

Grade 7

**CONTENT BOOKLET:
TARGETED SUPPORT
ENGLISH FIRST
ADDITIONAL
LANGUAGE**

Term 2

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). The FSS helped the DBE trial the NECT Maths, Science and language learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Provincialisation Programme. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

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!

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IMPORTANCE OF ROUTINES

It is very important that routines are developed in the classroom. If the learners know what to expect in each EFAL lesson, they will feel more secure and confident. Although you are only provided with scripted lesson plans for Reading & Viewing and Writing & Presenting lessons, a timetable has been included below to show how you could allocate your time in the Gr 7 EFAL classroom over a two-week period.

TIMING

CAPS (page 12) indicates that schools should have 4 hours per week for EFAL UNLESS they are using EFAL as their language of learning and teaching, in which case they should have 5 hours per week. Two suggested timetables are included below, depending on whether you have 4 or 5 hours per week of EFAL.

4 HOURS OF EFAL PER WEEK:

LESSON	COMPONENT	TIME	WHAT
1	Listening & Speaking	30 min	Teacher's choice
2	Reading & Viewing	30 min	Lesson 1 – Pre-Reading
3	Reading & Viewing	30 min	Lesson 1 – Reading
4	Reading & Viewing	30 min	Lesson 1 – Post-Reading
5	Language Structures & Conventions	30 min	Teacher's choice
6	Listening & Speaking	30 min	Teacher's choice
7	Listening & Speaking	30 min	Teacher's choice
8	Listening & Speaking	30 min	Teacher's choice
9	Language Structures & Conventions	30 min	Teacher's choice
10	Reading & Viewing	30 min	Lesson 2 – Pre Reading & Reading
11	Reading & Viewing	30 min	Lesson 2 – Reading & Post-Reading
12	Writing & Presenting	30 min	Teaching the Genre
13	Writing & Presenting	30 min	Modelling the Skill
14	Writing & Presenting	30 min	Planning
15	Writing & Presenting	30 min	Drafting, Editing & Revising, Rewriting & Presenting
16	Writing & Presenting	30 min	

5 HOURS OF EFAL PER WEEK:

LESSON	COMPONENT	TIME	WHAT
1	Listening & Speaking	30 min	Teacher's choice
2	Reading & Viewing	30 min	Lesson 1 – Pre-Reading
3	Reading & Viewing	30 min	Lesson 1 – Reading
4	Reading & Viewing	30 min	Lesson 1 – Post-Reading
5	Reading & Viewing	30 min	Lesson 1 – Post-Reading (15 minutes) Use the remainder of the time to start Pre-Reading Text 2
6	Language Structures & Conventions	30 min	Teacher's choice
7	Listening & Speaking	30 min	Teacher's choice
8	Listening & Speaking	30 min	Teacher's choice
9	Listening & Speaking	30 min	Teacher's choice
10	Language Structures & Conventions	30 min	Teacher's choice
11	Reading & Viewing	30 min	Lesson 2 – Pre-Reading and Reading Text 2
12	Reading & Viewing	30 min	Lesson 2 – Reading & Post-Reading
13	Reading & Viewing	30 min	Lesson 2 – Post-Reading
14	Writing & Presenting	30 min	Text book work
15	Writing & Presenting	30 min	Text book work
16	Writing & Presenting	30 min	Teaching the Genre
17	Writing & Presenting	30 min	Modelling the Skill
18	Writing & Presenting	30 min	Planning
19	Writing & Presenting	30 min	Drafting, Editing & Revising; Re-
20	Writing & Presenting	30 min	writing & Presenting

NOTE ABOUT READING & VIEWING:

In the Content Booklet, you are given 1 hour 45 minutes to work with each text if you have 5 hours of EFAL per week. However, this timing does not fit neatly into a timetable. Therefore, you will have to use 15 minutes of your Reading & Viewing lessons from Week A to get started on the Pre-Reading Activity for Week B (Text 2). If you only have 4 hours of EFAL per week, you will need to condense your Reading & Viewing lessons into a total of 2.5 hours in a two-week cycle. You will cover the lesson in the same way but may have to limit the number of learners who respond during discussion time.

NOTE ABOUT WRITING & PRESENTING:

If your school has 5 hours per week of EFAL then you will have 3.5 hours of Writing and Presenting per two-week cycle. This will give you the opportunity to complete the process writing task (2.5 hours) and to allow your learners to complete the text book writing task (1 hour). However, if your school only has 4 hours per week of EFAL then you will have 2.5 hours of Writing and Presenting per two-week cycle and will only be able to complete the process writing task using the lesson plan provided in the Content Booklet. You will not complete the text book writing task.

READING REMEDIATION

As Intermediate Phase teachers, it is unlikely that you know how to teach learners to read, or how to remediate their reading. This section of the booklet will not provide you with thorough and in depth knowledge on this complex subject. It will, however, equip you with some idea of how children learn to read, and will show you some simple strategies to implement with learners who struggle with reading.

The biggest challenges facing you are time and commitment. You will have to find regular time in your week to work with learners who experience barriers to reading. You, and the learners involved, will also have to be committed to this process, as it takes consistent time and effort to remediate reading.

When considering the issues of time and commitment, think about the value that you will be adding to the lives of the learners that you help. Reading is integral to all academic learning. Learners will not progress if they cannot read. You will be changing lives.

So how do children learn to read?

CAPS advocates using a balanced approach to teaching reading. This approach encourages children to learn to read through **phonics** – by recognising the sounds in words and by sounding words out, and through **whole language** – by recognising words as whole pieces of language. Reading a text over with the teacher, by recognising familiar words, and by working out what other words are.

This means that when teaching reading, we must:

1. **Teach letter and sound recognition** – learners recognise all the letters in the alphabet. They need to learn both the letter name and the sound the letter makes. They must be able to read letters quickly and identify the sound they make correctly.
2. **Teach phonics** – learners must be able to identify and write all the sounds and blends that are used to make words.
3. **Teach word recognition** – learners must be able to recognise and read many words by sight, especially high-frequency words.
4. **Teach vocabulary** – We must constantly be developing children’s vocabularies. Learners cannot read and understand words they do not know.
5. **Teach fluency** – learners must practice their reading skills using texts where they use both their phonic decoding and word recognition skills. They should practise reading the text, working towards reading at a good pace and without hesitation, in other words, until they can read fluently.
6. **Teach comprehension** – We must teach children strategies to try and understand what they are reading. Reading without understanding has no purpose.

PHONEMIC AWARENESS AND PHONICS

- Phonemic awareness is the ability to hear and isolate the different sounds in a word aurally. (though listening and hearing)
- A phoneme is a speech sound. There are 44 different speech sounds in the English language. All words are made up of these sounds.
- A grapheme is a letter or a group of letters that represent a sound. A grapheme is the written form of a phoneme. We can write phonemes in different ways.
- Below is a list of the 44 English phonemes and the most common graphemes.
- If you are playing with these sounds aurally it is PHONEMIC AWARENESS. If you are using written letters and sounds, it is PHONICS.
- This table is for your reference – it is not suitable for learners.

	Phoneme (speech sound)	Grapheme (letter or group of letters representing the phoneme)	Example
Consonant Sounds			
1	/b/	b, bb	big, rubber
2	/d/	d, dd, ed	dog, add, filled
3	/f/	f, ph	fish, phone
4	/g/	g, gg	go, egg
5	/h/	h	hot
6	/j/	j, g, ge, dge	jet, cage, barge, judge
7	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8	/l/	l, ll	leg, bell
9	/m/	m, mm, mb	mad, hammer, lamb
10	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11	/p/	p, pp	pie, apple
12	/r/	r, rr, wr	run, marry, write
13	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14	/t/	t, tt, ed	top, letter, stopped
15	/v/	v, ve	vet, give
16	/w/	w	wet, win, swim
17	/y/	y, i	yes, onion
18	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, xerox, xylophone
Consonant Digraphs			
19	/th/ [not voiced]	th	thumb, thin, thing

20	/th/ [voiced]	th	this, feather, then
21	/ng/	ng, n	sing, monkey, sink
22	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23	/ch/	ch, tch	chip, match
24	/zh/	ge, s	garage, measure, division
25	/wh/ [with breath]	wh	what, where, when, why
Short Vowel Sounds			
26	/a/	a, au	hat, laugh
27	/e/	e, ea	bed, bread
28	/i/	i	if
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30	/u/	u, o	up, ton
Long Vowel Sounds			
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, train, day, they, eight, vein
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33	/ī/	i, i_e, igh, y, ie	find, right, light, fly, pie
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35	/ū/	u, u_e, uw	human, use, few, chew
Other Vowel Sounds			
36	/oo/	oo, u, oul	book, put, could
37	/ōō/	oo, u, u_e	moon, truth, rule
38	/ow/	ow, ou, ou_e	cow, out, mouse, house
39	/oy/	oi, oy	coin, toy
Vowel Sounds Affected by R			
40	/a [r]/	ar	car
41	/ā [r]/	air, ear, are	air, chair, fair, hair, bear, care
42	/l [r]/	irr, ere, eer	mirror, here, cheer
43	/o [r]/	or, ore, oor	for, core, door
44	/u [r]/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)

How to help learners with PHONICS

READING SKILL	WORD DECODING AND PHONICS
WHAT IS THIS?	This is the learner's ability to link the sound to a letter or a group of letters, and sound out or recognize a word.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. This is one of the main strategies that we use to read.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none"> 1. The learner cannot hear or identify sounds. 2. The learner struggles to read many words. 3. The learner says that he 'gets stuck on words'. 4. The learner works so hard to sound out words that he does not understand what he is reading
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Build in a quick spelling lesson once or twice a week. Focus on one specific area of difficulty. 2. Identify a sound that learners seem to struggle with – use the table above to help you. 3. Write down a list of words that use the same sound, and go through the list with learners. 4. Let them copy this list of words down, and study them for homework. 5. Remind them that the words all use the same sound, so this makes the words easier to learn. 6. Also make sure that learners understand the meanings of the words. 7. An example of this could be to do the 'air' sound: fair; hair; air; chair. 8. Try to display these 'word families' somewhere in the classroom. 9. Play sound specific phonics games. E.g. Matching classroom items that have the same sound: pen/pencil, rubber/ruler; or matching word flash cards.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Get pictures from magazines or brochures. Ask the group to sort these pictures by the first sound. 2. Write down and show the group a sound combination (e.g.: sh; th; sw; etc.) Ask the group to 'read' the sounds few times. 3. Write the sound and different letters and sounds on small blocks of paper. Ask the group to build the word that you say, using the blocks of paper. 4. Write down words that use the targeted sound, and ask the group to break them up into sounds, and read each sound out loud.. 5. Ask the group to write the words that you call out – make sure that the words all contain the targeted sound. 6. Let the group practice reading aloud and help individuals to sound out words as they get stuck. 7. Be patient and praise the group – some children need more time and practice to learn to read!





WORD RECOGNITION

- ‘High frequency’ words are words that occur frequently in text.
- Because these words appear so frequently, learners must be able to recognise them easily on sight.
- Below is a list of the 200 most frequently occurring words in the English language.
- This list is for your reference.

100 HIGH FREQUENCY WORDS IN ORDER				
the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an
NEXT 100 HIGH FREQUENCY WORDS IN ORDER				
water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	out	through	baby	town

took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

How to help learners with WORD RECOGNITION

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner's ability to read words on sight.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	<ol style="list-style-type: none"> 1. Learners who can read a large number of words automatically on sight will be more fluent and successful readers. 2. Certain words do not follow normal phonetic patterns and cannot be 'sounded out'
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> 1. The learner reads haltingly, and in a word-by-word manner. 2. The learner cannot recognise many high frequency words.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Make flashcards of the high frequency words. 2. Ask pupils to read four or five flashcards per day. 3. Show the first card to learners, say the word and use the word in a sentence. (High frequency words are simple words that learners are likely to know and are sometimes difficult to define, like: the, who, what. If the learner does not know the meaning of the word, provide the learner with a definition.) 4. Ask learners to read the word. 5. Tell learners to take a photograph of the word with their minds. They should try to remember the shape of the word, the length of the word, and what sound the word begins with. 6. Ask learners to write the word then outline the shape of the word e.g.   7. Ask learners to draw the shape of the word with their fingers – first on the table, and then in the air e.g. shape  called  8. Go through all four or five words in this manner. 9. Next, flash the words to learners in a random order, and ask learners to read the word as they see it. 10. Go through all the words two or three times. 11. Each time the learners enter or leave the classroom, have them identify one word from the flashcard pile. 12. Display these words somewhere in the classroom for learners to see.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO HAVE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Give this group of learners their own set of small clearly printed flashcards with the high frequency words on them. In addition, give them a set of blank cards. 2. At the end of the day, send four or five cards home with the learners, together with the same number of blank cards. 3. Tell the learners to read over the words when they get home. 4. Ask the learners to look at the word on each card and then copy the word on to a blank card. 5. Once they have done this, tell the learners to shuffle their cards and then to lay them on a table face up. 6. Learners should then try and match up the teacher's printed cards with their own written cards. 7. They must then display these words on a wall somewhere at home, and they must try to read these words whenever they pass by. 8. Try to speak to the parent or guardian, and involve them in this process. 9. Be patient with the group, and praise them as they recognise new words.

VOCABULARY

- A learner’s spoken vocabulary is an excellent indicator of his or her reading level
- In other words, a learner who has a large vocabulary is likely to be a good reader
- In marginalised communities, or where learners are second or third language speakers, their vocabularies are likely to be limited
- It is up to the teacher to try and enrich the vocabulary learning of these learners

How to help learners with VOCABULARY

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner’s ability to understand and use many different words.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. The learner cannot understand what he reads if he does not understand many of the words.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> 1. The learner battles to speak about events in a way that makes sense. 2. The learner uses the same words over and over. 3. The learner struggles to find the correct word for what they want to say. 4. When reading, the learner does not understand some words. 5. The learner does not link words from a text to another text, or to real life.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Label as many items in the classroom in English as possible. 2. Have a theme section in the classroom where you display pictures and their English labels, or real objects and their English labels. 3. When you introduce words to the theme corner, try to use those words in context frequently during that week. 4. Don’t shy away from using more complex or technical words. Use these words in context and provide learners with the definition. 5. Encourage learners to try and use new words in context – try to implement some kind of reward system.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Speak to the group about what you plan to do during the day. Use new words, ask the group to repeat the new words, ask the group questions, which require the use of the new word in their answer. 2. Read different stories to the group – using new vocabulary in context. 3. Tell jokes and stories to the group – using new vocabulary in context. 4. Try to use a new word more than once, in different contexts. 5. Praise these learners when they manage to use a new word in context. 6. Encourage children to ask the meaning of any new word they hear and praise them when they do this.

COMPREHENSION

How to help learners with COMPREHENSION

READING SKILL	COMPREHENSION
WHAT IS THIS?	<p>This is the learner's ability to understand and interpret what has been read. To properly comprehend, the learner must be able to:</p> <ol style="list-style-type: none">1. Decode what has been read.2. Make connections between what has been read and what is already known.3. Think deeply about what has been read.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	<ol style="list-style-type: none">1. Readers who have good comprehension are able to make decisions about what they have read – what is important, what is not important, etc.2. Comprehension combines reading with thinking and reasoning – it is how we learn new things.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none">1. The learner cannot recall details from the story.2. The learner does not know the main idea of the story.3. The learner cannot say what happened first, what happened next, and what happened last.4. The learner cannot summarise the story.5. The learner cannot say what a character's thoughts or feelings are.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none">1. Explain the meaning of unknown words in the text to the class.2. Ask the class different levels of questions.3. Help the class to identify where in the text the answers can be found.4. Model answers to comprehension questions.5. Model how to think through the answers to complex questions.6. When asking a complex question, allow learners time to answer. Summarise and connect learners' answers to form a full and ideal response.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none">1. Teach the group to read a short chunk of the text, and make sure they understand what is happening before moving on.2. Teach the group how to form mental pictures as the story is read. Read a part of a story to the group, and ask them to close their eyes and imagine it. Ask further questions to help the group, e.g.: Can you see the house? Did you remember the red door? Then read the next part of the text and so on.3. Help the group to summarise what happened through questioning. E.g.: What happened first? Where were they? What happened next?

TEXT FEATURES

- In every reading lesson, learners need to engage with certain text features
- These are listed at the start of the lesson
- These text features may be difficult for learners to grasp at first, but they are repeated across a number of different lessons
- Because of this, an explanation of each text feature is included here, rather than in the actual lesson
- Go through this section very carefully, and try to learn the different features of the text so that you can automatically share them with learners
- If a lesson includes NEW or DIFFERENT features, that will be included in the actual lesson.
- These text features are listed in alphabetical order, so that they are easy to find

Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way.
Character	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Characterisation	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Conflict	The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle. There are four major types of conflict: <ul style="list-style-type: none"> • Person against person: a problem between two characters • Person against self: a problem within the character’s own mind • Person against society: a problem between a character and an institution like a school or police force or a tradition • Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami
Dialogue	Dialogue is a word for conversation. When we read dialogue in a story, we are reading what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.

Emotive language	<p>Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.</p> <p>The use of the pronouns “We, us” makes the reader feel part of something.</p> <p>Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.</p>
Figurative language	<p>This includes figures of speech and idiomatic expressions.</p> <p>Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification</p>
Font types and sizes, the impact of font on comprehension	<p>Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.</p>
Genre	<p>Genre is the category or style of the book.</p> <p>E.g. mystery; fantasy; science-fiction; adventure; romance.</p>
Headings and captions	<p>Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.</p>
Hyperbole	<p>Hyperbole is the use of exaggeration for effect.</p> <p>E.g. My suitcase weighs a ton! I have told you a million times!</p>
Idioms and proverbs	<p>Idioms are part of figurative language. The ability to recognise common idioms is important, such as ‘The Midas touch’ or ‘Birds of a feather’ where the idiom has a deeper meaning, or wider context.</p>
Imagery	<p>Imagery is the ability of words to create a word picture in the reader’s mind. It often draws on the senses –sight, smell, taste, touch. Imagery should affect the reader on an emotional level if it is well written.</p>
Interjections	<p>An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion.</p> <p>E.g. Ah! Dear me! Oh gosh! Wow! Local colloquial interjections would include words like eish</p>
Literal and figurative meaning	<p>The literal meaning of something (a word or a clause) is the exact meaning.</p> <p>What is said has a direct and clear meaning. E.g. He is extremely angry.</p> <p>The figurative meaning of something needs to be interpreted as the meaning is not clear straight away. Figurative language uses similes, metaphors and personification, or idioms to describe something using comparisons or pictures. For example: He is as angry as an electric storm.</p>

Main and supporting ideas	<p>The main idea (or often called the topic sentence) is what the paragraph is all about. The main idea or central point of the paragraph is the one sentence in the paragraph that has the most important information. The supporting ideas will be all the other sentences in the paragraph that prove, or agree with, or add more information to the main idea. The main idea can be anywhere in the paragraph, it might not be the first sentence, but often is.</p> <p>E.g. All a dog needs is love and food. Dog owners must care for their pets in many ways. Dogs need attention, they like to have a ball thrown for them and they like to go for walks. Some people give their dogs extra treats to eat like slices of meat. As long as a dog is fed and loved it will be a happy pet.</p> <p>The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.</p>
Metaphor	<p>The main idea (or often called the topic sentence) is what the paragraph is all about. The main idea or central point of the paragraph is the one sentence in the paragraph that has the most important information. The supporting ideas will be all the other sentences in the paragraph that prove, or agree with, or add more information to the main idea. The main idea can be anywhere in the paragraph, it might not be the first sentence, but often is.</p> <p>E.g. All a dog needs is love and food. Dog owners must care for their pets in many ways. Dogs need attention, they like to have a ball thrown for them and they like to go for walks. Some people give their dogs extra treats to eat like slices of meat. As long as a dog is fed and loved it will be a happy pet.</p> <p>The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.</p>
Mood	<p>The mood of a poem or a story is what emotions the poet or author is trying to create. There are certain words that can be used to make the reader feel a certain way.</p>
Narrator	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <ol style="list-style-type: none"> a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.
Onomatopoeia	<p>Onomatopoeia are words which make a sound E.g. hiss; ping; buzz; splat; bang; zoom; sizzle</p>
Personification	<p>Personification is to give a non-living object life like qualities. This is also figurative language.</p> <p>E.g. The branches of the tree tore my jacket; the icy waves bit my toes</p>
Plot	<p>The plot is the storyline. What actually happens in the story, from beginning to end. A plot usually runs in order, from the beginning, to a climax when the most exciting action happens and an ending. But sometimes a writer jumps around in time in the story. The plot usually builds up to a climax – this is the most tragic, or exciting, or frightening part of the story.</p>

Purpose of a text (to inform, persuade)	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used.</p> <p>E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>
Setting	<p>The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.</p> <p>The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.</p>
Simile	<p>A simile is a comparison between two objects using the key words ‘as’ or ‘like’. It shows that something is similar, used to create a clear mental image</p> <p>E.g. His eyes were like knives; she was as tall as a giraffe</p>
Theme and message	<p>The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.</p>
Types of language - including: bias, prejudice, discrimination, stereotyping. How language and images reflect and shape values and attitudes.	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another.</p> <p>E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work.</p> <p>To identify prejudice in a text is an important reading skill, the reader must be able to identify if the author is using language which is creating an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another.</p> <p>Stereotyping is when the author states that a whole group of people think or behave the same way. Stereotyping is not true. The behaviour might represent the majority or a large part of the group, but never the whole group.</p> <p>E.g. All women want to be mothers.</p> <p>All men love sport. All boys love fast cars. All women like to cook.</p>
Visual texts	<p>Texts that show something in pictures and diagrams rather than only in words.</p> <p>E.g. posters; adverts; charts; graphs.</p>

READING SKILLS

Analysing, evaluating and responding to texts	Analysing a text is the process of knowing the purpose of why the text was written, who the intended audience is, the type of language that has been used to achieve a purpose E.g. persuasive, emotive, manipulative language; bias, stereotype. Evaluating the text by comparing and contrasting it to similar texts.
Clarifying	Clarifying is the ability to check that the text has been understood by answering certain questions, or by asking key questions or by repeating or summarising the most essential ideas in your own words, rephrasing and repeating the content.
Comparing and contrasting	Comparing two pieces of similar writing. E.g. reading two poems that both discuss love, perhaps with different viewpoints. Noticing how the poems are similar and in which ways they are different.
Context clues	The context is important when trying to work out the meaning of specific words, or the general meaning of the text. The context is the story as a whole, the sentences that support the main idea, the main ideas of each paragraph, the setting, and the characters. All of these aspects can be used as clues when a reader is attempting to work out a portion of the story or even the meaning of one word.
Critical Language awareness	The ability to be aware of the choice of words and why they were selected by an author is part of critical language awareness. Knowing that the way a text has been written is just as important as what has been written. The authors own bias, choice of characters to represent a situation, gender bias, historical emphasis, all of these aspects determine how a reader learns. Interacting with a text is about being able to evaluate what the message and subtext or purpose of the article is.
Deducing meaning (analogies, context)	Meanings are not always clear or literal. Sometimes a comparison is used. One type of indirect comparison is a simile. The simile uses the words 'like' or 'as' to compare two things. Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar. Deducing meaning is the skill of working out what the message or meaning is really supposed to be.
Dictionary skills	Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.
Drawing conclusions	You can draw conclusions through predicting endings, based on the information you do have. You can also draw conclusions based on your own personal opinions of whether you like a character or not, whether you agree with a moral or not.

<p>Fact and opinion</p>	<p>In a story, the reader must think about the information that is factual and the information that is only the opinion or belief of someone else. Everyone has different opinions, but facts can be supported by witnesses, evidence, numbers, and experiments. Opinion is simply one way of viewing the world.</p> <p>E.g. It is 29 degrees outside today. This is a fact, temperature can be measured.</p> <p>It is a lovely sunny day. This is an opinion. Many people do NOT like hot weather, so they would not think a sunny day is lovely.</p> <p>My mom made meatballs for dinner. This is a fact.</p> <p>My mom made the most delicious meatballs for dinner. This is an opinion.</p>
<p>Fluency</p>	<p>Fluency is the ability to read with reasonable accuracy – to pronounce words correctly, with correct emphasis on syllables and words. Fluency includes the ability to recognise punctuation and apply appropriate reading techniques for specific punctuation marks. Fluency also implies the ability to read out loud for an audience, projecting the voice and making eye contact. The more fluent the reader becomes the more confident their reading becomes.</p>
<p>Inferring meaning</p>	<p>When you infer, you figure something out that wasn't completely explained in the story. You make an inference when you use clues from the story and your own background knowledge to figure out something that the author doesn't directly tell you.</p> <p>How do we infer? Here are some examples:</p> <ul style="list-style-type: none"> • Think about what the author has written so far • Think about what you already know • Think about how the characters feel and what they have said • Use all the clues you can in the text to make a good guess • Think about where the events are taking place • Think about how the characters act • Put the pieces together • Make a conclusion by using words like: <p>I think.... This could mean.... Maybe...</p>
<p>Interpreting cartoons</p>	<p>Cartoons are often drawn to bring a message. Political cartoons are popular in newspapers. To interpret the cartoon, ask what message is the artist trying to bring, who are the characters being drawn and what is the reason? These are skills of reading a cartoon.</p>
<p>Intensive Reading</p>	<p>Intensive Reading involves reading in details with specific learning aims and tasks.</p>

Paraphrasing	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
Predicting information	<p>Predicting is not only a pre-reading strategy, it is an ongoing process that keeps the reader involved at every stage of the story, as he or she tries to figure out what will happen next, by making new predictions with the unfolding of each new event in the story. Predictions are made or revised as more information is gathered.</p> <p>How to predict (pre-reading)</p> <ul style="list-style-type: none"> • Read the title • Discuss the meaning of the title • Ask learners what they think the story will be about • Look at any illustrations • Discuss the illustrations • Ask learners what they think the story will be about, based on the illustrations • Ask learners to connect the illustrations and title to get a full idea • Ask learners to think about any similarities or differences between the title and illustrations • Ask learners what they think the story will be about now • Learners may discuss, draw or write about their predictions <p>How to predict (during reading)</p> <ul style="list-style-type: none"> • Pause during reading • Ask learners what they think will happen next, now that they have some idea of how the events are unfolding • Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas • Ask learners if their previous predictions were correct • Ask learners if they would like to change or revise their previous predictions as they read and gather more information
Relating text to own experience	Trying to imagine that you are one of the characters often helps with comprehension. Sometimes the characters face similar situations to what the reader has been through. It is useful to find ways in which you have had the same thoughts, feelings or experiences as the person in the story.

Scanning texts	<p>Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information. When scanning:</p> <ul style="list-style-type: none"> • Keep in mind all the time what you are searching for • Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers • Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs • Let your eyes run over a few lines of a text at a time • When you find the information you are looking for, then read that section in detail
Sequence of events	<p>The sequence is the order in which the events take place. Often sequencing key words will be used.</p> <p>E.g. firstly, then, next, followed by, lastly.</p> <p>Sometimes the sequence of events can be tracked through the cause and effect chain. Because one event happened, there was a certain reaction to it. That then causes another event to happen.</p>
Skim reading	<p>Skimming is a way of quickly moving your eyes over a text, with the purpose of getting the main idea and general overview of the text.</p> <p>It is used in pre-reading to get a general idea of what is about to be read.</p> <p>How to skim read:</p> <ul style="list-style-type: none"> • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs. • Look for any words that may provide the most important information required: who? what? when? where? and how? • Read the last paragraph completely
Visualising	<p>To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p>

LANGUAGE STRUCTURES AND CONVENTIONS

Abbreviations	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography</p>
Adjectives	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
Adverbs of manner	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly. Adverbs of manner usually end in -ly.</p>
Adverbs of place	<p>Adverbs of place are words which refer to a general place.</p> <p>E.g. Here; there; near; far.</p>
Adverbs of time	<p>Adverbs of time are words which refer to general time frames.</p> <p>E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.</p>
Acronyms	<p>A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word.</p> <p>E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters</p>
Auxiliary verbs	<p>Auxiliary verbs support the actual verb.</p> <p>E.g. is, are, were, was, am, have, has, had, be. They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb. E.g. We are walking to school.</p>
Clauses	<p>A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear.</p> <p>E.g. When it was raining. Because you were late. Before you go to bed.</p>
Concord	<p>The concord is when the subject and the verb in a sentence agree.</p> <p>E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food.</p> <p>Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is</p>

<p>Conjunctions and transition words</p>	<p>Conjunctions are words that join two sentences together.</p> <p>E.g. We couldn't swim. It was raining. We couldn't swim because it was raining.</p> <p>We got lost. We had directions. We got lost although we had directions.</p> <p>Conjunctions include and; but; because; so; then; but</p>
<p>Contractions</p>	<p>Contractions are a short way of writing out words in which some letters are left out and replaced with an apostrophe</p> <p>E.g. "don't" is a contraction of "do not" "Could've" is a contraction of "could have" "He's" is a contraction of "he is"</p>
<p>Determiners</p>	<p>Determiners include:</p> <ul style="list-style-type: none"> • The definite article: The book; the apples. • Indefinite article: A book; an apple. <p>Quantities of objects are also determiners. Such as: All; most; some; none; both; either; neither; few; many; more; less; every; little. These determine how many, how few objects are being counted.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
<p>Homophones, homonyms, homographs</p>	<p>To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.</p>

Nouns	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy; Siphon; Gauteng; Maonya Mall; Western Cape</p> <p>Abstract Nouns are feelings. E.g. love; joy; happiness; hope; fear; anxiety</p> <p>Collective nouns are a group or collection of common nouns. Each grouping has its own special name</p> <p>E.g. a flight of stairs; a gaggle of geese; a constellation of stars; a regiment of soldiers; a hive of bees; a canteen of cutlery</p> <p>Pronouns replace a person's name E.g. I; you; we; he; she; us; they; them; her; my</p>
Phrases	<p>A phrase is not a complete sentence. It is a part of a sentence which does not include a subject or a verb. E.g. in the garden; at the park; behind the trees.</p>
Prepositions	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
Pronouns	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards.</p> <p>Pronouns include he; him; his; she; her; I; me; my; you; us; we; they; them</p>
Punctuation	<p>Punctuation is the markings which help us to make sense of sentences. Punctuation includes full stops, commas, exclamations marks, question marks, inverted commas, apostrophes and many more.</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>

<p>Sentences</p>	<p>A group of words that make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb.</p> <p>The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language. E.g. The boys were playing outside.</p> <p>A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence.</p> <p>Sentences fall into four groups. A command. "Go outside at once!" A question. "Where are you going?" A statement. "I am going outside." An exclamation. "I can't wait!"</p>
<p>Spelling</p>	<p>There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow.</p> <p>E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> • A short vowel sound like 'e' means the last consonant must be doubled before adding -ing. Pet – petting A long vowel sound like 'ee' means the last constant stays single before adding - ing. Meet – meeting • "i before e except after c" • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add -ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
<p>Verbs</p>	<p>The actions that are performed.</p> <p>E.g. run, smile, talk, and whistle. The verbs follow strict rules when the tenses change.</p> <p>E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung Verbs are the building blocks of most sentences.</p>
<p>Verb Tenses</p>	<p>Verbs determine what tense the sentence is written in.</p> <p>Simple present tense. I play tennis every week. Snakes are reptiles. Present continuous tense. She is watching the tennis game. Simple past tense. He woke up early and got out of bed. Past continuous tense. The children were sleeping in their beds. Past perfect tense. He had forgotten his keys. Simple future tense. We will teach the learners tomorrow. Future continuous tense. I will be working the whole day.</p>

PERSONAL DICTIONARY

In addition to the use of a printed dictionary, it is helpful for learners to have a personal dictionary. This should be in the form of a small book with divisions for each letter of the alphabet. At any time during your teaching, learners can bring this book to you for help with the spelling or meaning of a new word. The learner then builds up a “bank” of words to use during his / her writing.

WRITING LESSONS

The number of hours that you have for Writing & Presenting in a two-week cycle will depend on the total number of hours you have for EFAL. If you have 10 hours for EFAL, 3.5 of those hours will be for Writing & Presenting. If you have 8 hours for EFAL, 2.5 of those will be for Writing & Presenting.

If you have 3.5 hours of Writing & Presenting time then you will allow learners to complete the writing task in the text book AND follow the process writing lesson. If you have 2.5 hours of Writing & Presenting time then you will only allow learners to complete the process writing task in the Content Booklet.

- All process writing lessons follow a routine.
- The standard routine for a Gr 7 Writing lesson is as follows:
 1. **Teaching the Genre** – this is where the genre is introduced to learners and the specific purpose, features and layout of the genre are explained.
 2. **Modelling** – the teacher models the planning and drafting stages for learners. She shows them the thinking process she goes through to plan her own text. This gives the learners a clear idea of what is expected of them and shows them how to go about it.
 3. **Planning** – Next, the teacher allows the learners to use the planning strategy she has modelled for them and supports them as they plan their own texts. The teacher also introduces the learners to the topic and often shares some kind of stimulus with them, to encourage creativity. In this stage, learners will be encouraged to THINK BEFORE THEY WRITE, to WRITE WHAT THEY KNOW, to ZOOM INTO SMALLER MOMENTS, TO PLAN BEFORE THEY WRITE and to TURN AND TALK to a partner.
 4. **Drafting** – Once the plan has been developed, learners will use the teacher input and plan to write a draft of the text. During this stage, the teacher must move around the classroom, holding MINI CONFERENCES, and supporting learners as they write. Learners will be encouraged to THINK OF THEIR AUDIENCE, to USE RESOURCES TO WRITE WORDS, and to READ WHAT THEY WRITE.
 5. **Editing and Revising** – Once learners have put it in a draft, the teacher must ask them to either SELF EDIT or PEER EDIT the draft. Editing is always done using a checklist provided. In this stage, learners are encouraged to READ WHAT THEY WRITE and to ADD DETAILS.
 6. **Rewriting & Presenting** – Finally, once the edit and revisions are complete, learners will neatly rewrite and present their writing. In this stage, learners will be asked to THINK ABOUT THEIR AUDIENCE and teachers should ENCOURAGE WRITERS.

★ **truepenny** (n.) a trusty, honest fellow

CYCLE 1

WEEKS 1 & 2

READING

CYCLE 1: Reading & Viewing Lessons 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Youth novel / Drama
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Background • Setting
Reading skills to be taught:	<ul style="list-style-type: none"> • Visualisation • Identifying main idea and supporting sentences in a text • Skimming • Scanning • Intensive reading • Inferring meaning and conclusions • Understanding and interpreting characters • Meaning of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Superheroes and Superheroines	Extract from Youth Novel "Solomon Mahlangu"	68
English Today	Heroes	Extract from Youth Novel "Biography of Lilian Ngoyi"	74
Interactive English	Our Rights	Youth Novel "Survival in Qunu"	91
Oxford Successful English	Laughter is the best medicine	Drama: "Woza Albert"	75
Platinum	Community Volunteers	Drama: "Dealing with dumping"	6
Spot On	Tell me a story	Extract from "Long Walk to Freedom" (autobiography)	66
Top Class	Showing Character	Read a book cover and reading for characters "The jewel in my heart"	64
Via Afrika English	Choices	Drama : T.V script "Soul Buddyz"	72 - 74

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

- Tell the learners:
 - to open their text book to the correct page
 - that the focus for this short story / fable will be on setting and character
- Explain that the setting (or a scene in a drama) is the time and the place in which a story takes place. It also includes the background of the story.

STUDY THE TITLE AND PICTURES

- Read the title.
- Ask the learners:
 - Does the title give any information about who the characters in the story are?
 - Does the title give any information about what might happen in the story?
 - Do the pictures give any ideas about the characters, what they look like - or where they are?
 - Do the pictures give any clues about when the story takes place?
 - Does it look like it is set in modern times, or very long ago?
 - What part of the picture gives you the clue about the time period?
 - Does the picture give any idea about the country in which the story takes place? If so, what is it in the picture that creates that idea?
 - Do either the heading or the picture give any clues about the culture or the religion of the characters?
 - What did you notice about the clothing, or the background, or the buildings in the picture that might give information about the setting? Remember setting is place and time.
 - Does the picture give any clues about exactly where the story will unfold, e.g. a train station, a classroom, the countryside?
- Draw the table below on the board. Ask the learners to draw this table in their books.

CLUE	WHAT INFORMATION THIS CLUE GIVES ME
E.g. Picture of a beach	The setting for the story is the beach.
1.	
2.	
3.	
4.	
5.	

- Ask learners to fill in the table. They need to write down 5 clues from the story and say what information each clue gives.

PREDICT WHAT THE STORY IS ABOUT

- Read the first paragraph out loud to the class.
- Ask the learners what they think will happen in the story.
- Ask the learners what genre they think the story is? Do they think it's a comedy, an adventure, a tragedy, a romance?
- Ask the learners to TURN and TALK to a friend, and explain why they predicted that genre? Which words, pictures or clues helped them to make that prediction?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to open the textbook at the correct page.
2. Tell the learners to that you are going to read the text aloud for them. While you are reading they should:
 - look out for the main characters and try to notice as much about them as possible
 - think about these questions:
 - Who are they?
 - Where do they live?
 - What kind of people are they? (kind, angry, jealous, sad, grateful)
 - Are they poor or rich?
 - Are they smart or foolish?
3. Draw this table on the board as an example of what they need to look out for as you read.

NAME OF CHARACTER	PERSONAL QUALITIES	EXTRA INFORMATION	ACTIONS/ BELIEFS
Peacock	Unhappy, jealous, mean	Lives close to school	Complains a lot

4. After reading the text, ask learners to help you complete the first two lines of this table. Either ask individuals to come up to the board and fill in the information or ask learners to raise their hands and tell you the information so you can fill it in.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to write down at least five words they do not understand as the story is read.
2. Once the story has been read through, go back and find the sentence that contains the difficult word.
3. Tell the learners to:
 - read the whole sentence, the sentence above and below, and try to guess what the word could possibly mean
 - use a dictionary to look the word up to check how accurate their guesses were
 - write down each word and it's meaning in their books

READ THE TEXT AND VISUALISE.

1. Read the story again to the learners.
2. Tell the learners to listen to the whole story, and imagine it in their minds.
3. Explain that this is called visualisation. Close your eyes, listen to the story, and 'see' the pictures in your mind.

PARTNER READING:

1. Tell the learners to:

- turn and read the story to a partner
- fill in the table they have already drawn in their books with information on all the characters in the book (10 min)

ORAL COMPREHENSION REPORT BACK:

1. Ask some (not all of the pairs) to report back on what they found out about the characters.
2. Ask some of the pairs to explain the meaning of two new words they have learnt.

SILENT READING:

1. Instruct learners to read the story on their own, silently.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today the learners will be answering questions about the story as a written response.
2. Read the comprehension questions out loud to learners.
3. Tell the learners to:
 - read the story again, silently to yourself, but think about what the questions were and see if you can spot any of the answers as you read
 - always answer questions in full sentences, with as much detail as possible
4. Read the comprehension questions out loud to learners once again.
5. Give learners 30 minutes to complete all questions, independently.
6. Some learners may finish earlier than other learners. Tell these learners to summarise the plot of the story. The plot is the storyline - what actually happens from beginning to end.
7. If there is enough time, ask individual learners to read their answers out loud to the class, once everyone has finished their writing.

CYCLE 1: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Viewing a visual text
Features of text to be taught:	<ul style="list-style-type: none"> • Headings and captions • Background and setting • Theme • Message • Visual texts • Genre • Purpose of a text • Emotive language • Font styles
Reading skills to be taught:	<ul style="list-style-type: none"> • Comparing and contrasting • Interpreting a visual text [cartoons] • Deducing meaning • Inferring meaning • Intensive reading

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Superheroes and superheroines	Story: "Nolan Turner, a hero in a wheelchair"	70
English Today	Heroes	Story: Extract from "forgotten Hero: The story of Job Maseko"	77
Interactive English	Our Rights	Reading a cartoon and article "Say No to drugs"	94, 95
Oxford Successful English	Laughter is the Best medicine	Reading a cartoon	105
Platinum	Community Volunteers	Reading a cartoon	72: 73
Spot On	Tell me a story	-	
Top Class	Showing Character	-	
Via Afrika English	Choices	Reading a cartoon	79

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - to open the text book to the correct page
 - to notice the details of the pictures including facial expressions and lines or scribbles that could have a meaning in a cartoon
2. Explain that when reading a visual text, the pictures and the words are equally important.
3. The expressions on the faces can be 'read' or understood. We do not need words to explain what the characters are feeling or thinking, we must read it in their faces.
4. The background of the picture is also important, as it gives clues about the context, where it is and who else is there.
5. Explain that every detail is a clue to understanding the story in a visual text.
6. Explain that the person who draws the cartoon, is the cartoonist.
7. The purpose of cartoons is often to tease or make fun of, or make a social statement about the world. It often pokes fun at a group of people to highlight some unfair issue in society, or an event of national importance. Learners must therefore understand the background to the cartoon to fully grasp the purpose or humour.

STUDY THE TITLE AND PICTURES

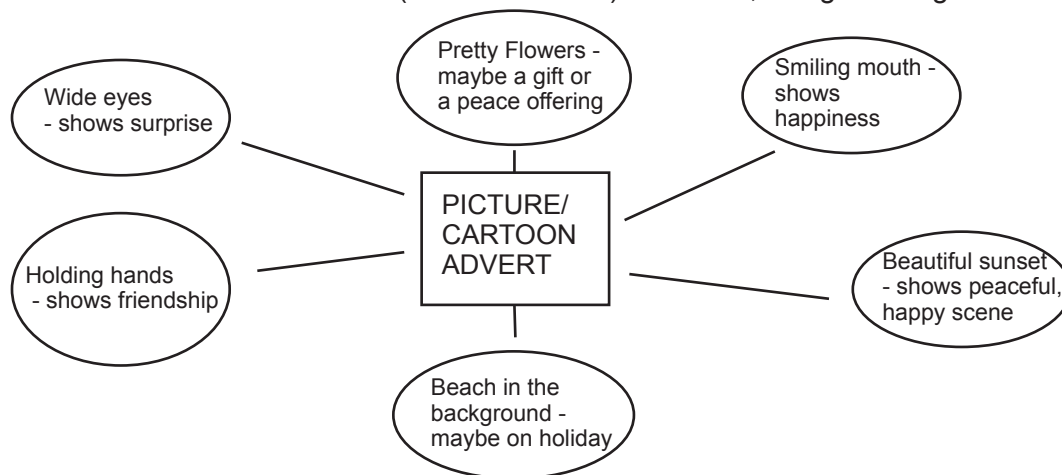
1. Since a cartoon is mostly pictures, interpreting the pictures in this case is a form of reading.
2. Write the questions below on the board and ask the learners to TURN and TALK to a friend and discuss these questions.
 - How do we know who is talking in a comic strip?
 - How do we know what a person is thinking?
 - How does the cartoonist tell us the names of the characters?
 - How does the cartoonist show the emotions, if a character is confused or angry?
 - How does the cartoonist show movement or actions?
 - Is there a caption? (a title or brief explanation at the top or the bottom that summarises the events)
3. Ask each pair of learners to feedback their answer to one of the questions on the board to the rest of the class.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:
 - Open the textbook at the correct page
 - Find key words in the cartoon that show humour
 - Look for expressions on faces that tell a story
2. Read the words in the cartoon with the learners, then go back frame by frame and 'read' the pictures. Tell the learners that sometimes a cartoonist will draw attention to, or emphasize a certain feature, like lips, a nose, a large head or a small body. 'Reading' a cartoon means working out why the cartoonist has drawn a character in this way. E.g. large eyes may show surprise, a large nose may mean the character is nosey.
3. Show the learners how to annotate (add short notes) a cartoon, using the diagram below.



4. Tell the class to annotate the cartoon in their book noting:
 - expressions (and possible reasons for the expressions)
 - body language and character details
 - signs/text in the background
 - other people in the background - what are they doing?
 - how the characters have been drawn or represented
 - how they (the learners) feel about what they are seeing

READING FOR DETAILS

1. Ask the learners to break up into groups of four and discuss the following:
 - What makes this cartoon funny?
 - What is the message of this cartoon?
 - Do you think this cartoon is factual or an opinion of the cartoonist?
 - Is a message more easily accepted with humour?
 - Why is humour a strong tool in the media? (newspapers)
2. Tell the learners that emotive language is often used in a cartoon.
3. Write down all the emotive words from the cartoon on the board.
4. Discuss the use of these words, what they mean and why they have been used.

5. Ask learners to suggest what words could have been used in the place of these words.

SILENT READING

1. Instruct learners to read the cartoon on their own, silently.
2. Tell learners to think about what they can learn from the cartoon.
3. Summarise what the message of the cartoon is, discuss this with a partner or write a brief summary.

POST READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that the learners will answer questions about the visual text (cartoon) in written format.
2. Read the questions aloud to the class.
3. Tell learners to look at the cartoon again, read the words and the pictures.
4. Tell the learners that if any questions are difficult to understand, they should ask for help.
5. Explain to the learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.

WRITING

CYCLE 1: WEEKS 1 & 2

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a Narrative essay

Note: If your school has 3.5 hours for Writing & Presenting, you should complete the writing task in the text book (1 hour) AND the process writing lesson below. (2.5 hours).

Textbook	Theme	Page number in textbook
Clever English	Superheroes and Superheroines	14
English Today	Heroes	24
Interactive English	Our Rights	36
Platinum English	Community Volunteers	46
Spot On English	Tell Me a Story	58
Successful English	Laughter is the Best Medicine	68
Top Class English	Showing Character	80
Via Afrika English	Choices	91

Cycle 1 Writing

GENRE: NARRATIVE ESSAY

CAPS DESCRIPTION OF GENRE: Narrative writing is largely the presentation of a series of events in some meaningful order. These pieces of text are usually imaginary but can be factual. They include fairy stories, mysteries, science fiction, adventure, romance, horror stories, parables, fables, myths and legends and historical narratives.

AUDIENCE: Grade 7s

PURPOSE: The purpose of a narrative is to entertain

TEXT FEATURES:

1. Essay format:
 - Introduction
 - Paragraphs
 - Conclusion
2. Characters
3. Setting
4. Atmosphere

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 130-180 words or 3 - 5 paragraphs (essay).

RESOURCES REQUIRED:

1. Dictionary
2. Word boxes

aunt, uncle, cousins, family, relatives, funeral, reunion, wedding, blessing, baptism, celebration, party, occasion, surprise, joy, slaughter, dance, feast, welcome, brother, sister, special, hug, love, happy, sad, funny, balloons, decorations, cake

3. Personal dictionary

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will know the features of a narrative essay.

TEACHER INPUT

1. Tell the class that today's lesson is about writing a narrative essay.
2. Tell the learners:
 - Today we are going to look at the features of a narrative essay
 - A narrative essay is a piece of writing that tells a story
 - The story is often told from your own point of view
 - It can be something that has happened to you
 - When the reader reads the story, they must be able to follow the events that are happening easily
 - When you write a narrative essay, you need to choose your words carefully. You want the reader to be able to almost see what you are saying
 - The best stories are when the writer writes about their own experiences because **WRITERS WRITE WHAT THEY KNOW**
3. Write the following words on the chalk board:

Opening sentence
 Characters
 Plot
 Ending

4. Tell the learners that they need to think about these four things carefully when writing a narrative essay.
5. Tell the learners:
 - The opening sentence is important because it gets the reader interested in reading your story. It can also set the scene for your story
 - The characters are who the story is about. A narrative essay can have many characters or just one. A narrative essay can even be about you
 - The plot is what happens in the story
 - In a narrative, there should be a good ending so that the reader knows what happens. The writer needs to think about how the story is going to end even before they start because **WRITERS THINK BEFORE THEY WRITE**

6. Read the following example to the learners:

The Day my Relatives Arrived

There was great excitement! My mother polished the floors till they were slippery and gogo baked delicious cakes. Our house smelt like a bakery. You see, my uncle, Mpho was getting married.

Then I thought I was in a dream. A beautiful lady in a red sari walked our way. My sister said she was our new aunt. It was like Cinderella had walked out of a fairy tale into my life. She came to us and smiled a Colgate smile. Then she swooped us into her arms. 'My just look at the two of you. Mpho said you were darlings. I am Smita'

It wasn't until my aunt Thembi arrived; that the street was really crowded with people. When she got out of her car, everyone turned to look at the tall lady with hair the colour of corn and the brightest blue eyes.

This is when I suddenly realised how special we were. Our family was truly a rainbow one. I hope we all stay close and get to spend many happy days together.

7. Write the following questions on the board:

- What is the topic sentence of the opening paragraph?
- What are the supporting ideas in the first paragraph?
- Name three of the characters
- Describe the beautiful lady
- What is the plot of the story?
- Write the events of the story in the order they happened
- How does the story end

LEARNER ACTIVITY

1. Tell the learners to work with a partner and write down the answers to the questions on the board.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will practice writing an opening paragraph for a narrative essay using describing words and conjunctions.

TEACHER INPUT

1. Tell the learners you are going to come up with some ideas together for a narrative essay.

2. Say:

- Narrative essays use describing words
- We are going to write the opening paragraph of a narrative essay using describing words
- We are going to write about “A fear”
- We are going to write about being afraid of spiders
- I want you to think about something that makes you scared. Think about how you feel when you are really scared.

3. Write the following on the board:

Physical feelings	Spiders

4. Ask the learners for words and phrases to describe how we feel when we are afraid as well as words to describe spiders. Write them on the board. You may end up with an example that looks like this:

Physical feelings	Spiders
heart beating fast sweating shaking breathing fast dry mouth	big so many legs hairy and black runs fast scary

5. Ask the learners to suggest an opening sentence/s to a narrative essay using these ideas. Write the examples on the board. Some ideas could be:

- I saw it out of the corner of my eye and my heart started beating so fast
- I am sure spiders have more than eight legs
- I have this terrible fear that causes my legs to shake.
- Spiders are frightening because they are big, hairy and scary

6. Point out to learners that you have used conjunctions (joining words) in your sentences. It is important for them to do the same so that their sentences are more interesting and flows nicely.

LEARNER ACTIVITY

1. Ask the learners to write their own opening sentence and supporting ideas of a narrative essay about spiders.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their narrative, 'The Day my Relatives Arrived.'
The learners will use a table as their planning strategy.

TEACHER INPUT

1. Tell the class that they will write a narrative essay on 'A family get together', because **WRITERS WRITE WHAT THEY KNOW**.
2. Tell the learners that they will plan their narrative essay using a table as their planning strategy, because **WRITERS PLAN WHAT THEY WRITE**.
3. **WRITERS USE RESOURCES** and words from the **WORD BOXES**. Put these on display in the class.
4. Say:
 - Remember to use the **WORD BOXES** to give you ideas, because **WRITERS USE RESOURCES TO WRITE**
 - Today you will plan your narrative
5. Write the following onto the board:

Title:			
Introduction: Opening sentence: Set the scene for the action and describe it. Create the atmosphere. Introduce character/s.	First paragraph:	Second paragraph	Third paragraph
Conclusion. this is to tie up the story: How does the story end? Then: Write a hope or a wish. like: I wonder... I hope... I wish I could...			

6. Tell the learners they need to decide why their relatives are getting together. Is it a wedding, a birthday, Christmas, a funeral, a lunch?
7. Once they have decided on why, they need to start putting KEY WORDS and IDEAS on the planning grid.
8. Remind the learners that each paragraph will need an idea for a topic sentence (main idea) and supporting ideas.

LEARNER ACTIVITY

1. Let the learners fill in key words and phrases to plan their narrative essay.
2. When the plan is ready, tell the learners to TURN AND TALK to a writing partner.
3. Say:
 - Read your plan to each other
 - Compliment the writer by saying... 'I really like...'
 - Make suggestions by saying... 'Maybe we can come up with...'
4. Ask the learners to indicate THUMBS UP, THUMBS DOWN. Are they happy with each other's plan or not? Help those with thumbs down.
5. Tell the learners to write their improvements on the plan and to make sure that they are ready to write their first draft.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of 130-180 words, or 3-5 paragraphs of a narrative essay.

TEACHER INPUT

1. Tell the learners to write the first draft of their narratives.
2. Tell the learners to use the word boxes, because **WRITERS USE RESOURCES**.
3. Tell learners to **ZOOM INTO DETAILS** and use describing words so that the reader can picture the story in their minds.
4. Write the following criteria on the chalkboard:

CRITERIA

1. There is an introduction, paragraphs and a conclusion.
2. There is an interesting opening sentence.
3. The story is easy to follow and flows from one idea to the next.
4. The writer uses interesting words to paint a picture of the story.
5. The story finishes with a hope or a wish in the concluding paragraph.
6. The story has a title.
7. The spelling is accurate.
8. The punctuation is correct.
9. The story is 130-180 words long

5. Read over the criteria with the learners

LEARNER ACTIVITY

1. The learners will write the first draft of their essays.
2. While the learners write, go around and hold **MINI CONFERENCES** with groups of learners. Give them tips, help them to **ADD DETAILS**, and **ENCOURAGE THE WRITERS**.
3. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

EDITING & REVISING

20 MINUTES

OUTCOMES:
The learners will PEER-EDIT their narratives using the checklist provided.

TEACHER INPUT

1. Tell the class that they will PEER-EDIT their partner's narrative. Tell the learners that to 'edit' means to check for and correct any mistakes in their work.
2. Partners are to swap pieces and to read through each other's stories.
3. Tell the learners to use the checklist.
4. Write the following on the board:

	Checklist	YES	NO
1.	Does the story have an introduction, paragraphs and a conclusion?		
2.	Is there an interesting opening sentence?		
3.	Is the story easy to follow and does it flow from one idea to the next?		
4.	Does the writer use interesting words to paint a picture of the story?		
5.	Does the writer finish the story with a wish or hope in the concluding paragraph?		
6.	Does the story have a title?		
7.	Is the spelling accurate?		
8.	Is the punctuation correct?		
9.	Is the story 130-180 words long?		

LEARNER ACTIVITY

1. Draw the table below on the board. Tell the learners to give each other feedback using the table.

<p>Compliment: Compliment the writer by saying I really liked the way you... or I enjoyed the part where...</p>
<p>Suggestions: How would you feel about adding...? or Maybe we can come up with a better way to...</p>

2. Learners must make the necessary improvements as suggested by their writing partner on their draft copy.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

TEACHER INPUT

1. Tell the learners to neatly re-write a final copy of their essays using the edited draft.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask the learners to hand in their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly re-write their essays.
2. Learners are to get into groups of 4 or 5 and they can read their narrative essays to each other.

COMPLETED EXAMPLE 

The Day my Relatives Arrived

There was great excitement! My mother polished the floors till they were slippery. And gogo baked delicious cakes. Our house smelt like a bakery. You see, my uncle, Mpho was getting married.

Then I thought I was in a dream. A beautiful lady in a red sari walked our way. My sister She said it was our new aunt. It was like Cinderella had walked out of a fairy tale into my life. She came to us, and smiled a Colgate smile. Then she swooped us into her arms. 'My just look at the two of you, Mpho said you were darlings. I am Smita'

It wasn't until my aunt Thembi arrived; that the street was really crowded with people. When she got out of her car, everyone turned to look at the tall lady with hair the colour of corn and the brightest blue eyes.

This is when I suddenly realised how special we were. Our family was truly a rainbow one. I hope we all stay close and get to spend many happy days together.

173 words

Cycle

2

Weeks
3 & 4

★ **coddiwomple** (v.) to travel purposefully towards a vague destination

READING 

CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Reading an Advert
Features of text to be taught:	<ul style="list-style-type: none"> • Font size, font type • Headings and captions • Emotive language • Persuasive language • Analyse, evaluate and respond to a visual text • Interpreting a text
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Inference • Intensive reading • Working out meanings of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Let's travel	Advert "The Golden Circle"	83
English Today	Protecting our Animals	Information text "Poaching in South Africa"	85
Interactive English	Say No!	Reading an Advert "Acts of violence are a crime"	108
Oxford Successful English	What's New in the News?	Reading an Advert "Purity"	116
Platinum	The Power of Advertisements	Reading an Advert "S.A. Teen stars"	86
Spot On	Beauty is only skin deep	Advert "I am the beauty"	79
Top Class	Save our Seas	Reading an Advert "This is the Last Straw"	76
Via Afrika English	Which Languages should we speak?	Nandos Advert	85

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to turn to the correct page and to read the title of the advert.
2. Ask the learners what product is being advertised.
3. Ask the learners what catches their eye first, and to think about why.
 - Was it a word or a picture?
 - Have you ever bought this type of product or attended the sort of event that is being advertised?
 - Which group of people would want to buy this product or attend this event? This is the target market.

STUDY THE PICTURES, HEADINGS AND CAPTIONS

1. Write the following questions on the board:
 - What is the most eye catching part of the advert? The font, the colours?
 - Is the font different than usual font? If so, how?
 - Why do you think this has been done, and what is the effect?
 - What do the pictures show you?
2. Ask learners to TURN and TALK to a partner and answer the questions on the board.

PREDICT WHAT EFFECT THE ADVERT WILL HAVE ON TARGET AUDIENCE

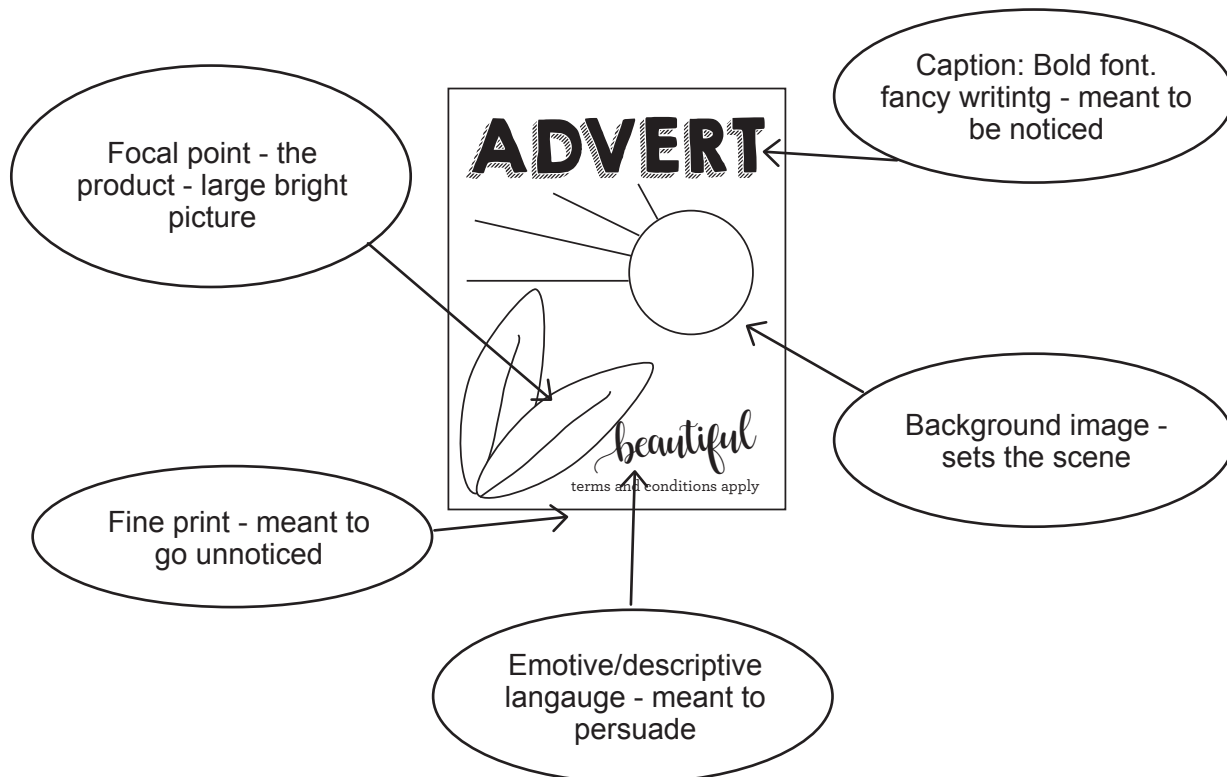
1. Ask the learners who the target audience could be?
2. Who do the advertisers most want to attract, which age and which gender?
3. Do you think most of the target audience will buy the product?
4. Do you think you would buy the product?
5. Write a short paragraph in your workbook saying either:
 - what you like about the advert and why you would buy the product
 - or
 - what you don't like about the advert and why you wouldn't buy the product

READING

30 MINUTES

INTRODUCE THE TEXT

1. Draw the simple annotated advert below on the board. Explain each point of annotation.



2. Tell the learners to:

- open their textbooks to the correct page
- annotate the advert as shown on the board noting:
 - the focal point of the advert (which object you notice first)
 - persuasive, emotive, manipulative words
 - font
 - background images
 - fine print
 - anything else interesting

3. Read the text that is around the advert aloud to the learners

4. Ask learners to TURN and TALK to a friend. Discuss and add to their annotated adverts:

- what effect does this advert have on the consumer?
- what emotive words are used?
- how does the advertiser want the consumer to feel by using these words?
- read the fine print - why is it so small?
- are there any scientific words used? why?

5. Ask the learners to draw a table in their workbooks and write down:

WORDS/PHRASES THAT ARE FACT and
WORDS/PHRASES THAT OFFER OPINIONS

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Ask learners if in their opinion they thought the advert was effective, and if so, why?
2. Read the questions in the text book to the learners.
3. Ask learners if they understand the questions and explain any questions that are difficult.
4. Tell learners to answer the questions in the textbook.
5. Give learners 30 minutes to do this.
6. If there is time, allow learners to read their answers aloud to the class.

READING

CYCLE 2: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Literary text – extract from a novel
Features of text to be taught:	<ul style="list-style-type: none"> • Point of view (narrator) • Characterisation • Conflict • Character • Plot • Setting
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Reading for main ideas and supporting sentences • Inference • Using context to work out meaning • Paraphrasing information • Intensive Reading

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Let's travel	"The World is Big Enough" extract from Around the World in 80 days	85
English Today	Protecting Our Animals	Extract from "The Hunter"	91
Interactive English	Say No!	Extract from the novel "Blood Red"	110
Oxford Successful English	What's New in the News?	Extract from "Good news Bad News"	125
Platinum	The Power of Advertisements	Extract from "Love David"	90
Spot On	Beauty is only skin deep	Information text "Little spots of bother"	76
Top Class	Save our Seas	"The Old man and the Sea"	77
Via Afrika English	Which Languages should we speak?	Reading a book cover	90

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - to open their text book to the correct page
 - that the focus of this extract will be on plot and conflict

STUDY THE TITLE AND PREDICT

1. Read the title
2. Ask the learners:
 - Does the title give you any idea of what may happen in the story?
 - Does the title create any emotions?
 - Does the title give you any idea of what the setting might be?
3. Remind learners that the plot of the story is how events unfold. It is the action that takes place in the story in the beginning, the middle and the end. The climax usually takes place in the middle once the characters have been introduced, but sometimes the author can introduce the novel with the most critical event happening in the beginning.
4. Ask learners to
 - Skim read the first paragraph
 - TURN and TALK to a friend and say what they think the story will be about.
5. Tell the learners that conflict is the part of the story when the tension is being explained. It can be a situation that creates conflict, and external event (something that has happened) or an internal personal struggle (feelings of guilt or shame) that is making the character have conflict. E.g a choice between right or wrong
6. Ask the learners:
 - can you think of any conflict in your own life? E.g. a fight with you brother/sister

READING

30 MINUTES

INTRODUCE THE STORY

1. Tell the learners to open the textbook at the correct page
2. Explain that in a story, the narrator is the person telling the story, and that sometimes one of the characters can also be the narrator. The character will use the word "I" and tell the story from his or her point of view – as he or she understands the events or sees the action unfold.
3. Tell the learners that a story also has a conflict or problem which is usually solved by the end of the story.
4. A story also has a theme or main idea. Tell learners to listen carefully as you read. They should try to identify what the theme might be.

READING FOR MEANING

1. Read the first paragraph out loud to the class.
2. Ask the learners to turn to a friend and repeat (paraphrase), in their own words what they heard or remember so far.
3. Ask the learners who they think the narrator of the story is? Is it a character in the story or is it a third person – an all seeing narrator who we don't meet?
4. Ask learners in the class to read the rest of the story aloud, one paragraph can be read by each learner that volunteers.
5. Stop the learner after each paragraph is read and ask another learner to paraphrase - to say what they think happened in the story in the paragraph just read.
6. Ask the learners to skim read the whole story again and find the paragraph where the conflict became clear.
7. Ask the learners to TURN and TALK to a friend and explain what the conflict is and why they think it is happening..
8. Tell the learners to find and write down the key words or key ideas that led to the build-up of tension.
9. Ask the learners to imagine that this was a conflict in their own lives. Discuss with a friend some ways in which they would manage or overcome it.
10. Ask the learners to identify the body language of the characters which explains how the characters feel about a situation.

E.g. stooped shoulders, shaking hands, walking slowly, head down, clenched fists.

PREDICTING WHAT WILL HAPPEN NEXT

1. An extract from a novel means we do not get to read to the end of the novel. Ask the learners what they think will happen in the next chapter.

2. Ask the learners how a specific character will react to the events that have happened so far.
3. Ask the learners how they think the conflict will be resolved in the end.
4. Ask the learners what will happen to each main character in the end.
5. Ask the learners which of the characters they would like to be and why.
6. Ask the learners what the theme of the story is, or if there is a lesson to be learnt.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to:

- work out the meanings of any words they don't understand by reading the line above and below and trying to work out what it could possibly mean
- check their guesses/suggestions by looking the word up in a dictionary.

ORAL COMPREHENSION

1. Ask the learners to retell the sequence of the story to each other.
 - Use words like first, then, next, after, lastly.
 - Make sure you get the order correct.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Recap the events of the story by asking:
 - a. Who were the main characters?
 - b. What challenge did they have to face?
 - c. What did they do to resolve their conflict?
2. Read the comprehension questions out loud to the learners.
3. Explain the meaning of any questions that the learners do not understand.
4. Read the text out loud to the learners.
5. Explain that the learners should think about the questions as you read and put a light pencil mark next to any answers they may have found.
6. Read the comprehension questions out loud to the learners once again.
7. Explain to the learners how to complete the activity in their workbooks.
8. Give the learners 30 minutes to complete their work independently.
9. Instruct the learners to TURN and TALK and discuss their answers with a partner.

WRITING

CYCLE 2: WEEKS 3 & 4

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing an Advertisement

Note: If your school has 3.5 hours for Writing & Presenting, you should complete the writing task in the text book (1 hour) AND the process writing lesson below. (2.5 hours).

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Let's travel	16
English Today	Protecting our animals	27
Interactive English	Say No!	37
Platinum English	The power of advertisement	48
Spot On English	Beauty is only skin deep	60
Successful English	What's new in the news?	70
Top Class English	Save our seas	81
Via Afrika English	Which languages should we speak?	92

GENRE: ADVERTISEMENT

CAPS DESCRIPTION OF GENRE: An advertisement is to catch and keep the attention of the reader - ensuring that the operative words stand out. Advertisements are designed to create a desire to own the product or use the service and make the reader actually go out and buy / use the product / service.

AUDIENCE: Potential house buyers

PURPOSE: To persuade people to buy your house

TEXT FEATURES:

1. Persuasive language
2. Present tense
3. Alliteration
4. Audience
5. Font
6. Adjectives

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 70-80 words (shorter text) 110-120 (longer text).

RESOURCES REQUIRED:

- Dictionary
- Magazine or newspaper advertisements.
- Personal Dictionary

WORD BOXES

bathroom, kitchen, lounge, dining room, carpets, tiles, garden, paint, garage, braai, bedrooms, security, convenient, beautiful, granny flat, laundry room, flowers, trees, fence, open-plan, large, area, airy, windows, cozy, driveway

Adjectives			Adverbs		
amazing	dark	pale	always	far	rarely
ample	decorative	quaint	away	frequently	recently
attractive	desirable	red-brick	beautifully	genuinely	seldom
beautiful	detailed	refreshing	carefully	happily	solidly
charming	dream	rusty	close	never	sometimes
convenient	elegant	solid	conveniently	not far	unbelievably
cosy	impressive	splendid	creatively	near	years ago
cute	narrow	wide		often	yesterday

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learner will know what features are generally found within an advert.

TEACHER INPUT

1. Show the learners a variety of house sale advertisements that you have cut out of magazines and newspapers.
2. Discuss each advertisement carefully with the learners, looking at visuals and use of language.
3. Ask the learners to work in groups of four. Tell them to look at their adverts and note down what features adverts have in common - possible answers: they all have pictures; they all use descriptive/persuasive language; they all give you specific details about the house being sold; they all have catchy headlines; they use present tense.
4. Ask one learner from each group to feed back to the class.
5. Tell the learners that adverts use special language techniques to convince someone to buy what is for sale.
6. Write the following words on the board:

Persuade
Persuasive language
Emotive words
Visual elements

7. Say:

- When we try and persuade someone, we try and make them think the same way as we do
- Adverts use persuasive language to try and get us to buy whatever is being sold
- Adverts use persuasive words to make the buyer think that you should agree. Examples are: obviously, for sure, definitely, without a question, want, need
- Emotive words are words that are supposed to make the reader feel something. These are words that can make the reader feel happy, excited. It sometimes shows the opinion of the writer
Examples are: best, worst, dangerous, skinny, fat
- Visual elements are the pictures/visuals in the advertisement. These are included purposefully by the advertiser to make the advertisement more effective. We must always think about WHY the advertiser chose that specific picture

8. Draw the following table on the board:

PERSUASIVE LANGUAGE	EMOTIVE LANGUAGE	VISUAL ELEMENTS
E.g. definitely!	E.g. proud	E.g. bold heading

9. Ask learners to copy the table into their workbooks and to find examples from their adverts to fill in the table.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will understand why the visual elements of an advert is important

TEACHER INPUT

1. Ask the learners if they can remember what visual elements are.
2. Write “Visual elements: pictures / images” on the board.
3. Say: Advertisers are very careful about choosing specific pictures for their advertisements. Usually, the pictures an advertiser chooses, help to stir up the feelings the advertiser wants to achieve in the consumer.
4. Give each learner an example of a housing advert from a magazine or newspaper. Ask learners to break up into groups of four.
5. Ask learners to look carefully at the visual element of their advert. Each learner should tell their group why they think that particular image was used in the advert.
 - learners to think carefully about the target audience
 - who is the image supposed to appeal to?
6. Tell the learners that writers use words to paint pictures. Ask the learners to look at their adverts and write down all the words that are used to paint picture in the reader’s mind.
7. Ask the learners to write a paragraph describing their dream home. Learner must use powerful describing words to paint a picture of their dream home.

PLANNING



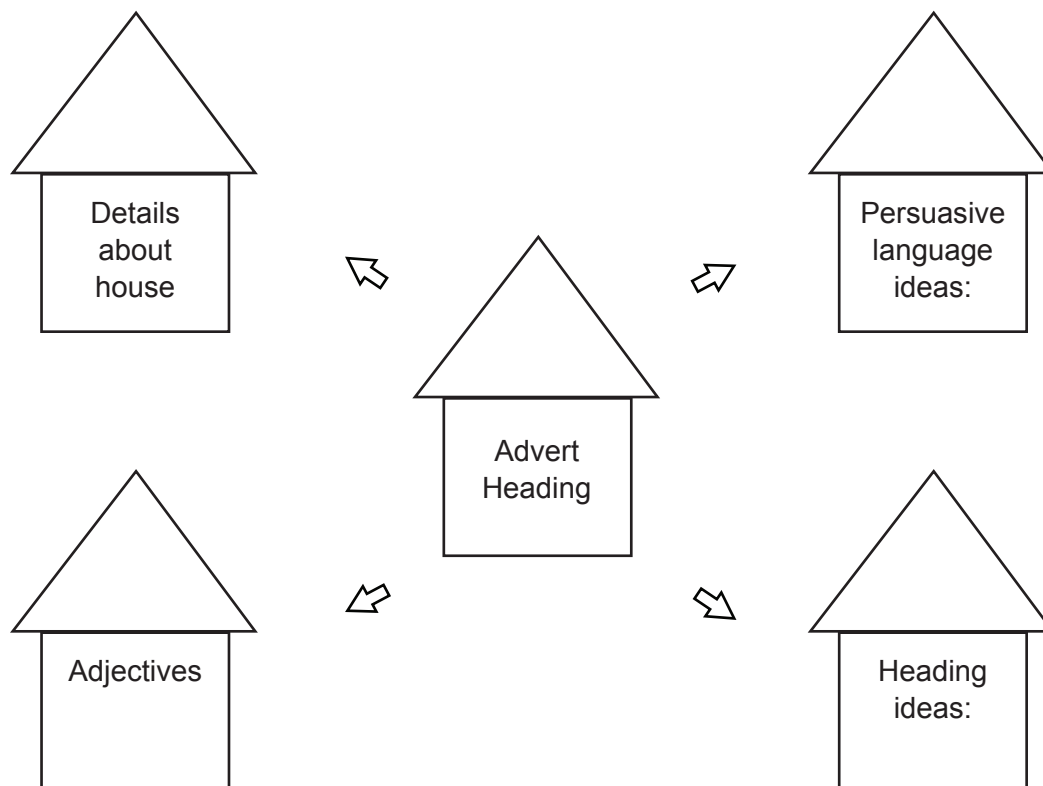
30 MINUTES

OUTCOMES:

The learners will complete a plan for an advertisement to sell their house.
The learners will use a mind map as their planning strategy.

TEACHER INPUT

1. Collect advertisements from newspapers and bring them to class.
2. Let the learners have the advertisements especially ones for house sales, available so that they can get ideas.
3. Tell the class that they will now plan their advertisement. To do this they will use the mind map below as their planning tool. Draw the mind map below on the board.



4. Say:

- WRITERS WRITE WHAT THEY KNOW, so plan your advertisement thinking about your home
- Think about your AUDIENCE, because you need to persuade them to buy your house
- I will give you time to think because WRITERS NEED TIME TO THINK BEFORE THEY WRITE

5. Say:

- Close your eyes and think about your house. Think carefully about what words could make your house seem more appealing
- Think about its best feature or selling point
- Think about the rooms, their size, layout and number
- Think about the land, garden or yard
- Now work through each aspect and write in good keywords and phrases

6. Tell the learners to copy the mind map on the board and then fill in their ideas. While the learners plan, go around and have MINI CONFERENCES with groups of learners to help those who need guidance.

7. Remember to ENCOURAGE the WRITERS. You can read out well-written pieces of dialogue or tell individual learners that they are writing well.

LEARNER ACTIVITY

1. Allow the learners time to think and develop their plan.

2. Let learners who need extra help TURN AND TALK with another learner / writing buddy.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their advertisement of about 110-120 words on the topic of selling their house.

TEACHER INPUT

1. Tell the learners that **WRITERS USE RESOURCES TO WRITE WORDS**. They must, therefore, look at the criteria checklist.
2. Write the following criteria on the board:

CRITERIA

1. There is a bright bold heading.
2. There is some use of persuasive language.
3. There is a picture.
4. There is a clear description of the house.
5. The writer has tried to make the house sound like something that would be good to buy.
6. The spelling is accurate.
7. The punctuation is accurate.
8. The advert is 110-120 words long.

3. Read over the criteria with the learners.
4. Remind them to use the **WORD BOXES** to help them with their vocabulary.
5. Tell learners to write their drafts using ideas from their mind maps.
6. Say:
 - You will now write your first draft.
 - It must be between 110 and 120 words.
7. While the learners are busy, go around the class and hold **MINI CONFERENCES** with groups of learners.
8. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionaries and you can write it in there.
9. Once most of the class has written for a while let the writers read their own work, because **WRITERS READ WHAT THEY WRITE**.
10. Now ask learners to add details to make their writing more interesting, because good **WRITERS ADD DETAILS**.
11. **ENCOURAGE THE WRITERS** by praising them and by reading good phrases to the class.

Cycle 2 Writing

LEARNER ACTIVITY

1. Let the learners write quietly before beginning the MINI CONFERENCE session.
2. Allow learners who need support to TURN AND TALK, with a more proficient learner.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will PEER EDIT / SELF EDIT their advertisement using the checklist provided.

TEACHER INPUT

1. Tell the learners that it is time to edit. Remind the learners that to 'edit' means to check their work carefully and make any necessary corrections.
2. Write the following on the chalkboard:

	Checklist	YES	NO
1.	Is there a bright, bold heading?		
2.	Has some persuasive language been used?		
3.	Is there a suitable picture?		
4.	Is there a clear description of the house?		
5.	Does the house sound like it is something you would like to buy?		
6.	Is the spelling accurate?		
7.	Is the punctuation accurate?		
8.	Is the writing 110-120 words long?		

LEARNER ACTIVITY

1. The learners will first do a SELF-EDIT using the checklist provided because WRITERS READ WHAT THEY WRITE and they will make any improvements that they think are necessary.
2. The learners then swap their texts with a writing partners.
3. The learners read through their partner's advert, and PEER-EDIT using the checklist to make any improvements or suggestions. These changes or suggestions should be done in a different colour.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

The learners will write / create the final draft of their advertisement.

The learners will present their advertisements and display on classroom walls.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their adverts, using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.
3. Ask learners to display their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly rewrite their adverts.
2. The learners need to display their adverts on the class walls because **WRITERS PRESENT THEIR WORK.**

COMPLETED EXAMPLE

FOR SALE - Happy Heart-warming Home

Imagine living in an original old Johannesburg home. Fitted with beautiful old door and window frames. With some paint this charming, restful piece of history could be yours. The large balcony is a wonderful spot to sit in the afternoon and enjoy the lovely front yard. The rooms are delightful and cosy. The entrance leads you to the kitchen and living room. It is warm and comfortable on a cold winter's night and you can spend delightful evenings with the family. What better way to pass the time than this? Come along and see how you could be happy in this 2 bedroomed house in this very convenient location!

(word count: 115 words)

Cycle Weeks 5 & 6

★ **bailiwick** (n.) a person's area of skill, knowledge, authority, or work

CYCLE 3: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR AND 45 MINUTES
What text must be read?	Instruction text
Features of text to be taught:	<ul style="list-style-type: none"> • Order and sequencing • Genre • Critical language awareness
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Sequence of events • Visualising • Analysing and organising information • Purpose of text • Cause and effect • Vocabulary development • Dictionary skills • Intensive reading

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Cup of Tea?	Information text "The favourite drink of the world"	97
English Today	How to use Technology	Reading Instructions "How to erase cell phone information"	98
Interactive English	Responsibilities protect everyone's rights	Instructional text "Self-defence : stand up for yourself"	122
Oxford Successful English	Instructions for Life	Instructional text "Signalling for a stop... thumbs up for South African Taxis"	134
Platinum	A game to make and play	Reading Instructions "How to make a boardgame"	97
Spot On	Anyone for Sport?	"The ref's dilemma"	92
Top Class	Doing it yourself	Instructional text "How to make a fortune finder"	89 & 90
Via Afrika English	Dance Moves	Instructional text "hip-hop moves: The Crip Walk"	97

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook to the correct page.
2. Ask the learners to think of a science experiment, building a piece of furniture or a cooking recipe. What is similar about these events?
3. Ask the learners about activities that require precision – being very accurate and following instructions step by step.
4. Ask the learners to suggest key words that are used when instructions or orders are being given.
5. Tell the learners to notice that:
 - Instructions are set out step by step
 - There is often a long, numbered list
 - Each instruction starts with a verb, something you have to do “put, draw, mark, join, choose, read, cut, turn”
 - Instructions are in the simple present tense
 - Instructions sometimes have jargon which is words that are used by a small group of people for a specific activity. Jargon for cooking might be knead the dough. Jargon for technology would be download an app. Jargon for sewing would be tack the material on the bias. Jargon is only understood by the people who have knowledge about that activity

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the instruction text.
2. Draw the following table on the board and ask the learners to copy it in their books.

INSTRUCTION WORDS – VERBS E.G. CUT, MEASURE	JARGON E.G. DOWNLOAD, KNEAD, TACK	
	Word	Meaning

3. Remind the learners that instructions typically start with a verb - something you have to do “put, draw, mark, join, choose, read, cut, turn”. Tell the learners to read the text carefully and write down any instruction words into the table in their workbooks.
4. Ask the learners what the activity is going to be? Can they think of any jargon that might be associated with that activity? Tell the learners to read the text carefully and write down any jargon into the table and then write down the meaning of that word. (Learners might need to use a dictionary to look up the meaning of words)
5. Ask what the activity is going to be and if they can think of any words which might be associated to that activity – the jargon that might be used.
6. Ask the learners if they think that the pictures will make it easier for them to follow the instructions.
7. Ask the learners how the pictures help build excitement or enthusiasm for the task.
8. Ask the learners if the pictures create a bias or a stereotype, for example if only boys are in the picture, maybe girls will think the activity is too difficult for them, or should only be done by boys.

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open the textbook at the correct page
- to read all the instructions and method right through aloud to a partner
- to read each step or point again, slowly, visualising in your imagination exactly what to do.
- to notice the verb which is usually the instruction
- to write down any words that they do not understand (the jargon)

READING FOR MEANING

1. Read instructions out loud, slowly while picturing or visualising each step.
2. Instructions need to be read several times to make sure that each step is followed in order and correctly.
3. If possible, follow each instruction, doing as it says you must do.
4. If there are words you do not understand, stop before you go on to the next step, and look the word up in a dictionary.
5. List what material you will need to follow the instructions
6. Check step for step that you listed every item, ticking the list off as you go.
7. Decide how many people need to participate or contribute or work together to make this particular set of instructions work.
8. Write the instructions below on the board. They are all jumbled up - write them exactly as they are.

MAKING A CUP OF TEA

Add some milk.

Stir the cup of tea.

Boil the kettle.

Enjoy your cup of tea.

Take the teabag out and throw it in the bin.

Put a spoon of sugar in the cup.

Put a tea bag in the cup.

Fill the cup with boiling water.

9. Ask learners to work in pairs to unscramble the instructions and write them in the correct order in their books.
10. Discuss with a partner why it is so important for instructions to be in the right order and how leaving out one of the steps would impact on the final goal or result.

SILENT READING

1. Instruct learners to read the instructions again on their own, silently.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Read the questions out loud to learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Reading and following the instructions may be part of the post reading in the case of an instructional text. Allow the learners to do so.
4. Give learners 30 minutes to complete the work independently.
5. Instruct learners to TURN and TALK and discuss their answers with a partner.

CYCLE 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOURS 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<p>Key features of a poem:</p> <ul style="list-style-type: none"> • Internal structures of a poem: figures of speech; imagery; rhyme; rhythm • External structures of a poem: lines; stanzas; typography • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Predicting • Infer meaning of unfamiliar words • Critical language awareness

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Cup of Tea?	Poem: "cup of tea"	99
English Today	How to use Technology	Poem: "How to get there"	104
Interactive English	Responsibilities Protect Everyone's Rights	Poem: "Children's safety plan"	124
Oxford Successful English	Instructions for Life	Poem: "Geography Lesson"	145
Platinum	A game to make and play	Poem: "The board game"	104
Spot On	Anyone for Sport?	Reading a cartoon	88
Top Class	Doing it yourself	Poem: "Everybody got a gift"	92
Via Afrika English	Dance Moves	Poem: "Dance"	101 & 102

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that they are going to read a poem

2. Explain that:

- a poem always has a rhythm, almost like the beat of a song
- this rhythm helps to feel the mood of the poem and also to identify which words rhyme
- a poem is written in stanzas. A stanza is a group of sentences, almost like a paragraph in a novel or story
- poems contain imagery – images that come to mind, pictures that the poet creates with words
- Imagery is best created by using metaphors, similes, adjectives, strong verbs

STUDY THE TITLE AND PICTURES

1. Read the title.

2. Ask the learners what they expect the poem to be about, according to the title?

3. Help the learners brainstorm words they know or associate with that theme. E.g. If the poem is going to be about nature, brainstorm all the words you can think of about the forces of nature, and elements of nature.

4. Write these words down on the board as learners call them out.

5. Instruct learners to look at the pictures.

6. Ask the learners:

- What do you think the people in the poem are feeling, based on the facial expressions or body language in the picture?
- Where do you think this poem is taking place? (the setting)
- What mood do you think is created by the pictures?

PREDICT WHAT THE POEM IS ABOUT

1. Ask the learners if they had to write the first two lines of the poem, what would they be?

2. Tell the learners to:

- Turn to a partner and write two lines each. Explain that they should use the title and pictures as clues
- Read the first stanza (the first verse - the first group of lines) to see how close their prediction was

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:
 - open the textbook at the correct page
 - read the poem out loud together as a class
 - follow the rhythm of the poem by adding expression to their voices
2. Tell learners that rhyming schemes vary. Explain that when working out a rhyming scheme, you look for the words that rhyme and give them the same letter of the alphabet.
3. Write these two verses on the board and show pupils how to work out the rhyming scheme:

E.g.

through Sunday's tunnel hushed and deep (a)
 Up Monday's mountain, craggy and steep (a)
 Along Tuesday's trail, winding and slow (b)
 Into Wednesday's woods, still half way to go (b)

Or:

I played a game of chess with Dad (a)
 As usual he won and said: (b)
 "Just learn from me. Next time you'll win." (c)
 Then off I went to bed. (b)

4. Ask the learners to:
 - TURN and TALK to a partner
 - write down all the last words of each line of the poem
5. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with 'a'.
6. Ask the learners to look for any words that they do not understand. Ask the learners to:
 - look closely at the word. Is there any part of the word that you recognise? Can you work out the meaning of the word from this part?
 - think about the whole poem and what is happening in the poem. Make a guess as to what the word could mean
 - use a dictionary to check if your guess is right

READING FOR MEANING:

1. Read the poem out loud again to the class.
2. Tell the learners to read the poem out loud to a partner.
3. Ask the learners to tell their partner by paraphrasing what the poem was all about.
4. Ask the learners what the message was, or what the purpose of the poem was, what idea or experience or feeling did the poet want to portray?

5. Did the poet use many figures of speech, such as comparisons, similes, metaphors, personification?
6. Tell the learners to write down three example of figures of speech from the poem in their workbooks. Ask the learners to:
 - explain the meaning of the figure of speech
 - say why the poet chose to use the figure of speech in the poem
7. Ask a few learners to report back to the class, telling them one of their chosen figures of speech, what it means and why they think the poet used it in the poem.

PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES.

1. Ask the learners:
 - Have you ever experienced the same things as the people in the poem?
 - In what ways have your experiences been the same?
 - In what ways have your experiences been different?
 - Did you enjoy the poem? Say why or why not?

SILENT READING

1. Instruct learners to read the poem again to themselves, silently.
2. Ask the learners if they can memorise the first stanza.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today, learners will think about the poem.
2. Read the comprehension questions out loud to the learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Read the poem out loud to learners. Explain that learners should think about the questions as you read.
5. Read the comprehension questions out loud to learners once again.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.

WRITING

CYCLE 3: WEEKS 5 & 6

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing Instructions

Note: If your school has 3.5 hours for Writing & Presenting, you should complete the writing task in the text book (1 hour) AND the process writing lesson below. (2.5 hours).

Textbook	Theme	Page number in Textbook
Clever English	Cup of tea?	18
English Today	How to use technology?	28
Interactive English	Responsibilities protect everyone's rights	40
Platinum English	A game to make and play	51
Spot On English	Anyone for sport?	62
Successful English	Instructions for life	72
Top Class English	Doing it yourself?	82
Via Afrika English	Dance moves	95

GENRE: PROCEDURAL WRITING (INSTRUCTIONS)

CAPS DESCRIPTION OF GENRE: To explain how something is done. Examples are: recipes; science experiments; craft instructions; how to load airtime; and game rules.

AUDIENCE: The audience for these instructions is younger children at the school.

PURPOSE: To explain how to make a sandwich.

TEXT FEATURES:

1. Punctuation
2. Concise language
3. Use of verbs

TOTAL TIME ALLOCATION: 2 1/2 hours

TENSE TO BE USED: Present tense.

REQUIRED LENGTH OF TEXT: 70-80 words.

RESOURCES REQUIRED:

- Dictionary
- Magazines
- Newspapers
- Personal dictionary

WORD BOXES

bread, margarine, butter, jam, cheese, peanut butter, knife, plate, polony, mayonnaise, plate, bread board, crusts, cut, slice, spread, bovril, syrup, make, ham, lettuce, tomato, wholewheat, make, put, eat, half

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learners will know where instructions are found and what they are used for.

TEACHER INPUT

1. Tell the learners that instructions are used to explain how something is done. They need to be written step by step and in a logical order to get to a result.
2. Ask the learners if they can think of places where they may find instructions.
3. Write these down on the board.

4. Some of their answers might be:

- On medicine bottles
- Recipes
- When loading airtime
- Rules of a game
- Science experiments

5. Ask the learners what the problems might be if instructions aren't followed properly?
(Some answers might be: "The cake won't cook properly.", "The airtime won't load", "You will take too little/too much medicine.")

6. Write the following on the board:

RECIPE FOR PORRIDGE

What you need:

3 cups of hot water
2 cups of oats
1 cup of milk
Sugar

What you do:

1. Put the water and oats in a medium sized pot.
2. Put the pot on the stove on a medium heat.
3. Cook, stirring all the time, for about 5 minutes until the porridge is thick and creamy.
4. Stir in the milk.
5. Top with sugar.

7. Underline all the verbs (action words) in the instructions.
8. Ask the learners to answer the following questions in their workbook:
 - a. What is this list of instructions? (Possible answer: A recipe)
 - b. What is this recipe for? (Answer: How to make porridge)
 - c. How much water is needed? (Answer: 3 cups)
 - d. How long must the porridge be cooked for? (Answer: 5 minutes)
 - e. What is the porridge served with? (Possible answer: milk and sugar)
 - f. What might happen if the instructions were in the wrong order?

MODELLING THE SKILL



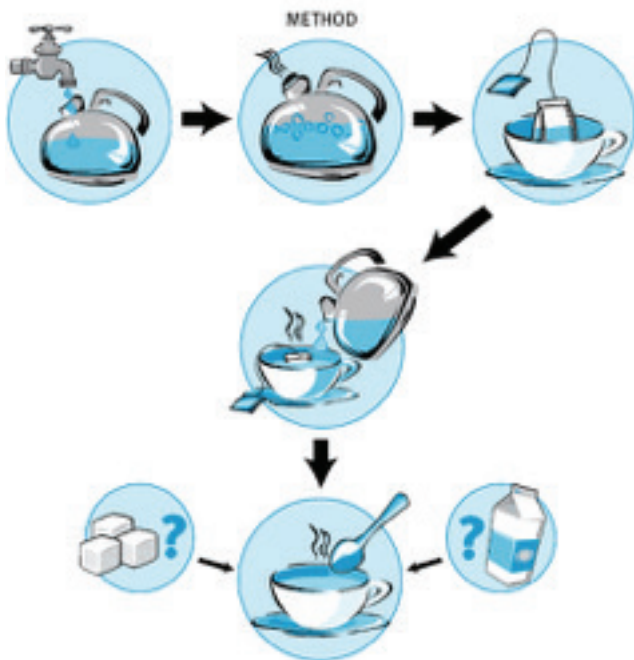
20 MINUTES

OUTCOMES:

The learners will know the format for writing instructions.

TEACHER INPUT

1. Tell the learners that you are now going to show them how to write a set of instructions.
2. This is going to be a set of instructions on making a cup of tea.
3. Draw the following on the board:



4. Ask the learners for a title for this diagram. (Possible answer: How to make a cup of tea)
5. Ask the learners for all the things they would need to make a cup of tea and list them on the board.
6. Ask the learners what is the first thing that needs to happen when making a cup of tea?
7. Write the answer on the board. (Possible answer: Fill the kettle with water.)
8. Ask the learners step-by-step what is happening in the diagram. Write the instructions on the board. You may end up with something like this:

How to make a cup of tea

What you need:

Kettle
Water
Teabag
Cup
Teaspoon
Sugar Milk

1. Fill the kettle with water.
2. Put the kettle on to boil.
3. Put a teabag in a cup.
4. Once the water has boiled, pour it into the cup with the teabag.
5. Stir in sugar.
6. Stir in milk.
7. Enjoy.

9. Point out to the learners that the instructions need to be:

- short, simple and to the point
- follow a logical order
- use verbs (action words) to give the instructions
- are numbered

PLANNING



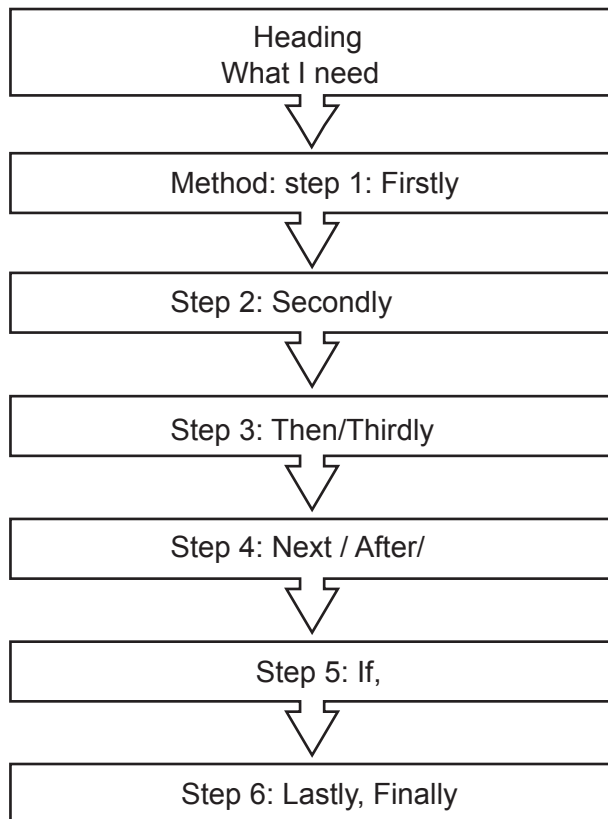
30 MINUTES

OUTCOMES:

The learners will plan their instructions on 'How to make a jam [or other] sandwich'.
The learners will use a flow-chart as their planning strategy.

TEACHER INPUT

1. Tell the learners that they are going to write a set on instructions on how to make a jam sandwich.
2. Draw the following blank flow-chart on the chalkboard.



3. Tell the learners to draw a similar flow-chart into their books. Explain that the plan on the board only has six steps. They can add more steps if necessary.
4. Say:
 - Today you will write instructions on how to make a jam (or other kind) sandwich.
 - Before you write, THINK ABOUT YOUR AUDIENCE. Today you will write for younger children, some might not know how to read so we need pictures too.
 - We will plan what we are going to do because, WRITERS THINK BEFORE THEY WRITE, and WRITERS PLAN BEFORE THEY WRITE.
5. Next, write or put up the WORD BOXES, because WRITERS USE RESOURCES.

LEARNER ACTIVITY

1. Let the learner begin filling in their flow-chart with key words and pictures.
2. Once the plan is ready, let the learners TURN AND TALK to one another, showing each other their plans.
3. Ask the learners to indicate THUMBS UP, THUMBS DOWN signal. Are they happy with each other's plans or not? Help those who have thumbs down.
4. Tell the learners to make any improvements needed before they write their first draft.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft, of between 70-80 words.

TEACHER INPUT

1. Tell the learners they are going to write the first draft of their instructions based on their plans.
2. Write the following on the board:

CRITERIA

1. The instructions have a heading.
2. There is a list of what is needed to make a sandwich.
3. There are a clear step by step list of instructions that is easy to follow.
4. There are pictures with your instructions.
5. The punctuation is accurate.
6. The spelling is accurate.
7. The writing is 70-80 words long

3. Read over the criteria with the learners.
4. Tell the learners that **WRITERS USE RESOURCES TO WRITE** so they should use the **WORD BOXES**.
5. Say:
 - Use your ideas from your flow-chart, that you prepared.
 - You will now write instructions on how to make a sandwich.
 - It must be between 70-80 words.
6. While the learners are busy, go around the class and **HOLD MINI CONFERENCES**, with groups of learners. **ENCOURAGE** learners by reading out good phrases that they have written. Help the learners who need guidance.
7. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionaries and you can write it in there.

LEARNER ACTIVITY

1. The learners will write their first draft of instructions including pictures
2. Learners must read through what they have written, because **WRITERS READ WHAT THEY WRITE**.
3. Remind the learners, that their **AUDIENCE** is younger children, so they need to include pictures for the ones who cannot read yet. (This can be prepared at home or cut out of magazines or newspapers).

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer-edit using the checklist provided.

TEACHER INPUT

1. Write the following on the board:

	Criteria	Yes	No
1.	Do the instructions have a heading?		
2.	Is there a list of what is needed to make a sandwich?		
3.	Are the instructions clear and easy to follow, step by step?		
4.	Are there useful pictures?		
5.	Is the punctuation correct?		
6.	Is the spelling correct?		
7.	Is the writing 70-80 words long?		

2. Tell the learners to swap their instructions.

3. Tell the writing partners to read the instructions carefully.

4. To do the PEER-EDIT, the learners must refer to the checklist, which is on the chalkboard.

5. They must then:

- Compliment their 'writing buddy' by saying: 'I really like the way you....'
- Make suggestions: 'How do you feel about adding... or 'Maybe we can come up with a better way to...'
- Then they can help with corrections by saying: 'This is a good time to correct...spelling... sentences...missing words...grammar...capitalisation...punctuation.'

LEARNER ACTIVITY

1. The learners swap instructions with their 'writing buddy'.

2. Then they TURN AND TALK to give oral feedback to help their partner improve their writing.

REWRITING & PRESENTING



30 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners will put up their instructions around the classroom, once the teacher has marked their work.

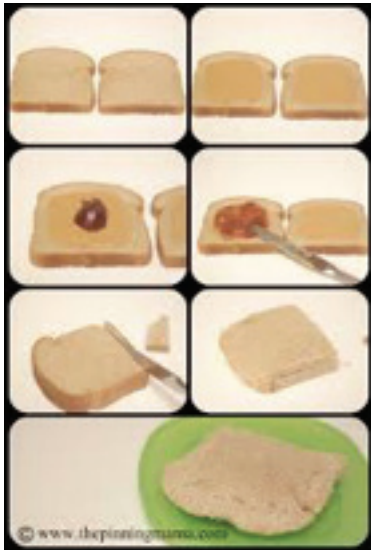
TEACHER INPUT

1. Thank the class for their hard work and beautiful presentations.
2. Ask them to write up their final draft taking note of any corrections.

LEARNER ACTIVITY

1. Learners complete their final draft of neatly written and drawn instructions.
2. Learners are to hand in their writing.

COMPLETED EXAMPLE 👍



How to make a peanut butter and jam sandwich

What you need:

- A loaf of bread
- A bread knife
- A butter knife
- Peanut butter
- Strawberry jam
- A plate

What to do:

1. Cut two slices of bread.
2. Put the bread on a plate.
3. Using the butter knife, spread peanut butter on both slices of bread.
4. Put some strawberry jam on one side of the bread and spread it.
5. Put the two pieces of bread together.
6. Cut off the crusts.
7. Cut the sandwich in half.
8. Time to eat.

(Word count: 74)

4

★ **hobbledehoy** (n.) a clumsy or awkward youth

WEEKS

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READING

CYCLE 4: Reading and Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Dialogue • Intensive reading • Predicting • Infer meaning of unfamiliar words • Critical language awareness • Evaluate • Skim reading • Scanning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	I have a ticket	Extract from "Alice at the Mad Hatter's tea party"	113
English Today	Friendships	Drama: Moagi's Friends	109
Interactive English	What about your possessions?	Extract from "Not bad for a bad lad"	136
Oxford Successful English	Dramatically speaking	Extract from play "Living Locally"	152
Platinum	Heritage Heroes	An Extract from the play "The magic Spear"	115
Spot On	A taste for books	Blurbs taken from different books	98
Top Class	The Magic Wish	"King Midas"	107
Via Afrika English	What a performance!	Dramatic text: "Soccer Field day"	105

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - today the genre we will be reading is a Dramatic text
2. Discuss and explain text features learners must look for such as character, conflict, plot, setting.
3. Explain: Conflict is essential to a play.
 - it is the part of the story when the tension is being explained
 - it can be a situation that creates a conflict, an external event, (something that has happened) or an internal personal struggle (feelings of guilt or shame)
4. Ask the learners to scan the text and write down the names of three characters and one characteristic of each character in their work books.
5. Ask the learner to choose one of the character's whose name they wrote down and scan the text for more information about that character. Write down any extra information they find in their work book.
6. Ask a few learners to tell the rest of the class about the character they chose.

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title.
2. Ask: Does the title give us any clues about the setting or characters?
3. Look at the pictures. Do they give us more information about what to expect?
4. Do the pictures give us more information about the types of characters we will meet? The gender, or age, or background of the characters?
5. Who do you think the hero of the play will be?
6. Who do you think the bravest character will be?
7. Who do you think the trouble maker or conflict creator will be?

THE STRUCTURE OF A PLAY / SCRIPT / DRAMA

1. Tell learners to skim the page and notice that a play or script is written differently than a story. It has dialogue.
2. Explain that dialogue is the conversation between the characters.
3. Dialogue is set out by stating the characters' name, and sometimes a brief description either about the character, or how he or she is feeling, or an action he or she must do, or a facial expression. Say: these are called stage directions.
4. This is followed by the exact words the character is supposed to say.
5. Explain that the narrator is the person telling the story.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:
 - to open their textbooks at the correct page
 - that reading dialogue is very different to reading a story
 - to look at the text and
 - a. find an example of stage directions
 - b. find an example of dialogue
2. Explain to the learners that:
 - when you read dialogue you need to read it as if you are the character
 - you need to pretend to be the character, and use expression and voices that would suit the character
 - you only read out loud the exact words the characters say - not the stage directions
3. Select one learner for each character, and instruct the learners to read the script out loud to the class, each reading their own character's part.

UNDERSTANDING THE CONTEXT AND WORDS:

1. Ask: were there any parts of the play you did not understand?
2. Were there any events or situations that did not make sense to you?
3. Encourage a class discussion where other learners can explain what they understood or how they interpreted the events.
4. Tell the learners to use a dictionary and look up any words that they do not understand.

READ THE TEXT, MAKE PREDICTIONS ABOUT CHARACTERS

1. Read the script again: choose a new group of learners to read it aloud as before.
2. Ask the learners to work in pairs and ask each other the following questions:
 - What did you think of the characters?
 - Which one of the characters do YOU most identify with and why?
 - Did the characters behave as you would have expected, or did they react differently to events?
 - Would you have behaved the same way as the characters if you were in the same situation?
 - Would you have made a different decision? If so, explain what and how.
 - What part of the script made you feel the most nervous / excited / anxious / happy?
 - Why did you feel that way at that part of the script?
3. Tell the learners to choose one character and to look at the choice of words the playwright uses for that character. Ask the learners:
 - did the words influence the story or how the reader felt?
 - how did the actions (stage directions) of each character add value to the story?
4. Was there any conflict, external, personal, moral? If so, what was it? How was it resolved?

READ THE TEXT, MAKE INFERENCES.

1. If you had to write the next scene for the script, what would happen to the characters in the next scene? Discuss your ideas with a partner.
2. Remember it must follow the story line and follow what we know about how each character would behave.

SILENT READING

1. Instruct learners to read the script again on their own, silently.
2. Say: imagine as you are reading, you are the director of the script - who would you chose to act as each character from the members of your class?
3. TURN and TALK to a partner. Say whether you enjoyed this text or not. Give at least one reason for your answer.

POST-READING**45 MINUTES****COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK**

1. Recap the events of the script by asking:
 - a. Who were the main characters?
 - b. What challenge did they have to face?
 - c. What did they do to resolve their conflict?
 - d. Name 2 characters in the play who were different. How were they different?
 - e. What happened in the play that reminded you of your own life?
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Read the text out loud to learners.
5. Explain that learners should think about the questions as you read.
6. Read the comprehension questions out loud to learners once again.
7. Explain to learners how to complete the activity in their workbooks.
8. Give learners 30 minutes to complete the work independently.
9. Tell learners to **TURN** and **TALK** to discuss their answers with a partner.

READING CYCLE 4: Reading and Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Short story / extract from a novel
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Theme
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Inferring meaning and conclusions • Fact and opinion • Meaning of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	I have a Ticket	"Alice at the Greenbelt"	117
English Today	Friendships	-	-
Interactive English	What about your possessions?	-	-
Oxford Successful English	Dramatically speaking	-	-
Platinum	Heritage Heroes	"Ruth First – a brave woman"	113
Spot On	A taste for books	Extract from "Hotwire"	
Top Class	The Magic Wish	-	-
Via Afrika English	What a performance!	-	-

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - To open their textbooks to the correct page. If your text book does not offer an extract from a novel, try to find one that you can photocopy for the learners
 - Remind learners that setting is the place and time period that the events happen
 - Where the place is
 - What the place looks like
 - When the events happen
2. Explain that the plot is how the story unfolds, how the events develop.
3. Explain that the moral of the story is the lesson that can be learnt from the story. The moral can be a lesson on how to live life or how to behave.
4. Tell the learners to skim read the story and to:
 - Follow how the plot unfolds, how one event leads to another?
 - Work out the moral or theme in the story.

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the story out loud.
 - Does the title mention the characters' names?
 - Does the title mention the place where the story will take place?

PREDICT WHAT THE STORY IS ABOUT

1. Tell learners to read only the first paragraph out loud.
2. One learner can be selected to read to the class. Always select learners who are more confident readers. Avoid selecting a learner if it distress them to read in front of the class.
3. Stop and ask:
 - Did the first paragraph give us any information about the setting: where and when events take place?
 - What do you think might happen to the characters in the story?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- To open the textbook at the correct page
- To listen for the moral of the story
- To listen to the plot of the story and how events unfold

2. Read the whole story out loud to the class.

3. Tell the class:

- Read the story again to a friend
- Write down words you do not understand as you read
- Work with your partner once you have read the story to each other and write down the sequence of events, what happened first, second, third, fourth and so on. This will give them a sequence summary of events

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners:

- to re-read the sentences above and below the word they do not understand
- to work out what the word could mean, by replacing the word with a synonym and see if the replacement word makes sense in that sentence. If it does, then you are close to an accurate guess of the meaning
- to use a dictionary to look up the correct meaning

READ THE TEXT AND DISCUSS CAUSE AND EFFECT

1. Read the story aloud again, and stop to discuss how one event triggered another.

2. Ask the learners:

- what happened as a result of the actions of any of the characters
- Ask: Because the character did that – what happened as a result of his action?
- What caused this one particular event to happen?
- What was the action or deed or event that made the next action happen?

MAKE INFERENCES

1. While reading, stop and ask the learners:

- a. How does the setting impact the events in the story?
- b. Why do you think _____ happened?
- c. Why do you think that character made that decision?

SILENT READING

1. Instruct learners to read the story on their own, silently.

2. Tell learners to think about what they can learn from the story.

3. Ask: is there a valuable lesson that can be applied to your life?

E.g. Be courageous; never judge others.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today learners will answer questions in written format.
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Remind learners to always give as much detail as possible in their answers, the more detail they give, and the more clear it becomes how well they understood the extract.
5. Explain to learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.

WRITING

CYCLE 4: WEEKS 7 & 8

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a Drama Review

Note: If your school has 3.5 hours for Writing & Presenting, you should complete the writing task in the text book (1 hour) AND the process writing lesson below. (2.5 hours).

Textbook	Theme	Page Number in Textbook
Clever English	I Have a Ticket	18
English Today	Friendship	31
Interactive English	What About your Possessions?	42
Platinum English	Heritage Heroes	52
Spot On English	A Taste for Books	64
Successful English	Dramatically Speaking	75
Top Class English	The Magic Wish	86
Via Afrika English	Dance Moves	94

GENRE: DRAMA REVIEW

CAPS DESCRIPTION OF GENRE: Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humor is not uncommon in reviews: for some reviewers it is their trademark.

AUDIENCE: Learners and teachers.

PURPOSE: The purpose is to give people an idea of what the play is like

TEXT FEATURES

1. Opinion
2. Play
3. Playwright/author
4. Cast and characters
5. Plot
6. Topic sentence
7. Main and supporting ideas
8. Logical order of paragraphs
9. Conjunctions for cohesion

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 110-120 words

RESOURCES REQUIRED:

1. Dictionary
2. script
3. Personal dictionary

WORD BOX:

like, dislike, funny, drama, serious, enjoy, boring, confusing, story, plot, cast, characters, amusing, real-life, neighbors, acting, recommend, think, feel, written, playwright, actors, actresses, setting, plot, watch, rating, play, roles, message, moral

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will know what the purpose of a review is and how it is written.

NOTE:

To set up a situation that the learners can base their review on, have a group of learners prepare a mini-play. Use the script below and let the learners prepare it a few days before. For this you will need to print the two main characters a copy of the story. The robbers do not speak but will need to know what to do. The learners do not have to learn the script by heart and can read through it.

THE SCRIPT

Across the Road

Adapted from the original play by Peter Lancaster Walker

Cast:

Mpumi - The wife

Dumi - The husband

Two thieves

[A living room. Throughout Mpumi is continually craning her neck out of a window spying at what is going on at the neighbour's home with binoculars. Dumi, on the other hand, is reading a newspaper - his only interest is eating and reading. His responses to Mpumi's questions should be said in a bored voice.]

Mpumi: Dumi, a car has just pulled up outside the Tshabalala's house.
[Dumi takes no interest in what his wife is saying]

Mpumi: Two men are getting out; they are now walking up to the front of the house.

Dumi: What's for dinner, Mpumi?

Mpumi: You know I didn't know the Tshabalala's were at home today. I thought Mr Tshabalala had gone to Tshwane for that big meeting and he had taken his wife with him.

Dumi: He has. They went yesterday. Mpumi, what have you made tonight for dinner? I am so hungry I could eat everything they have at Spur.
[As Mpumi and Dumi talk to each other, two thieves, wearing masks, start to remove the belongings from the Tshabalala's house.]

Mpumi: You are right Dumi. The Tshabalala's are not home. Their two friends have had to break a window to get in. I have never seen those two men visit before. Do you think they are his cousins he was talking about?

Dumi: Fancy a nice juicy steak with plenty of pap. Followed by one of your creamy puddings.

Mpumi: Why do you think they are wearing masks?

Dumi: Maybe they are going to a party. Otherwise some fish and chips might be nice.

Mpumi: Do you think it's near enough to Christmas, Dumi? One of them has just fetched a big sack from the back of the car.

Dumi: I wish you would fetch me something to eat.

Mpumi: The other one has a sack now, Dumi.

Dumi: Probably collecting for charity.

Mpumi: That must be it. The Tshabablala's are such generous people.

Dumi: You are always worried about other people, Mpumi. Why don't you worry about me for a change? I am hungry. Remember you promised to love me and feed me?

Mpumi: They are so generous! It is magnificent. Guess what? The Tshabalala's are giving away that fancy curved Samsung TV they just got. It's being loaded in the car. They really are amazing people.

Dumi: Charity begins at home.

Mpumi: And now they are taking all the iPads and laptops. It makes you feel so warm inside.

Dumi: I am not warm inside!

Mpumi: And that fancy vase... the one you said was rubbish, that's going too.

Dumi: Where is the fruit bowl? I must eat something.

Mpumi: On the table.

Dumi: Mpumi, where is the table?

Mpumi: [sounding impatient with Dumi] In the middle of the room, on the rug. Look this is so entertaining! They are taking the pet bird! They must love birds.

Dumi: Mpumi, where is the carpet?

Mpumi: You are standing on it, in your slippers!

Dumi: I can't see my slippers.

Mpumi: Maybe they are under the sofa.

Dumi: Mpumi, there's no sofa anymore!

Mpumi: Don't be silly, in front of the TV.

TEACHER INPUT

1. Tell the class that today they will learn about writing a drama review.

2. Say:

- A review tells us what a play or piece of drama is about
- The purpose of a drama review is to tell the reader what the reviewer thinks about the play or drama
- The review will be the reviewer's opinion
- The reviewer will often give the drama a rating
- A review can be POSITIVE or NEGATIVE (Write these two words on the board.)

3. Ask:

- What is the difference between something that is POSITIVE and something that is NEGATIVE? (Possible answer: Something that is POSITIVE is something that is good, and something that is NEGATIVE is not good.)

Cycle 4 Writing

4. Tell the learners that when writing a review they need to remember to:
 - use a topic sentence in each paragraph. The topic sentence is the main point of the paragraph
 - add supporting ideas to the main idea
 - use conjunctions in their writing. Conjunctions are words that join simple sentences to make more interesting sentences and allow the writing to flow
5. Tell the class that they will watch a class drama production by some of their classmates.
6. Settle the class and have them watch the play as acted by their classmates.
7. After watching the play, ask the learners the following questions:
 - a. Did you enjoy the play? Why/why not?
 - b. What was the play about?
 - c. Who were the main characters?
 - d. Who would you recommend the play to?
8. Ask the learners to act out the play one more time.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will know the format of a review.

TEACHER INPUT

1. Tell the learners that they will now learn how to write a review.
2. Say:
 - I will now show you the format to use to write a review.
 - We will follow this structure and plan our writing, because WRITERS PLAN WHAT THEY WRITE.
3. Tell the learners that a review is written to give short but important information about the play:
 - the actors/actresses
 - the author
 - where it is showing
 - ticket prices
 - type of play
 - the second part of the review is written as a paragraph. Here we must ZOOM INTO SMALLER MOMENTS and pick up on DETAILS.
4. Draw the table below on the board. Explain to the learners that this is the type of information that will be in their review.

Name of the play: Author: Cast: [actors]	Price of the ticket: [optional] Where it is showing: Genre: [e.g. comedy, drama, romance, thriller etc.]
Give some facts and a little information about the story.	
Say what you think of the play.	
Give some facts about the music/effects used.	
Say whether you would recommend the play.	
Rating out of 5:	

5. Tell the learners that to write a good review you need to:

Cycle 4 Writing

- Give an overall view of the content, the story line or plot, and the acting.
- Give your opinion on the production, but be fair and honest.
- Some useful ways to start your sentences are: (Write these on the board)

- The play I saw...
- This play...
- The story of the play is about...
- The main character is...
- I felt...
- The play made me feel...
- I enjoyed the play because...
- I did not enjoy the play because...

6. Read the following review to the learners:

Title: Across the Road

Author: Adapted from a play by Peter Lancaster Walker

Cast: Mpumi, Dumi and Robbers

This play is about a very nosy housewife, who has little better to do than watch her neighbours without worrying about what is happening right under her nose.

I think that it is a funny but also a sad look at how people can forget what is important in life. I think that the actors played the roles well and that the message of the play was a good one.

I recommend / do not recommend that others watch this play.

I recommend this play because it is so well written and the acting was very good.

I give this story a rating of: * * * out of * * * * *

[Word count: 116 words]

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for a drama review.
The learners will use a table as their planning strategy.

TEACHER INPUT

1. Tell the learners to draw the following planning table in their books. This must be written on the chalkboard.

Name of the play: Across the Road Author/ Playwright: Adapted from a play by Peter Lancaster Walker. Cast:	Price of the play: Where it is showing: :
Summary of the plot, characters..	
Say what you think of the play	
Say whether you would recommend the play.	
Rating out of 5:	

2. Tell the learners to copy the plan on the chalkboard and to use key words and phrases to plan their review.
3. Say:
 - Write keywords and phrases to plan your review.
 - Before you fill in your plan, take time to think about the play you saw. Close your eyes think about the play, because **WRITERS THINK BEFORE THEY WRITE** and **WRITERS PLAN WHAT THEY WRITE**.
 - Remember to use the **WORD BOXES** to help you with your plan, because **WRITERS USE RESOURCES**.
4. While the learners plan, go around and hold **MINI-CONFERENCES** with groups of learners helping them to improve their plans or to **ENCOURAGE** them.
5. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionaries and you can write it in there.

LEARNER ACTIVITY

1. The learners should **TURN AND TALK** with a partner to make sure that they have a good idea of what to write.
2. The learners plan their review based on the table on the chalkboard.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of a drama review of about 110 – 120 words.

TEACHER INPUT

1. Tell the learners to write the first draft of their review based on their plans.
2. Write the following on the chalkboard:

CRITERIA

1. The title of the play is given.
2. The playwright is named.
3. The characters and cast are named.
4. There is a summary of the plot.
5. The writer has given his/her opinion of the play.
6. The writer has said if they would/wouldn't recommend the play.
7. There is a rating out of five.
8. The spelling is accurate.
9. The punctuation is correct.

3. Read over the criteria with the learners.
4. While the learners are busy, go around the class and HOLD MINI CONFERENCES with groups of learners. ENCOURAGE learners by reading out good phrases that they have written. HELP the learners who need guidance.

LEARNER ACTIVITY

1. The learners write their first draft.
2. Learners will at times be involved in MINI CONFERENCES, with you during the writing process.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF-EDIT their drama review using the checklist provided.

TEACHER INPUT

1. Tell the learners that they will SELF-EDIT their reviews, using the checklist on the chalkboard.
2. Write the following on the chalkboard:

	Checklist	Yes	No
1.	Is there a title for the play on the review?		
2.	Is the playwright's name on the review?		
3.	Are the characters and cast named?		
4.	Is there a summary of the plot?		
5.	Has the writer given an opinion about the play?		
6.	Does the writer give a recommendation about the play?		
7.	Is there a rating out of 5?		
8.	Is the spelling accurate?		
9.	Is the punctuation accurate?		

LEARNER ACTIVITY

1. The learners are to read through their reviews aloud, because WRITERS READ WHAT THEY WRITE and writers SELF-EDIT.
2. The learners are to check that they have followed the instructions as given in the checklist.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write the final draft of their drama review.

TEACHER INPUT

1. Tell the learners to write their final draft.
2. The final draft should be handed in for the teacher to read.

LEARNER ACTIVITY

1. The learners are to write a neat, final draft
2. Ask some learners to read out their reviews for the rest of the class. Tell the learners to note whether or not everyone had the same opinion of the play.

COMPLETED EXAMPLE 

Title: Across the Road

Author: Adapted from a play by Peter Lancaster Walker

Cast: Mpumi, Dumi and Robbers

This play is about a very nosy housewife, who has little better to do than watch her neighbours without worrying about what is happening right under her nose.

I think that it is a funny but also a sad look at how people can forget what is important in life. I think that the actors played the roles well and that the message of the play was a good one.

I recommend / do not recommend that others watch this play.

I recommend this play because it is so well written and the acting was very good.

I give this story a rating of: * * * out of * * * * *

(Word count: 116 words)

Cycle 5

WEEKS

★ taradiddle (n.) a small lie

9 & 10

READING

CYCLE 5: Reading and Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short Stories
Features of text to be taught:	<ul style="list-style-type: none"> • Exam revision
Reading skills to be taught:	<ul style="list-style-type: none"> • Revision of all reading skills taught this term

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Exam exemplars	-	-
English Today	Exam exemplars	Comprehension "Your Rights"	120
Interactive English	Exam exemplars	Comprehension "Problem page"	1 [back of book]
Oxford Successful English	Exam exemplars	Comprehension "Is 13 Unlucky?"	166
Platinum	Exam exemplars	Comprehension	123
Spot On	Exam exemplars	-	-
Top Class	Exam exemplars	Comprehension "Mercury and the Woodman"	118
Via Afrika English	Exam exemplars	Comprehension "Anaconda Snake"	116, 117

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Remind the learners that when reading a comprehension, in an exam situation, time management is important, so skimming and scanning for key words is important.
2. Tell the learners to read the heading as that sets the scene, gives the topic.
3. Tell the learners to look very briefly at the picture, if there is one, to keep focused on the story they are about to read.

READING

30 MINUTES

INTRODUCE THE TEXT

1. Remind the learners that when reading a comprehension, read it at least three times.
2. The first read through is for enjoyment, try to visualise the story in your imagination, see the pictures or the characters in your head.
3. The second time you read it, read each paragraph, and underline the main idea, the most important sentence in that paragraph, the key words that are supported by the details in the other paragraphs.
4. Stop after you have read each paragraph and in your mind, paraphrase, or summarise what you know so far. Who are the characters you have met so far, and what have they done?
5. The third time you read it, is a skim read, skimming over the text, picking up on a few sentences that will trigger your memory of the events.
6. Now in an exam, read the questions, and then skim and scan the text one last time, to see which answers are in the text, and which require your own opinion or thoughts.

POST-READING

45 MINUTES

COMPREHENSION:

1. Remind learners:

- In an exam, time is very important
- Look at the mark allocation for each question. If it is only for one mark, you need to give one fact. If it is for 3 or more marks, you need to find three facts, or write at least 3 or 4 sentences, which support your opinion or your thoughts
- Use quotes from the text where you can
- Construct sentences properly with correct grammar and punctuation
- Give details where necessary
- If you are struggling with a question in an exam, go on and answer the others, leaving space to return at the end of the exam to attempt the one that you were struggling with.
- Do not leave a question out, always attempt an answer
- Use context clues wherever possible
- Highlight key question words, and make sure you are answering what has been asked

CYCLE 5: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOURS 45 MINUTES
What text must be read?	Exam exemplars for poetry
Features of text to be taught:	<ul style="list-style-type: none"> • Key features of poems: • Internal structures: figures of speech; imagery; rhyme; rhythm • External structures of poems: lines; stanzas; typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Reading for meaning • Reading with poetic rhythm • Scanning for important information

PLANNER AND TRACKER TABLE

TEXTBOOK	Independent Reading Activity	TEXT	PAGE
Clever English	Mid-Year Exam Exemplars	-	-
English Today	Mid-Year Exam Exemplars	Poem: "Windy day"	123
Interactive English	Mid-Year Exam Exemplars	Poem: "Celebrate"	2 [back of book]
Oxford Successful English	Mid-Year Exam Exemplars	Poem: "The Sun"	170
Platinum	Mid-Year Exam Exemplars	-	-
Spot On	Mid-Year Exam Exemplars	-	-
Top Class	Mid-Year Exam Exemplars	Poem: "Poem"	120
Via Afrika English	Mid-Year Exam Exemplars	Poem: "The Lion"	118

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Remind the learners that poetry is a different genre than stories, that it is made up of stanzas, lines, verses, and uses figurative language like metaphors, idioms, similes and personification.

STUDY THE TITLE AND PICTURES

1. Remind the learners to pay attention to the title and to get clues about the theme from the pictures.

READING

30 MINUTES

READ THE POEM:

1. Remind the learners to follow a method in an exam, the same as they were taught in class when reading poems.
2. Tell the learners to think of the following:
 - Did the poem have a serious message, or was it just to describe something beautiful?
 - Did you enjoy the poem? Why or why not?
 - Have you ever experienced what the person in the poem is describing?
 - Notice the punctuation in poetry. Is it different than punctuation in sentences in a text? If so, how?
 - Notice the rhyme scheme, which words rhyme and what effect this has on the mood of the poem
 - Notice the figures of speech, such as similes

POST-READING

45 MINUTES

COMPLETE THE POST-READING COMPREHENSION

1. Remind learners:

- In an exam, time is very important
- Look at the mark allocation for each question. If it is only for one mark, you need to give one fact. If it is for 3 or more marks, you need to find three facts, or write at least 3 or 4 sentences, which support your opinion or your thoughts
- Use quotes from the poem where you can
- Construct sentences properly with correct grammar and punctuation.
- Give details where necessary
- If you are struggling with a question in an exam, go on and answer the others, leaving space to return at the end of the exam to attempt the one that you were struggling with.
- Do not leave a question out, always attempt an answer
- Use context clues wherever possible
- Highlight key question words, and make sure you are answering what has been asked

CYCLE 5: WEEKS 9 & 10

IMPORTANT NOTE TO TEACHERS: Term 2 of 2018 has 11 weeks. The examinations will take place during week 11. This means that you have an additional two weeks before examinations to do catch up, consolidation and revision. It is very important that you use this time effectively to ensure that learners are as well prepared as possible for the mid-year examinations.

WEEK 9 Catch up and consolidation – PLAN YOUR WEEK	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
NOTES	
WEEK 10	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
NOTES	