

**Grade 8**

**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!

**[www.nect.org.za](http://www.nect.org.za)**

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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 8 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,
16	Writing & Presenting	30 min	Rewriting & Presenting

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 skills are developed by 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 must 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 develop children’s vocabularies. Learners cannot read and understand words they do not know.
5. **Teach fluency** – learners must practise their reading skills using reading texts where they use both their phonic decoding and word recognition skills. They should practice 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 (through 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

	<b>Phoneme</b> (speech sound)	<b>Grapheme</b> (letter or group of letters representing the phoneme)	<b>Example</b>
<b>Consonant Sounds</b>			
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

<b>Consonant Diagraphs</b>			
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
<b>Short Vowel Sounds</b>			
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
<b>Long Vowel Sounds</b>			
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
<b>Other Vowel Sounds</b>			
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
<b>Vowel Sounds Affected by R</b>			
40	/a [r]/	Ar	car
41	/ă [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 recognise 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 A DIFFICULTY?	<ol style="list-style-type: none"> <li>1. The learner cannot hear and/or identify sounds.</li> <li>2. The learner struggles to read many words.</li> <li>3. The learner says that he 'gets stuck on words'.</li> <li>4. The learner works so hard to sound out words that he does not understand what he is reading.</li> </ol>
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> <li>1. Build in a quick spelling lesson once or twice a week. Focus on one specific sound/area of difficulty each week.</li> <li>2. Identify a sound that learners seem to struggle with – use the table above to help you.</li> <li>3. Then, write down a list of words that use the same sound, and go through the list with learners. Play sound specific phonics games.</li> <li>4. Let them copy this list of words down, and study them for homework.</li> <li>5. Remind them that the words all use the same sound, so this makes the words easier to learn.</li> <li>6. Also make sure that learners understand the meanings of the words.</li> <li>7. An example of this could be to do the 'air' sound: fair; hair; air; chair.</li> <li>8. Try to display these 'word families' somewhere in the classroom.</li> </ol>
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> <li>1. Get pictures from magazines or brochures. Ask the group to sort these pictures by the first sound.</li> <li>2. Write down and show the group a sound combination (e.g.: sh; th; sw; etc.) Ask the group to 'read' the sounds a few times.</li> <li>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.</li> <li>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.</li> <li>5. Ask the group to write the words that you call out – make sure that the words all contain the targeted sound.</li> <li>6. Let the group practice reading aloud and help individuals to sound out words as they get stuck.</li> <li>7. Be patient and praise the group – some children need more time and practice to learn to read!</li> </ol>

## 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

Table from Masterson, J. Stuart, M. Dixon, M. and Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406

## 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"> <li>1. Learners who can read a large number of words automatically on sight will be more fluent and successful readers.</li> <li>2. Certain words do not follow normal phonetic patterns and cannot be 'sounded out'.</li> </ol>
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> <li>1. The learner reads haltingly, and in a word-by-word manner.</li> <li>2. The learner cannot recognise many high frequency words.</li> </ol>
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> <li>1. Make flashcards of the high frequency words.</li> <li>2. Ask learners to read four or five flashcards per day.</li> <li>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.)</li> <li>4. Ask learners to read the word.</li> <li>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.</li> <li>6. Ask learners to write the word then outline the shape of the word e.g.  </li> <li>7. Ask learners to draw the shape of the word with their fingers – first on the table, and then in the air. E.g.  </li> <li>8. Go through all four or five words in this manner.</li> <li>9. Next, flash the words to learners in a random order, and ask learners to read the word as they see it.</li> <li>10. Go through all the words two or three times.</li> <li>11. Each time the learners enter or leave the classroom, have them identify one word from the flashcard pile.</li> <li>12. Display these words somewhere in the classroom for learners to see.</li> </ol>
HOW DO I TRY TO REMEDIATE THESE PROBLEMS WITH LEARNERS WHO HAVE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> <li>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.</li> <li>2. At the end of the day, send four or five cards home with the learners, together with the same number of blank cards.</li> <li>3. Tell the learners to read over the words when they get home.</li> <li>4. Ask the learners to look at the word on each card and then copy the word on to a blank card.</li> <li>5. Once they have done this, tell the learners to shuffle their cards and then to lay them on a table face up.</li> <li>6. Learners should then try and match up the teacher's printed cards with their own written cards.</li> <li>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.</li> <li>8. Try to speak to the parent or guardian, and involve them in this process.</li> <li>9. Be patient with the group, and praise them as they recognise new words.</li> </ol>

## 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 of these learners

### How to help learners with VOCABULARY

READING SKILL	VOCABULARY
<b>WHAT IS THIS?</b>	This is the learner's ability to understand and use many different words.
<b>WHY MUST THE LEARNER BE ABLE TO DO THIS?</b>	1. The learner cannot understand what he reads if he does not understand many of the words.
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?</b>	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.
<b>HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?</b>	1. Clearly 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.
<b>HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?</b>	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.

## FLUENCY

### How to help learners with FLUENCY

READING SKILL	FLUENCY
WHAT IS THIS?	This is the ability to read with speed, accuracy and proper expression.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	Learners must be able to read fluently in order to understand what they read.
HOW DO I RECOGNISE IF A CHILD IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none"> <li>1. It takes the learner a long time to read a passage.</li> <li>2. The learner cannot read many words.</li> <li>3. The learner reads with no expression.</li> <li>4. The learner does not pause in the correct places.</li> <li>5. The learner moves his mouth when reading silently.</li> <li>6. The learner gets frustrated when reading.</li> </ol>
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> <li>1. Model fluent reading for the class at every opportunity.</li> <li>2. When reading any text aloud, make sure that you are well prepared, so that you can read the text smoothly, at a good pace, and with the proper intonation and inflection.</li> <li>3. Once you have read a text aloud, ask the class to read the same text with you. Keep reading at the same pace, and do not read in a sing-song \ rhythm.</li> </ol>
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> <li>1. Read aloud to the group whenever possible, so that they can hear fluent reading.</li> <li>2. Read aloud and let learners follow with their fingers in the book.</li> <li>3. Read a short passage to the group, and then make them read the same passage immediately.</li> <li>4. Let each learner read individually (if they are comfortable doing so). Say, "Stop". The learner must immediately look up from the page, but must continue to say the words that were read. This encourages learners to 'read on' – to let their eyes move ahead to the next words, even as they are reading other words aloud. See who can 'read' the most words once they have looked up from the page.</li> <li>5. Encourage the group and let learners know that you understand their frustration.</li> <li>6. Always ensure a learner is comfortable reading in front of their classmates. Avoid asking them to read in front of their classmates if this causes them to be distressed/unhappy. Instead, offer the learner the opportunity to read out loud one to one with yourself, perhaps at your desk.</li> </ol>

## COMPREHENSION

### How to help learners with COMPREHENSION

READING SKILL	COMPREHENSION
<b>WHAT IS THIS?</b>	<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"> <li>1. Decode what has been read.</li> <li>2. Make connections between what has been read and what is already known.</li> <li>3. Think deeply about what has been read.</li> </ol>
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?</b>	<ol style="list-style-type: none"> <li>1. Readers who have good comprehension are able to make decisions about what they have read – what is important, what is not important, etc.</li> <li>2. Comprehension combines reading with thinking and reasoning – it is how we learn new things.</li> </ol>
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?</b>	<ol style="list-style-type: none"> <li>1. The learner cannot recall details from the story.</li> <li>2. The learner does not know the main idea of the story.</li> <li>3. The learner cannot say what happened first, what happened next, and what happened last.</li> <li>4. The learner cannot summarise the story.</li> <li>5. The learner cannot say what a character's thoughts or feelings are.</li> </ol>
<b>HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?</b>	<ol style="list-style-type: none"> <li>1. Explain the meaning of unknown words in the text to the class.</li> <li>2. Ask the class different levels of questions.</li> <li>3. Help the class to identify where in the text the answers can be found.</li> <li>4. Model answers to comprehension questions.</li> <li>5. Model how to think through the answers to complex questions.</li> <li>6. When asking a complex question, allow learners to answer. Summarise and connect learners' answers to form a full and ideal response.</li> </ol>
<b>HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?</b>	<ol style="list-style-type: none"> <li>1. Teach the group to read a short chunk of the text, and make sure they know what is going on before moving on.</li> <li>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.</li> <li>3. Help the group to summarise what happened through questioning. E.g.: What happened first? Where were they? What happened next?</li> </ol>

## READING SKILLS

- In every reading lesson, learners need to be taught certain reading skills
- These are listed at the start of the lesson
- These reading skills 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 reading skill is included here, rather than in the actual lesson
- Go through this section very carefully, and try to learn the different aspects of the reading skills, so that you can automatically teach them to the learners
- If a lesson includes a NEW or DIFFERENT reading skill, that will be included in the actual lesson

<b>Analysing, evaluating and responding to texts</b>	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.
<b>Comparing and contrasting</b>	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.
<b>Clarifying</b>	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.
<b>Context clues</b>	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.
<b>Critical Language awareness</b>	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.



<b>Deducing meaning (analogies, comparisons)</b>	<p>Meanings are not always clear or literal. 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> <p>Sometimes a comparison is used.</p> <p>One type of indirect comparison is a simile. The simile uses the words 'like' or 'as' to compare two things.</p> <p>Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar.</p> <p>Deducing meaning is the skill of working out what the message or meaning is really supposed to be.</p>
<b>Drawing conclusions</b>	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.</p>
<b>Dictionary skills</b>	<p>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.</p>
<b>Evaluate</b>	<p>Evaluating a text is when you give your own opinion and make a judgement about the information you have read.</p>
<b>Fact and opinion</b>	<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.</p> <p>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>

<b>Fluency</b>	Fluency is the ability to read with reasonable accuracy – to pronounce words correctly, with correct emphasis on syllables and words. Fluency also 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.
<b>Inferring meaning</b>	<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 something out 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"> <li>• Think about what the author has written so far</li> <li>• Think about what you already know</li> <li>• Think about how the characters feel and what they have said</li> <li>• Use all the clues you can in the text to make a good guess</li> <li>• Think about where the events are taking place</li> <li>• Think about how the characters act</li> <li>• Put the pieces together</li> <li>• Make a conclusion by using words like:</li> </ul> <p>I think....  This could mean....  Maybe...</p>
<b>Interpreting cartoons</b>	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.
<b>Intensive Reading</b>	Intensive Reading involves reading in details with specific learning aims and tasks.
<b>Paraphrasing</b>	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.
<b>Personal opinion</b>	Based on the knowledge of what an opinion is and that opinions are neither right nor wrong, learners must be able to make personal judgements. Developing a personal opinion on a text must always be supported by valid reasons relating to the text.

<p><b>Predicting information</b></p>	<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"> <li>• Read the title</li> <li>• Discuss the meaning of the title</li> <li>• Ask learners what they think the story will be about</li> <li>• Look at any illustrations</li> <li>• Discuss the illustrations</li> <li>• Ask learners what they think the story will be about, based on the illustrations</li> <li>• Ask learners to connect the illustrations and title to get a full idea</li> <li>• Ask learners to think about any similarities or differences between the title and illustrations</li> <li>• Ask learners what they think the story will be about now</li> <li>• Learners may discuss, draw or write about their predictions</li> </ul> <p>How to predict (during reading)</p> <ul style="list-style-type: none"> <li>• Pause during reading</li> <li>• Ask learners what they think will happen next, now that they have some idea of how the events are unfolding</li> <li>• Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas</li> <li>• Ask learners if their previous predictions were correct</li> <li>• Ask learners if they would like to change or revise their previous predictions as they read and gather more information</li> </ul>
<p><b>Purpose of a text (to inform, persuade)</b></p>	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader, for fun or pleasure. 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.</p> <p>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, many adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>
<p><b>Relating text to own experience</b></p>	<p>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.</p>

<b>Scanning texts</b>	<p>Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information To scan read do the following:</p> <ul style="list-style-type: none"> <li>• Keep in mind all the time what you are searching for</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Sequence of events</b>	<p>The sequence is the order in which the events take place. Often sequencing key words will be used. E.g. firstly; then; next; followed by; lastly. 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>
<b>Skim reading</b>	<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. How to skim read:</p> <ul style="list-style-type: none"> <li>• Read the title</li> <li>• Read any subheading</li> <li>• Look at any illustrations</li> <li>• Read the introduction</li> <li>• Read the first paragraph completely</li> <li>• Read only the first sentence of all other paragraphs.</li> <li>• Look for any words that may provide answer the most important information required: who? what? when? where? and how?</li> <li>• Read the last paragraph completely</li> </ul>
<b>Socio-political and cultural backgrounds of text and author</b>	<p>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.</p> <p>Often it is useful to know a little about the author as it can help the reader to understand the story better.</p>
<b>Summarise</b>	<p>When we summarise we look for only the main ideas in each paragraph. The supporting sentences that prove the main idea are not important when summarising.</p>
<b>Visualising</b>	<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>
<b>Vocabulary development</b>	<p>Vocabulary development is adding to the amount of words you know. You can add to your vocabulary by reading new words and working out ways of understanding them, including using a dictionary or clues from the text.</p> <p>Vocabulary development includes learning about synonyms; antonyms; homophones; homonyms.</p>

## 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.

<b>Authors attitudes and intentions</b>	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.
<b>Audience</b>	When reading a text, the audience is the group of people who will be reading that text, if they are teenagers, boys, girls, the text will be written specifically for that group.
<b>Alliteration</b>	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
<b>Assonance</b>	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
<b>Background</b>	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.
<b>Caption</b>	The words or sentence underneath a picture or a chart which explain what it is about. A caption is brief and to the point.
<b>Character</b>	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.
<b>Characterisation</b>	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
<b>Conflict</b>	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"> <li>• Person against person: a problem between two characters</li> <li>• Person against self: a problem within the character's own mind</li> <li>• Person against society: a problem between a character and an institution like a school or police force or a tradition</li> <li>• Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami</li> </ul>
<b>Climax</b>	The climax is the most important and most exciting part of a play or story.

<b>Dialogue</b>	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.
<b>Emotive language</b>	Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.  The use of the pronouns “We, us” makes the reader feel part of something.  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.
<b>Figurative language</b>	This includes figures of speech and idiomatic expressions. Figures of speech include alliteration; hyperbole; metaphor; onomatopoeia; simile; personification.
<b>Font types and sizes, the impact of font on comprehension</b>	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.
<b>Genre</b>	Genre is the category or style of the book.  E.g. mystery; fantasy; science-fiction; adventure; romance.
<b>Headings and captions</b>	Headings always introduce text or a poem and are useful in providing some 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.
<b>Hyperbole</b>	Hyperbole is the use of exaggeration for effect.  E.g. My suitcase weighs a ton! I have told you a million times!
<b>Idioms and proverbs</b>	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.
<b>Imagery</b>	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.
<b>Interjections</b>	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.  E.g. Ah! Dear me! Oh gosh! Wow! Local colloquial interjections would include words like eish!
<b>Jargon</b>	Jargon are words or expressions used by a specific group of people only. It is that group who will understand the word best.  E.g. doctors might say STAT.



<b>Literal and figurative meaning</b>	<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.</p> <p>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>
<b>Manipulative language</b>	Language which is used on purpose to make you try to believe something.
<b>Main and supporting ideas</b>	<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>
<b>Metaphor</b>	<p>The metaphor is figurative language most often used in poetry, where one object is said to be another. This creates a visual image.</p> <p>E.g. Her lips were red strawberries His heart was a feather blown by the wind</p>
<b>Milieu</b>	<p>The social setting in a script, play or story. The social environment, the background, setting or context.</p> <p>E.g. Gregory came from the same upper class milieu as Francis.</p>
<b>Mood</b>	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.
<b>Narrator</b>	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <p>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.</p> <p>b. A narrator who is not a character in the story. This narrator reports on events.</p> <p>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.</p>
<b>Onomatopoeia</b>	<p>Onomatopoeia are words which make a sound</p> <p>E.g. hiss; ping; buzz; splat; bang; zoom; sizzle</p>
<b>Personification</b>	<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>

<b>Persuasive text</b>	A text which tries to persuade you to do something or to buy something. Advertisements and posters often use persuasive text.
<b>Plot</b>	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.
<b>Purpose of a text (to inform, persuade)</b>	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.  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.
<b>Register</b>	Register is the type of language which has been used in a text, sometimes the register is formal, sometimes the register is more informal.
<b>Reported Speech</b>	Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.  E.g. “Study hard for your exams!” said the teacher. 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.
<b>Rhetorical question</b>	A rhetorical question is a question used by a writer or speaker, but they do not expect or want an answer. It is simply used to make you think, or attract attention.  E.g. How can you just sit there and do nothing? This might be said by someone who is angry at another person, it is an expression of their anger and does not require an answer.
<b>Setting</b>	The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.  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.
<b>Simile</b>	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  E.g. His eyes were like knives; she was as tall as a giraffe
<b>Theme and message</b>	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.
<b>Typography</b>	The style and appearance of text, font types and sizes.



<p><b>Types of language</b> - including: bias; prejudice; discrimination; stereotyping. How language and images reflect and shape values and attitudes.</p>	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another. 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. All men love sport. All boys love fast cars. All women like to cook.</p>
<p><b>Visual texts</b></p>	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

## LANGUAGE STRUCTURES AND CONVENTIONS

<b>Abbreviations</b>	These are words which have been shortened, by using a few of the letters of the word, most often the first few letters. E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography
<b>Adjectives</b>	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. E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.
<b>Adverbs of manner</b>	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. E.g. He smiled happily. She cried loudly. Adverbs of manner usually end in –ly.
<b>Adverbs of place</b>	Adverbs of place are words which refer to a general place. E.g. Here; there; near; far.
<b>Adverbs of time</b>	Adverbs of time are words which refer to general time frames. E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.
<b>Acronyms</b>	A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word. E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters
<b>Antonym</b>	A word that means the opposite of another word in the same language E.g. good and bad are antonyms.
<b>Auxiliary verbs</b>	Auxiliary verbs support the actual verb. 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.
<b>Clauses</b>	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. E.g. When it was raining. Because you were late. Before you go to bed.
<b>Concord</b>	The concord is when the subject and the verb in a sentence agree. 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. Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is

<p><b>Conjunctions and transition words</b></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><b>Contractions</b></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><b>Determiners</b></p>	<p>Determiners include:</p> <ul style="list-style-type: none"> <li>• The definite article: The book; the apples.</li> <li>• Indefinite article: A book; an apple.</li> </ul> <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"> <li>• Most learners understood the lesson.</li> <li>• The school has many learners.</li> <li>• Some children enjoy school.</li> <li>• Many children enjoy sports.</li> </ul>
<p><b>Homophones, homonyms, homographs</b></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>
<p><b>Homonym</b></p>	<p>A homonym is a word which has the same spelling as another word, but has a different meaning.</p> <p>E.g. a bank can be where we keep our money, but a bank can also be the side of a river.</p>
<p><b>Homophone</b></p>	<p>word which sounds the same as another word but is spelt differently and has a different meaning.</p> <p>E.g. their – showing possession; there – showing place.</p>

<p><b>Nouns</b></p>	<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; Sipho; 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>
<p><b>Phrases</b></p>	<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>
<p><b>Prepositions</b></p>	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
<p><b>Pronouns</b></p>	<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>
<p><b>Punctuation</b></p>	<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>
<p><b>Reported speech</b></p>	<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><b>Sentences</b></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><b>Spelling</b></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. E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> <li>• A short vowel sound like 'e' means the last consonant must be doubled before adding -ing. Pet – petting</li> </ul> <p>A long vowel sound like 'ee' means the last constant stays single before adding - ing. Meet – meeting</p> <ul style="list-style-type: none"> <li>• "i before e except after c"</li> <li>• 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.</li> </ul> <p>E.g:</p> <ul style="list-style-type: none"> <li>• Monkey – monkeys</li> <li>• Donkey – donkeys</li> <li>• Country – countries</li> <li>• Lady – ladies</li> <li>• City – cities</li> </ul>
<p><b>Verbs</b></p>	<p>The actions that are performed. E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung</p> <p>Verbs are the building blocks of most sentences.</p>
<p><b>Verb Tenses</b></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.

★ **selcouth**  
(adj.) unfamiliar, rare, strange, and yet marvellous

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?	Information text with visuals
Features of text to be taught:	<ul style="list-style-type: none"><li>• Authors attitudes and intentions</li><li>• Emotive language</li><li>• Headings and captions</li><li>• Purpose of a text [to inform, persuade]</li><li>• Visual texts</li></ul>
Reading skills to be taught:	<ul style="list-style-type: none"><li>• Skimming</li><li>• Scanning</li><li>• Intensive reading</li><li>• Analysing, evaluating and responding to texts</li><li>• Clarifying</li><li>• Context clues</li><li>• Dictionary skills</li><li>• Fact and opinion</li><li>• Font types</li></ul>



## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	Just do it.	Extract "Like a fish out of water"	80
<b>English Today</b>	Nature gone wild	Information text "Burning Hot how a volcano is formed"	75
<b>Interactive English</b>	The Power of One	Information text "Tankman"	104
<b>Oxford Successful English</b>	Getting There	Reading maps and information	97
<b>Platinum</b>	Hiking in South Africa	Brochure and visuals	70
<b>Spot On</b>	Get Cooking	Information text with visuals "Zaika Indian Restaurant"	68
<b>Top Class</b>	Proud to be South African	Visual texts – symbols and their meanings "The South African coat of Arms"	69
<b>Via Afrika English</b>	Celebrate South Africa	Map with info "World Heritage sites"	71

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:
  - to open their text book to the correct page
  - that the focus will be on reading maps, keys, and the information in brochures
2. Explain that a brochure is an information pamphlet or folder that gives information about a product or holiday destination.
3. Explain that a map has a key, which is where the symbols on the map are explained.

### STUDY THE TITLE AND FORMAT OF THE TEXT

1. Read the title of the information text
2. Ask the learners:
  - Do you notice that the title is typed in a special font?
  - Is the font bigger or smaller than normal?
  - Why do you think size and style would be different?
  - Does the title tell us where or what the main theme is going to be?
  - Are there any subtitles, smaller headings on the brochure?
  - Read these subheadings. What is their purpose?
3. Tell the learners to look at the pictures
4. Ask the learners:
  - Is the picture the main focus of the page, or just a small part?
  - What does the picture tell you about the place, does the picture help you to understand more about the map or the area?
  - If there is a map, are there pictures on the map?
  - These are called symbols, what do they represent?
  - Why are they on the map?
  - Do any pictures have captions, if so, what do the captions say?
5. Ask the learners what is the purpose of this type of text?
6. Ask the learners to work with a partner and write down in their workbooks a list of other types of informational texts and where these might be found.

## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to read the information brochure out loud to a partner, as if it were an advert for T.V.
2. Tell the learners to read the subheadings and then each block of information again, one at a time and to ask:
  - Where is the location being described?
  - What can I see there?
  - Are there important landmarks?
  - How do I get there?
  - How far is it and how long will it take me to get there?
  - Why would I want to go there?
3. Ask the learners what the advantage is of a visual image together with text. Write their ideas on the board.

(their answers may be: persuasion, extra information, appeals to sense of sight, clarifies written information, any other relevant reason)

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Remind the learners that if there is a word they do not understand they should follow the procedure below:
  - Check for a glossary or word box
  - Use context clues, by reading the sentence above and below and try to use a synonym to replace the difficult word
  - Use a dictionary

### READ THE TEXT.

1. Tell learners to scan the text for any persuasive words in the text (i.e: Words intended to make the reader feel a certain way.) Ask learner to come up and write these words on the board. Discuss these as a class.
  - Why has the author chosen these specific words?
  - What is the effect of these words?
  - Do you think they are effective?
2. Read the content to a partner out loud again.
3. Tell learners to draw a rough mind map in their work books that summarises the text. They should have the heading in the middle and the supporting facts around the outside.
4. Ask learners to identify different font types used in the text. Ask the following questions:
  - a. Which words are written in a different font?
  - b. Describe the font.
  - c. Why do you think they have been written this way?

## **FACT AND OPINION**

1. Tell learners that some of the information in the text is factual and some information is opinion.
2. Draw a table on the board with two columns and four rows. Write the following as a heading in each column: FACT, OPINION
3. Ask learners to copy the table in their work books and write down three pieces of information that are FACT and three pieces of information that are OPINION.

## **TURN AND TALK**

1. Turn to a partner and using your information notes and map, quiz each other about where to find a specific location.
2. Ask what the attraction at that location is?
3. Why would someone want to visit it? What features in the text or image persuade people to visit?

## **SILENT READING**

1. Instruct the learners to read the text one more time silently to themselves.

## POST-READING

**45 MINUTES**

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today learners will be answering questions in written form.
2. Read the comprehension questions out loud to learners.
3. Tell learners to always answer questions in full sentences, with as much detail as possible.
4. Read the text out loud to the learners.
5. Read the questions out loud to learners once again.
6. Give learners 30 minutes to complete all questions, independently.
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?	Poem
Features of text to be taught:	<ul style="list-style-type: none"><li>• Assonance</li><li>• Emotive language</li><li>• Figurative language</li><li>• Headings and captions</li><li>• Imagery</li><li>• Metaphor</li><li>• Mood</li></ul>
Reading skills to be taught:	<ul style="list-style-type: none"><li>• Reading for meaning</li><li>• Skimming</li><li>• Scanning</li><li>• Analysing, evaluating and responding to texts</li><li>• Inferring meaning</li><li>• Paraphrasing</li><li>• Relating text to own experience</li><li>• Visualising</li></ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
<b>Clever English</b>	Just do it	Poem: "Warriors once"	83
<b>English Today</b>	Nature Gone Wild	Poem: "Floods of Shame"	81
<b>Interactive English</b>	The Power of One	Poem: "The Power of One"	109
<b>Oxford Successful English</b>	Getting There	Poem: "Mother City"	103
<b>Platinum</b>	Hiking in South Africa	Poem: "The door"	75
<b>Spot On</b>	Get Cooking	Reading a cartoon "madam and Eve"	70
<b>Top Class</b>	Proud to be South African	Poem: Sitting on a rock	73
<b>Via Afrika English</b>	Celebrate South Africa	Poem: Love poem for my country	74

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- To open their textbooks to the correct page
- That they will be studying a poem over the next few lessons
- Remind learners that poetry is written differently than text.
- Explain that a “stanza” is a group of lines in a poem, similar to a paragraph in a story
- Tell learners that a poem might be punctuated differently to other forms of text. Point out examples of this to the learners when reading the poem

### STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the poem out loud, and ask:

- Does the title tell us what the theme of the poem is going to be (nature, emotions)?
- Does the title mention the place or setting of the poem?
- Does the title already create an emotion in the reader?
- Which words specifically create the emotion?

2. Tell learners to look at the pictures and ask:

- Does the picture give further information about the setting – where the poem takes place?
- Do the pictures create an emotion?
- Can you identify with the setting, have you seen or been somewhere similar?

3. Ask the learners to look at the structure of the poem.

- How many stanzas are there in the poem?
- How many lines are there in each stanza?
- Does the poem have a rhyming scheme?

4. Ask learners to work in pairs. They must

- write down all the last words of each line of the poem
- work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with ‘a’, followed by ‘b’ and so on.

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)



## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to listen for the rhyme scheme and decide if the poem is a light-hearted (happy) one or a more serious topic, often created by the rhyme scheme.
2. Tell the learners to close their eyes as you read, and to visualise or imagine the pictures the poet is trying to create.

### READ THE POEM:

1. Read the poem out loud to the class.
2. Ask a learner to paraphrase, in their own words what the poem was about.
3. Ask the learners what the theme or message of the poem was.
4. Ask the learners to notice that punctuation is often different in a poem. Find examples from the poem you are studying and write these examples on the board clearly showing some of the aspects listed below. Ask learners to suggest why the poet may have punctuated or written the poem in this way.

- Sometimes there are full stops after a line and other times not
- Sometimes lines start with capital letters and other times not
- Sometimes lines start with conjunctions
- Sometimes a capital letter has been used when it would not have been used in a story text

5. Ask the learners to talk about if they have ever seen, experienced or felt the same way as the poet feels? If so, describe the situation that was similar in your life.

6. Draw the following table on the board:

FIGURE OF SPEECH	MEANING	EXAMPLE
Assonance		
Simile		
Metaphor		

7. Ask learners what they think each of these words mean. Fill this information in on the table on the board. Their answers may look something like this:

FIGURE OF SPEECH	MEANING	EXAMPLE
Assonance	Repetition of the vowel sound	
Simile	Direct comparison using 'like' or 'as'	
Metaphor	Direct comparison	

8. Ask learners to come up to the board and write an example of each of these. The table on the board may look something like this:

FIGURE OF SPEECH	MEANING	EXAMPLE
Assonance	Repetition of the vowel sound	The rain in Spain
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion
Metaphor	Direct comparison	My teacher is a dragon

9. Tell the learners to copy this table into their workbooks, but to add an extra column titled 'examples from the poem'.

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Assonance	Repetition of the vowel sound	The rain in Spain	
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion	
Metaphor	Direct comparison	My teacher is a dragon	

10. Ask the learners to find examples from the poem of assonance, similes and metaphors, and to add these to the table.

11. Tell learners to TURN and TALK to a friend and compare the figures of speech they found.

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners that if they do not understand a word, to follow this process:

- Check for a word box, glossary, or asterisks \* with a foot note, explaining the word
- Use the context, read the whole stanza to get an idea of what the word could possibly mean
- Use a dictionary

### SILENT READING

1. Tell the learners to read the poem to themselves, silently.

## POST-READING

**45 MINUTES**

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the story in written format.
2. Remind the learners that 'quote' means finding a word or phrase or clause that is in the poem and writing it exactly as it is in the poem.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
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 1: WEEKS 1 & 2

### 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 lesson in the text book (1 hour) AND the process writing task covered below. (2.5 hours).

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
<b>Clever English</b>	Just do it	12
<b>English Today</b>	Nature gone wild	23
<b>Interactive English</b>	The power of one	35
<b>Platinum English</b>	Hiking in South Africa	48
<b>Spot On English</b>	Get cooking!	61
<b>Successful English</b>	Getting there	72
<b>Top Class English</b>	Proud to be South African	83
<b>Via Afrika English</b>	Celebrate South Africa	95

**GENRE: 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 will be anyone wanting to use the instructions.

**PURPOSE:** Instructions are written to tell someone how to do or make something like food.

**TEXT FEATURES:**

1. Facts
2. Headings and sub-headings
3. Point form
4. Simple sentences

**TOTAL TIME ALLOCATION:** 2 1/2 hours

**REQUIRED LENGTH OF TEXT:** 120-140 words

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbooks
3. Personal dictionary

**WORD BOX**

flour, butter, sugar, meat, cook, fry, boil, knife, pot, sieve, grater, oven, stove, oil, spoon, cut, chicken, sauce, stir, beat, chop, slice, vegetables, milk, whip, bake, fry, bowl, pour, enjoy.

## TEACHING THE GENRE

30 MINUTES

### OUTCOMES:

The learners will recognise how instructions are usually structured.

### TEACHER INPUT

1. Tell the learners that the lesson today is about 'Giving Instructions'.
2. Say:
  - Instructions are a list of steps explaining to the reader how to get to an end goal
  - They are written in clear and simple language, giving facts
  - They are written step by step
  - One instruction follows on the instruction that went before
  - Instructions tell us what we are going to do
  - Instructions usually have a heading
  - Sometimes instructions will give the reader a list of things they will need to finish the task
3. Ask the learners if they can think of examples of when they might need instructions?
4. Write their ideas on the board. Some examples might be:

- Changing a tyre
- Baking a cake
- Fixing an engine
- Sewing a dress
- Building a wall

5. Write the following on the board:

### **Baked eggs with polony and cheese**

#### **Ingredients**

50 grams chopped polony  
1 small onion chopped  
4 eggs  
40 grams grated cheese

#### **Method**

1. Pre-heat the oven to 180 degrees Celsius.
2. Grease four half-cup oven proof dishes.
3. Divide polony and onion between the dishes.
4. Break one egg into each dish.
5. Sprinkle equal amounts of cheese in each dish.
6. Bake in the oven for 10 minutes.

6. Tell the learners that this set of instructions is called a recipe.
7. Ask learners to tell you how the structure of this recipe is different from a poem, novel, magazine article or letter.
  - what do they notice about the sentences?
  - what do they notice about the type of language?
  - what do they notice about the layout?
8. Ask the learners the following questions:
  - a. What is the name/ heading/ title of the recipe? (Answer: Baked eggs with polony and cheese)
  - b. What ingredients are needed for this recipe? (Answer: polony, onion, eggs, cheese)
  - c. Equipment is the tools you need to do the task. What equipment do you think you would need to make this recipe? (Possible answer: Oven, ovenproof dishes, grater, knife, chopping board, cloth)
  - d. How many steps are there in the instructions? (Answer: Six)
  - e. What is the first instruction? (Answer: Pre-heat the oven to 180 degrees Celsius)

## 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 write a set of instructions together.
2. We are going to write a set of instructions on how to make a fire.
3. Remind 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
4. Draw the following on the board (or find a suitable picture):



5. Ask the learners the following questions (and write their answers on the board as you go along. By the end, you should have a set of instructions):
  - a. What shall we call our set of instructions?
  - b. What equipment would we need?
  - c. What steps would we follow to build a fire? (Here you will need to guide the learners to think STEP BY STEP).



6. Your final example may look something like this:

## **HOW TO MAKE A FIRE**

### **Equipment**

A handful of small dry twigs  
Three sheets of newspaper  
20 large pieces of dry wood  
Matches

### **Method:**

1. Crumple up the pieces of newspaper.
2. Put the small dry twigs on top of the newspaper.
3. Stand three large pieces of wood over the newspaper and twigs.
4. Light the paper with the matches.
5. Once the big pieces of wood have started to burn, start adding more pieces of wood.
6. Keep adding more wood as the fire burns.

7. Ask learners what the advantage would be of having a visual text with the instructions?

## PLANNING



**30 MINUTES**

**OUTCOMES:**

- The learners will plan to write their own recipe.
- The learners will use a grid as their planning tool.

### TEACHER INPUT

1. Tell the class they will plan be planning a recipe with clear instructions.
2. Say:
  - Today you will write your own recipe
  - Think about a favourite food that you enjoy
  - Close your eyes and imagine that food in your mind
  - Take two minutes to think about what food you enjoy
  - You will be writing a recipe for someone who has never cooked this food before
  - Your recipe will need to be written in clear, easy to follow steps with carefully planned instructions
3. Before we write, we will plan, because WRITERS PLAN BEFORE THEY WRITE. To do this we will use a table, because a recipe has a very ordered structure.
4. Draw the following on the board:

Heading:	
<p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>• Write in order of use</li> <li>• Do not punctuate</li> <li>• Here we also give exact details like how much and what. e.g.</li> <li>• 2 eggs or 250ml of flour</li> <li>• warm water</li> </ul>	<p>Utensils e.g.</p> <ul style="list-style-type: none"> <li>• wooden spoon</li> <li>• a large bowl</li> </ul>
<p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. How to make the recipe</li> <li>2. Step-by-step instructions</li> <li>3. Numbered points</li> </ol>	

5. Read over this table with the learners. Explain to them that this is all the information that they will need to put in their recipe.
6. Ask the learners to draw this table into their books.
7. Tell the learners to now fill in keywords only on the planning table.
8. Tell learners that they must use the word boxes, because WRITERS USE RESOURCES TO WRITE WORDS.

## **LEARNER ACTIVITY**

1. Let the learners copy the planning table from the chalkboard, and complete it by writing in only the key words for their recipe.
2. When the plan is done, say:
  - TURN AND TALK to share your plan with a writing partner.
  - Read your plans to each other to check that you are on the correct path.
3. Ask learners to indicate THUMBS UP, THUMBS DOWN. Are they happy with each other's plans or not? Help those who have thumbs down.

## DRAFTING

30 MINUTES

### OUTCOMES:

The learners will write their first draft of their own recipe.

### TEACHER INPUT

1. Tell the learners they are going to write the first draft of their recipes based on their planning grids.
2. Write the following on the chalkboard:

#### CRITERIA

1. There is a heading/title.
2. There is a subheading "ingredients".
3. There is a subheading "utensils".
4. There is a subheading "method".
5. The ingredients and amounts needed are listed.
6. The utensils needed are listed.
7. The steps in the method are numbered.
8. The steps are written in short, simple, sentences.
9. The steps are in a clear, logical order.
10. The spelling is correct.
11. The punctuation is accurate.
12. The writing is 120-140 words long.

3. Read over the criteria with the learners.
4. Tell learners that if they 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.

### LEARNER ACTIVITY

1. Learners must now write a first draft of their recipes based on the criteria.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners. Guide them and remind them what to do to write a good set of instructions.
4. Set a time limit to keep the learners on target.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

The learners will SELF-EDIT and PEER-EDIT their instructions by using the checklist provided.

**TEACHER INPUT**

1. Tell the learners they will read through their own pieces.
2. Then they will swap their written instructions with a partner.
3. Write this checklist on the board:

	Checklist	Yes	No
1.	Is there a heading/title?		
2.	Is there a subheading "ingredients"?		
3.	Is there a subheading "utensils"?		
4.	Is there a subheading "method"?		
5.	Is there a list of all the ingredients and amounts needed?		
6.	Is there a list of the utensils needed?		
7.	Are the steps in the method numbered?		
8.	Are the steps written in short, simple sentences?		
9.	Are the steps written in a clear, logical order?		
10.	Is the spelling correct?		
11.	Is the punctuation accurate?		
12.	Is the writing 120-140 words long?		

**LEARNER ACTIVITY**

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's instructions, this is a PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

## REWRITING & PRESENTING

**20 MINUTES**

### OUTCOMES:

The learners will write their final drafts.

A "CLASS RECIPE BOOK" will be compiled and put on display.

### TEACHER INPUT

1. Tell the learners to neatly re-write a copy of their recipes, using the edited draft.
2. Tell the learners that they may decorate or add a picture to their recipes.
3. Thank the learners for all their efforts in developing their writing skills.
4. Tell learners that you will make a 'Class Recipe Book' with all of the recipes once they have been assessed.

### LEARNER ACTIVITY

1. Learners rewrite their recipes neatly.

## COMPLETED EXAMPLE

Recipe: Lip- Smacking Chocolate Cake

### Ingredients

250ml flour  
 250ml sugar  
 4 heaped tablespoons of cocoa powder  
 half a teaspoon of salt  
 5ml of baking powder  
 three-quarters of a cup of warm water  
 three-quarters of a cup of oil  
 4 egg yolks and 8 egg whites  
 jam  
 2 x Cadbury's milk chocolates

### Utensils

1. a large bowl
2. a measuring cup
3. a sieve
4. a measuring spoon
5. a 5ml teaspoon
6. a wooden spoon
7. a kettle or a pot
8. a bowl to separate the egg whites into
9. a whisk
10. 2 x 5cm deep baking trays
11. a bowl and a pot to double boil the chocolate

### Method:

1. First, set the oven at 180 .
2. Butter the baking tins.
3. Sieve the flour, sugar, cocoa, salt and baking powder into the large bowl.
4. Next, add the warm water and oil to the ingredients.
5. Mix this slowly, with a wooden spoon.
6. Separate the eggs.
7. Place the yolks in a small bowl and whisk.
8. When fluffy, mix these in.
- 9 Whisk the egg whites until stiff.
10. Gently fold the egg whites into the rest of the mixture.
11. Pour the mixture into the baking tins.
12. Place the tins in the oven and let them bake for about 45 minutes.
13. Let the cake cool for about half-an-hour.
14. Place jam between the two layers.
15. Melt chocolate slowly while stirring
16. Spread it over the cake.
17. Lastly, cut and enjoy with a cup of milk!

(Word count 140)

# Cycle 1 Writing

## ASSESSMENT

RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Format of the text	The text is not set out correctly.	0-3	The format is mostly correct.	4-6	The format of the text is perfect.	7-10
Language use: tense; spelling; sentence structure Content and flow	The tense used is incorrect. The use of language needs significant improvement. There are a number of spelling errors, and the sentence structures need work.	0-3	The piece is written in simple present tense. The language used shows a good understanding of how to write instructions. There are some spelling or grammar errors.	4-6	The learner has used the simple present tense. The language used is excellent and the instructions are easy to understand. There are very few if any spelling or grammar errors.	7-10
Content and flow	The instructions are poorly put together and there is little flow. It is not clear what the writer is trying to explain.	0-3	The instructions are well written and the text flows well but there is room for improvement.	4-6	The instructions are outstanding. They are clear, make good sense and flow well.	7-10
Audience and Purpose	Little thought has been given to whom this is written for and that the task is to explain how to make food.	0-1	There is a clear understanding of whom this is written for and that it is to help someone make food.	2-3	Demonstrates outstanding attention to audience and purpose.	4-5
<p><b>Teacher's comments:</b></p> <p>What I really like about _____</p> <p>_____</p> <p>_____</p> <p>I think you could improve _____</p> <p>_____</p> <p>_____</p> <p>Total:            /30                      Date: _____                      Signature: _____</p>						



# CYCLE 2

★ **nubivagant**  
(adj.) moving among clouds

*Weeks*

3 & 4

## CYCLE 2: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Read a television script
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Authors attitudes and intentions</li> <li>• Background and setting of novel</li> <li>• Character</li> <li>• Characterisation</li> <li>• Dialogue</li> <li>• Emotive language</li> <li>• Mood</li> <li>• Plot</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Inferring meaning and conclusions</li> <li>• Context clues</li> <li>• Critical Language awareness</li> <li>• Predicting information</li> <li>• Relating text to own experience</li> <li>• Visualising</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	Two Heads are Better	Read a panel discussion	94
<b>English Today</b>	Teenagers	Read a radio drama script "Big Dreams"	86
<b>Interactive English</b>	Do Well by Doing Good	Reading commentary from a television interview "One person cannot make a difference"	120
<b>Oxford Successful English</b>	Language helps to overcome barriers	Television play script	112, 113
<b>Platinum</b>	Many masks	Article "A mask for every task"	81
<b>Spot On</b>	Branding South Africa	Reading a forum discussion	75
<b>Top Class</b>	Let's talk about it	Read information from a cartoon "Biotechnology"	83
<b>Via Afrika English</b>	Home is where the heart is	Cartoon "Charlie Brown"	84

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- to notice how dialogue is set out and how each character's words are presented
- to notice that there is sometimes some more information in brackets next to the name
- this is called a stage direction and helps us to visualise or imagine what people look like, what they are feeling, what their body language is trying to communicate

2. Explain to the learners:

- that choice of language is a tool used by writers to achieve a purpose
- that purpose may be to get the reader to empathise with the character, to identify with the character or to agree with the character's opinions

### STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the script out loud.

2. Ask the learners:

- Does the title give any information about the setting of the script? What information does it give?
- Does the title give any information on the theme of the script? What information does it give?
- Does the title make you want to read the script? Say why or why not.

3. Tell the learners to look at the pictures.

4. Ask the learners to work in group of four and to study the picture. Tell them to discuss the questions below and for one member of the group to write down their responses.:

- How does the picture help us to understand the topic?
- Does the picture show us where the events might take place?
- Does the picture stir up any emotions? If so, what are those feelings?
- Does the picture help to introduce the characters?

5. Ask each group to feedback their responses to the rest of the class.

### PREDICT WHAT THE SCRIPT IS ABOUT

1. Tell learners to skim read the introduction to the script.

2. Remind them that means that they only read for a few key words, like who and where, and words that are in bolder typography. Also skim for words that would create an emotion, dangerous, spiteful, dilapidated, poaching, power, tears.

3. Ask the learners:

- What do you think the message of the script will be?
- Do you think you will be able to relate to the characters, to their experiences or their personalities or their milieu? (social environment)

## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- to open the textbook at the correct page
- to notice which character is speaking and to notice any directions in brackets telling us how the person is feeling
- to visualise as they read

### READING WITH INTENT

1. Read the whole dialogue or script out loud to the class.
2. Ask a learner to summarise in their own words what the story was about.
3. Appoint a few learners to each take the lines of one character, and to read the dialogue as a play, each person reading their own appointed name in the story.
4. Remind the learners to read as though they were that person, trying to follow any directions for body language or facial expressions or gestures.
5. Tell the learners to read with the emotions or expressions that the script is trying to create.
6. Ask the class:
  - Which character did you identify with the most, and why?
  - Do you think this script would make a good television series, say why or why not?
  - Did you understand the language or jargon, the words that the characters used, that would typically be used by that group of people?
  - Did the jargon make the script more real, make the people seem more believable?
  - Was there a topic or a message in the script?
  - Has it made you think about the way you understand life and challenged you to change your opinions or thoughts?

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners to:

- re-read the sentences above and below the words that were not understood
- work out what the word could mean, by replacing the word with a synonym
- Check for a word box or glossary, or a foot note that explains a term, especially jargon which will not always be found in a dictionary
- use a dictionary to look up the correct meaning

### SILENT READING

1. Instruct the learners to read the script on their own, silently, but imagine that they were part of the story, one of the characters.
2. Instruct the learners to try to imagine being in that setting and situation and then try to feel what the person is feeling (empathy or sympathy)

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the script in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names, places, key emotive words.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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.
9. Mark the answers in the learners' books, which will enable you to know which learners need more help.

## CYCLE 2: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Theme and message</li> <li>• Simile</li> <li>• Theme and message</li> <li>• Personification</li> <li>• Mood</li> <li>• Metaphor</li> <li>• Literal and figurative meaning</li> <li>• Imagery</li> <li>• Figurative language</li> <li>• Emotive language</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualising</li> <li>• Relating text to own experience</li> <li>• Predicting information</li> <li>• Intensive Reading</li> <li>• Inferring meaning</li> <li>• Deducing meaning [analogies, comparisons]</li> <li>• Context clues</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Visualisation</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
<b>Clever English</b>	Two Heads are Better	Poem: "Brought to the brink"	96
<b>English Today</b>	Teenagers	Poem: "In praise of my Diary"	90
<b>Interactive English</b>	Do Well by Doing Good	Poem: "Laughing is infectious"	123
<b>Oxford Successful English</b>	Language helps overcome barriers	Poem: "Where the rainbow ends"	127
<b>Platinum</b>	Many Masks	Poem: "Tragedy and comedy"	83
<b>Spot On</b>	Branding South Africa	Poem: "The rain that is male"	76
<b>Top Class</b>	Let's talk about it	Poem: "Democracy"	88
<b>Via Afrika English</b>	Home is where the heart is	Poem: "One small boy longs for summer"	79



## PRE-READING

**30 MINUTES**

### INTRODUCE THE TEXT

1. Tell the learners to turn to the correct page and to read the title of the poem.
2. Read the first line of the poem out loud to the learners.
3. Ask: does this create any pictures in your mind?
4. What do you imagine?
5. What do you feel? Which word or group of words make you feel this? (write these words on the board).
6. Explain that many poems are supposed to draw feelings out of the reader. Look at the words written on the board - what do these words make you feel? E.g words - 'I can't wait' feeling/ emotion - anticipation.
7. Write some key words on the board that the learners can select from to start to identify the vocabulary of emotions, e.g. happy, excited, scared, nervous, sad.
8. Explain that this is the mood of the poem.
9. Discuss any other relevant text features with the learners.

### STUDY THE PICTURES

1. Tell learners to look at the pictures.
2. Ask: Do the pictures cause any words to immediately come to mind?
3. Write all of the words the learners suggest on the board.
4. Ask: Why, what made you think of that word when you looked at the picture?
5. How does that make you feel?

### PREDICT WHAT THE TEXT IS ABOUT

1. Explain that a stanza or a verse is a grouping of sentences. Almost like a paragraph in a novel, but called a stanza or verse in poetry.
2. Read the first verse aloud to the class.
3. Ask: What do you think the message of the whole poem is supposed to be?
4. What is the poet trying to tell you?

## READING

30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- To open their textbooks to the correct page
- To identify the mood of the poem
- To pay attention to rhyme and rhythm of poetry and how that contributes to the mood

2. Read the poem aloud to the learners.

3. Remind the learners how to identify the rhyme pattern, if there is one.

4. Explain that in free verse the poem does not rhyme and will usually be for poems with a more serious theme or mood, such as death or war.

5. Ask learners to work in pairs. They must

- write down all the last words of each line of the poem
- work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with 'a', followed by 'b' and so on

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)

6. Ask the learners what effect the rhyme creates?

7. Does it make the poem sound happier, or funnier, or more serious, or more exciting?

8. Place learners in groups of four.

9. Ask one child from each group to read the poem out loud to their group.

10. Ask learners to discuss in their groups: Have you ever felt the same way the poet feels?  
When did you feel that way and what made you feel that way?

## USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners:

- Check the glossary or word box for any information that explains concepts
- Write down any words you did not understand.
- Read the line or the whole stanza
- Substitute a synonym – a word that could mean the exactly the same into that space
- Did it keep the same meaning? If not, then check in a dictionary to see what the word means

## FIGUARATIVE LANGUAGE

1. Tell learners that poets use techniques to create feelings. These techniques are called Figurative language tools.
2. Draw the following table on the board and tell the learners to copy it into their work books:

<b>SIMILE/METAPHOR/ PERSONIFICATION</b>	<b>WHAT IS BEING COMPARED</b>	<b>WHY IS IT BEING COMPARED – WHAT IS SIMILAR ABOUT THESE TWO OBJECTS?</b>
E.g. My baby brother eats like a piglet	The way the baby eats is being compared to how a piglet eats	Both her baby brother and a piglet are messy when they eat.

3. Ask the learners to find examples of similes, metaphors and personification in the poem and fill them in on the table in their work books. Once they have found the simile, metaphor or example of personification they must fill in the rest of the table.

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the characters, the setting and the main ideas or sentences of each paragraph.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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 2: WEEKS 3 & 4

## LONG LESSON: LINK TO PLANNER AND TRACKER

### ACTIVITY: Writing a dialogue

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Two Heads are Better	16
English Today	Teenagers	27
Interactive English	Do Well by Doing Good	40
Platinum English	Many Masks	53
Spot On English	Branding South Africa	65
Successful English	Language Helps to Overcome Barriers	76
Top Class English	Let's Talk About It	87
Via Afrika English	Celebrate South Africa	99

# Cycle 2 Writing

**GENRE:** DIALOGUE

**CAPS DESCRIPTION OF GENRE:** Reflects a conversation between two or more people.

**AUDIENCE:** The audience for the dialogue will be the class.

**PURPOSE:** The reason for writing this is to record a conversation between two or more people. This shows the actual words that the characters speak. Dialogue can be written as a script, or as direct speech in a novel, or as speech bubbles in a cartoon strip.

**TEXT FEATURES:**

1. Direct and indirect speech
2. Setting
3. Characters
4. Colon
5. Stage directions
6. Plot
7. Characterisation
8. Audience
9. Language conventions - adverbs

**TOTAL TIME ALLOCATION:** 2 1/2 hours

**REQUIRED LENGTH OF TEXT:** 2 pages

**RESOURCES REQUIRED:**

- Dictionary
- Textbook
- Personal dictionary

**WORD BOX:**

sigh, smile, shrug, laugh, furiously, cleverly, rudely, whispering, stuttering, blushing, happily, sadly, irritatingly, annoyingly, maddeningly, seriously, crossly, excitedly, calmly, bravely, peacefully, dreamily, angrily, sleepy, stuttering, screaming, shouting, laughing, smiling

## TEACHING THE GENRE



**20 MINUTES**

### OUTCOMES:

The learners will learn about the layout and structure of a dialogue.

### TEACHER INPUT

1. Tell the learners that they are going to be writing a dialogue.
2. Write the word “dialogue” on the board.
3. Tell the learners that a dialogue is a conversation between two or more people or characters.
4. Show the learners this comic strip. (If you cannot photocopy it and make it larger, you can draw stick figures with speech bubbles on the chalkboard).



5. Say:

- Look at the comic strip.
- How do we know what the characters are saying? (Answer: The spoken words are in speech bubbles.)
- How do we know where this is happening? (Answer: The pictures show us where it is happening)
- Where is this conversation taking place? (Answer: In a clothing store.)
- If we were to write this comic strip as a dialogue it would look something like this:

6. Write the following on the board:

**Setting:** A clothes shop

**Characters:** Mrs Jones [customer]  
Zinzi [shop assistant 1]  
Jane [shop assistant 2]

Mrs Jones: [Holding out a pink dress] Do you have any of these in a size small out back?

Zinzi: No, sorry. We're all out of the small in those.

Mrs Jones: [Speaking loudly and rudely] Well can you at least go check?

Zinzi: [sighing softly] Sure.

Jane: [Laughing] Pretend checking?

Zinzi: [Sitting with her head in her hands] Yup!

7. Choose three learners to come up and act out this dialogue for the class.

8. Point out the following features of a written dialogue to the learners:

- The writer shows us where the dialogue takes place by writing down the setting
- The writer names the characters and if necessary, explains a little more about them in brackets
- Each time someone speaks it is written on a new line
- The character's name is written first, followed by a colon (:)
- If the character is doing something or saying something in a special way, this is written in brackets after the character's name and before the direct speech. The instructions/actions written in brackets are called stage directions
- The exact words that the character is saying is then written after the stage directions
- Punctuation is important: capital letters, question marks and exclamation marks

9. Ask the learners the following questions:

- How many characters are in this dialogue? (Answer: Three)
- What is Mrs Jones trying to buy? (Answer: A pink dress)
- What does she ask Zinzi for? (Answer: A smaller size)
- How does Mrs Jones speak to Zinzi when she asks her to go and check for a smaller size? (Answer: Loudly and rudely)
- What does Zinzi do softly? (Answer: She sighs)
- Why do you think Jane laughs when she asks her question? (Answer: Because Zinzi is "pretend" checking)
- What punctuation is used at the end of a sentence to show that a question has been asked? (Answer: A question mark)
- What punctuation is used at the end of a sentence to show that someone is cross, excited, happy, speaking loudly? (Answer: An exclamation mark)
- What punctuation is used directly after the character's name? (Answer: A colon)

10. If there is time, have different learners come up and act out the dialogue a second time.



## MODELLING THE SKILL



20 MINUTES

### OUTCOMES:

The learners will learn the skill of using adverbs of manner when speaking.

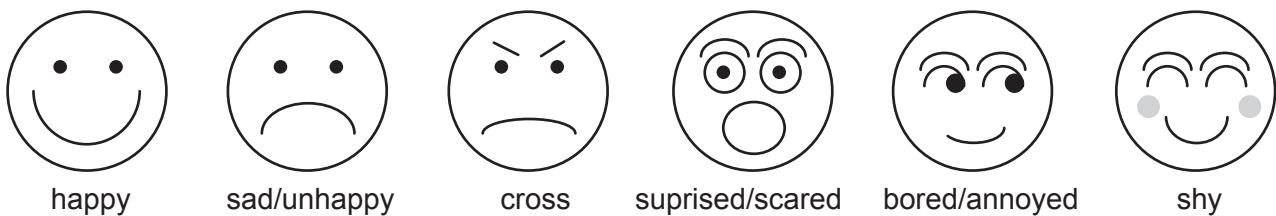
### TEACHER INPUT

1. Draw the following emojis on the board:



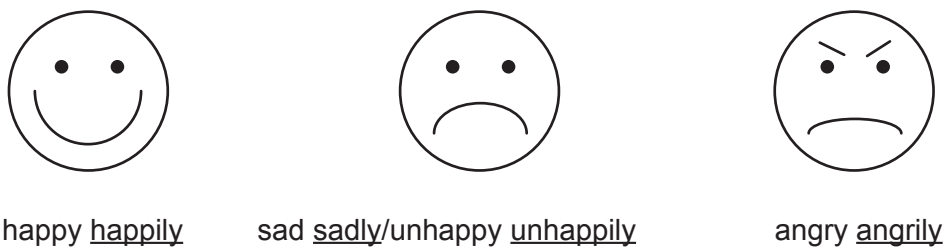
2. Ask a few learners one at a time to come up to the board and write down words that describe what the faces are feeling underneath the emojis. Model the first one for the learners.

3. You may end up with something that looks like this



4. Tell the learners that if we want to say something was said in a "happy way", we say it was said "happily". This is called an adverb.

5. Ask learners to come up to the board and change the 'feeling' words underneath the emojis to adverbs. You may end up with something that looks like this:



6. Ask learners to draw 5 of their own emojis in their work books and to write down the feeling words and adverbs that describe the emoji underneath.

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will plan to write a dialogue.

The learners will use a speech bubble template to plan.

### TEACHER INPUT

1. Tell the class they will plan by planning a dialogue between three people.
2. Say:
  - Today you will write a dialogue between three people
  - First of all, you will decide on who the three characters are
  - Then you will decide on what they are talking about
  - You will then fill in the words in the speech bubbles
  - This will be your plan
3. Before we write, we will plan, because **WRITERS PLAN BEFORE THEY WRITE.**
4. Draw the following on the board:



5. Say:
  - Draw these three characters and the speech bubbles into your books at least 4 times
  - You are going to fill the dialogue in on the speech bubbles
  - Write the dialogue exactly as the person speaks the words, so we can put in other sounds like ('Aw'... 'Ag'... 'D-d-idi!')
  - Dialogue usually written in the present tense. (Eh, hello sisi! It is so hot these days! When do you think it'll rain?)
  - You may use slang, or local language in your dialogue. (Yebo, I think one of these days)
  - Do not use 'bad' language like swearing!
  - Each character must speak at least 4 times

### LEARNER ACTIVITY

1. Let the learners copy the speech bubbles from the chalkboard, and complete it by writing in the words the characters are saying.
2. When the plan is done, say:
  - **TURN AND TALK** to share your plan with a writing partner
  - Read your dialogues out loud
3. Ask learners to indicate **THUMBS UP, THUMBS DOWN**. Are they happy with each other's plans or not? Help those who have thumbs down.

## DRAFTING



**30 MINUTES**

### OUTCOMES:

The learners will write their first draft of their dialogues.  
The learners will SELF EDIT.

### TEACHER INPUT

1. Tell the learners they are going to write the first draft of their dialogues.
2. Write the following on the chalkboard:

Setting:
What the dialogue is about [scenario]:
Characters:
Dialogue:

3. Have learners copy these headings into their books.
4. Tell learners that this is the way they are going to set their dialogues out.
5. Rewrite the following on the board:

<p><b>Mrs Jones:</b> [Holding out a pink dress] Do you have any of these in a size small out back?</p> <p><b>Zinzi:</b> No. sorry. We're all out of the small in those.</p> <p><b>Mrs Jones:</b> [Speaking loudly and rudely] Well can you at least go check?</p> <p><b>Zinzi:</b> [sighing softly] Sure.</p> <p><b>Jane:</b> [Laughing] Pretend checking?</p> <p><b>Zinzi;</b> [Sitting with her head in her hands] Yup!</p>
---

6. Remind the learners how to set the dialogue out, pointing out the characters' names, the stage directions in brackets, the direct speech and the punctuation.
7. Write the following on the board:

### Criteria

1. There is a setting
2. The scenario is clear.
3. There are three characters.
4. Each character speaks at least 4 times.
5. Each characters' words are written on a new line.
6. The character's name is followed by a colon.
7. Some details of actions [stage directions] are in brackets.
8. The exact words that are spoken are written down.
9. The punctuation is correct.
10. The spelling is accurate.
11. The dialogue is two pages long.

8. Read over the criteria with the learners.

### LEARNER ACTIVITY

1. Learners must now write a first draft of their dialogues based on the criteria and their planning bubbles.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners, giving guidance, encouragement and praise.
4. Set a time limit to keep the learners on target.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

The learners will SELF-EDIT and PEER-EDIT their dialogues by using the checklist provided.

**TEACHER INPUT**

1. Tell the learners they will read through their own pieces.
2. Then they will swap their writing with a partner.
3. Write this checklist on the board:

	Checklist	Yes	No
1.	Is there is a setting?		
2.	Is the scenario clear?		
3.	Are there three characters?		
4.	Does each character speak at least 4 times?		
5.	Do each characters' words start on a new line?		
6.	Is the character's name followed by a colon?		
7.	Are some details of actions [stage directions] written in brackets?		
8.	Are the exact words that are spoken written down?		
9.	Is the punctuation correct?		
10.	Is the spelling is accurate?		
11.	Is the dialogue two pages long?		

**LEARNER ACTIVITY**

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's dialogues, and PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

## REWRITING & PRESENTING

**30 MINUTES**

### OUTCOMES:

The learners will write their final drafts.

The learners will act out the dialogues in groups of three.

### TEACHER INPUT

1. Tell the learners to neatly re-write a copy of their dialogues, using the edited draft.
2. Thank the learners for all their efforts in developing their writing skills.
3. Tell learners that they should act out the dialogues in groups of three.

### LEARNER ACTIVITY

1. Learners rewrite their dialogues neatly.
2. Learners act out dialogues in groups of three

## COMPLETED EXAMPLE

Seriously soccer!

Characters: Lindi  
                   Kalish  
                   Mike

The friends meet at the corner of Protea and Gogo Streets. It is the morning after the most important soccer match. This is the first time Dube High has won. The group of friends walk together to school.

Lindi: O!d!

(Lindi goes around hugging each of her friends).

Kalish: Good morning. And how are we after a spectacular match?

Mike: Wena, my legs are stiff!

Lindi: Yo! Yo! But you were fantastic. Did you see this dude with the ball?

Kalish: Yebo. He's a pro!

Mike: Hey, not yet! Pirates haven't signed me up yet!

Kalish: Well, if they don't, go to Chiefs!

Lindi: You were good too. You saved a lot of goals, Kalish.

Kalish: Thanks. Did you see that big dude? Yo!

(As they walk Kalish and Mike pass the ball to each other).

Mike: But you stopped him every time he thought he was going to score.

Those guys got a big shock when we scored the last goal.

Lindi: Did you see how many people came to support?

Kalish: Nearly the whole school.

Lindi: Did any of you do Mr Morake's homework?

Mike: No, I was so tired when I got home; I need to copy someone's when I get to school.

Kalish: No, Mr Morake will let you off, you are our soccer hero.

Mike: Haha! I should be so lucky.

(Lindi puts her arms around Mike)

Lindi: Oooooohhh, and the soccer star is my best friend!

(Almost two pages of written work).

# Cycle 3

★ **bafflegab**

(n.) confusing or generally unintelligible jargon

# Weeks 5 & 6



## CYCLE 3: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama / interview
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Characterisation</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Inferring meaning and conclusions</li> <li>• Meaning of words</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	Face to Face	Dialogue "Putting on a brave face"	111
<b>English Today</b>	Pictures in our World Our Sports Heroes	Drama "On the Wing"	104
<b>Interactive English</b>	Earth Matters	Drama "Earth day Action"	139
<b>Oxford Successful English</b>	Questions and Answers	Play "Dare to be Daring"	131
<b>Platinum</b>	Interviews	Interview "Interview with DJ Euphonix"	97
<b>Spot On</b>	The Chat Room Bully	Play "My Best Friend"	91
<b>Top Class</b>	Women we Admire	Extract from Play "Have you seen Zandile?"	96
<b>Via Afrika English</b>	Back in the Day	Transcript of an interview	93

## PRE-READING

**30 MINUTES**

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- to notice the features of a play such as stage directions written in italics
- to visualise the story as it unfolds
- to get to know the characters by noticing details about each character
- to be aware of the setting which is both the time period and the place where the events happen
- to get to know the characters and the conflict they face

### STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the play out loud.

2. Ask the learners:

- Does the title mention the characters' names?
- Does the title mention the place where the story will take place?
- Does the title create an interest in the play? How does it do this?

3. Tell learners to look at the pictures

4. Ask the learners:

- What information does the picture give us?
- Does the picture give any information about the characters? What age are they? What activities do they participate in?
- Where will the play take place? (the setting)

### PREDICT WHAT THE STORY IS ABOUT

1. Tell the learners to skim read the first scene.

2. Select a few learners to read each character's lines out loud. Get them to read though the first scene for the rest of the class.

3. Ask the learners to predict what the message, theme or topic of the play is about.

4. Ask the learners to predict an ending based on skim reading the introduction.

## READING

30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- To open the textbook at the correct page
- To visualise the events and the characters as the text is read – to create a picture in your mind, listen to the way the characters are described
- To notice what other characters have to say about the main character, this paints a picture of who he or she really is
- Notice the stage directions, the instructions in italics explaining the attitude, the body language, facial expression of the characters
- To visualise the events, imagine the people and places in your mind as the text is read

### READING FOR MEANING

1. Select a few learners to read each character, or the interviewer and interviewee roles.
2. Tell the learners to read with expression.
3. When reading a play, remind the learners to believe they are the character, experiencing those emotions.
4. After each scene or a few lines of dialogue, stop and ask a learner who is listening to the dialogue to explain in their own words what has just happened in the text.

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. If there are words the learners do not understand, ask them to check the glossary and the index in the textbook. Often the more difficult words will be made bold (typography) and the words will be explained in a word box, or glossary.
2. Tell learners to read the sentences closest to that word. Using the context, it might be possible to get an idea of what the word could possibly mean.
3. Talk to a partner to share ideas on what the meaning could be.
4. Use a dictionary to make sure you are correct.

### READ THE TEXT AND DISCUSS CAUSE AND EFFECT

1. Select a few learners to read each character, or the interviewer and interviewee roles again (select different learners for the second reading)
2. After each event in the dialogue, stop the learners and discuss how one event triggered another. Ask questions like:
  - Character A did this . . . . – 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?

## **ANALYSE THE INFORMATION**

1. Write the following questions on the board. Ask learners to work in groups of four to answer the questions. One learner in each group should act as the scribe and write the answers down.

- 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?
- Look at the choice of words the playwright used. Did that influence the story or how the reader felt?
- How did the actions (stage directions) of the characters add value to the story?
- Was there any conflict, external, personal, moral? If so, what was it?

3. Ask each group, one at a time to feedback their answers to the rest of the class.

## **SILENT READING**

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

2. Ask the learners if there a valuable lesson that can be applied to your life?  
E.g. Never give up! The truth will always come out! Community spirit is the best.

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the play in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the characters, the setting and the main ideas or sentences of each paragraph.
4. Summarise or recap orally what the text was about.
5. Ask learners:
  - Who are the main characters in the text?
  - What is the setting for the text?
  - Summarise the plot of the play – give a brief overview of what happens.
6. Read the comprehension questions out loud to learners.
7. Explain the meanings of any questions that the learners do not understand.
8. Explain to learners how to complete the activity in their workbooks.
9. Give learners 30 minutes to complete the work independently.
10. Instruct learners to TURN and TALK and discuss their answers with a partner.

## CYCLE 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<p>Key features of a poem:</p> <ul style="list-style-type: none"> <li>• External structure of a poem: lines, words, stanzas</li> <li>• Internal structure of a poem: figures of speech, imagery</li> <li>• Figurative language</li> <li>• Mood</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Fact and opinion</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Paraphrasing</li> <li>• Predicting information</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Inferring meaning and conclusions</li> <li>• Meaning of words</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	Face to Face	Poem "face to face"	112
<b>English Today</b>	Pictures in our World Our Sports Heroes	Poem "Windy Tree"	105
<b>Interactive English</b>	Earth Matters	Poem "Who made a mess"	141
<b>Oxford Successful English</b>	Questions and Answers	Poem "Finning First"	140
<b>Platinum</b>	Interviews	Poem "A rather sad day at the zoo"	103
<b>Spot On</b>	The Chat Room Bully	-	-
<b>Top Class</b>	Women we Admire	Poem "Mother"	101
<b>Via Afrika English</b>	Back in the Day	Poem "In the olden days"	95



## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners to open their textbooks to the correct page.
2. Tell the learners to work out who the speaker of the poem is, the person from whose perspective the poem is being seen and told.
3. Tell the learners that poets use figurative language and imagery. When they read the poem that should look to see if the poet has included any of these in his poem such as similes or metaphors.
4. Remind learners that a simile uses the key words - 'as' and 'like'.
5. Explain that a simile is a comparison saying that one object, thing or person, has the same qualities as another object, thing or person.

E.g. She is as innocent as an angel. Write this simile on the board. Tell learners it is important to work out what two things are being compared and why they are being compared

Ask learners:

- what is being compared to what in this simile?
- why are these two things being compared?

6. Explain that a metaphor also compares two objects but it is more direct. Write the metaphor below on the board.

E.g. His finger was a light pointing the way

Tell learners it is important to work out what two things are being compared and why they are being compared.

Ask learners:

- what is being compared to what in this metaphor?
- why are these two things being compared?

7. Tell the learners to notice that a poem is written in stanzas. A stanza is a group of lines similar to a paragraph in a story.

### STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the poem out loud. Ask the learners:

- Does the title name any of the characters?
- Does the title mention the theme of the poem?

2. Tell the learners to look at the pictures and ask:

- Do the pictures give any clues about the setting of the poem?
- Do the pictures give any clues about the mood or tone of the poem?
- Do the pictures illustrate the main characters?

## **PREDICT WHAT THE POEM IS ABOUT**

1. Read the glossary. Some of the difficult words in the poem will be explained in the glossary.
2. Now use the pictures and the glossary words to imagine what might happen in the poem.
3. Turn and talk to a friend for one minute about what you think will happen in the poem.

## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- to open the textbook at the correct page
- to listen to the perspective, who is the speaker, who is explaining the emotions?
- to listen for the similes, the key words are 'as' and 'like'
- to listen for metaphors

### READING THE POEM

1. Read the poem out loud to the learners.
2. Read the poem a second time out loud to the learners.
3. Ask the learners to tell the class what the poem was about, in their own words.
4. Ask the learners to identify the comparisons, the metaphors and similes.
5. Draw the following table on the board and tell the learners to copy it into their work books:

SIMILE/METAPHOR	WHAT IS BEING COMPARED	WHY IS IT BEING COMPARED – WHAT IS SIMILAR ABOUT THESE TWO OBJECTS?
E.g. My baby brother eats like a piglet	The way the baby eats is being compared to how a piglet eats	Both her baby brother and a piglet are messy when they eat.

6. Discuss the first example already filled in on the table.
7. Ask the learners to find examples of similes and metaphors in the poem and fill them in on the table in their work books. Once they have found the similes and metaphors they must fill in the rest of the table.
8. Tell learners to turn to a partner and read the poem out loud to their partner.

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners:

- to read the glossary next to the poem
- to re-read the lines above and below the words that were written down
- 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
- If not; use a dictionary to look up the correct meaning

## READING FOR MEANING

1. Tell the learners to TURN and TALK and discuss what they think the main message of the poem is.
2. Ask the learners:
  - a. Do you think the poet was trying to teach us a lesson in this poem?
  - b. What is that lesson?
  - c. What is the difference between fact and opinion?
  - d. Is this poem telling us about something factual or is it giving an opinion on something? How do you know this?
  - e. What tone does the poet use in this poem? Ask learners to come up to the board and write down the words that give us clues about the tone of the poem e.g. disheartened, joyous

## POST-READING

**45 MINUTES**

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell the learners to re-read the poem to themselves silently for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
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 3: WEEKS 5 & 6

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Writing an Interview

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Face-to-Face	18
English Today	Our Sports Heroes	28
Interactive English	Earth Matters	42
Platinum English	Interviews	55
Spot On English	The Chat Room Bully	66
Successful English	Questions and Answers	77
Top Class English	Women we Admire	89
Via Afrika English	Back in the Day	101

**GENRE:** INTERVIEW

**CAPS DESCRIPTION OF GENRE:** A written record of an interview includes the names of the interviewer and interviewee and the questions and answers

**AUDIENCE:** Classmates

**PURPOSE:** To find out information about another person.

**TEXT FEATURES:**

1. Question and answer format
2. First person
3. Fact
4. Opinion

**TOTAL TIME ALLOCATION:** 2 1/2 hours

**REQUIRED LENGTH OF TEXT:** 120-140 words

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbooks
3. Personal dictionary

**WORD BOX**

role model, remember, lessons, wish, memories, hope, childhood, school, education, talent, skill, act, sing, politics, future, past, belief, inspiration, achieve, dream, reach, goal, accomplish, challenges, hard work, write, dance

## TEACHING THE GENRE

20 MINUTES

### OUTCOMES:

The learners will learn about the structure and format of an interview.

### TEACHER INPUT

1. Tell the learners that they are going to be writing interviews.
2. Write the words “interview, interviewer, interviewee” on the board.
3. Tell the learners that an interview is a conversation between two or more people where the interviewer asks the interviewee questions to get information or answers.
4. An interview follows a question and answer format.
5. The interviewer must plan the questions carefully in advance in order to get the best answers from the interviewee.
6. Ask the learners if they can think of any famous people that do interviews. They can be on radio or television talk show hosts. (Some answers might be: Oprah, Trevor Noah, Ellen Degeneres, Rebecca Malope, Elana Afrika, Kgomotso Moeketsi)
7. Write the following on the board:

**Oprah:** How did 27 years in prison make you a different man?

**Nelson Mandela:** Before I went to jail, I was generally busy from 7 A.M. until midnight. I never had time to sit and think. In a single cell in prison, I had time to think. I had a clear view of my past and present.

**Oprah:** I recently spent time at Robben Island, the prison where you lived for the first 18 years of your sentence. I heard that you saw your youngest daughters when they were 2 and 3, and then didn't see them again until they were around 16! What was that like?

**Nelson Mandela:** It's one of the most severe punishments prison life can impose, because children are the most important asset in a country. For them to become that asset, they must receive education and love from their parents. And when you are in jail, you are unable to give those things to your children.



8. Tell the learners that this is a small , simplified part of an interview between Oprah and Nelson Mandela.

9. Point out the features of the interview:

- The interviewer and interviewee’s names are written on the left of the page
- The name is followed by a colon (:)
- Use a new line for each speaker
- Skip a line between speakers
- Because of the interview is of a personal nature, the first person pronoun (I, my) is usually used
- Ask questions that will have the interviewee answer in more than one word
- Questions are often linked to the previous answer

10. Write the following on the board:

This is an interview between _____ and _____.
Interviewer: Introduce Guest
Body of interview:
Interviewer: Thank guest

11. Tell the learners that they are going to pretend to be radio talk show hosts.

12. Say:

- You are going to write an interview
- You can choose who you would like to interview
- Think of somebody interesting. It can be a film star, sportsman, singer, politician
- Choose someone you know about because WRITERS WRITE WHAT THEY KNOW
- This is the way the interview will be set out
- Read over the layout written on the board with the learners

## MODELLING THE SKILL



20 MINUTES

### OUTCOMES:

The learners will learn the skill of writing questions.

### TEACHER INPUT

1. Write the following on the board.

Who?  
What?  
When?  
Where?  
Why?  
How?  
Which?  
In your opinion...?

2. Tell the learners these are question words.

3. Say:

- Let's pretend we are interviewing the principal of the school
- We want to get to know him/her well. Why he/she became a teacher, what his/her interests are etc.
- What kinds of questions do you think we should ask?

4. Write the learners' ideas on the board. You may end up with some of these ideas:

- When did you know that you wanted to become a teacher?
- Who is your greatest role model and why?
- Where did you go to school?
- What do you think are the biggest challenges the youth of today will face?
- In your opinion, should children be allowed to have cell phones at school?

5. Once you have got some question ideas, have the learners break into pairs and role-play a question-answer session with some of these questions. You might want to choose just a few.

6. If time allows, have one or two pairs demonstrate their interviews to the class.

## PLANNING

**30 MINUTES**

### OUTCOMES:

The learners will plan to write an interview.

The learners will use a mind map.

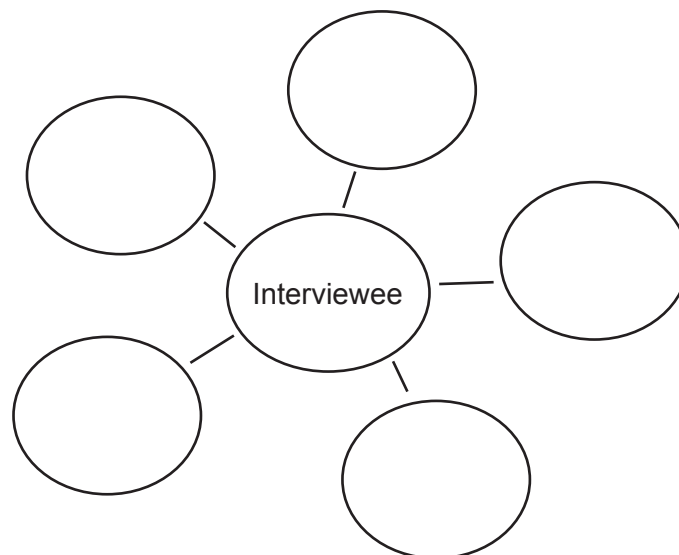
### TEACHER INPUT

1. Tell the class they will be planning an interview.

2. Say:

- Today you will plan an interview
- Firstly, decide who you would like to interview. You can choose any film star, sportsperson, singer or politician. Choose someone you know a lot about because **WRITERS WRITE WHAT THEY KNOW**
- If you don't know the exact facts, you can make them up
- Before we write, we will plan, because **WRITERS PLAN BEFORE THEY WRITE**

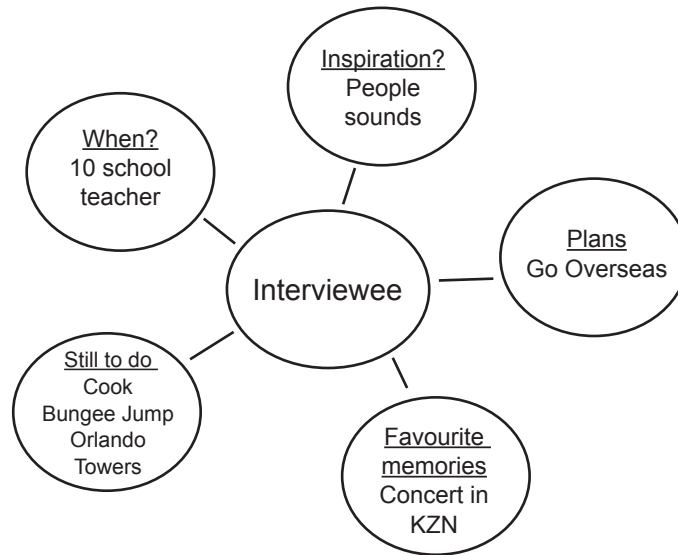
3. Draw the following on the board:



4. Tell the learners to draw the mind map into their books.

5. Tell the learners to write the name of the person they are interviewing in the middle and then some question ideas and key word ideas for answers.

6. You may end up with something that looks like this:



7. Tell learners that if they 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.

### LEARNER ACTIVITY

1. Let the learners copy the mind map from the chalkboard, and complete it by writing in ideas and key words.
2. When the plan is done, say:
  - TURN AND TALK to share your plan with a writing partner
3. Ask learners to indicate THUMBS UP, THUMBS DOWN. Are they happy with each other's plans or not? Help those who have thumbs down.

## DRAFTING

**30 MINUTES**

### OUTCOMES:

The learners will write their first draft of their interviews.

### TEACHER INPUT

1. Tell the learners they are going to write the first draft of their interviews.
2. Write the following on the chalkboard:

This is an interview between\_\_\_\_\_ and \_\_\_\_\_.

Interviewer's name: Today I am interviewing.....

Welcome.....

Interviewee's name:

3. Tell learners that this is the way they are going to set their interviews out.
4. Write the following on the board:

### Criteria

1. The interviewee is introduced.
2. There are at least 5 questions and answers
3. The questions are interesting and encourage the interviewee to give more than one word answers.
4. Each time the interviewer or interviewee speaks, it is written on a new line.
5. The name is followed by a colon.
6. The punctuation is correct.
7. The spelling is accurate.
8. The interview is one to two pages long.

5. Read over the criteria with the learners.

### LEARNER ACTIVITY

1. Learners must now write a first draft of their interviews based on the criteria and their mind maps.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners, giving guidance, encouragement and praise.
4. Set a time limit to keep the learners on target.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

The learners will SELF-EDIT and PEER-EDIT their interviews by using the checklist provided.

**TEACHER INPUT**

1. Tell the learners they will read through their own pieces.
2. Then they will swap their writing with a partner.
3. Write this checklist on the board:

	Checklist	Yes	No
1.	Is the interviewee introduced?		
2.	Are there are at least 5 questions and answers?		
3.	Are the questions interesting and do they encourage the interviewee to give more than one word answers?		
4.	Each time the interviewer or interviewee speaks, is it written on a new line?		
5.	Is the name followed by a colon?		
6.	Is the punctuation correct?		
7.	Is the spelling accurate?		
8.	Is the interview one - two pages long?		

**LEARNER ACTIVITY**

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's interviews, this is a PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

## REWRITING & PRESENTING



**30 MINUTES**

### OUTCOMES:

The learners will write their final drafts.

The learners will act out the interviews in pairs.

### TEACHER INPUT

1. Tell the learners to neatly re-write a copy of their interviews, using the edited draft.
2. Thank the learners for all their efforts in developing their writing skills.
3. Tell learners that they should act out the interviews in pairs.

### LEARNER ACTIVITY

1. Learners rewrite their interviews neatly.
2. Learners act out their interviews in pairs.

## COMPLETED EXAMPLE

This is an interview between Thabelo Mzinzi and Rapper Jam ZZ

Thabelo: Today I am here with Rapper Jam ZZ. Welcome to the studio. Can I call you Jam?

Rapper Jam: Yeah! Call me Jam. Thanks for having me.

Thabelo: So tell us Jam, when did you first know you wanted to be a rapper?

Rapper Jam: When I was about ten, I had a really good music teacher at school. He played us all sorts of music on the radio. It was then that I heard rap for the first time.

Thabelo: You have a different sound. Where do you get your ideas?

Rapper Jam: Aah dog. I watch people. I listen to what they say. I listen to sounds around me.

Thabelo: What is the next big plan for Rapper Jam ZZ?

Rapper Jam: We just want to take our music to the people. Maybe overseas. Like to New York, London, Hong Kong. Take it to the people. Take the stories of South Africa to the world.

Thabelo: Do you have any favourite memories?

Rapper Jam: Yeah. Our first big concert in KZN. It was raining. We thought no-one would come but the crowd was so big. They loved our music. We killed it.

Thabelo: And what's left for you to do, Jam?

Rapper Jam: So much dog. I want to learn to cook my mom's chicken. I want to jump off the Orlando Towers in Soweto.

Thabelo: Well thank you for joining us today, Jam. Good luck with your new album.

Rapper Jam: Thank you for having me.

(Length: almost 2 pages)



cycle 4  
weeks  
7-8

★ **piggesnye**  
(n.) 'a cuckooflower'; someone who is pretty  
but not particularly bright

## CYCLE 4: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short story / youth novel / literary text
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Theme</li> <li>• Audience</li> <li>• Characterisation</li> <li>• Climax</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Headings, illustrations</li> <li>• Compare, contrast, evaluate</li> <li>• Cause and effect</li> <li>• Intensive reading</li> <li>• Inferring meaning and conclusions</li> <li>• Meaning of words</li> <li>• Relating text to own experience</li> <li>• Context clues</li> <li>• Predicting information</li> <li>• Summarising</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	What a story!	"The rocking horse winner"	123
<b>English Today</b>	The People of the Kalahari	Extract from "Song of Be"	109
<b>Interactive English</b>	The Big Picture	"The Carbon diaries"	156
<b>Oxford Successful English</b>	Words of advice	"A thing of beauty is a joy forever"	151
<b>Platinum</b>	Laugh out loud	"Lizard Boy and the fake snake"	110
<b>Spot On</b>	My 21st century family	"Dustbin Baby"	101
<b>Top Class</b>	Family Matters	Extract from "Wart"	108
<b>Via Afrika English</b>	Stories we love	Extract from "Waterbearer"	103

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- to pay attention to the setting in a literary text
- that it is useful to research the author of a literary text, as the authors background often influences the story
- to pay attention to descriptions of people and places
- that the description of the surroundings creates images and helps the reader to visualise the story
- to pay attention to how the writer creates tension – the build up

### STUDY THE TITLE AND PICTURES

1. Tell learners to read the heading of the extract out loud, ask a few of the learners what they think the story will be about based on the heading.

2. Tell learners to look at the pictures. Ask the learners:

- How do the pictures help us to imagine or picture what the setting will look like and where it takes place?
- How do the pictures help us create an idea of the characters, their age, gender, culture, traditions?
- Do the pictures encourage us to want to read the novel or extract, if so, why?
- Are the pictures also sensational? How do the pictures try to create an emotional response?

### 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.

3. Stop and ask the learners:

- Did the first paragraph give you an idea of what kind of action, climax or conflict was building in the story? If so, how did it do this?
- Did the first paragraph give you an idea of who the hero of the story is going to be? Why do you think this?
- What do you think might happen in the plot?

4. Who do think is the intended audience for this story? Why do you think this?

## READING

**30 MINUTES**

### READ THE TEXT FOR MEANING

1. Tell the learners that today we will be reading a literary text. This may be an extract from a novel or a short story.
2. Remind learners:
  - to pay attention to the setting in a literary text
  - to pay attention to descriptions of people and places
  - that the description of the surroundings creates images and helps the reader to visualise the story
  - to pay attention to how the writer creates tension – the build up

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Read the whole story out loud to the class, selecting a different learner to read each paragraph.
2. After each paragraph has been read, select a learner to summarise the main events or main ideas of the story so far.
3. Ask the learners to comment on how the characters are feeling at each point in the story.
4. Ask the learners to comment on the choices or decisions the characters are making as they read each paragraph.
5. Ask learners what effect these choices or decisions might have on the rest of the story.
6. Tell the learners to put themselves in the position of the characters and say whether they would be making the same decisions or different ones.
7. Tell the class:
  - Skim read the story again
  - Stop and work out the meanings of any words that are difficult to understand by using context clues, or looking the words up in a dictionary

### READ THE TEXT AND DISCUSS CAUSE AND EFFECT

1. Read the story aloud again. Notice how one event causes another one to happen.
2. What caused this one event to happen?
3. What was the action or deed or event that made the next action happen?
4. What was the effect or the result?

## **DISCUSS CHARACTERS**

1. Tell learners to think about the characters in the text. Ask the learners to write down the names of three of the most important characters from the text in their work books.
  - a. Ask learners to write down 5 things they know about each character. This could be how they look, what they like, how they feel etc.
  - b. From the information they have written in their books are the learners to answer the next three questions:
  - c. Which two characters in the text are similar? Why do you say this?
  - d. Find two characters who are different. In what ways are they different?
  - e. Which character do you like the most? Explain why.

## **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 learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the people, the setting and the main ideas or sentences of each paragraph.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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.

## CYCLE 4: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Key features of a poem:</li> <li>• External structure of a poem: lines, words, stanzas</li> <li>• Internal structure of a poem: figures of speech; imagery;</li> <li>• Typography</li> <li>• Figurative meanings</li> <li>• Mood</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Meaning of words</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Context clues</li> <li>• Drawing conclusions</li> <li>• Predicting information</li> <li>• Relating text to own experience</li> <li>• Visualising</li> </ul>



## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
<b>Clever English</b>	What a story!	Poem "My comfort zone"	125
<b>English Today</b>	The people of the Kalahari	Poem "The silence of the stars"	115
<b>Interactive English</b>	The Big Picture	Poem "Christmas Tree Lots"	160
<b>Oxford Successful English</b>	Words of Advice	Poem "Dad's advice"	158
<b>Platinum</b>	Laugh out Loud	Poems "One small finger" 'Hands up"	113
<b>Spot On</b>	My 21st Century Family	-	-
<b>Top Class</b>	Family Matters	Poem "Not him"	111
<b>Via Afrika English</b>	Stories we love	Poem "The Highwayman"	101

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page and that the theme or mood of the poem is the focus of this lesson
- to notice words that create a certain mood

2. Read the poem out loud to the class.

3. Ask the learners:

- What is the title of this poem?
- Who is the poet?
- How many stanzas are there?
- How many lines make up the poem?
- Is there a rhyme pattern?
- When you have read the poem, paraphrase what it is about
- When you have read the poem, ask yourself how the poem made you feel

### STUDY THE TITLE AND PICTURES

1. Read the title of the poem to the class.

2. Ask the learners:

- What thoughts or words come to mind immediately when you hear the title?
- Write all of these words on the board
- Look at the pictures
- Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?

### PREDICT WHAT THE POEM IS ABOUT

1. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry - similar to a paragraph in a story).

2. One learner can be selected to read the stanza to the class.

3. Stop and ask the learners:

- Did the first stanza create any feelings in the audience?
- Did any emotions come to you? Write these emotions on the board
- If so, what was that thought, or idea or opinion or feeling?
- What words in the poem created those feelings? Write down the words from the poem on the board that created the feeling
- What do you think the rest of the poem is going to be about?
- What is the theme or message of the poem most likely going to be? What is the poet trying to say?
- Is there a mood – sadness, anger, joy, celebration that the poem creates in the first stanza?

**READING**

**30 MINUTES**

**INTRODUCE THE TEXT AND TEXT FEATURES**

1. Tell the learners to open the textbook at the correct page.

**READ THE POEM ALOUD**

1. Read the poem aloud to the class.
2. Ask learners to tell the class in their own words what the poem is about.
3. This is a summary of the most important ideas in the poem.
4. Ask learners to read the poem out loud to the class again, select a few learners to each read one stanza.
5. Ask if there is a message in the poem. Discuss learners' ideas of what the message is.

**USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS**

1. Tell the learners to:
  - re-read the line of poetry and try to work out what the word could mean
  - replace the word with a synonym and see if the replacement word makes sense in that line
  - use a dictionary to look up the correct meaning

**FIGURATIVE LANGUAGE**

1. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration		
Assonance		
Onomatopoeia		

2. Ask learners what they think each of these words mean. Fill this information in on the table on the board. Their answers may look something like this:

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration	Repetition of the 1st sound	
Assonance	Repetition of the vowel sound	
Onomatopoeia	Words which make a sound	

3. Ask learners to come up to the board and write an example of each of these. The table on the board may look something like this:

FIGURE OF SPEECH	MEANING	EXAMPLE
<b>Alliteration</b>	Repetition of the 1st sound	She sell sea shell on the sea shore
<b>Assonance</b>	Repetition of the vowel sound	She had a dream by the stream
<b>Onomatopoeia</b>	Words which make a sound	buzz, boom, bang, hiss

4. Tell the learners to copy this table into their workbooks, but to add an extra column titled 'examples from the poem'.

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
<b>Alliteration</b>	Repetition of the 1st sound	She sell sea shell on the sea shore	
<b>Assonance</b>	Repetition of the vowel sound	She had a dream by the stream	
<b>Onomatopoeia</b>	Words which make a sound	buzz, boom, bang, hiss	

5. Ask the learners to find examples from the poem of alliteration, assonance and onomatopoeia and to add these to the table.
6. Tell learners to TURN and TALK to a friend and compare the figures of speech they found and say how each of the figures of speech contribute to the mood of the poem.

### SILENT READING

1. Instruct learners to read the poem again on their own, silently.
2. Ask learners the following:
  - a. Have you ever felt the same as the characters in the poem?
  - b. Describe that situation.
  - c. What did you learn about life from this poem?
  - d. What will you remember about this poem?

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to skim read for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
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.
8. Mark the answers to find out which learners are still struggling with written answers.

## WRITING

### CYCLE 4: WEEKS 7 & 8

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Writing a Short Story Review

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	What a Story!	20
English Today	The People of the Kalahari	32
Interactive English	The Big Picture	45
Platinum English	Laugh out Loud	58
Spot On English	My 21st Century Family	68
Successful English	Words of Advice	80
Top Class English	Family Matters	92
Via Afrika English	Stories we Love	103

**GENRE:** WRITING A SHORT STORY REVIEW

**CAPS DESCRIPTION OF GENRE:** Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film [short story] 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:** The class will read the review.

**PURPOSE:** A review is to give an opinion of a story, novel, CD or film. It gives other people an idea of what they might expect.

**TEXT FEATURES:**

1. Opinion
2. First person
3. Plot
4. Setting
5. Characters

**TOTAL TIME ALLOCATION:** 2 1/2 hours

**REQUIRED LENGTH OF TEXT:** 80-90 words

**RESOURCES**

1. Dictionary
2. Personal dictionary

**WORD BOX**

think, like, dislike, curious, crocodile, elephant, questions, trunk, nose, python, surprise, river, hit, interesting, boring, interesting, story, main character, questions, situation, bush, writer, clever, beautiful, recommend, rating, wonderful

## TEACHING THE GENRE



20 MINUTES

### OUTCOMES:

The learners will learn about the structure and format of reviews.

### TEACHER INPUT

1. Tell the class that today they will learn about writing a “Short Story Review”.
2. Say:
  - A review tells us what the short story is about, without giving away the end
  - The purpose of a review is to tell the reader what the reviewer thinks about the story
  - The review will be the reviewer’s opinion
  - It is written from a personal point of view so it is written in the first person, (I, me)
  - Words to show feelings and emotions are used
  - The reviewer will often give the story 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.)
4. Write the following table on the chalkboard (if possible write this on the board before the learners arrive for the lesson):

### INTRODUCTION

Title of the short story

Author: This short story is written by

### PARAGRAPH 1:

**Explain the plot in a few sentences:**

**Main sentence:**

Mention the setting, such as the place and time of the plot.

e.g. The action takes place in...

The story is set in ...

**Supporting sentence:**

The main characters are . . .

The story is about . . .

The interesting thing about the story is . . .



**PARAGRAPH 2:**

**Comment on the short story:**

**Main sentence**

e.g. I felt...

The author ...

I think...

**Supporting sentences**

e.g. Because...

The story is terribly / beautifully written...

The story line is weak / exciting...

It surprised me is...

What I enjoyed...

What I did not like is...

**PARAGRAPH 3:**

**Let others know whether or not you liked the short story:**

**Main sentence**

e.g. I would recommend the story to others...

I liked / did not like the story because...

This is not the type of story...

A wonderfully written story...

**Supporting sentences:** Explain why or why not you like it.

e.g. The author's writing style is good / bad...

The story is the story interesting/ boring because

**ENDING:**

Rating:

5. Read over the structure with the learners.

6. Say:

- The language used in the paragraphs is written in the simple past tense. However, there may be times when you use the simple present tense. This will depend on the context
- Each section is written as a new paragraph
- Each paragraph has a main sentence and supporting sentences
- I am going to read you a review of a story that we are going to listen to later
- See if you can see how the review follows this structure

7. Read the following review to the learners:

Title: The Elephant's Child

Author: Rudyard Kipling

"The Elephant's Child" is a short story set in the African bush. The main character is a curious young elephant that is always asking questions and his curiosity gets him into a situation that has a surprising ending. Other characters are animals of the African bush including a funny bi-coloured python.

I felt happy when reading the story as the writer uses words in an interesting and clever way. It is beautifully written.

I would recommend this story as well as the other stories from this book of short stories.

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

## MODELLING THE SKILL

**30 MINUTES**

### OUTCOMES:

The learners will listen to the story that they are going to review.

### TEACHER INPUT

1. Tell the learners that they will be writing a review of a short story that you are going to read to them.
2. Write the following words on the board:

Curious  
Trunk  
Hit  
Astonish  
Acquaintance  
Experience  
Shrink

3. Read over the vocabulary with the learners.
4. Tell the learners to look the words up in the dictionary.
5. Make sure they understand the meaning of the words. Tell the learners that these words are in the story that you are about to read them.
6. Read the learners the following story. If possible, give them a copy to follow along with.

### THE ELEPHANT'S CHILD

By Rudyard Kipling

(Adapted for Grade 8 EFAL)

Long ago the Elephant, had no trunk. He had only a blackish, big nose, he could wriggle it about from side to side, but he couldn't pick up things with it. But there was one Elephant . . . a new Elephant . . . an Elephant's Child . . . who was full of curiosity, and that means he asked a lot of questions. He asked his tall aunt, the Ostrich, why her tail-feathers grew just so, and his tall aunt the Ostrich pushed him with her hard, hard claw. He asked his tall uncle, the Giraffe, what made his skin spotty, and his tall uncle, the Giraffe, kicked him with his hard, hard hoof. And still he was full of curiosity! He asked his big aunt, the Hippopotamus, why her eyes were red, and his big aunt, the Hippopotamus, knocked him with her very big foot; and he asked his hairy uncle, the Baboon, why melons tasted like they did, and his hairy uncle, the Baboon, smacked him with his hairy paw. And he still had many more questions. He asked questions about everything that he saw, or heard, or felt, or smelt, or touched. And still he was full of curiosity!

## Cycle 4 Writing

One morning this Elephant's Child asked a new question that he had never asked before. He asked, 'What does the Crocodile have for dinner?' Then everybody said, 'Hush!' in a loud and dreadful tone, and they all hit him. By and by, when that was finished, he came upon Kolokolo Bird sitting in the middle of a wait-a-bit thorn-bush, and he said, 'My father has hit me, and my mother has hit me; all my aunts and uncles have hit me for asking questions, and still I want to know what the Crocodile has for dinner!' Then Kolokolo Bird said, with a sad cry, 'Go to the banks of the great grey-green, greasy Limpopo River, and find out.'

That very next morning this Elephant's Child took a hundred bananas and a hundred pieces of sugar-cane, and seventeen melons, and said to all his dear families, 'Goodbye. I am going to the great grey-green, greasy Limpopo River, to find out what the Crocodile has for dinner.' And they all hit him once more for luck, though he asked them to please stop.

He went from Graham's Town to Kimberley, and from Kimberley to Khama's Country, and from Khama's Country he went east by north, eating melons all the way, until at last he came to the banks of the great grey-green, greasy Limpopo River, all set about with fever-trees, exactly as Kolokolo Bird had said.

Now you must know and understand, that until that week, and day, and hour, and minute, this Elephant's Child had never seen a Crocodile, and did not know what one was like.

The first thing that he found was a coloured-Python-Rock-Snake curled round a rock.

'Excuse me,' said the Elephant's Child most politely, 'but have you seen such a thing as a Crocodile around here?'

'Have I seen a Crocodile?' said the coloured-Python-Rock-Snake, in a cross voice, 'What will you ask me next?'

'Excuse me,' said the Elephant's Child, 'but could you kindly tell me what he has for dinner?'

Then the Coloured-Python-Rock-Snake uncoiled himself very quickly from the rock, and hit the Elephant's Child with his tail.

'That is strange,' said the Elephant's Child, 'because my father and my mother, and my uncle and my aunt, the Hippopotamus, and my other uncle, the Baboon, have all hit me for my asking questions . . . and I suppose this is the same thing.'

So, he said good-bye very politely to the Coloured-Python-Rock-Snake, and helped to coil him up on the rock again, and went on, until he trod on what he thought was a log of wood at the very edge of the great grey-green, greasy Limpopo River.

But it was really the Crocodile, and the Crocodile winked one eye!

'Excuse me,' said the Elephant's Child most politely, 'but have you seen a Crocodile around here?' Then the Crocodile winked the other eye, and lifted half his tail out of the mud, and the Elephant's Child stepped back because he did not want to be hit again.

'Come closer, Little One,' said the Crocodile. 'Why do you ask?'

‘Excuse me,’ said the Elephant’s Child, ‘but my father has hit me, my mother has hit me, not to mention my tall aunt, the Ostrich, and my tall uncle, the Giraffe, who can kick very hard, as well as my big aunt, the Hippopotamus, and my hairy uncle, the Baboon, and including the Coloured-Python-Rock-Snake, with the tail, just up the bank, who hits harder than any of them; and so, I don’t want to be hit anymore.’

‘Come closer, Little One,’ said the Crocodile, ‘for I am the Crocodile,’

Then the Elephant’s Child kneeled down on the bank and said, ‘You are the very person I have been looking for. Will you please tell me what you have for dinner?’

‘Come closer, Little One,’ said the Crocodile, ‘and I’ll whisper.’

Then the Elephant’s Child put his head down close to the Crocodile’s mouth, and the Crocodile caught him by his little nose.

‘I think,’ said the Crocodile . . . and he said it between his teeth, like this . . . ‘I think today I will begin with Elephant’s Child!’

At this the Elephant’s Child was annoyed, and he said, speaking through his nose, like this, ‘Let go! You are hurting me!’

Then the Coloured-Python-Rock-Snake came down to the river and said, ‘My young friend, pull as hard as ever you can. Then the Elephant’s Child sat back on his knees and pulled, and pulled, and pulled, and his nose began to stretch. And the Crocodile moved back into the water and pulled and pulled.

And the Elephant’s Child’s nose kept on stretching; and the Elephant’s Child spread all his little four legs and pulled, and pulled, and pulled, and his nose kept on stretching and getting longer and longer. Then the Elephant’s Child felt his legs slipping, and he said through his nose, which was now nearly five feet long, ‘This is too butch for be!’

Then the Coloured-Python-Rock-Snake came down from the bank, and knotted himself round the Elephant’s Child’s back legs, and said, ‘Silly, we will now have to pull very hard, because if we do not, he will have you for dinner.’

So, he pulled, and the Elephant’s Child pulled, and the Crocodile pulled; but the Elephant’s Child and the Coloured-Python-Rock-Snake pulled hardest; and at last the Crocodile let go of the Elephant’s Child’s nose.

Then the Elephant’s Child sat down, and wrapped his nose up in cool banana leaves, and hung it in the great grey-green, greasy Limpopo to cool.

‘What are you doing that for?’ said the Coloured-Python-Rock-Snake.

‘Excuse me,’ said the Elephant’s Child, ‘but my nose is badly out of shape, and I am waiting for it to shrink.’

‘Then you will have to wait a long time,’ said the Coloured-Python-Rock-Snake. ‘Some people do not

## Cycle 4 Writing

know what is good for them.’

The Elephant’s Child sat there for three days waiting for his nose to shrink. But it never grew any shorter, because the Crocodile had pulled it out into a really truly trunk same as all Elephants have today.

7. If the learners do not have a copy of the story, you may need to read it again whilst the learners make notes.
8. Ask the learners for words to describe the way they feel about the story or what they thought of the story. Write them on the board. Some ideas might be:

silly	funny	clever	boring	beautifully written	interesting
	too long	enjoyed it	knew how it would end		surprise

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for short story review.

The learners will use a table as their planning strategy.

### TEACHER INPUT

1. Write the following on the board: (if possible write this on the board before the learners arrive)

#### DETAILS

Title of the short story

Author: This short story is written by

#### PARAGRAPH 1:

**Explain the plot in a few sentences:**

**Main sentence:**

Mention the setting, such as the place and time of the plot.

e.g. The action takes place in...

The story is set in ...

**Supporting sentence:**

The main characters are ...

The story is about ...

The interesting thing about the story is ...

#### PARAGRAPH 2:

**Comment on the short story:**

**Main sentence**

e.g. I felt...

The author ...

I think...

**Supporting sentences**

e.g. Because...

The story is terribly / beautifully written...

The story line is weak / exciting...

It surprised me is...

What I enjoyed...

What I did not like is...

**PARAGRAPH 3:**

**Let others know whether or not you liked the short story:**

**Main sentence**

e.g. I would recommend the story to others...

I liked / did not like the story because...

This is not the type of story...

A wonderfully written story...

**Supporting sentences:** Explain why or why not you like it.

e.g. The author's writing style is good / bad...

The story is the story interesting/ boring because

**ENDING:**

Rating:

2. Read over the planning table with the learners, reminding them of what is required.

3. Draw the following on the board:

<b>Title:</b> <b>Author:</b>
<b>PARAGRAPH 1:</b>
<b>PARAGRAPH 2:</b>
<b>PARAGRAPH 3:</b>
<b>Rating:</b>

4. Tell the learners to copy the plan on the chalkboard and to use key word and phrases to plan their review.

5. Say:

- Write keywords and phrases to plan your review
- Before you fill in your plan, take time to think about the story. Close your eyes think about the story, 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**

6. While the learners plan, go around and hold **MINI-CONFERENCES** with groups of learners



helping them to improve their plans or to ENCOURAGE them.

7. Tell learners that if they 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. Give learners time to plan their stories.
2. Allow learners to work independently.
3. Set a time limit to keep learners on task.

## DRAFTING



**30 MINUTES**

### OUTCOMES:

The learners will write a first draft of a short story review of about 80-90 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 story is given.
2. The author is named.
3. The characters are described.
4. There is a summary of the plot without giving away the ending.
5. The writer has given his/her opinion of the story.
6. The writer has said if they would/wouldn't recommend the story.
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. Support and ENCOURAGE the learners while you go around holding MINI CONFERENCES with groups of learners.

### 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 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 of the story on the review?		
2.	Is the author's name is on the review?		
3.	Are the characters described?		
4.	Is there a summary of the plot?		
5.	Has the writer given an opinion about the story?		
6.	Does the writer give a recommendation about the story?		
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 short story review.

### TEACHER INPUT

1. Tell the learners to write their final draft.
2. The final draft is put on display for other learners to read.

### LEARNER ACTIVITY

1. The learners are to write a neat, final draft.

**COMPLETED EXAMPLE** 

Title: The Elephant's Child

Author: Rudyard Kipling

"The Elephant's Child" is a short story set in the African bush. The main character is a curious young elephant that is always asking questions and his curiosity gets him into a situation that has a surprising ending. Other characters are animals of the African bush including a funny bi-coloured python.

I felt happy when reading the story as the writer uses words in an interesting and clever way. It is beautifully written.

I would recommend this story as well as the other stories from this book of short stories.

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

(Word count: 90 words)

cycle 5  
weeks  
9-10

★ **spoonrift**  
(n.) a showery sprinkling of sea-water or fine spray swept from the tops of waves

## CYCLE 5: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Exam exemplars
Features of text to be taught:	Revision of all text features
Reading skills to be taught:	Revision of all reading skills

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Exam exemplars	Tips for comprehension	133
English Today	Exam exemplars	Comprehension "The development of the alphabet"	120
Interactive English	Exam exemplars	Comprehension "A Kenyan Folktale"	1 [end of book after page 338]
Oxford Successful English	Exam exemplars	Comprehension "A white – tailed gnu is watching you"	168
Platinum	Exam exemplars	Comprehension "Interview with Gcina Mhlophe"	121
Spot On	Exam exemplars	Extract from "Sunday Afternoon"	108
Top Class	Exam exemplars	Comprehension Extract from "Boy"	116
Via Afrika English	Exam exemplars	Comprehension "The man behind the meal"	112



## 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 AND TEXT FEATURES

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?	Poem
Features of text to be taught:	<ul style="list-style-type: none"><li>• Revision of all text features for poetry</li><li>• Figures of speech [similes, metaphors, alliteration, imagery]</li><li>• Lines, stanzas, rhyme schemes</li></ul>
Reading skills to be taught:	<ul style="list-style-type: none"><li>• Revision of all reading skills for poetry</li><li>• Skimming</li><li>• Scanning</li></ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	Independent Reading Activity	TEXT	PAGE
<b>Clever English</b>	Exam exemplars	-	-
<b>English Today</b>	Exam exemplars	Poem: "December Morning in the Country"	123
<b>Interactive English</b>	Exam exemplars	Poem: "A book Speaks"	2 [end of book]
<b>Oxford Successful English</b>	Exam exemplars	Poem: "presents from my Aunts in Pakistan"	172
<b>Platinum</b>	Exam exemplars	-	-
<b>Spot On</b>	Exam exemplars	-	-
<b>Top Class</b>	Exam exemplars	Poem: "Haiku of the Four Winds"	118
<b>Via Afrika English</b>	Exam exemplars	Poem: "Limerick"	114

## 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.
2. Remind learners that there are different forms of poetry, and each one has a specific set of rules or rhyming patterns.

E.g. the Limerick is a 5 lined poem, where the first, second and fifth line rhyme and the third and fourth line rhyme.

A Limerick is a nonsense poem.

A lyric poem captures emotions

A narrative poem tells a story

A haiku poem uses syllables

### 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**

### READING 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 2019 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	