and feelings.
- 7 The register must be formal and the language must be error-free.

INSTRUCTIONS

HOMEWORK

- 1 Instruct learners to take their topic sentences and persuasive language techniques home and elaborate on each one to form paragraphs for homework.
- 2 Explain that they must finish each paragraph by adding a number of other sentences to each topic sentence, in order to persuade Mrs. Essop to change his will.
- 3 These sentences must use strong persuasive language based on the techniques that they chose in class.
- 4 Remind learners of the criteria (see above). They must also add in all the elements of a formal letter:
 - They can make up the sender's and recipient's addresses, keeping in mind that both people are in Johannesburg, so the addresses must show that.
 - They can make up the date, but it should be somewhere around 1980s, when the story, 'Gemini' was written.
 - They must come up with a relevant subject line.
 - They must use appropriate salutations and closings.
 - They can forge (fake) Siva's signature.
 - Under the signature, they must write out his name (they will have to make up his surname).

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15-18 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus and coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	11-14 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	8-10 <ul style="list-style-type: none"> Adequate response demonstrating knowledge of features of the type of text Not completely focused – some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	5-7 <ul style="list-style-type: none"> Basic response demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-4 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10-12 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	8-9 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	6-7 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	4-5 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE		25-30	19-23	14-17	9-12

4. Editing

STRATEGY

Self-edit

INSTRUCTIONS FOR EDITING

(NOTE: If you do not have time to do this activity in class, give learners the checklist and instruct them to do it for homework.)

- 1 Before the lesson begins, copy the checklist below onto the board (or make copies if you have access to a photocopy machine).
- 2 Explain that for this writing task, learners will edit their own work.
- 3 Remind learners that all writers edit. It is a very important part of the writing process.
- 4 Instruct learners to take out their exercise books and find their drafts.
- 5 Instruct learners to copy the editing checklist (below).
- 6 Instruct learners to read each question, and then to re-read their own writing to see if they have done what the question in the checklist asks. If they find that they have not done something required by the checklist, they must change their writing accordingly. They can write new sentences, cross out words or sentences they have written, move paragraphs around with arrows and correct their language mistakes on the page. Remind them that it is fine if this draft starts to look messy, as they will need to rewrite it for the final version.
- 7 Give learners time to edit their work. Walk around the room to assist learners who are struggling.

EDITING CHECKLIST

- 1 Does each paragraph contain one clear reason why Mrs Essop should allow Krishna to proceed to Standard 7?
- 2 Do the paragraphs appear in an order that makes sense?
- 3 Have you used strong persuasive language? Have you used at least three persuasive language techniques?
- 4 Do all your sentences start with capital letters and end with full stops?
- 5 Have you checked that your spelling is correct?
- 6 Have you checked that every sentence has at least a subject and a verb?
- 7 Is your letter laid out in the correct format for a formal letter?
 - Does it have the writer's address (in Johannesburg) in the top right hand corner, followed by the date (1980s)?
 - Does it have the recipient's address (in Johannesburg) on the left?
 - Is there a greeting, subject line and closing with Siva's signature?
 - Are there empty line spaces under each element of the layout?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their letters neatly on lined paper.
- 2 At the top of the page, they must include their name, the date, the heading ‘Persuasive letter.’
- 3 They must ensure that they use the correct format for a formal letter.
- 4 They must write neatly, leaving an empty line between paragraphs.
- 5 At the bottom of their letter they must write the words ‘Word count’ followed by the number of words in their letter (not including the address and greeting).

PRESENTING STRATEGY

Posting and delivering the letters

PRESENTING INSTRUCTIONS

POSTING THE LETTERS

- 1 Create a ‘postbox’ in your classroom. You can do this with an old cereal or shoe box or something similar. Paint it red to resemble a real postbox, or simply cover it with newspaper. Make sure there is a slit at the top.
- 2 Instruct learners to fold their letters neatly and ‘post’ them by putting them into the box.

DELIVERING THE LETTERS

- 1 Hand out the letters at random, so that each learner receives a letter from someone else in their class.
- 2 Once you have handed them out, check that no one received their own letter. If they did, quickly swap it with another one.
- 3 Instruct learners to imagine that they are Mrs Essop receiving the letter in her home. They must read the letter and decide whether or not it would convince them to allow Krishna into Standard 7.
- 4 Give learners 5–10 minutes to read the letter they have received.

IF YOU HAVE TIME:

- 1 Call learners back together.
- 2 Ask learners: What was persuasive about the letter you read?
- 3 Discuss this with learners.

COMPLETED EXAMPLE**FORMAL LETTER**

27 Flower-Hill Road
 Lenasia
 Johannesburg
 2019
 3 December 1982

98 7th Street
 Lenasia
 Johannesburg
 2019

Dear Mrs Essop

Re: Please allow Krishna into Standard 7

As you are aware, my son Krishna, has failed Standard 6. I am writing to you, to please ask you to reconsider this judgement.

Krishna is left alone most of the day, so he has not had the support he needed at home. I promise to do my best to be more involved in Krishna's life and to help him from now on.

If you do not give him this chance, I fear that Krishna will believe he is a failure, and give up, as I did. I know from your reputation that you are a kind and empathetic woman. Please, think of his future.

We are living under an oppressive system that wants to keep our children from succeeding. The only way we can change this is through education. Please, help break this cycle of poor education and poverty.

As Koffi Annan said, 'Education is the premise of progress, in every society, in every family.'

Yours sincerely

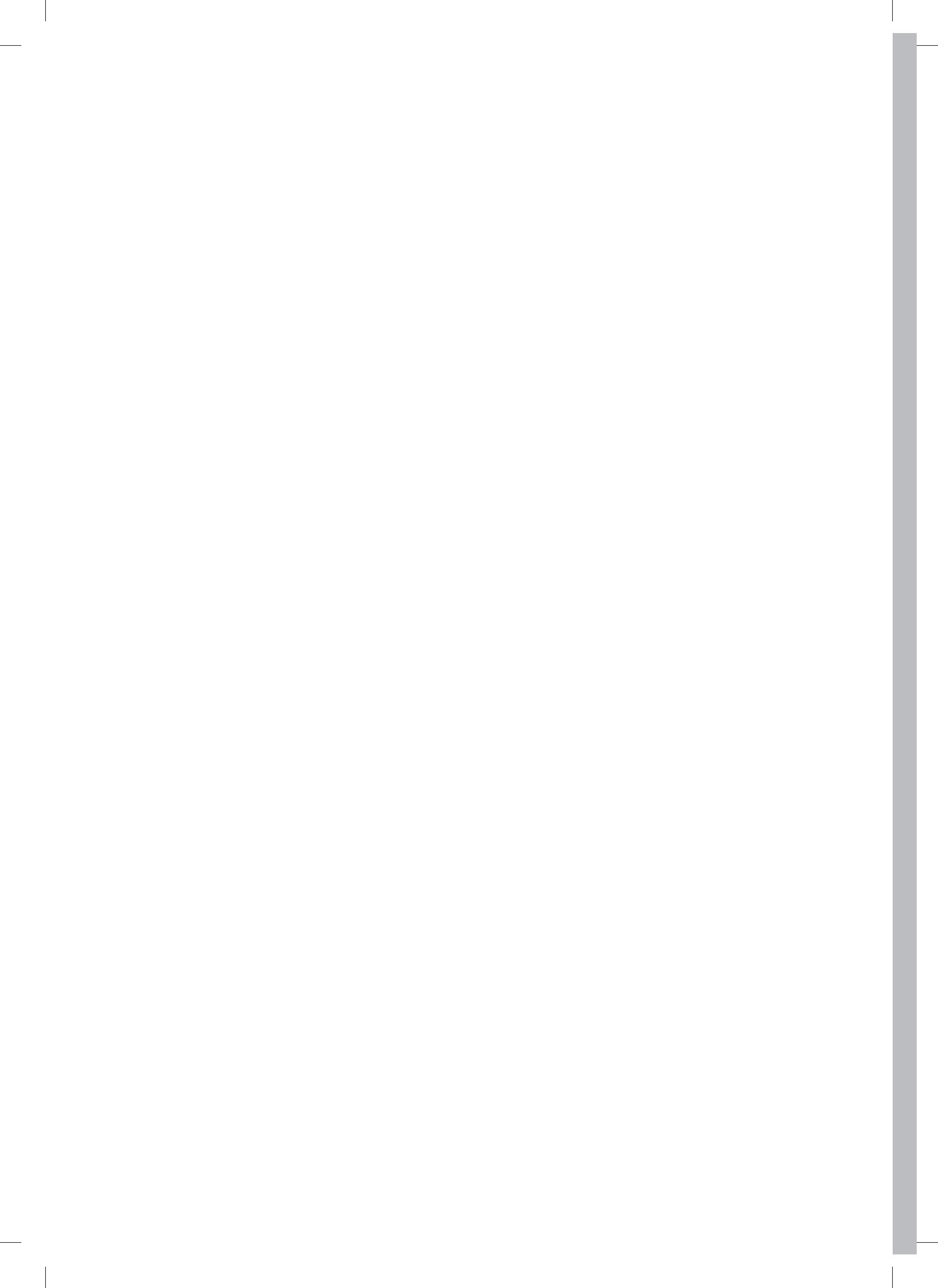
S Vally

Mr Siva Vally

Word count: 156
Mark: 22/30

TEACHER FEEDBACK

This is a clear and convincing piece of writing. The format is perfect. You have made a big effort to use persuasive language. I particularly liked how you used emotive language, which truly spoke to the principal and her emotions. Overall, a great job!



Short Stories

**Writing and
presenting**

CYCLE 7

Writing and presenting

Diary Entry

Topic:

Imagine that you are Della from the short story, ‘The Gift of the Magi’. You have just come home after cutting and selling your long hair for money. Write a diary entry, explaining what happened, how you felt and why you felt that way. Remember to try and capture Della’s thoughts and feelings after she cut her hair. Reread ‘The Gift of the Magi’ to get a better understanding of Della’s feelings.

Length of task

80–100 words

CAPS reference: pg. 40

Text type	Purpose	Text Structure	Language Features
Diary/journal (Short transactional)	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type (For more information, see the personal recount lesson in this guide.)	Usually written in past tense Informal in style Uses first-person narrative voice (‘I’) The writer is writing for him or herself.

Introduction

Tell learners that today they are going to write a diary entry. The diary entry will be linked to the short story, ‘The Gift of the Magi’. Learners will pretend to be Della and write the diary entry from her point of view.

Teach the genre

PURPOSE:

Explain that people write diary entries to express their personal thoughts and feelings. They don’t generally intend to show this writing to anyone else.

HOW TO WRITE A DIARY ENTRY:

- Describe things so the reader experiences the topic vividly.
- Help the reader empathise with or imagine the writer's feelings.
- Remember that a diary in real life is only supposed to be read by the writer. It is a private notebook.

FEATURES:

- Records someone's personal experiences and how they feel about them.
- Written in a special book (a diary or a journal).
- The entries are written regularly (e.g. daily or weekly).
- The entries are dated (e.g. 21 June 2018).
- A diary uses the personal recount/first-person point of view.
- Entries are written in the past tense.

Teach selected text structures and language features**Activity 1: Read and analyse the sample diary entry****GETTING READY:**

Make copies of the following diary entry for each learner. If you don't have access to a photocopy machine, write the diary entry and questions on the board before class begins:

24 November 2017

I'm the saddest that I have ever been in my life. I'm so sad that I don't want to get out of bed, I don't want to eat and I don't even want to open my eyes. Two days ago, my best friend died.

He had been sick with cancer, but everyone thought he was doing better and that he was going to be okay. His death shocked all of us! When my mother told me he had died, I wanted the world to stop turning. Nothing will ever be the same, and I don't know how I am going to make it through life, let alone matric, without my best friend by my side. Everyone thought that, just because we were best friends, and because we were male and female, we would one day get married. I do not believe that is true. I believe he was put on this earth to be my closest ally, and my rock. We made one another laugh, and made one another feel safe. It's not fair that this amazing person has been taken off this planet at such a young age.

- a Who wrote the entry? (Without knowing her/his name, what can you work out?)
- b When was this entry written?
- c What happened in this entry? (What is the person writing about?)
- d Why did this person write this? How are they feeling?
- e How do we know this person is feeling this way?
- f Who does it sound like she/he is speaking to? How do you know that?
- g Why do you think she/he may have written a diary entry like this?
- h Have you ever kept a diary? Why or why not?

INTRODUCTION:

- 1 Explain that we will read and analyse a sample diary entry.
- 2 Read the diary entry out loud to learners. (NOTE: This diary entry is a lot longer than the one learners will write. This is so that learners can see as many elements of a diary entry as possible.)

PAIR WORK:

- 1 Split learners into pairs.
- 2 Instruct them to discuss the answers to the following questions. (Hand them out or write them on the board.)
- 3 Walk around and help struggling pairs.

DISCUSSION:

- 1 Call learners back together.
- 2 Discuss the answers to the questions.
- 3 Make sure your learners understand the following:
 - a A teenage girl.
 - b 24 November 2017
 - c Her best friend died of cancer.
 - d She is extremely sad. She doesn't know how she is going to cope without him.
 - e She says she's 'the saddest she has ever been' and then uses hyperbole (exaggeration) to emphasise this: she says she wishes the world would stop turning.
 - f It sounds like she is speaking to a good friend or family member. She uses informal language (e.g. rhetorical questions and contractions.) She also talks about feelings that are very personal to her.
 - g A diary is a place to write our thoughts or ideas. It is a place where we can express our joy, sorrow or humiliation. A diary can help us sort out and deal with our feelings, just like speaking to a best friend.
 - h Discuss learners' experiences of diary writing.

Activity 2: Expressing feelings with words introduction

- 1 Explain that when we can express our feelings using adjectives (e.g. angry, sad, frustrated, disappointed, excited) or we can choose our words to show a feeling.
- 2 For example, the girl who wrote the diary entry above is sad and hurt when she writes: 'I am so sad that I don't want to get out of bed, I don't want to eat and I don't even want to open my eyes.'
- 3 Explain that today, we will practise choosing words to show our feelings.

MODELLING:

- 1 Write the following on the chalkboard:
It is unfair that such an amazing person was taken off this planet at such a young age.
 - a Angry: I am furious that life is unfair, and that good people often die at such a young age.
 - b Alone:
 - c Sad:
- 2 Explain that we could write this sentence in other ways, e.g. alone or sad.
- 3 Show learners how to write the sentence to show a different emotion. Next to 'Alone' write: 'I feel like I will never find another friend who understand me so well.'

JOINT ACTIVITY:

- 1 Ask for a volunteer to help you write the sentence in a sad way, and fill it in next to 'Sad'. For example, you could write something like: 'All I can do is cry – how can this have happened?'

PAIR WORK:

- 1 Write the following sentence on the chalkboard:
I did not get any sleep last night.
Nervous:
Happy:
Sorry/Regretful:
- 2 Explain that learners must make the sentence show anger, happiness and sadness.
- 3 Split learners into pairs and give them 5–10 minutes to write their sentences.

DISCUSSION:

- 1 Call learners back together.
- 2 Call on learners to share examples for each of the different feelings.
- 3 Write good examples on the chalkboard, like:
I did not get any sleep last night.
Nervous: I couldn't stop thinking about my test last night – I didn't get any sleep.
How will I do
now that I am so tired?

Happy: Last night was such a party, I didn't sleep a wink!

Sorry/Regretful: I can't believe I didn't sleep – what was I thinking?

- 4 Explain that when learners write their own diary entries, they must write their sentences in a way that shows their feelings.
- 5 Explain that this creates a tone for their diary entry.

Useful genre-related vocabulary

empathy	feeling or imagining the same emotions that another person feels
entry	a short piece of writing for each day in a diary
first-person	when a story is told from the perspective of the person to whom it happened, or who performed the action ('I')
personal	something private, that we do not want shared with a lot of people

1. Setting the task

SET THE TASK

Remind learners that in this lesson, they will now write a diary entry from the point of view of Della from 'The Gift of the Magi.'

2. Planning

PLANNING STRATEGY (2 PARTS)

- a Remind learners of the topic.
- b Use a planning table.

INSTRUCTIONS FOR PLANNING

A. REMIND LEARNERS OF THE TOPIC

Write the topic on the board or hand out copies if you have access to a photocopier machine:

Topic: Imagine that you are Della from the short story, 'The Gift of the Magi'. You have just come home after cutting and selling your long hair for money. Write a diary entry, explaining what happened, how you felt and why you felt that way. Remember to try and capture Della's thoughts and feelings after she cut her hair. Reread 'The Gift of the Magi' to get a better understanding of Della's feelings.

B. USE A PLANNING TABLE

GETTING READY:

Draw a blank planning table on the board (see below in the 'Sample for teacher' section below).

RESEARCH:

- 1 Explain that today, learners will plan for their own diary entry, which they will write as if they are Della.
- 2 Instruct learners to copy down the topic and the empty planning table (in the 'Sample for teacher' section below), leaving at least five lines for each item in the table.
- 3 Remind learners that the important thing about a diary entry is that it uses language to express the writer's thoughts and feelings about their experiences.
- 4 Remind them that for this topic, they are writing as if they are Della, so they must try to think about her experiences in the story.
- 5 Instruct learners to reread the story to find evidence about Della's thoughts and feelings. This can be done in pairs or groups, or it can be assigned for homework.
- 6 Give learners time to fill in their planning tables. Walk around the room and help struggling learners.

SAMPLE FOR TEACHER**1 A BLANK PLANNING TABLE:**

What happened?	
How did you feel?	
Why did you feel that way?	
What are some words you can use to show your feelings?	
What is the tone of your diary entry?	

2 A COMPLETED PLANNING TABLE:

What happened?	I cut my long hair and sold it for money to buy Jim a Christmas gift.
How did you feel?	I was angry, sad, lost and insecure.
Why did you feel that way?	I didn't know how to be 'me' without my hair. People defined me by my hair my whole life. I felt angry that we had so little money and I felt insecure; maybe Jim wouldn't like me anymore. I felt angry that women are judged on physical appearance.
What are some words/phrases you can use to show your feelings?	sad, lost, alone, scared, identity crisis, not fair that women are judged on the way they look
What is the tone of your diary entry?	Angry and miserable

3. Drafting

REINFORCE CRITERIA

Tell learners that as they draft, they must consider the following criteria:

- 1 The entry should be 100 words long. Include a word count in brackets at the end.
- 2 There should be a date in the top right hand corner.
- 3 The entry should be addressed to Dear Diary (the salutation).
- 4 It should be written in a first-person narrative voice ('I') from Della's perspective during or after the story.
- 5 Use words that show Della's feelings.
- 6 You can use informal language – as though you are talking to a friend. But avoid slang.
- 7 The entry should use the past tense verbs to narrate events, but learners can use present tense verbs to communicate how they feel.
- 8 Be clear about what tone you want to use. Then choose words to create that tone.

INSTRUCTIONS

INTRODUCTION:

- 1 Instruct learners to take out their exercise books.
- 2 Instruct learners to use their planning table to write their own diary entries.
- 3 Remind learners about the criteria (see above).
- 4 Learners can finish writing their diary entries for homework. They must bring them to class for the next lesson.

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10-12 <ul style="list-style-type: none"> Outstanding response beyond normal expectations Intelligent and mature ideas Extensive knowledge of features of the type of text Writing maintains focus Coherence in content and ideas Highly elaborated and all details support the topic Appropriate and accurate format 	8-9 <ul style="list-style-type: none"> Very good response demonstrating good knowledge of features of the type of text Maintains focus – no digressions Coherent in content and ideas, very well elaborated and details support topic Appropriate format with minor inaccuracies 	6-7 <ul style="list-style-type: none"> Adequate response, demonstrating knowledge of features of the type of text Not completely focused –some digressions Reasonably coherent in content and ideas Some details support the topic Generally appropriate format but with some inaccuracies 	4-5 <ul style="list-style-type: none"> Basic response, demonstrating some knowledge of features of the type of text Some focus but writing digresses Not always coherent in content and ideas Few details support the topic Necessary rules of format vaguely applied Some critical oversights 	0-3 <ul style="list-style-type: none"> Response reveals no knowledge of features of the type of text Meaning obscure with major digressions Not coherent in content and ideas Very few details support the topic Necessary rules of format not applied
	LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7-8 <ul style="list-style-type: none"> Tone, register, style and vocabulary highly appropriate to purpose, audience and context Grammatically accurate and well-constructed Virtually error-free 	5-6 <ul style="list-style-type: none"> Tone, register, style and vocabulary very appropriate to purpose, audience and context Generally grammatically accurate and well-constructed Very good vocabulary Mostly free of errors 	4 <ul style="list-style-type: none"> Tone, register, style and vocabulary appropriate to purpose, audience and context Some grammatical errors Adequate vocabulary Errors do not impede meaning 	3 <ul style="list-style-type: none"> Tone, register, style and vocabulary less appropriate to purpose, audience and context Inaccurate grammar with numerous errors Limited vocabulary Meaning obscured
MARK RANGE	17-20	13-15	10-11	7-8	0-5

4. Editing

STRATEGY

Peer edit

INSTRUCTIONS FOR EDITING

- 1 Settle the class so that you have their attention.
- 2 Explain to the learners that they will use ‘Peer-editing’ to improve their writing.
- 3 Instruct learners to take out their written drafts.
- 4 Instruct learners to copy the Peer-editing checklist into their exercise books on the next page. Give learners 5 minutes to copy the Peer-editing checklist.
- 5 Then, instruct learners to swap their exercise book with a neighbour.
- 6 Tell the learners that they must read the draft in front of them in silence.
- 7 Instruct learners to take out a pencil and correct any grammatical, spelling or punctuation errors that they find.
- 8 Instruct learners to read the draft again and to think about the tone. The learner must think about the words in the draft that show the tone of the diary entry.
- 9 Instruct learners to fill in the Peer-editing checklist in their partner’s books by ticking each item if it is included and has been done correctly. Explain that learners must try to think of how they can help their partner make their writing better.
- 10 When the learners are finished, they must hand back the draft to its writer.
- 11 Give learners 2–3 minutes to read the notes their partners have given them.
- 12 Allow 5–10 minutes for learners to explain the suggested corrections to their partners.
- 13 Remind learners to make notes about the changes they must make. They can write new sentences, cross out words or sentences they have written, move words around with arrows and correct their language mistakes on the page. Remind them that it is ok if this draft starts to look very messy, as they will need to rewrite it for the final version.

EDITING CHECKLIST

- 1 Is the entry 100 words or fewer? Is there a word count in brackets at the end?
- 2 Is there a date at the top of the page?
- 3 Is the entry addressed to Dear Diary (the salutation)?
- 4 Is it written in a first-person narrative voice (‘I’) from Della’s perspective?
- 5 Does the entry use past tense verbs to narrate Della’s experiences and present tense verbs to express Della’s feelings?
- 6 What is the tone/feeling of this diary entry? What words are used to show this?
- 7 What is one thing you like about this diary entry?
- 8 What is one thing you think can be improved?

5. Presenting

PUBLISHING REQUIREMENTS

- 1 Learners must write out their diary entries neatly on lined paper.
- 2 At the top of the page, they must include their name, the date and the words 'Diary Entry'.
- 3 They must write neatly, leaving an empty line between the date, the salutation ('Dear Diary') and the body of the entry.
- 4 At the bottom of their diary entry they must write 'Word count', followed by the number of words (content only).
- 5 Publishing can be assigned as homework.

PRESENTING STRATEGY

Turn and talk

PRESENTING INSTRUCTIONS

- 1 Split learners into new pairs. They must not have the same partners who peer edited their work.
- 2 Instruct learners to take turns reading their diary entries out loud to their partners.
- 3 Instruct learners to come up with one compliment, i.e. they must tell their partner something liked about the writing.
- 4 If time permits, call the learners back together.
- 5 Ask for a few volunteers to read their entries to the class.
- 6 Applaud each learner after they have read their work.
- 7 Praise the class on the process of writing, and remind them that the only way to write well is to follow a thorough planning, drafting and editing process.

COMPLETED EXAMPLE

DIARY ENTRY

20 May 1905

Dear Diary

I've just come home from cutting my long, beautiful hair. I cut it and sold it for extra money to buy Jim's Christmas present. When I got home and I saw my reflection, I sobbed. My crowning glory was gone! I felt angry that my whole life, I had been defined by my hair. It isn't fair! Only women get judged on appearances like this! I also feel insecure, because what if Jim doesn't like me anymore? I'm terrified that I will lose the man I love.

Word count: 87

Mark: 15/20

TEACHER FEEDBACK

Good work. I can see evidence of careful planning, drafting and editing. Well done for following the correct process. It resulted in a diary entry that really shows Della's feelings. I can feel all of the emotions that she is feeling about the 'loss' of her hair. Overall, a good diary entry!