

Grade 7

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

Term 3

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 and to help the DBE reach the NDP goals. The NECT has successfully brought together groups of relevant people so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

What are the Learning programmes?

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

The programme began in 2015 with a small group of schools called the **Fresh Start Schools (FSS)**. Curriculum **learning programmes** were developed for **Maths, Science and Language** teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers. The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this embedding process.

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

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

www.nect.org.za

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IMPORTANCE OF ROUTINES

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

TIMING:

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

4 HOURS OF EFAL PER WEEK:

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

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 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 group of letters that represent a sound. A grapheme is the written form of a phoneme. We can write phonemes in different ways
- Below is a list of the 44 English phonemes and the most common graphemes
- If you are playing with these sounds aurally it is PHONEMIC AWARENESS. If you are using written letters and sounds, it is PHONICS
- This table is for your reference – it is not suitable for learners

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

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

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

How to help learners with PHONICS

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

WORD RECOGNITION



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

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

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

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

VOCABULARY

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

How to help learners with VOCABULARY

READING SKILL	VOCABULARY
WHAT IS THIS?	This is the learner's ability to understand and use many different words.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. The learner cannot understand what he reads if he does not understand the meaning of the words.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?	1. The learner battles to speak about events in a way that makes sense. 2. The learner uses the same words over and over. 3. The learner struggles to find the correct word for what they want to say. 4. When reading, the learner does not understand some words. 5. The learner does not link words from a text to another text, or to real life.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	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.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	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.

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 LEARNER IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none"> 1. It takes the learner a long time to read a passage. 2. The learner cannot read many words. 3. The learner reads with no expression. 4. The learner does not pause in the correct places. 5. The learner moves his mouth when reading silently. 6. The learner gets frustrated when reading.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Model fluent reading for the class at every opportunity. 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. 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.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Read aloud to the group whenever possible, so that they can hear fluent reading. 2. Read aloud and let learners follow with their fingers in the book. 3. Read a short passage to the group, and then make them read the same passage immediately. 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. 5. Encourage the group and let learners know that you understand their frustration. 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.

How to help learners with **COMPREHENSION**

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

TEXT FEATURES

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

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

Dialogue	Dialogue is a word for conversation. When we read dialogue in a story, we are reading what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.
Emotive language	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.
External structure of a poem	The lines, stanzas and typography make up the external structure of a poem. The lines are each line in the poem, stanza is a group of lines and typography is the way the text is actually written in the poem E.g. capitalisation, italics or bold.
Figurative language	This includes figures of speech and idiomatic expressions. Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.
First person writing	Writing in the first person means writing from the author’s point of view. The words ‘I’, ‘me’, ‘mine’ and ‘my’ will be used.
Font types and sizes, the impact of font on comprehension	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.
Format	The format is how the writing or the text is laid out. Different types of writing have different formats. The way a letter is laid out is different to how a newspaper is laid out.
Genre	Genre is the category or style of the book. E.g. mystery; fantasy; science-fiction; adventure; romance.
Graphs	A visual way to display information, especially figures/numbers.
Headings and captions	Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.
Hyperbole	Hyperbole is the use of exaggeration for effect. E.g. My suitcase weighs a ton! I have told you a million times!
Idioms and proverbs	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.
Imagery	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. Imagery is another word for figurative language. It includes poetic devices such as similes, metaphors and personification.

Interjections	<p>An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion.</p> <p>E.g. Ah! Dear me! Oh gosh! Wow!</p> <p>Local colloquial interjections would include words like eish!</p>
Literal and figurative meaning / Figures of speech	<p>The literal meaning of something (a word or a clause) is the exact meaning.</p> <p>What is said has a direct and clear meaning. E.g. He is extremely angry.</p> <p>The figurative meaning of something needs to be interpreted as the meaning is not clear straight away. Figurative language uses similes, metaphors and personification, or idioms to describe something using comparisons or pictures. For example: He is as angry as an electric storm.</p>
Main and supporting ideas	<p>The main idea (or often called the topic sentence) is what the paragraph is all about. The main idea or central point of the paragraph is the one sentence in the paragraph that has the most important information. The supporting ideas will be all the other sentences in the paragraph that prove, or agree with, or add more information to the main idea. The main idea can be anywhere in the paragraph, it might not be the first sentence, but often is.</p> <p>E.g. All a dog needs is love and food. Dog owners must care for their pets in many ways. Dogs need attention, they like to have a ball thrown for them and they like to go for walks. Some people give their dogs extra treats to eat like slices of meat. As long as a dog is fed and loved it will be a happy pet.</p> <p>The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.</p>
Metaphor	<p>The 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>
Mood	<p>The mood of a poem or a story is what emotions the poet or author is trying to create. There are certain words that can be used to make the reader feel a certain way.</p>
Narrator	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <ul style="list-style-type: none"> a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.
Onomatopoeia	<p>Onomatopoeia are words which make a sound E.g. hiss; ping; buzz; splat; bang; zoom; sizzle</p>

Personification	<p>Personification is to give a non-living object life like qualities. This is also figurative language.</p> <p>E.g. The branches of the tree tore my jacket; the icy waves bit my toes</p>
Plot	<p>The plot is the storyline. What actually happens in the story, from beginning to end. A plot usually runs in order, from the beginning, to a climax when the most exciting action happens and an ending. But sometimes a writer jumps around in time in the story. The plot usually builds up to a climax – this is the most tragic, or exciting, or frightening part of the story.</p>
Purpose of a text (to inform, persuade)	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used.</p> <p>E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>
Rhetorical Question	<p>A question which does not require an answer. It is asked to make the listener think, not to actually be answered. The answer is usually quite obvious. E.g. What colour is the sky?</p>
Rhyme	<p>Rhyme is a feature of some poems. Other poems do not rhyme. Rhyme depends on how the words sound when read aloud, not on how the words are spelled. Rhyming words in poems are found at the end of the line. There are different rhyming patterns or schemes.</p> <p>E.g. rhyming couplet:</p> <p>I cannot go to school today (a) Said little Peggy-Anne McKay (a) I have the measles and the mumps (b) A gash a rash and purple bumps (b) My mouth is wet, my throat is dry (c) I'm going blind in my right eye. (c) My tonsils are as big as rocks, (d) I've counted sixteen chicken pox. (d)</p> <p>Or a,b,b,a:</p> <p>He treasured the thought (a) Of childhood days (b) Of teenage ways (b) Memories that can't be bought (a)</p> <p>Some poems, especially those written about more serious topics, are written in free verse and do not rhyme at all.</p>
Rhythm	<p>The rhythm of a poem is almost like the musical beat, how the poem flows when read out loud. The words that we put emphasis on and those that we don't help create the rhythm.</p>
Role players and role execution	<p>The role players are the people involved in a decision, usually present at a meeting. The role execution is the carrying out of the decisions made at the meeting.</p>

Setting	<p>The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.</p> <p>The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.</p>
Simile	<p>A simile is a comparison between two objects using the key words 'as' or 'like'. It shows that something is similar, used to create a clear mental image E.g. His eyes were like knives; she was as tall as a giraffe</p>
Specific details	<p>The little details that help to back up the main idea in a text.</p>
Target audience	<p>Who is the text being written for? Sports fans? Girls? Families? Nature lovers?</p>
Title	<p>The title identifies and introduces the story. It often gives us an idea about what the story is going to be about.</p>
Theme and message	<p>The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.</p>
Third person writing	<p>This is when the writer writes from a third person point of view, and uses pronouns such as: he, she, it, they.</p>
Tone	<p>The general character, attitude, or mood of a piece of writing.</p>
Types of language - including: bias, prejudice, discrimination, stereotyping. How language and images reflect and shape values and attitudes.	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another. 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>
Visual texts	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

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

Analysing, evaluating and responding to texts	Analysing a text is the process of knowing the purpose of why the text was written, who the intended audience is, the type of language that has been used to achieve a purpose E.g. persuasive, emotive, manipulative language; bias, stereotype. Evaluating the text by comparing and contrasting it to similar texts.
Comparing and contrasting	Comparing two pieces of similar writing. E.g. reading two poems that both discuss love, perhaps with different viewpoints. Noticing how the poems are similar and in which ways they are different. To closely examine two texts to see what is similar in the texts, what is different in the texts, and then to make a judgement call about which text is better, and why. For example, learners may have to compare two poems which both have the same theme, or the same subject, or the same message. The two poems may differ in the way they are explained, or perceived, or understood or appreciate the subject.
Comprehension	Learners show their understanding of a text by answering questions about it, either in oral or written form.
Clarifying	Clarifying is the ability to check that the text has been understood by answering certain questions, or by asking key questions or by repeating or summarising the most essential ideas in your own words, rephrasing and repeating the content.
Context clues	The context is important when trying to work out the meaning of specific words, or the general meaning of the text. The context is the story as a whole, the sentences that support the main idea, the main ideas of each paragraph, the setting, and the characters. All of these aspects can be used as clues when a reader is attempting to work out a portion of the story or even the meaning of one word.
Critical language awareness	The ability to be aware of the choice of words and why they were selected by an author is part of critical language awareness. Knowing that the way a text has been written is just as important as what has been written. The authors own bias, choice of characters to represent a situation, gender bias, historical emphasis, all of these aspects determine how a reader learns. Interacting with a text is about being able to evaluate what the message and subtext or purpose of the article is.

Deducing meaning (analogies, comparisons)	<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.. 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>
Drawing conclusions	<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>
Dictionary skills	<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>
Explicit and implicit meaning / Direct and implied meaning	<p>The explicit (direct) meaning is the clear, detailed meaning, which is easily understood - there is no room for confusion or doubt. The meaning has been fully revealed without being vague.</p> <p>Implicit (implied) meaning is when the meaning has been suggested, or hinted at, or indirectly expressed.</p>
Fluency	<p>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.</p>
Inferring meaning	<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"> • Think about what the author has written so far • Think about what you already know • Think about how the characters feel and what they have said • Use all the clues you can in the text to make a good guess • Think about where the events are taking place • Think about how the characters act • Put the pieces together • Make a conclusion by using words like: <p style="margin-left: 20px;">I think.... This could mean.... Maybe...</p>
Interpreting cartoons	<p>Cartoons are often drawn to bring a message. Political cartoons are popular in newspapers. To interpret the cartoon, ask what message is the artist trying to bring, who are the characters being drawn and what is the reason? These are skills of reading a cartoon.</p>

Intensive Reading	Intensive Reading involves reading in details with specific learning aims and tasks.
Paraphrasing	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
Personal opinion	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.
Predicting information	<p>Predicting is not only a pre-reading strategy, it is an ongoing process that keeps the reader involved at every stage of the story, as he or she tries to figure out what will happen next, by making new predictions with the unfolding of each new event in the story.</p> <p>Predictions are made or revised as more information is gathered. How to predict (pre-reading)</p> <ul style="list-style-type: none"> • Read the title • Discuss the meaning of the title • Ask learners what they think the story will be about • Look at any illustrations • Discuss the illustrations • Ask learners what they think the story will be about, based on the illustrations • Ask learners to connect the illustrations and title to get a full idea • Ask learners to think about any similarities or differences between the title and illustrations • Ask learners what they think the story will be about now • Learners may discuss, draw or write about their predictions <p>How to predict (during reading)</p> <ul style="list-style-type: none"> • Pause during reading • Ask learners what they think will happen next, now that they have some idea of how the events are unfolding • Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas • Ask learners if their previous predictions were correct • Ask learners if they would like to change or revise their previous predictions as they read and gather more information
Purpose of a text (to inform, persuade)	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text, this will also help with identifying language structures used.</p> <p>E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>

Relating text to own experience	Trying to imagine that you are one of the characters often helps with comprehension. Sometimes the characters face similar situations to what the reader has been through. It is useful to find ways in which you have had the same thoughts, feelings or experiences as the person in the story.
Scanning texts	Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information Scanning involves the following: <ul style="list-style-type: none"> • Keep in mind all the time what you are searching for • Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers • Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs • Let your eyes run over a few lines of a text at a time • When you find the information you are looking for, then read that section in detail
Sequencing	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.
Skim reading	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. It is used in pre-reading to get a general idea of what is about to be read. How to skim read: <ul style="list-style-type: none"> • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs. • Look for any words that may provide the most important information required: who, what, when, where and how • Read the last paragraph completely
Socio-political and cultural backgrounds of text and author	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.
Visualising	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.
Vocabulary development	Vocabulary development is adding to the amount of words you know and understand. You can add to your vocabulary by reading new words and working out ways to understand them; including using a dictionary or clues from the text. Vocabulary development includes learning about synonyms, antonyms, homophones, homonyms

LANGUAGE STRUCTURES AND CONVENTIONS

Abbreviations	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography</p>
Adjectives	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
Adjectives – superlative and comparative	<p>Comparative adjectives show degrees of comparison. For example: pretty – prettier – prettiest.</p> <p>A superlative adjective is the best description possible. For example, instead of describing your mother’s cooking as good or better – you might say: My mother’s cooking is the best.</p> <p>Best is the superlative adjective. She is the prettiest girl in the class. Prettiest is the superlative adjective because it is the highest degree of comparison.</p>
Adjectival clauses	<p>Adjective clauses are a group of words that describe something. An adjectival clause provides more information to a sentence. These clauses are usually placed between commas.</p> <p>Here are some examples of sentences with the adjectival clauses underlined:</p> <ul style="list-style-type: none"> • Pizza, <u>which is delicious</u>, is not very healthy. • The people, <u>whose names are on the list</u>, will go to camp. • Father remembers the old days, <u>when there was no television</u>. • Fruit that is imported is expensive. • Students <u>who work hard</u> get good results.
Adverbs of manner	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly.</p> <p>Adverbs of manner usually end in – ly.</p>
Adverbs of place	<p>Adverbs of place are words which refer to a general place.</p> <p>E.g. Here; there; near; far.</p>
Adverbs of time	<p>Adverbs of time are words which refer to general time frames.</p> <p>E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.</p>
Adverbial clauses	<p>Adverbial clauses describe more about how something was done, by telling the place, time, cause, and purpose of an action.</p> <p>These clauses usually answer the questions: where; when; why; and under what conditions.</p> <p>Here are some examples with the adverbial clause underlined:</p> <ul style="list-style-type: none"> • Place: <u>If there is music playing</u>, people will often dance • Time: <u>When the work is done</u>, we can relax and chat. • Cause: She passed the course <u>because she worked hard</u>. • Purpose: <u>So that he would not ruin the carpet</u>, he took off his shoes.

Acronyms	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
Apostrophe	A punctuation mark to show who owns an item. E.g. Siphó's pen. The apostrophe shows that the pen belongs to Siphó. The boys' toys. If the owner is a plural, the apostrophe is placed after the 's'. This type of apostrophe is called the possessive case apostrophe, because it shows who owns, or possesses an item. We also use an apostrophe for a contraction. Contractions are words like cannot becoming can't. Should have becomes should've. Would have becomes would've. Did not becomes didn't. We put the apostrophe where the missing letter has disappeared.
Auxiliary verbs	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.
Clauses	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.
Complex nouns	Two nouns that have been put together. They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses, razor-blade, reading lamp.
Concord	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
Conjunctions and transition words	Conjunctions are words that join two sentences together. E.g. <ul style="list-style-type: none"> • We couldn't swim. It was raining. • We couldn't swim because it was raining. • We got lost. We had directions. • We got lost although we had directions. <p>Conjunctions include and; but; because; so; then; but.</p>

Contractions	<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”</p> <p>“Could’ve is a contraction of “could have”</p> <p>“He’s” is a contraction of “he is”</p>
Determiners	<p>Determiners include:</p> <ul style="list-style-type: none"> • The definite article: The book; the apples. • Indefinite article: A book; an apple. <p>Quantities of objects are also determiners. Such as: All, most, some, none, both, either, neither, few, many, more, less, every, little. These determine how many, how few objects are being counted.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
Direct speech	<p>Direct speech is the actual words spoken by someone, written in inverted commas.</p>
Homophones, homonyms, homographs	<p>To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.</p>
Nouns	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy, Siphon, Gauteng, Maponya 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 E.g. a flight of stairs; a gaggle of geese; a constellation of stars; a regiment of soldiers; a hive of bees; a canteen of cutlery</p> <p>Pronouns replace a person’s name E.g. I, you, we, he, she, us, they, them, her, my</p>
Phrases	<p>A phrase is not a complete sentence. It is a part of a sentence which does not include a subject or a verb. E.g. in the garden; at the park; behind the trees.</p>
Prepositions	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>

Pronouns	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards. Pronouns include he, him, his, she, her, I, me, my, you, us, we, they, them</p>
Punctuation	<p>Punctuation is the markings used in writing 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>Quotation marks show that someone is speaking or to show words have been taken directly from what someone else said. "..." Quotation marks can also be called inverted commas.</p> <p>Semi colons joins two main clauses if a conjunction isn't being used. Semi colons can indicate two opposite ideas in one sentence. It is a long pause that balances two equally important ideas within a sentence.</p> <p>Question marks are used at the end of sentences in which any question is asked. Key question words are 'who, where, when, what, why, how?' Sometimes question words can also be 'do, are, have, has, is?'</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>
Sentences	<p>A group of words that is complete in itself and make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb. A simple sentence contains only one clause, a single subject and a single predicate. E.g. The boys played in the park.</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>A complex sentence contains more than one clause. E.g. I burned dinner, but not the cake. (A clause is a group of words that has both a subject and a verb.)</p>

Spelling	<p>The process or activity of writing or naming the letters in a word. There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow.</p> <p>E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> • A short vowel sound like 'e' means the last consonant must be doubled before adding –ing. Pet – petting <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"> • “i before e except after c” • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add –ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
Subject verb agreement	<p>The subject and verb in the sentence must both be the same tense, and both in the singular or in the plural form. They must agree.</p> <p>E.g. My friends are kind. My friend is kind.</p>
Suffixes	<p>The suffix is attached to the end of the word and indicates some change in the root word. The suffix – ed indicates past tense. The suffix – ly shows adverb of manner. The suffix – ing shows continuous tense. The suffix – ness indicates an abstract noun. E.g. happiness; happily.</p>
Synonyms	<p>Words which have the same meaning as other words in a language. The words can replace each other in the sentence, without changing the meaning of the sentence. E.g. The cheerful boy clapped. The happy boy clapped. The joyful boy clapped. Synonyms for beautiful would be: pretty, lovely, gorgeous, exquisite, and attractive.</p>
Verbs	<p>Verbs are doing words, they refer to actions that are performed.</p> <p>E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change.</p> <p>E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung</p> <p>Verbs are the building blocks of most sentences.</p>
Verb tenses	<p>Verbs determine what tense the sentence is written in.</p> <p>Simple present tense. I play tennis every week. Snakes are reptiles.</p> <p>Present continuous tense. She is watching the tennis game.</p> <p>Simple past tense. He woke up early and got out of bed.</p> <p>Past continuous tense. The children were sleeping in their beds.</p> <p>Past perfect tense. He had forgotten his keys.</p> <p>Simple future tense. We will teach the learners tomorrow.</p> <p>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.

- 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.

“Come with me, where dreams are born,
and time is never planned.”

– Peter Pan

cycle 1

weeks

1&2

READING

CYCLE 1: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Text on the importance of a questionnaire and how to fill it in
Features of text to be taught:	<ul style="list-style-type: none"> • Information required • Purpose of a text • Signature
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Reading skills • Compare • Contrast • Meaning of words • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	It's all in black and white	Classroom Activity 4	127
English Today	Let's go to new places	The importance of questionnaires	128
Interactive English	Clean up our world, waste not, want not.	The amazing race project	152
Platinum English	Questions for you	Read an information text about questionnaires	133
Spot On English	Let's party	The purpose of a questionnaire	112
Successful English	Collecting Information	Questionnaires are useful	181
Top Class English	Winning the Prize	Second Time Winner	125
Via Afrika English	In my opinion	Mr Naidoo's Problem	124

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are learning about questionnaires.
3. Go through relevant text features with learners.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the questionnaire have a heading? What does it tell you about the questionnaire?
 - b. Does the questionnaire have pictures? What do they tell you about the questionnaire?
 - c. Does the questionnaire have a table? What information does the table have on it?
 - d. Does the questionnaire have sub-headings? What do the sub-headings tell you about the questionnaire?
 - e. Are there any words in **bold** (printed darker) or in *italics* (printed leaning sideways)? What do these words tell you about the questionnaire?

PREDICT WHAT THE TEXT IS ABOUT

5. Ask the learners:
 - a. What do you think this questionnaire is about?
 - b. Why do you say this?

READING

30 MINUTES

READ THE TEXT

1. Read the questionnaire out loud to the class.
2. Tell the learners that they must:
 - a. Follow in the text book as you read.
 - b. Read the text once again on their own.

WORK OUT THE MEANING OF UNFAMILIAR WORDS

3. Teach learners to use the following word-attack skills to work out the meaning of words they don't understand:
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you understand? Can you try to work out the meaning from this part?
 - c. Think about the whole questionnaire, the headings and the pictures. Take a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE USE AND THEME

4. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the questionnaire sound? Is the tone happy, sad, encouraging, informative, etc.?

QUESTIONING AND CLARITY

5. Ask learners:
 - a. If they have any questions about the questionnaire?
 - b. What is the purpose of this questionnaire?
 - c. What kind of information they might need to fill in on a questionnaire?
Discuss their answers.
 - d. If questionnaires must always be signed? Discuss their answers.
 - e. When/why might they need to fill in a questionnaire?

MAKE NOTES

6. Tell learners to work in pairs to make notes of the important things they have learnt.

POST-READING**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Explain to learners how to compare, contrast and evaluate when answering questions.
4. Tell learners that they must answer the questions for the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

CYCLE 1: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Text on the importance of a questionnaire and how to fill it in
Features of text to be taught:	<ul style="list-style-type: none"> • Information required • Purpose of a text • Signature
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Meaning of words • Language use • Compare • Contrast • Evaluate

*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table below the cycle. If your text book does not have a second text, use this time to complete the first lesson in more detail.

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	It's all in black and white	Beauty: A true inspiration	131
English Today	Let's go to new places	A holiday of a lifetime	131
Interactive English	Clean up our world, waste not, want not.	Turning garbage into gold	156
Platinum English	Questions for you	Read a questionnaire	128
Spot On English	Let's party	Continuation of text 1	112
Successful English	Collecting Information	Continuation of text 1	181
Top Class English	Winning the Prize	What your signature says about you	127
Via Afrika English	In my opinion	Continuation of text 1	124

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are reading a questionnaire and answering questions on it.
3. Go through relevant text features with learners.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the questionnaire have a heading? What does it tell you about this questionnaire?
 - b. Does the questionnaire have pictures? What do the pictures tell you about the questionnaire?
 - c. Are there any sub-headings? What do these tell you?
 - d. How many questions are there in the questionnaire?
 - e. Where would you expect to see a document like this in real life?

PREDICT WHAT THE TEXT IS ABOUT

5. Ask the learners:
 - a. What do you think this questionnaire is about?
 - b. Why do you say this?

READING

30 MINUTES

READ THE TEXT

1. Read the text out loud to the class.
2. Tell the learners that they must:
 - a. Follow in the text book as you read.
 - b. Read the text once again on their own.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

3. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole text, the headings and the pictures. Make a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE USE AND THEME

4. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the text sound? Is the tone, happy, sad, encouraging, informative, etc.?

QUESTIONING AND CLARITY

5. Ask learners:
 - a. If they have any questions about the text? Direct them to find the answers in the text, if possible.
 - b. What is the purpose of a questionnaire?
 - c. Why/where else might they need to fill in a questionnaire?

MAKE NOTES

6. Tell learners to work in pairs and make notes of the important things they have learnt about questionnaires.

POST-READING**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Explain to learners how to compare, contrast and evaluate when answering questions.
4. Tell learners that they must answer the questions for the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

CYCLE 1: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Fill in a questionnaire

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

Textbook	Theme	Page
Clever English	It's all in black and white	129
English Today	Let's go to new places	133
Interactive English	Clean up our world. waste not, want not.	161
Platinum English	Questions for you	133
Spot On English	Let's party	114
Successful English	Collecting Information	180
Top Class English	Winning the Prize	128
Via Afrika English	In my opinion	123

GENRE: Questionnaires and forms

CAPS DESCRIPTION OF GENRE: Learners should be able to design and fill in forms for various reasons, these could include applying for a job, entering a competition and applying for leave for one day when they have a job. Learners should be able to provide information as required by different companies and businesses. They should be able to fill it out accurately and provide the information required.

TITLE OF WRITING TASK: Fill in questionnaire

AUDIENCE: Grade 7s

PURPOSE: To provide and gather information

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: Limited to the parameters of the questionnaire

RESOURCES REQUIRED:

1. Dictionary
2. Other examples of questionnaires

WORD BOXES:

Vocabulary: music, artist, live, rap, hip-hop, classical, soul, rhythm and blues, dance, quiet, loud, every day, monthly, concert, album, compact disc (CD), recently, already, share, like, dislike, enjoy, earphones

Adjectives: loud, quiet, crazy, slow, relaxing, enjoyable, calm, large, interesting

Adverbs: loudly, smoothly, enjoyably, relaxingly, happily, slowly, proudly, attentively, hysterically

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will learn how to design and answer a questionnaire.

The learners will know why questionnaires, forms and surveys are useful writing instruments.

TEACHER INPUT

1. Tell the learners that today we are going to learn about questionnaires.
2. Tell learners that questionnaires are very useful because they help us collect important or interesting information in a short space of time.
3. Explain that questionnaires ask direct questions which helps us to easily get the information that we want/need.
4. Tell learners that there will be a time when they need to fill out a questionnaire. This may be for applying to a school or university, or when opening a bank account or clothing account, etc.
5. Now tell the learners that you are going to learn about 6 important types of questions that they may encounter in a questionnaire.
6. Write the table below onto the chalkboard:

Cycle 1 Writing

1. Multiple choice question	
To gather data or information To find out about many different things	e.g. What is your marital status? (Select one) - Single - Living with Partner - Married - Divorced - Separated - Widowed
2. Yes/No questions	
To get an opinion or response to a statement	e.g. Say yes or no for the following: - I read every night - I like chocolate - I have a smart phone
3. Scale question	
Putting things in order of importance	e.g. When considering a job offer, please rank the importance of the following (Please fill in your rank order using numbers 1 through 5 with 1 being the most important): - Positive working environment - Salary - Benefits - Number of days leave - Challenging workload
4. Interval question	
Uses an interval scale	e.g. How likely are you to buy this washing powder? Extremely unlikely 1 - 2 - 3 - 4 - 5 Extremely likely
5. Number question	
Requires an answer that you can measure	e.g. How many hours a day do you spend on your phone?
6. Open-ended question	
To get an opinion or feeling There is no right or wrong answer	e.g. Describe your relationship with your mother.

7. Say:

There are five main types of survey questions:

- Multiple choice question
- Yes/No question
- Scale question
- Interval question
- Number question
- Open-ended question

8. When we answer a questionnaire we may need to know how to answer any of these types of questions.

9. Explain each of the question types and discuss the examples.

10. Ask learners to give other examples for each of the types of questions.

11. Write the box below onto the chalkboard.

Language: Adverbs

An adverb describes a verb. It tells us how, when or where something was done. We will focus on adverbs that tell us when something was done. We call these Adverbs of Time.

Adverbs can also be used for the opposite ends of a scale questions. E.g.
How often do you sleep in the day?

never 5 – 4 – 3 – 2 – 1 always

Here are some examples of Adverbs of Time:

sometimes	always	after
usually	every	already
twice	never	during
soon	often	finally
tomorrow	rarely	recently

12. Tell learners they may see Adverbs of Time used in some of the questionnaires they answer.

LEARNER ACTIVITY

1. Write the questionnaire below onto the chalkboard.

Questionnaire on Writing

Name: _____

Grade: _____

Date: _____

1. What does the word 'writing' mean to you?

.....

2. How much do you enjoy writing?

Very much 5 - 4 - 3 - 2 - 1 not at all

3. Rate these genres of writing from 1 to 5 from your favourite to least favourite.

- Fiction stories
- Non-fiction stories
- Newspaper articles
- Poetry
- Letters

4. What is your favourite genre to write?

.....

5.1. Do you do any writing at home?

.....

5.2. If you do, what do you write?

.....

6. Say yes or no for the following statements:

- I like writing stories
- I like writing letters
- I like writing poetry.....
- I like writing about my experiences.....

7. What helps you think of ideas for a story?

.....

8. How many stories have you written this year?

.....

9. How can your teacher help you when you write a story?

.....

10. Do you like reading stories? What type of stories do you like to read?

.....

2. Tell the learners to read the questionnaire and identify the different types of questions.

3. Discuss the questions with the learners.

4. Ask learners if they would have asked any of the questions differently.

EXTENSION

Tell the learners to bring forms and questionnaires to school (e.g. ID applications, bank or clothing shop account application forms, competitions from magazines, etc.) so that they can complete in class.

MODELLING



30 MINUTES

OUTCOMES

The learner will learn how to fill in a questionnaire.

TEACHER INPUT

1. Tell learners that you are going to show them how to fill in their own questionnaire. For the purposes of modelling the skill, you will fill in the questionnaire on writing that you looked at earlier.
2. Tell the learners that you are now going to show them how they should plan for the writing task.
3. Tell learners that they should first read through the entire questionnaire BEFORE they start filling it in.
4. Read through the questionnaire on the chalkboard again with the learners.
5. Then read through one question at a time, taking time after each question to fill it in. Remind learners that you are filling it in using YOUR OWN ideas and opinions. When they fill in their questionnaires they must use THEIR OWN ideas and opinions.
6. Your example might look something like this:

Questionnaire on Writing

Name: Bridget Ndlovu

Grade: 7 E

Date: 16 August 2019

1. What does the word 'writing' mean to you?

To me, writing is when someone conveys their thoughts or ideas using written words.

2. How much do you enjoy writing?

Very much 5 - 4 - 3 - 2 - 1 not at all
X

3. Rate these genres of writing from 1 to 5 from your favourite to least favourite.

- Fiction stories (2)
- Non-fiction stories (3)
- Newspaper articles (4)
- Poetry (1)
- Letters (5)

4. What is your favourite genre to write?

I enjoy writing poetry.

5.1 Do you do any writing at home?

Yes

5.2. If you do, what do you write?

I like to write poetry and fictional stories at home. I also write in my diary occasionally.

6. Say yes or no for the following statements:

- I like writing stories Yes
- I like writing letters No
- I like writing poetry Yes
- I like writing about my experiences Yes

7. What helps you think of ideas for a story?

When I read other stories I get ideas for my own stories.

8. How many stories have you written this year?

I have written four stories this year.

9. How can your teacher help you when you write a story?

My teacher can help me plan for my story. She can also give me time in class to think about what I want to write. She can help me when I am editing my story.

10. Do you like reading stories? What type of stories do you like to read?

Yes, I like to read stories about the future.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their questionnaires.
The learners will answer a variety of question types.

TEACHER INPUT

1. Explain that their questionnaire will try to find out about the attitudes that people in their class have to music.
2. The topic of the questionnaire will be: Attitudes to Music. Explain that they will work with music because everybody has some understanding of music and **WRITERS WRITE WHAT THEY KNOW**.
3. Say:
 - Remember to use the **WORD BOXES** to give you ideas, because **WRITERS USE RESOURCES TO WRITE**.
 - Before you write, **THINK ABOUT** your **AUDIENCE**. Remember you need to answer the questions in a clear way so that your answers are understood.
4. Show learners the following questionnaire, which you should have written on the chalkboard:

Questionnaire on Music

Name: _____

Grade: _____

Date: _____

1. Do you like hip-hop music??

.....

2. How much do you enjoy rap music?

Very much 5 - 4 - 3 - 2 - 1 not at all

3. Rate these types of music from 1 to 5 from your favourite to least favourite.

- Hip-hop
- classical
- rap
- RnB/ Soul
- Pop

4. What is your favourite type of music?

.....

5. When do you like to listen to music?

.....

6. Who in your family has helped you appreciate/ not appreciate music?

.....

7. Tick or cross the following statements:

- I like dancing to music
- I like listening to music when I study
- I like songs with words that have deep meaning.....
- I would like to write my own song.....

8. Do you prefer to listen to loud or soft music? Why?

.....

9. How many albums do you own?

.....

10. How much do you like listening to live music?

Very much 5 - 4 - 3 - 2 - 1 not at all

11. Which music artist would you like to meet?

.....

12. Tell learners that they will need to copy the questionnaire down, in order to answer it. If you are able to photocopy the questionnaire for each learner, you may do so.

LEARNER ACTIVITY

1. Let the learners work in pairs.
2. Tell learners that their planning will simply involve reading through the questionnaire carefully and copying it down.
3. Each learner must have a turn to read the questionnaire aloud to his/her partner.
4. Ask the learners to indicate a THUMBS UP, THUMBS DOWN. Are they happy with the questionnaire? Do they know what is required of them? Help those with THUMBS DOWN.

DRAFTING

20 MINUTES

OUTCOMES:

The learners will write a first draft of their answers to the questionnaire.

TEACHER INPUT

1. Tell the learners to write the first draft of their answers to their questionnaire
2. Provide the learners with the criteria. Write the criteria onto the chalkboard and explain each one:

Criteria:

1. All the questions have been answered
2. The personal information is completely correct
3. The answers are clear and easy to understand
4. There are no spelling mistakes
5. There are no grammatical errors
6. You have followed instructions about HOW to answer each question

3. Tell the learners that they will plan their answers very carefully – using the example provided because WRITERS PLAN WHAT THEY WRITE.
4. Go around the class and let learners read some of their answers out aloud.
5. ENCOURAGE the learners by saying something positive about each of them.
6. Tell the learners that now it is time to write.
7. Tell the learners to use ideas from the WORD BOXES and to ADD DETAILS to make their writing more interesting.
8. While the learners write their first draft move around the classroom and offer support.

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Tell the learners to read through their questionnaires, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will PEER EDIT their questionnaires using the checklist provided.

TEACHER INPUT

1. Tell the class that they will PEER-EDIT their partner's questionnaire.
2. Partners are to swap pieces and to read through each other's questionnaires
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Have all the questions been answered?		
2	Is the personal information completely correct?		
3	Are the answers clear and easy to understand?		
4	Are there any spelling mistakes?		
5	Are there any grammatical errors?		
6	Have you followed instructions about HOW to answer each question?		

4. Then, when the learners give feedback to each other, they should use the checklist but also follow the format below in their oral feedback. Write this on the chalkboard

Compliment:

Compliment the writer by saying

I really liked the way you...

or

I enjoyed the part where...

Suggestions:

How would you feel about adding...?

or

Maybe we can come up with a better way to...

LEARNER ACTIVITY

1. Once the learners have TURNED AND TALKED with their partner, encourage them to settle down and write their final draft.
2. Learners must make the necessary improvements as suggested by their writing partner.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Learners are to rewrite their answers to the questionnaire making the necessary improvements.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask the learners to hand in their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners are to get into groups of 4 or 5 and they can read their questionnaires to each other.

COMPLETED EXAMPLE

Questionnaire on Music

Name: Jane Cele

Grade: 7 H

Date: 2 September 2019

1. Do you like hip-hop music?

No

2. How much do you enjoy rap music?

Very much 5 - 4 - 3 - 2 - 1 not at all
X

3. Rate these types of music from 1 to 5 from your favourite to least favourite.

- Hip-hop (4)
- Classical (2)
- Rap (3)
- RnB/ Soul (5)
- Pop (1)

4. What is your favourite type of music?

My favourite music is pop music.

5. When do you like to listen to music?

I like to listen to music when I wake up in the morning and while I am studying.

6. Who in your family has helped you appreciate/ not appreciate music?

My dad has helped me to appreciate music.

7. Tick or cross the following statements:

- I like dancing to music
- I like listening to music when I study
- I like songs with words that have deep meaning
- I would like to write my own song

Cycle 1 Writing

8. Do you prefer to listen to loud or soft music? Why?

I prefer listening to soft music as loud music gives me a headache!

9. How many albums do you own?

Six

10. How much do you like listening to live music?

Very much 5 - 4 - 3 - 2 - 1 not at all
X

11. Which music artist would you like to meet?

I would like to meet Katy Perry.

“ Write hard and clear about what hurts. ”

– Ernest Hemingway

cycle
2
WEEKS
3 & 4

READING

CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Youth drama / radio drama
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Comprehension • Visualising • Context clues • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Inspirations and aspirations	Never give up on your dreams	146
English Today	Celebrate women	A dream come true	141
Interactive English	Clean up our world: Graffiti	The script	170
Platinum English	Women's work or men's work	Sisters at the sink (continued)	149
Spot On English	Dreams CAN come true	A youth drama	132
Successful English	Sport and leisure in literature	Off sick	197
Top Class English	Cracking Crime	Cracking crime (continued)	139
Via Afrika English	What's going on?	Read a radio drama	136

LESSON OUTLINE

PRE-READING**30 MINUTES****INTRODUCE THE TEXT**

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a drama.
3. Go through relevant text features with the learners.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the drama have a heading? What does it tell you about the drama?
 - b. Who are the people (known as characters) in the drama?
 - c. Does the drama have pictures? What do the pictures tell you about the drama?
 - d. How can you tell the difference between what the people are saying, and what they are doing? (Their actions are usually written in brackets) - these are called stage directions.
 - e. How is the writing laid out? (With the character's name on the left, followed by a colon, followed by the words they say).
 - f. Why do you think it is laid out like this? (So that it is easy for each character to see his or her words).

PREDICT WHAT THE DRAMA IS ABOUT

5. Ask the learners:
 - a. What do you think this drama is about?
 - b. Why do you say this?

READING

30 MINUTES

READ THE TEXT

1. Read the drama aloud - get different learners to read the lines for the different characters.
2. Read the drama aloud once again – ask different learners to read the lines for the different characters.
3. Tell the learners:
 - a. While they are reading the drama, they must try and see the drama, by building pictures or a movie in their minds.
 - b. They must read the drama once again on their own.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

4. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole drama, the headings and the pictures. Make a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE AND THEME

5. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the drama sound? Is the tone happy, sad, encouraging, informative, etc.?
 - c. What is the theme of the drama? (What is the MAIN story idea?)

QUESTIONING AND CLARITY

6. Ask the learners:
 - a. If they have any questions about the drama. Try to show each learner to the part of the drama where s/he will find the answer.
 - b. Why are the stage directions necessary?
 - c. Who the characters (main people) in the drama are, and what kind of people they are? Discuss their answers.
 - d. What the plot (storyline) of the drama is?
 - e. If there was any conflict (like a fight) in the drama, and if so, what it was?
 - f. If they can describe the setting (where it happened) or any background of the drama?
 - g. If the drama has a storyteller (called the narrator)?
 - h. If the drama has any other meanings, or a message? Discuss their answers.

GROUP WORK

7. Tell the learners to get into groups and act out the drama paying close attention to the stage directions.

POST-READING**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Explain to learners how to compare, contrast and evaluate when answering questions.
4. Tell learners that they must answer the questions for the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

CYCLE 2: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • Internal structure: figures of speech; imagery; rhyme; rhythm • External structure: lines; stanzas; typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Reading process • Pre-reading [introduce text] • Answers questions • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Inspirations and aspirations	Our hopes and aspirations	150
English Today	Celebrate women	The irreplaceable mum	147
Interactive English	Clean up our world: Graffiti	A gRaffiTi	173
Platinum English	Women's work or men's work	Guilty conscience	153
Spot On English	Dreams CAN come true	Poetry is a dream	134
Successful English	Sport and leisure in literature	The swimming lesson	200
Top Class English	Cracking Crime	Guilty conscience	141
Via Afrika English	What's going on?	Miss Detective	138

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are going to read and understand a poem.
3. Go through relevant text features with the learners.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the poem have a heading? What does it tell you about the poem?
 - b. Does the poem have pictures? What do the pictures tell you about the poem?
 - c. Is the poem written in stanzas? How many stanzas (paragraphs) does the poem have?
 - d. Are there any words in bold (typed darker) or in italics (typed leaning sideways)? Why might this be?
5. Help the learners brainstorm words they know or associate with that theme. E.g. If the poem is going to be about nature, brainstorm all the words you can think of about the forces of nature, and elements of nature.
6. Write these words down on the board as learners call them out.

PREDICT WHAT THE TEXT IS ABOUT

7. Ask the learners if they had to write the first two lines of the poem, what would they be?
8. Tell the learners to:
 - Turn to a partner and write two lines each. Explain that they should use the title and pictures as clues
 - Read the first stanza (the first verse - the first group of lines) to see how close their prediction was.

READING

30 MINUTES

READ THE TEXT

1. Read the poem aloud to the learners.
2. Tell the learners to read the poem in pairs to each other.
3. Read the poem aloud for a second time.
4. Tell the learners:
 - a. As the poem is read, they must try to picture the poem, by building pictures or a movie in their minds.
 - b. They must read the poem once again on their own.
5. Tell learners that rhyming schemes vary. Explain that when working out a rhyming scheme, you look for the words that rhyme and give them the same letter of the alphabet.
6. Write these two verses on the board and show pupils how to work out the rhyming scheme:

E.g.

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

Or:

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

7. Ask the learners to:
 - TURN and TALK to a partner
 - write down all the last words of each line of the poem
8. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with 'a'.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

9. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE AND THEME

10. Ask the learners:

- a. How do you know this is a poem and not a story? (Written in stanzas, there are phrases rather than sentences, imagery and thoughts are used, there may be rhyme and rhythm, usual grammar and punctuation rules do not apply).
- b. Does the poem have a rhythm? I.e. does it make you want to sing or dance?
- c. How does the poem make you feel? (the mood of the poem) E.g. happy, sad, excited, worried, etc.

11. Did the poet use any figures of speech, such as comparisons, similes, metaphors, personification?

- a. Tell the learners to write down three example of figures of speech from the poem in their workbooks.
- b. Ask the learners to:
 - explain the meaning of the figure of speech
 - say why the poet chose to use the figure of speech in the poem
- c. Ask a few learners to report back to the class, telling them one of their chosen figures of speech, what it means and why they think the poet used it in the poem.

QUESTIONING AND CLARITY

12. Ask the learners:

- a. If they have any questions about the poem. Try to show each learner the part of the poem where he/she will find the answer.
- b. What is the poem about? E.g. Is it about a thing, a person, a feeling, a thought, a place, an action, etc.?
- c. What is the theme of the poem? (the main idea)
- d. Does the poem try to give us a message? What is this message?
- e. Does the poem have narrator (a storyteller)? Is the poet speaking as himself / herself, or as another person?

PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES.

13. Ask the learners:

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

SILENT READING

14. Instruct learners to read the poem again to themselves, silently.

15. Ask the learners if they can memorise the first stanza.

POST-READING

45 MINUTES

1. Read the comprehension questions out loud to the learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Read the poem out loud to learners. Explain that learners should think about the questions as you read.
4. Read the comprehension questions out loud to learners once again.
5. Explain to learners how to compare, contrast and evaluate when answering questions.
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. Use the teacher's guide to go through the answers with the learners.

CYCLE 2: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a dialogue for a job interview

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

Textbook	Theme	Page Number in Tracker
Clever English	Inspirations and aspirations	149
English Today	Celebrate women	139
Interactive English	Clean up our world: Graffiti	177
Platinum English	Women's work or men's work	144
Spot On English	Dreams CAN come true	129
Successful English	Sport and leisure in literature	202
Top Class English	Cracking Crime	143
Via Afrika English	What's going on?	139

WRITING

GENRE: Dialogue

CAPS DESCRIPTION OF GENRE: A dialogue is a form of writing used for conversations between two or more people. It is often used in interviews and in script writing. A script is the words that are spoken by actors in a play or movie.

TITLE OF WRITING TASK: Dialogue for a job interview.

AUDIENCE: Grade 7s

PURPOSE: To keep a record of a verbal exchange between 2 or more people.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 1 page

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Cartoon strips from newspapers
4. Plays
5. Story books

Cycle 2 Writing

WORD BOXES:

Vocabulary: working hours, salary, responsibilities, jobs, tasks, computer skills, lunch break, leave, experience, personal life

Verbs: type, file, attend meetings, take minutes, design, write, manage, write reports, tell, describe

Adverbs of time: firstly, secondly, thirdly, lastly, finally, always, never, sometimes, frequently, often, sometimes, regularly

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn how to write a dialogue between two people.

TEACHER INPUT

1. Tell the learners that today we are going to learn how to write a dialogue.
2. Write the following on the chalkboard:

Dialogue

- a dialogue is a conversation between two or more people
- a dialogue is important in creative or fiction writing
- a dialogue brings characters to life
- a dialogue must also show the actions or the way in which somebody says something
- actions are usually shown in brackets
- a dialogue should contain words that are exciting, interesting, emotional and dramatic

3. Read over the above information with the learners.
4. Tell the learners that you are now going to look at an example of a dialogue.
5. Write this example of a dialogue on the chalkboard:

Example of a dialogue:

Parent: (whispering so his son cannot hear) How will Samson ever pass maths?

Teacher: (speaking loudly) Samson will pass when he listens more and talks less!

Parent: (looking at Samson) Did you hear that boy?

Samson: (begins to cry) Yes dad.

Teacher: (cross and staring at Samson) You wouldn't be crying if you listened to me in class!

Parent: Samson, we have something to talk about when we get home.

Teacher: (smiles) Good luck Mr Ramasodi.

6. Read the dialogue to the learners.
7. Point out the different kinds of punctuation marks in the dialogue and what they have been used for.
8. Explain that the words in the brackets are not said out loud if this dialogue is spoken. The words in the brackets are the ACTIONS that the characters need to carry out while speaking the dialogue.

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learners will learn how to write a dialogue.

TEACHER INPUT

1. Tell the learners that they are now going to write a dialogue of their own.
2. Tell the learners the dialogue will be for a job interview.
3. The interview will be between a man and a woman.
4. Ask the learners for some ideas of the kinds of jobs they could be interviewed for. Write a list on the chalkboard. Stop asking the learners after you have 6 examples.
5. The list could look like this:

Policeman
Nurse
Teacher
Waitress
Doctor
Shop Manager

6. Say:

- In an interview you have two people. The interviewer and the interviewee.

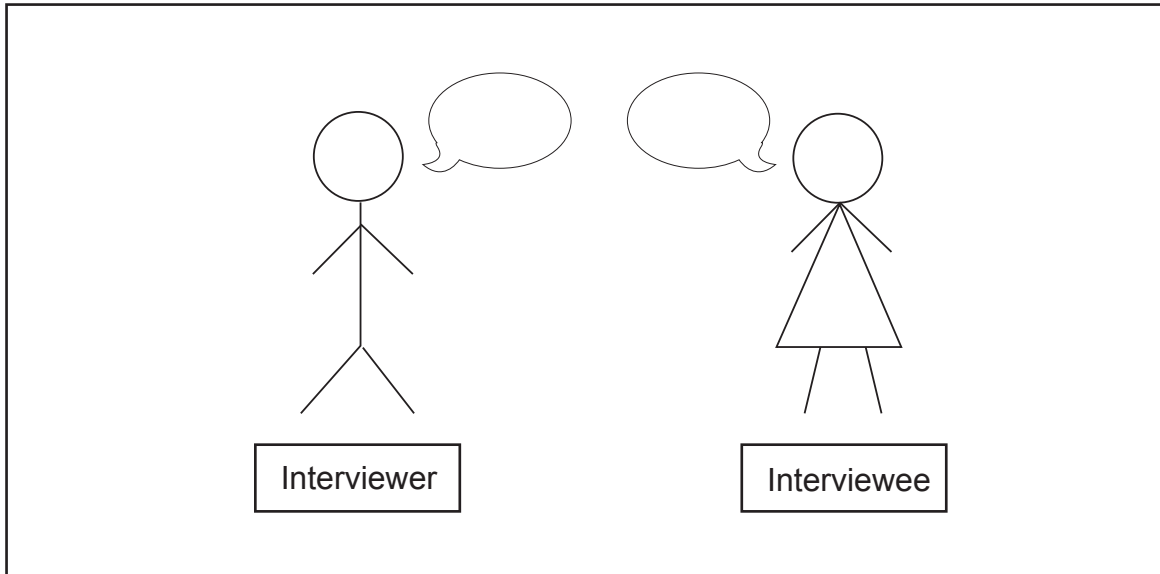
7. Write this definition on the chalkboard:

Interviewer: The interviewer is the person that is asking the questions.

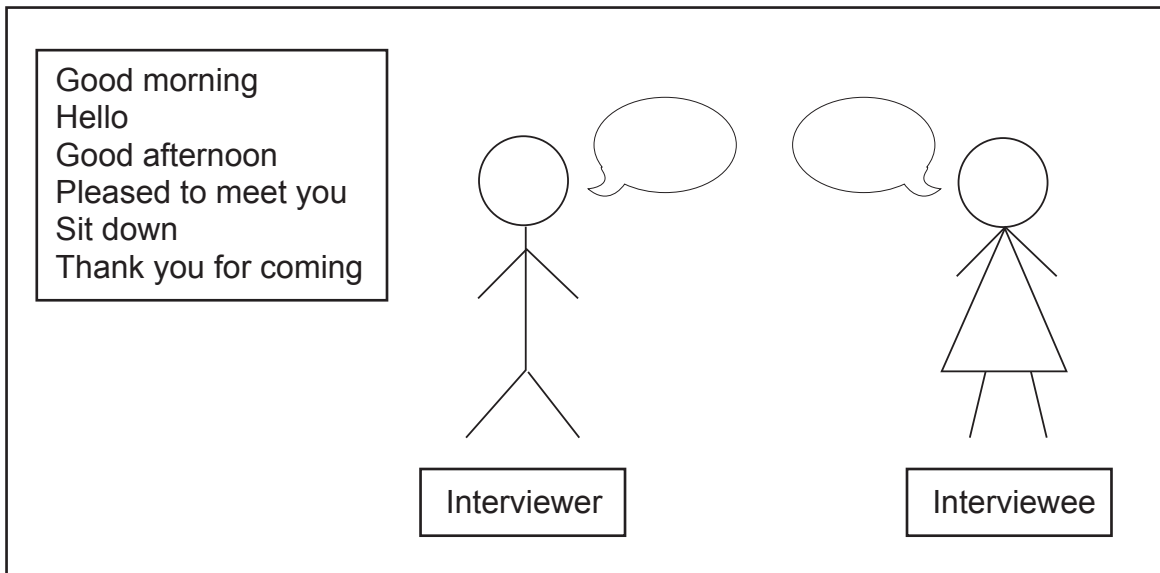
Interviewee: The interviewee is the person answering the questions.

8. Explain that in this dialogue the interviewer will be a man and that the interviewee will be a woman.

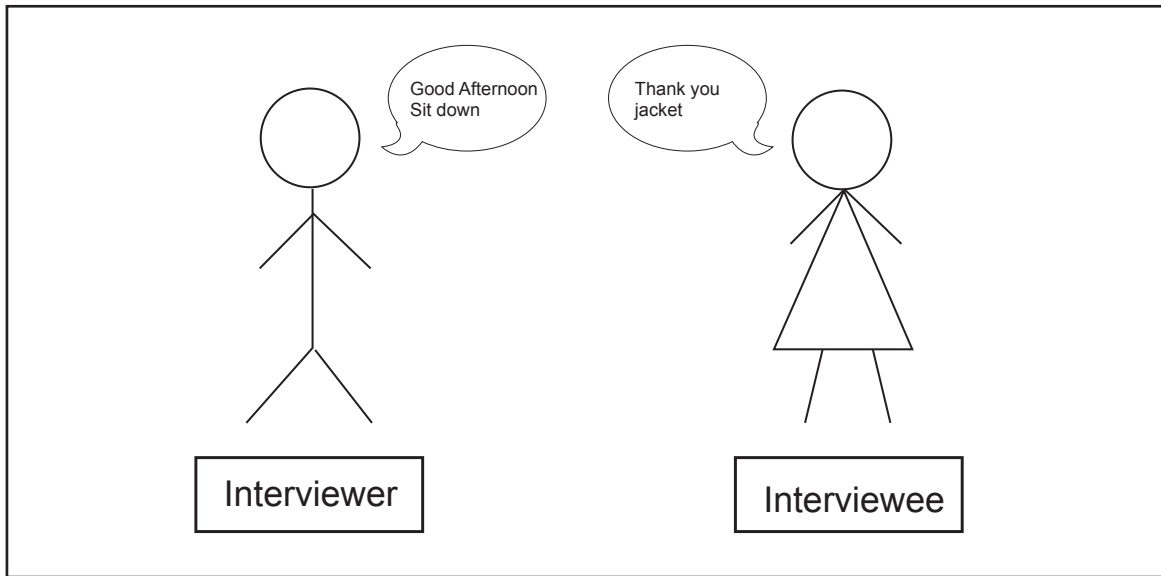
9. Draw this diagram on the chalkboard:



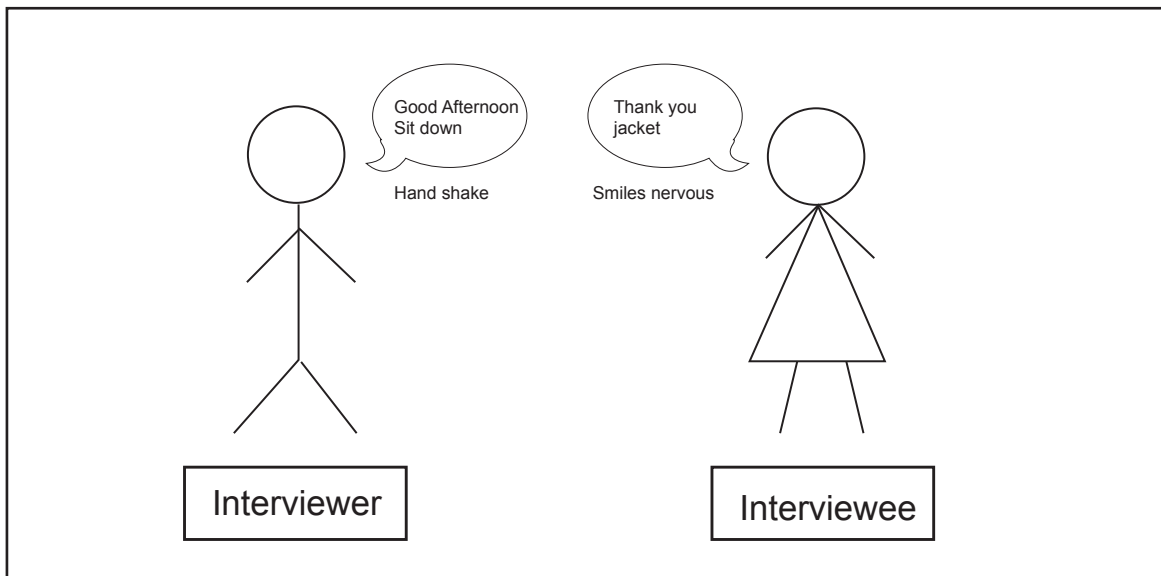
10. Ask the learners for ideas of what each person might say when they meet each other for the first time for an interview. Make a list on one side of your diagram. It might look something like this:



11. Now write these words in the speech bubbles. It might look something like this:



12. Now ask the learners for some actions that might happen in an interview. Write the action words down on the chalkboard. It might look something like this:



13. Now tell the learners that these pictures and words are going to be written as a dialogue.

14. Say:

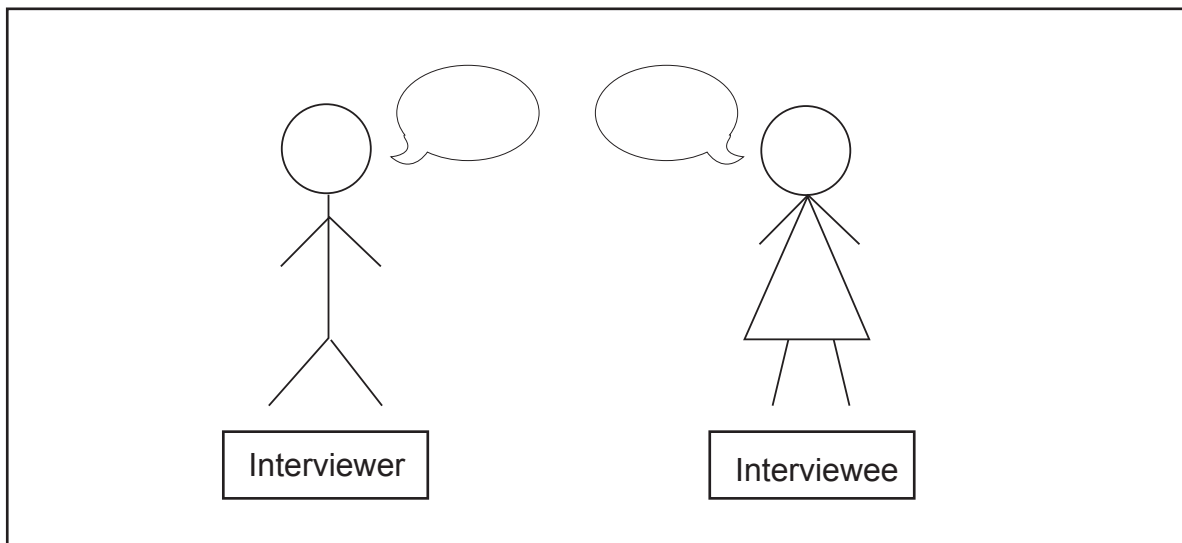
- Remember at the beginning of the lesson we looked at an example of a dialogue?
- Dialogues have a special way that they have to be written and a special way that they have to be punctuated.

15. Write the following dialogue on the chalkboard. As you are writing the dialogue, explain to the learners what you are doing with the punctuation.

Interviewer: (Puts out hand to shake hands with interviewee) Good afternoon and welcome. Please will you sit down?

Interviewee: (Smiling nervously.) Thank you. Can I take off my jacket?

16. Draw this diagram on the chalkboard again:



17. Go through the process again and continue the dialogue.

PLANNING



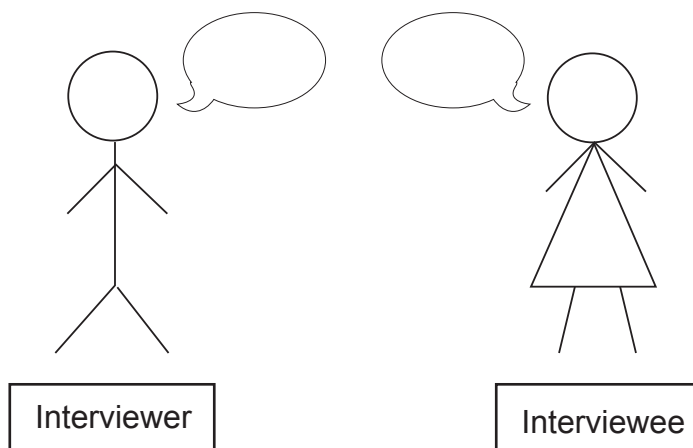
30 MINUTES

OUTCOMES:

The learners will complete a plan for their own dialogues
The learners will incorporate a variety of punctuation.

TEACHER INPUT

1. Tell the learners that they will now plan a dialogue of their own.
2. The dialogue is a job interview.
3. Tell the learners that **WRITERS PLAN BEFORE THEY WRITE.**
4. Tell the learners to draw this diagram 6-8 times (one under the other) in their workbooks:



5. Tell the learners they are going to follow the same steps that we did before in planning their dialogue. They must only use keywords.
6. Tell learners that **WRITERS USE WORDS IN WORD BOXES BECAUSE WRITERS USE RESOURCES.**

LEARNER ACTIVITY

1. Let the learners work independently for 15 minutes. Tell the learners how long they have so that they remain on task.

DRAFTING



20 MINUTES

OUTCOMES:

The learners will write a first draft of their dialogues.

TEACHER INPUT

1. Say:

- Well done on getting all your key words on your diagrams.
- You are now going to take those key words and draft your dialogue.
- Remember that the writing of a dialogue has special rules and punctuation.
- Look back at this example we did earlier.

2. Refer back to this example on the chalkboard and point out all the things they need to remember:

Interviewer: (puts out hand to shake hands with interviewee) Good afternoon and welcome. Please will you sit down?

Interviewee: (smiling nervously) Thank you. Can I take off my jacket?

3. Write the criteria list on the board:

CRITERIA

1. Each characters speaks at least six times
2. The punctuation is used correctly
3. The actions have been put in brackets
4. The words used are the kinds of words you would use in a job interview
5. The spelling of the words from the WORD BOXES are correct
6. The dialogue follows a logical sequence
7. There is a greeting sentence
8. The questions clear and concise

4. Read over the criteria with the learners.
5. Tell the learners that they are to work individually.
6. Tell the learners that WRITERS THINK BEFORE THEY WRITE.
7. Tell learners how much time they have to finish their dialogues so that they remain on task.

LEARNER ACTIVITY

1. Learners write their first drafts of their dialogues, using their plans to help them.
2. Learners read through their dialogues once they have finished because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer edit using checklist provided.

TEACHER INPUT

1. Tell the class that they are going to peer edit each other dialogues
2. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does each character speak at least 6 times?		
2	Has the punctuation been used correctly?		
3	Have the actions been put in brackets?		
4	Are the words used the kinds of words you would use in a job interview?		
5	Is the spelling of the words from the WORD BOXES all correct?		
6	Does the dialogue follow a logical sequence?		
7	Is there a greeting sentence?		
8	Are the questions clear and concise?		

3. Tell the learners that once they have checked each other's dialogues they should **TURN AND TALK** and see where editing needs to take place.
4. Tell the learners they should tell each other one really good thing they liked about their partners work. This is called a compliment. An example could be:

"You made the interviewer seem very frightening. That is good writing."

5. Write the word "compliment" on the chalkboard so that the learners can see it.
6. Tell the learners they should also give each other an idea of where they think the dialogue could be made better. This is called a "suggestion". An example could be:

"Maybe you can find a more interesting word for 'nice'?"

7. Write the word "suggestion" on the chalkboard so that the learners can see it.

LEARNER ACTIVITY

1. Once the learners have **TURNED AND TALKED** with their partner, encourage them to settle down and write their final draft.
2. Learners must make the necessary improvements as suggested by their editing peer.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners will read their dialogues with a partner.

TEACHER INPUT

1. Thank the class for their efforts and congratulate them on improving their writing skills.
2. Ask learners to hand in final drafts after oral presentations for the class.

LEARNER ACTIVITY

1. Learners to pair up and read their dialogues out loud to the class.

COMPLETED EXAMPLE

Interviewer:	Good afternoon, please have a seat.
Interviewee:	(nervously) Thank you.
Interviewer:	How are you doing today? Did you have any trouble finding the office?
Interviewee:	I'm fine thank you, and I had no trouble at all getting here. (shuffles in chair)
Interviewer:	Great. (smiles) Well let's get started. Could you tell me a little about your education?
Interviewee:	Yes, I have a BA degree in journalism from WITS.
Interviewer:	I see. (looking over his glasses) Now, how about your work experience?
Interviewee:	After I left WITS I worked for a year at the Sowetan Newspaper.
Interviewer:	(tapping a pen on the table) And after that?
Interviewee:	From there I moved to Durban and I worked at the Durban Chronicle.
Interviewer:	What tasks did you do at the Chronicle?
Interviewee:	I wrote newspaper articles about politics and murders.
Interviewer:	(pausing while looking at the CV) You left there three months ago. What have you been doing since then?
Interviewee:	I had a baby. (smiles) She just turned three months old. But now I'm ready to go back to work.
Interviewer:	Do you have any questions for me?
Interviewee:	Can you tell me the salary and how much leave I will get?
Interviewer:	If you get the job, you will earn R10 000 per month. You get 3 weeks leave per year
Interviewee:	Thank you. That sounds good.
Interviewer:	Well, thank you for your time. We will phone you on Friday.
Interviewee:	Thank you for seeing me. Have a pleasant day. (both smile and shake hands)

“We read five words on the first page of a really good novel and we begin to forget we are reading printed words on a page: we begin to see images.”

– John Champion Gardner

Cycle 3

• weeks

• 5 & 6

READING

CYCLE 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Notice, Agenda and Minutes
Features of text to be taught:	<ul style="list-style-type: none"> • Role players • Purpose of text • Audience • Format • Role execution
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Context clues • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	School Matters	School Excursion Committee Meeting	161
English Today	Busy School Days	The Show of 2014	153
Interactive English	Clean up our world: Oceans of water	Hindle Road School Minutes of Meeting	183
Platinum English	Read and Succeed	Grade 7 Meeting	163
Spot On English	Save our Earth	Minutes of grade 7 recycling meeting	147
Successful English	Let's hold a Meeting	Lansdowne School Drama Club	216
Top Class English	Fundraising can be Fun	Minutes of the meeting of the Fun Day committee	150
Via Afrika English	Taking Action	Parent's Meeting	148

LESSON OUTLINE

PRE-READING**30 MINUTES****INTRODUCE THE TEXT**

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about notices, agendas and minutes.
3. Go through relevant text features with learners.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. To look at the document and discuss with a friend what features they notice on the document.
 - b. Does the document have a heading? Is this piece of writing a notice, an agenda or a set of minutes?
 - c. Are there any people listed? Who are they and what do they do?
 - d. Does the document have a date?
 - e. What are the sub-headings on the document?
 - f. Does the writing seem to be laid out in a particular way that is different to a story, for example?
How is it different?

PREDICT WHAT THE MEETING OR NOTICE IS ABOUT

5. Ask the learners:
 - a. What do you think this document is about?
 - b. Why do you say this?

READING

30 MINUTES

READ THE TEXT

1. Read the notice, agenda or minutes aloud.
2. Read through the writing again.
3. Tell the learners:
 - a. This kind of writing is filled with information.
 - b. This kind of reading is called reading for information.
4. Point out the format of the different documents. How is the notice laid out? How is the agenda laid out? How are the minutes laid out?

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

5. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand.
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you understand? Can you try to work out the meaning from this part?
 - c. Use a dictionary to look up the meaning of the word.

LANGUAGE USE AND THEME

6. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. Ask learners why this kind of language is used in this example?
 - c. Ask learners to give examples of formal phrases that they can find in the document/s.

QUESTIONING AND CLARITY

7. Ask the learners:
 - a. If they have any questions about the texts they have just read. Try to show each learner the part of the writing where s/he will find the answer.
 - b. Where and when does this meeting or event take place? Discuss their answers.
 - c. What are the main points that the meeting or notice covers? There may be more than one.
 - d. If there was any conflict (problems) that need to be sorted out at the meeting?

SILENT READING

8. Tell the learners to read the document again on their own.
9. Ask them to think about why this is a useful document.

POST-READING**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Explain to learners how to compare, contrast and evaluate when answering questions.
4. Tell learners that they must answer the questions for the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

CYCLE 3: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Comprehension of written/visual text/graphs
Features of text to be taught:	<ul style="list-style-type: none"> • Visuals / images • Graphs • Charts • Specific details
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Making predictions • Inferring meaning • Main and supporting ideas • Own opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	School Matters	Continuation of text 1	
English Today	Busy School Days	Continuation of text 1	
Interactive English	Clean up our world: Oceans of water	A cleaning initiative	185
Platinum English	Read and Succeed	Simple activities make a difference	160
Spot On English	Save our Earth	Is bottled water better than tap water?	142
Successful English	Let's hold a Meeting	Continuation of text 1	
Top Class English	Fundraising can be Fun	Continuation of text 1	
Via Afrika English	Taking Action	Ixopo prefects' meeting	146

*Note: Not all text books include a second lesson. If your text book does not have a second text, try to find a visual text or graph to photocopy for the learners. If this is not possible, you may draw a visual information text on the chalkboard.

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about visual texts, such as graphs.
3. Explain that these texts are NON-FICTION – they tell us about something real or true.
4. Today the information text has a visual.

STUDY THE TITLE AND VISUALS

5. Read the title.
6. Ask learners: What does this title mean?
7. Look at the pictures.
8. Ask learners: what do you see in the pictures?
9. If the text has a key, look at the key.
10. Ask learners: what will we use this key for?

SKIM AND SCAN THE TEXT

11. Ask the learners:
 - a. Does the text have any headings? What do they tell you about the text?
 - b. Do you see any captions for the visuals? What do the captions tell you?
 - c. How is the writing laid out? (Where is the visual? Where is the text?)
 - d. Why do you think it is laid out like this? (So that it is easy for us to learn about ____)

PREDICT WHAT THE TEXT IS ABOUT

12. Ask the learners:
 - a. What do you think this text will tell us or teach us about?
 - b. Why do you say this?
 - c. What do you already know about this topic?
 - d. What interests you about this topic?
 - e. Where do you think you might find a text like this?
 - f. What questions do you hope are answered?

READING

30 MINUTES

READ THE TEXT

1. Tell learners to open the textbook at the correct page.
2. Remind learners that in this lesson we are reading an information text with a visual.
3. Discuss text features readers must look for.

READ THE TEXT FOR THE MAIN IDEA AND SUPPORTING IDEAS

4. Read the text aloud to learners.
5. Read and explain the visual to the learners.
6. Help learners to identify the MAIN IDEAS.
7. Help learners to identify the supporting ideas that help to back up the main idea.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS (INFERRING MEANING)

8. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand.
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you understand? Can you try to work out the meaning from this part?
 - c. Use a dictionary to look up the meaning of the word.

READ THE TEXT FOR DETAILS AND PURPOSE, DISCUSS VISUALS

9. Read the text again – ask different learners to read sentences in the text.
10. Help learners identify SPECIFIC DETAILS.
11. Ask learners:
 - a. What do you think the PURPOSE of this text is?
 - b. Who do you think wrote this text? What is their profession?
 - c. Who is meant to read this text?
 - d. Why would someone want to read this text?
12. How do the images help us understand the text?

LANGUAGE USE

13. Ask the learners:

- a. What kind of language is used? Is it formal or informal?
- b. Ask learners why this kind of language is used in this example?

QUESTIONING AND OWN OPINION

14. Ask the learners:

- a. If they have any questions about the text they have just read. Try to show each learner the part of the text where s/he will find the answer.
- b. Did they enjoy reading the text? Why or why not?

DISCUSSION

15. Ask the learners to discuss with a friend why the information is presented as a visual rather than as text? What are the advantages of presenting information like this?

POST-READING

45 MINUTES

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Tell learners that they must answer the questions for the activity in their workbooks.
4. Use the teacher's guide to go through the answers with the learners.

WRITING

CYCLE 3: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write minutes of a staff meeting

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

Textbook	Theme	Page Number in Tracker
Clever English	School Matters	160
English Today	Busy School Days	155
Interactive English	Clean up our world: Oceans of water	180
Platinum English	Read and Succeed	163
Spot On English	Save our Earth	146
Successful English	Let's hold a Meeting	210
Top Class English	Fundraising can be Fun	146
Via Afrika English	Taking Action	146

GENRE: Agenda and Minutes (Writing of minutes)

CAPS DESCRIPTION OF GENRE: An agenda gives an outline of what will be discussed at a meeting. It is sent to the people that will attend the meeting (the delegates) in advance. It is usually drawn up by the chairperson and the secretary. The minutes of a meeting are a record of what happened at the meeting.

TITLE OF WRITING TASK: Minutes of staff meeting

AUDIENCE: Grade 7s

PURPOSE: To call people to a meeting, to outline the discussion, to briefly document what happened at the meeting and what actions are to be taken.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: About 1 page

RESOURCES REQUIRED:

1. Dictionary
2. Textbook
3. Examples of agendas and minutes

Vocabulary: meeting, discussion, agenda, items, topic, money, responsible, budget, collect, attendees, chairperson, secretary, notes, fund raise, venue, apologies,

Verbs: advertise, bake, book, collect, sell, donate, consider, organise, prepare, raise, finalise, arrange, take, tell, ask, run, throw, confirm

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

- The learners will learn that the agenda precedes the minutes of the meeting.
- The learners will learn how to design and write the minutes of a meeting.
- The learners will understand why minutes are necessary.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing the minutes of a meeting.
2. Say:
 - We sometimes have meetings to plan or talk about something as a group.
 - When we do this, we need to let everyone know that the meeting is going to take place.
 - To do this, we send out something called an agenda.
3. Write the following on the chalkboard:

AGENDA

MANAGERS MEETING: SLOVO PRIMARY SCHOOL

07h00, 21 June 2016, Staff Room

1. Welcome: Mr Khanye, Principal
2. Apologies: Mrs Lesufi, Secretary
3. Confirmation of Minutes of Previous Meeting: Mr Khanye, Principal
4. Matters arising from the Minutes: Mr Khanye, Principal
5. Reports
 - a. Chairpersons update: Mr Khanye, Principal
 - b. Financial update: Ms Sekonyane, Bursar
6. Grade 7 farewell: Mrs Zulu, Head of Grade 7
7. General /Other Business
8. Closure and date of next meeting

4. Say:

- This is what an agenda looks like.
- An agenda is sent to all the people coming to the meeting before the date of the meeting.
- The agenda will tell all the people coming to the meeting (we call these people the attendees or delegates) where the meeting will take place. It will tell them when the meeting will take place and it will tell them what time the meeting will take place.
- The agenda also has a lot of other information on it.
- The agenda tells the attendees (remember, these are the people coming to the meeting) what the meeting is about.

5. Ask the learners the following questions about this agenda:

QUESTION	ANSWER
1. Who is having this meeting?	Managers of Slovo Primary School
2. What date is the meeting taking place?	21 June 2016
3. What time is the meeting taking place?	7 o' clock
4. Where is the meeting taking place?	In the staff room
5. Who will do the welcome?	Mr Khanye
6. What is the name of the secretary?	Mrs Lesufi
7. Who will discuss the Grade 7 farewell?	Mrs Zulu

6. Say:

- Once the meeting happens another document is prepared.
- This document is a record of what happened at the meeting.
- This document is called the Minutes of the Meeting.
- The reason we take minutes at a meeting is so that nobody can argue about what was said at that meeting or who was or wasn't at the meeting afterwards.
- All decisions are also written down so that nobody can argue about it afterwards.
- The document is written in what we call Business English. This means we try and keep to the point and try not to write unnecessary things. It is not the same as writing a poem or story.
- Let us look at an example of Meeting Minutes.

7. Write the following example on chalkboard:

Meeting Minutes

Senior Management Meeting: Slovo Primary School
07h00 on 21 June 2016
Location of Meeting: Staff Room

Present:

Mr Khanye (Principal)
Mr Matthews (Deputy Principal)
Mrs Sekonyane (Secretary)
Mrs Mnisi (HOD, FP)
Mr Dube (Head of Intersen Phase)
Mrs Zulu (Head of Grade 7)

Apologies: Mr Willemse (Head of Sport)

Approval of Minutes: The minutes of the staff management meeting held on 31 May were approved and adopted.

Item 1: Principal's update

Discussion: Mr Khanye noted that discipline at the school had improved this term and thanked staff. He noted that lateness was a problem.

Action: 1) Mr Matthews will write a newsletter to parents on lateness; 2) A meeting will be called with parents to tell them about the improvement in discipline.

Item 2: Financial update

Discussion: Mrs Sekonyane gave an update on the collection of school fees. Only 20% of school fees have been collected.

Action: Parents will be called to a meeting to discuss school fees collection.

Item 3: Grade 7 Farewell

Discussion: Mrs Zulu noted that the cake sale raised R765.50 for the Grade 7 farewell.

Action: none

Next Meeting: 23 July 2016

Minutes Prepared By: Mrs Margaret Lesufi

8. Read through the minutes with learners and ask a few questions.

9. Say:

- Minutes of a meeting are taken by the secretary. They must be sent to all of the attendees (remember, those are the people that were at the meeting), as soon as possible after the meeting.
- Minutes of Meetings are written in a specific way. We are going to look at that next.

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learner will learn how to write the minutes for a meeting.

TEACHER INPUT

1. Explain to the learners that they will be writing the minutes for a meeting that they are going to pretend that they are going to.
2. Divide the learners into groups of 4 to role play a meeting.
3. Write the following onto the chalkboard:

AGENDA

MANAGERS MEETING: PRIVESH NAIDOO PRIMARY SCHOOL

14h00, 18 August 2016, Staff Room

1. Welcome: Mr Tau, Principal
2. Apologies: Mrs Mashidi, Secretary
3. Confirmation of Minutes of previous Meeting: Mr Tau, Principal
4. Fundraising: Mrs Dlamini, Bursar
5. Grade 7 farewell: Mrs Buthulezi, Head of Grade 7
6. Closure and date of next meeting

4. Tell the learners they are going to pretend they are attending this meeting. The four people at this meeting are: (write this on the chalkboard)

- The Principal : Mr Tau
- The Secretary : Mrs Mashidi
- The Bursar (this is the person in charge of the money) : Mrs Dlamini
- The Head of Grade 7 : Mrs Buthulezi

5. Show the learners on the agenda that there are two points of business to discuss:

- Fundraising
- Grade 7 Farewell

6. Ask the learners what actions can be taken to start the fundraising activities. Fill in on the chalkboard. It may look something like this:

Item 1: Grade 7 Fundraising

Discussion: Mrs Dlamini suggested a raffle for a fundraiser. She noted that she had been given a R500 donation for Checkers.

Action: Mrs Dlamini will print forms for the raffles. Grade 7's will be asked to sell tickets for the raffle.

7. Tell learners that they will follow the same process when discussing the Grade 7 Farewell.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their minutes.

TEACHER INPUT

1. Tell the learners that they will now start to role play the meeting that is on the agenda.
2. Tell the learners they are now going to come up with ideas for the two main points of the meeting. They should use a new flowchart for each point. Remind the learners that the points were:
 - Fundraising
 - Grade 7 Farewell
3. Tell the learners this is the planning part of the minute writing and **WRITERS PLAN BEFORE THEY WRITE.**
4. Remind the learners to use the word boxes because **WRITERS USE RESOURCES TO WRITE.**
5. Tell the learners that after they have discussed each point they should write it out like you showed them earlier.
6. Set a time limit to keep the learners on task

LEARNER ACTIVITY

1. Learners must role play the meeting.
2. Learners must write out the discussion and actions decided on in their meeting.

DRAFTING



20 MINUTES

OUTCOMES:

The learners will write a first draft of their minutes.

TEACHER INPUT

1. Write the following on the chalkboard:

Meeting Minutes

Title of meeting:

Date and time of meeting:

Location of Meeting:

Present: (list all members that attended meeting)

Members Apologies: (list members that did not attend the meeting)

Approval of Minutes: Specify the date of minutes being approved. e.g. The minutes of the staff management meeting held on 31 May were approved and adopted.

Item 1: e.g. Fundraising

Discussion: (summarize the discussion at the meeting)

Action: (list any action to be taken by whom and by when)

Item 2: e.g. Grade 7 Farewell

Discussion: (summarize the discussion at the meeting)

Action: (list any action to be taken by whom and by when)

Next Meeting: (list Date/Time/Location of the next meeting)

Minutes Prepared By: (minutes of meetings should be written up and sent to all members)

2. Tell the learners that is the way the minutes of a meeting must be set out.

3. Read through the example and explain each step.

4. Write the following on the chalkboard: (DO NOT ERASE THE ABOVE TEMPLATE)

CRITERIA

1. The page have the heading; "Meeting Minutes"
2. There must be a title
3. There must be a date, time and place of meeting
4. The correct format must be followed
5. The writing must be a page long
6. Formal language must be used
7. The names must be correctly capitalised
8. The spelling must be correct

5. Read through the criteria

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Remind the learners to ZOOM IN TO DETAILS.
3. Tell the learners to read through their drafts, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will group edit using checklist provided.

TEACHER INPUT

1. Tell the class that they must edit their minutes as a group.
2. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does the page have the heading; "Meeting Minutes"?		
2	Is there a Title?		
3	Is there a date, time and place of meeting?		
4	Has the rest of the format been followed?		
5	Is the writing at least one page long?		
6	Has formal language been used?		
7	Have all the names been capitalised correctly?		
8	Has the spelling been checked?		

LEARNER ACTIVITY

1. Learners should TURN AND TALK and discuss if any changes need to be made.
2. Learners should now be encouraged to complete final draft.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners present their final drafts on the wall.

TEACHER INPUT

1. Thank the class for their efforts.
2. Ask the learners to display their minutes around the class, because WRITERS PRESENT WHAT THEY WRITE.
3. You will need to mark the Meeting Minutes as this mark is to be used towards learners' formal assessment marks. Each group will only hand in ONE set of minutes which means they will get a GROUP mark for this task. Ensure that all other marks for the term are INDIVIDUAL.

LEARNER ACTIVITY

1. Learners write their final draft neatly.
2. Learners are given the opportunity to look at each other's efforts.

COMPLETED EXAMPLE

Meeting Minutes

Senior Management Meeting: Privesh Naidoo Primary School
14h00 on 18 August 2016

Location of Meeting: Staff Room

Present:

Mr Tau, Principal

Mrs Mashidi, Secretary

Mrs Dlamini, Bursar

Mrs Buthulezi, Head of Grade 7

Apologies: Mr Dombo (Head of Sport)

Approval of Minutes:

The minutes of the staff management meeting held on 22 July 2016 were approved and adopted.

Item 1: Grade 7 Fundraising

Discussion: Mrs Dlamini suggested a raffle as a fundraiser. She noted that she had secured a R500 donation for Checkers for a prize. It was decided that the raffle tickets would be sold for R2 each.

Action: Mrs Dlamini will print sheets for the tickets to be sold. The Grade 7 learners will be asked to sell tickets.

Item 2: Grade 7 Farewell

Discussion: Mrs Buthulezi noted that the cake sale raised R765.50 for the Grade 7 farewell. The Grade 7 farewell will take place at the school on 28 October.

Action: none

Next Meeting: 15 September 2016

Minutes Prepared By: Mrs Mashidi

cycle 4

weeks
7 & 8

“Don’t tell me the moon is shining. Show me the glint of light on broken glass.”

– Anton Chekhov

READING

CYCLE 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Newspaper article/magazine article/written speech
Features of text to be taught:	<ul style="list-style-type: none">• Formal/informal language• Direct/implied meaning• Figures of speech
Reading skills to be taught:	<ul style="list-style-type: none">• Skimming for main ideas• Scanning for supporting details• Making predictions• Facts and opinions• View point of author• Inferring the meaning of unfamiliar words and images

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Yes, this is me!	Teenager's life Crippled WITHOUT A WHEELCHAIR	175
English Today	Save our National Heritage	Locals say no to shopping centre for Princess Vlei	248
Interactive English	Clean up our World : Minutes for 46664	We Dig Mandela	199
Platinum English	Dangerous Journeys	In South Africa, woman treks miles to save grandson	178
Spot On English	Sticky Situations	Geckos' sticky toes inspire engineers	150
Successful English	News!	Sports facilities make a difference	232
Top Class English	Learn now, chat later	Learn now, chat later	163
Via Afrika English	Spotlight on cell phones	Call for cell phones to be banned at schools	156

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are reading an information text such as a newspaper or magazine article.
3. Explain that this is something true that has happened.
4. Discuss FACTS and OPINIONS.
5. Ask learners: should this article contain more facts or opinions? Why?
6. If there is a picture, introduce the picture that accompanies the text.
7. Discuss text features readers must look for.

SKIM AND SCAN THE TEXT, DISCUSS LAYOUT AND CAPTIONS

8. Ask the learners:
 - a. Does the text have a heading? What does it tell you about the text?
 - b. Does the text have pictures? What do the pictures tell you about the text?
 - c. Does the text have sub-headings? What do the sub-headings tell you about the text?
 - d. What do first sentences of each paragraph tell you about the text?
 - e. Are there any words in bold (printed darker) or in italics (printed leaning sideways)? What do these words tell you about the text?
 - f. How is the text laid out?
 - g. Does this help you to understand the text better? Why or why not?
 - h. Are there any captions to help you?

PREDICT (GUESS) WHAT THE TEXT IS ABOUT

9. Ask the learners:
 - a. What do you think this text is about?
 - b. Why do you say this?
 - c. What do you already know about this topic?
 - d. What do you think you might learn?

READING

30 MINUTES

READ THE TEXT

1. Read the piece of writing out loud to the class.
2. Tell the learners that they must:
 - a. Follow in the text book as you read.
 - b. Read the piece of writing once again on their own.

WORK OUT THE MEANING OF UNFAMILIAR WORDS

3. Teach learners to use the following word-attack skills to work out the meaning of words they don't understand:
 - a. Read to the end of the sentence and try to work out the meaning of the word from the where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole piece of writing, the headings and the pictures. Take a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.
4. Tell learners that when they see an unfamiliar image / picture, they should also try to INFER its meaning.

READ THE TEXT FOR DETAILS, DISCUSS CAUSE AND EFFECT

5. Read the text again – ask different learners (only those who are comfortable reading aloud) to read paragraphs or sentences in the text.
6. Ask learners to identify SPECIFIC DETAILS.
7. Ask learners to think about the MAIN EVENT in the text.
 - a. What caused this event?
 - b. What were the effects of this event?

DISCUSS VIEW POINT OF AUTHOR

8. Ask learners to discuss in pairs: What does the author of this article think about ____?
9. Why do you say that?
10. Do you agree with the author? Why or why not?

LANGUAGE AND TONE

11. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the piece of writing sound. Is the tone happy, sad, encouraging, informative, etc.?

QUESTIONING AND CLARITY

12. Ask learners if they have any questions about the text. Try to show each learner the part of the text where s/he will find the answer.

ORAL COMPREHENSION

13. Ask learners:

- a. Who...
- b. What...
- c. When...
- d. Where...
- e. Why...
- f. How...

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today the learners will be answering questions about the story as a written response.
2. Read the comprehension questions out loud to learners.
3. Tell the learners to:
 - read the story again silently to themselves
 - tell them that as they do this, they should think about what the questions were and see if they can find any of the answers as they read
 - always answer questions in full sentences, with as much detail as possible
4. Read the comprehension questions out loud to learners once again.
5. Give learners 30 minutes to complete all questions, independently.
6. Use the teacher's guide to go through the answers with the learners. If there is enough time, ask individual learners to read their answers out loud to the class, before you provide the correct answer.

CYCLE 4: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Information text such as newspaper article/magazine article/ written speech
Features of text to be taught:	<ul style="list-style-type: none"> • Formal/informal language • Direct/implied meaning • Figures of speech
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • View point of author • Inferring the meaning of unfamiliar words and images

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Yes, this is me!	The evening news	177
English Today	Save our National Heritage	Read a speech	164
Interactive English	Clean up our World : Minutes for 46664	Madiba's girl Friday does it for Madiba	202
Platinum English	Dangerous Journeys	Serena's story	182
Spot On English	Sticky Situations	How is chewing gum made?	157
Successful English	News!	Continuation of text 1	
Top Class English	Learn now, chat later	Continuation of text 1	
Via Afrika English	Spotlight on cell phones	Pearl's a style icon	160

LESSON OUTLINE

PRE-READING

30 MINUTES

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are doing a comprehension.
3. Discuss text features readers must look for.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the text have a heading? What does it tell you about the piece of writing?
 - b. Does the text have pictures? What do the pictures tell you about the piece of writing?
 - c. Does the text have sub-headings? What do the sub-headings tell you about the text?
 - d. What do first sentences of each paragraph tell you about the text?
 - e. Are there any words in bold (printed darker) or in italics (printed leaning sideways)? What do these words tell you about the text?

PREDICT WHAT THE TEXT IS ABOUT

5. Ask the learners:
 - a. What do you think this text is about?
 - b. Why do you say this?
 - c. What do you already know about this topic?
 - d. What do you think you might learn?
 - e. What questions do you hope are answered?

READING

30 MINUTES

READ THE TEXT

1. Read the text out loud to the class.
2. Tell the learners that they must:
 - a. Follow in the text book as you read.
 - b. Read the text once again on their own.

WORK OUT THE MEANING OF WORDS THEY DON'T UNDERSTAND

3. Teach learners to use the following word-attack skills to work out the meaning of words they don't understand:
 - a. Read the whole sentence and try to work out the meaning of the word from where the word is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole piece of writing, the headings and the pictures. Take a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE AND TONE

4. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the piece of writing sound. Is the tone happy, sad, encouraging, informative, etc.?
 - c. Ask the learners to tell you which words give clues about the tone of the writing. Write these words on the board.

QUESTIONING AND CLARITY

5. Ask learners if they have any questions about the text. Try to show each learner the part of the text where s/he will find the answer.

DISCUSS FACT AND OPINION

6. Explain the difference between fact and opinion. Facts can be supported by evidence, witnesses etc. Everyone has their own personal opinion.

E.g.

It is 29 degrees outside today. This is a fact, temperature can be measured.

It is a lovely sunny day. This is an opinion. Some people do not like the hot weather, so they would not think that a sunny day is lovely.

7. Ask the learners the following questions:
 - a. Find two facts in the text and write them in your work book.
 - b. Find two opinions in the text and write them in your work book.
 - c. Explain how you know each is a fact/opinion.

SILENT READING

8. Instruct learners to read the story on their own, silently.
9. Tell learners to think about what they can learn from the story.
10. Ask the learners if there is a valuable lesson that can be applied to their life?
E.g. Do not be gullible; do not be stubborn; do not trust everyone?

POST-READING

45 MINUTES

BEFORE THE POST READING COMPREHENSION DO AN ORAL COMPREHENSION TO REFRESH

Oral comprehension:

1. Read the text aloud to the learners

2. Ask learners:

- Who are the main characters in the text?
- What is the setting and the background for the text?
- Summarise the plot of the story – give a brief overview of what happens.
- How does the story end?
- What did you like or dislike about this story? Why?
- What do you think the main theme of this story is?
- What do you think the writer wants us to learn or take away from this story?
- Is there any conflict in the text?

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

3. Read the comprehension questions out loud to learners.

4. Explain the meanings of any questions that the learners do not understand.

5. Tell learners: Read the text again now that you have heard the questions, and this time, think of finding the answers as you read.

6. Explain to learners how to complete the activity in their workbooks.

7. Ask learners to complete the work independently.

8. Take in the learners' work as this must be used towards their formal assessment mark.

9. Use the Teachers' Guide to mark the learners' work. Record their marks on your formal assessment record.

WRITING

CYCLE 4: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Newspaper article about a theft/robbery

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

Textbook	Theme	Page Number in Tracker
Clever English	Yes, this is me!	172
English Today	Save our National Heritage	162
Interactive English	Clean up our World : Minutes for 46664	198
Platinum English	Dangerous Journeys	177
Spot on English	Sticky Situations	159
Successful English	News!	226
Top Class English	Learn now, chat later	168
Via Afrika English	Spotlight on cellphones	158

GENRE: Newspaper article

CAPS DESCRIPTION OF GENRE: A newspaper article is a piece of writing that is printed in a newspaper that reports on stories and events that are happening in the world.

TITLE OF WRITING TASK: Newspaper article about a theft/robbery

AUDIENCE: Grade 7s

PURPOSE: To present an event or incident in a factual and concise way.

TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 110-120 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbook
3. Newspapers

WORDBOXES

Vocabulary: robbery, steal, attack, hit, smash and grab, thief, housebreaking, hold up, policeman, panic, fear, suspicious, brave, courageous, escape, hide, point, gun, weapon, knife, dangerous, belongings, items, suspect, handcuffs, armed, run

Abstract nouns: courage, honesty, bravery, truth, trust, hope, calm, hatred, disbelief, hate, crime, shock, loss, luck, hurt

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn how to lay out and write a newspaper article.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a newspaper article.
2. Show the learners an example of what a newspaper looks like, (bring one in if possible)
3. Ask the learners if any of them have ever read a newspaper ,and if so, which one. Discuss for 2 minutes.
4. Say:

It is possible to write stories for a newspaper as your job. If you write for a newspaper you are called a JOURNALIST.
5. Write the word JOURNALIST onto the chalkboard:
6. Tell them today they are going to learn to be journalists.
7. Tell them you are now going to read them an example of a newspaper article.
8. Read the article that is printed below to the class:

17 April 2019

Singing to Fame

Students from thirty-nine primary schools across Gauteng competed in the 'Colours of the Rainbow' song competition on Saturday, 15 April. The Grade six and sevens sang their hearts out. There was some harmony, some solo and lots of beautiful song. In the end, students from Mbelelani Primary in Thembisa sang their way to the top prize.

The school has participated in the regional singing programmed for eight years. This was the third time in five years that it made it to the finals. Last year, the school won silver. This year, the students won a first-place trophy that towered over their heads. "The children worked so hard," says Mandy Lecogo, the head of Arts and Culture at the school. "We practiced after school three times a week."

Former lead singer of Soweto Pop Rebels, David Dube started the singing class programme in 1997. It brings singing to nearly 17 000 students in 23 education districts across the country. In 20 lessons over the course of 10 weeks, children learn a variety of songs including the classical, pop, rap, gospel and blues. "This program isn't just teaching singing," said Dube. "We are teaching confidence and teamwork."

In the end, Dube comforted the children who did not win first place. "Does it make you a bad singer if you don't win the big trophy?" He made his voice high pitch and sang: "Off course not, you can still sing, can't you?" The children laughed and shouted, "Yes!"

9. Tell the class that newspaper articles are written in a certain way. This is called a **FORMAT**.

10. Write the box below onto the chalkboard.

<p>Headline and Date</p>	<ul style="list-style-type: none"> • Write a short catchy headline that summarises what the article is about • Always write the date
<p>Important Details (usually one paragraph)</p>	<ul style="list-style-type: none"> • Begin with a strong leading sentence that grabs the reader's attention • Usually answers: <ul style="list-style-type: none"> • Who - who was involved? • What - what happened? • When - when did it happen?

<p>Additional Information (can be more than one paragraph)</p>	<ul style="list-style-type: none"> • Write all the relevant facts and details that relate to your lead statement: • Usually the questions below are answered in more detail: • Who - who was involved? • What - what happened? • When - when did it happen? • May also answer: • Where - where did it happen? • Why - why did it happen? • How – how did it happen? • If you are writing an opinion piece, this is where you will state what your opinion is as well.
<p>Conclusion (one paragraph)</p>	<ul style="list-style-type: none"> • Give your reader something exciting or extra at the end • Provide solutions or suggestions

11. Read through the above format with the learners, carefully explaining each section of the format. Tell the learners this is the basic breakdown of how a newspaper article is written.

MODELLING



30 MINUTES

OUTCOMES:

The learner will practice the writing skill.

TEACHER INPUT

1. Tell the learners that they are going to write an article about a theft or robbery, but that you will do one together first.
2. Draw the following grid on the chalkboard:

Headline and Date	
Lead Sentence	
Important Details (usually one paragraph)	
Additional Information (can be more than one paragraph)	
Conclusion (one paragraph)	

3. Tell the learners that the details of a newspaper article can be broken up to fit into the grid above.
4. Ask one of the learners to tell you a story that they know of in which something was stolen.
5. Stop the learner after each sentence of the story he/she is telling and ask the other learners for keywords from that sentence. Decide then where on the template they should go. Are the key words:
 - For the lead sentence?
 - Important details?
 - Additional details?
 - For the conclusion?
6. Explain that the keywords can sometimes go in two places.
7. Once the learner has finished telling the story and all the keywords have been filled in on the grid, work with the learners to write the lead sentence and the important details paragraph.
8. Tell learners that **WRITERS PLAN BEFORE THEY WRITE.**

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their own newspaper article.

TEACHER INPUT

1. Tell the learners that they will now plan their own newspaper article on a robbery.
2. Tell the learners to make use of the WORDS IN THE WORD BOXES because WRITERS USE WORDS IN THE WORD BOXES and WRITERS USE RESOURCES.
3. Draw the template below onto the chalkboard.

Headline and Date	
Lead Sentence	
Important Details (usually one paragraph)	
Additional Information (can be more than one paragraph)	
Conclusion (one paragraph)	

4. Tell the learners to copy the template into their workbooks, but to leave enough space for the details.
5. Tell the learners to fill in the KEYWORDS of their story on the template.
6. Write the following words on the chalkboard:
 - WHO?
 - WHAT?
 - WHEN?
 - WHERE?
 - WHY?
 - HOW?
7. Remind the learners that these are the basic questions the story should answer. Remind learners that WRITERS THINK BEFORE THEY WRITE.

LEARNER ACTIVITY

1. Let the learners work on their plans.
2. Set a time limit to keep learners on task.

DRAFTING



20 MINUTES

OUTCOMES:

The learners will write a first draft of their newspaper article.

TEACHER INPUT

1. Tell the learners to write the first draft of their newspaper article.
2. Provide the learners with the criteria. Write the criteria on the chalkboard and explain each one:

CRITERIA

1. There is a short and interesting headline
2. There is a well-structured lead sentence
3. The first paragraph has all the important facts
4. The second paragraph has extra facts about the story
5. The conclusion (end) of the article is interesting
6. The article is between 110 and 120 words in length
7. The punctuation is correct
8. The writer has used interesting words
9. The story makes sense

3. Set a time limit for the learners to finish their first draft to keep learners on task.
4. Remind learners that WRITERS THINK BEFORE THEY WRITE.

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Tell the learners to read through their articles, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer-edit using checklist provided.

TEACHER INPUT

1. Tell the class that they will peer-edit their partner's article.
2. Partners are to swap pieces and read through each other's articles.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is there a short and interesting headline?		
2	Is there a well-structured lead sentence?		
3	Does the first paragraph have all the important facts?		
4	Does the second paragraph have extra facts about the story?		
5	Is the conclusion (end) of the article interesting?		
6	Is the article between 110 and 120 words in length?		
7	Is the punctuation correct?		
8	Has the writer used interesting words?		
9	Does the story make sense?		

4. Tell learners to read through each other's articles thinking about all the points on the checklist.
5. Tell learners that at a real newspaper this job would be done by someone called an EDITOR.
6. Tell learners that WRITERS PEER EDIT.

LEARNER ACTIVITY

1. Learners must make the necessary improvements as suggested by their writing partner.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Thank the class for all their efforts and for developing their writing skills.
2. Ask learners to hand in their final drafts once they have shared them with their peers

LEARNER ACTIVITY

1. Learners write their final draft.
2. Learners are to get into groups of 4 or 5 and read their articles to each other because WRITERS PRESENT WHAT THEY WRITE

COMPLETED EXAMPLE

1 June 2019

Arrested for stealing diesel

A 29-year-old male was arrested on the R563 road following a business robbery incident.

The arrest follows after goods like solar panels and 20 litres of diesel to the value of R138 420 was allegedly stolen by the suspect on 23 May.

The investigating officer, Detective Constable Seshoka followed up on information which lead him to the suspect's shack in Lethabong in Hekpoort on 24 May at about 2pm.

"At the shack the detective found the 20 litre yellow diesel container which did not belong to the suspect. The container was partially filled and covered with a cloth. Police then confiscated the container and kept it as evidence," Hekpoort Police spokesperson, Gloria Maswanganye said.

The following day, Seshoka noticed the suspect walking along the R563 road. He stopped the suspect and arrested him for business burglary.

The suspect made a brief appearance in court and the case was postponed for further investigations.

Source: <http://krugersdorpnews.co.za/297945/arrested-for-stealing-diesel/>

CYCLE 5

WEEKS 9 & 10

“One must always be careful of books
and what is inside them, for words
have the power to change us..”

– Cassandra Clare

READING

CYCLE 5: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel, Short Story, Radio Drama
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Making predictions • Fact and Opinion • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Mapping out!	Sannie Langtand	186
English Today	Follow the Stars	The Three Zebras	176
Interactive English	Clean up our World: Take Action	How Long Park	212
Platinum English	Surviving in the City	Comic Story	189
Spot On English	Travel and Transport	NO SUITABLE TEXT AVAILABLE	
Successful English	Dancing through Literature	Extract from “Billy Elliot”	241
Top Class English	Lost...	Extract from “My Sister is Missing”	172
Via Afrika English	Going Places	Short Story	167

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a radio drama or short story.
3. Discuss relevant text features readers must look for.

STUDY THE TITLE AND PICTURES

4. Read the title to the learners
5. Ask the learners the following questions:
 - Do you understand all the words in the title? (if they do not, clearly explain the words)
 - Does the title give you an idea about the setting – where does the story take place?
 - Does the title introduce any main characters?
6. Tell the learners to look at the pictures and then ask the following questions:
 - Do the pictures help you to imagine details about the setting or the character?
 - Do the pictures show any facial expressions of characters?
 - Can you predict some of the plot based on the clues that you see in the picture?

PREDICT WHAT THE STORY IS ABOUT

7. Tell the learners to read the first paragraph and skim the rest of the text then **TURN AND TALK** to a partner to share ideas on what they think will happen in the story.
8. Write these questions on the board to guide the learners in their discussions.
 - What do you think might happen next?
 - How do you think the plot will unfold?
 - What do you think the characters will do?
 - How would YOU react if you were the character in the story?

READING

30 MINUTES

READ THE WRITING

1. Read the drama or story out loud to the learners - get different learners to read the lines for the different characters if it is a drama.
2. Read the drama or story out loud to learners again – ask different learners to read the lines for the different characters if it is a drama.
3. Tell the learners:
 - a. While they are reading the drama or story, they must try and see the drama or story, by building pictures or a movie in their minds.
 - b. They must read the drama or story once again on their own.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

4. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole drama/story, the headings and the pictures. Make a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

LANGUAGE AND TONE

5. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. How does the drama or story sound? Is the tone happy, sad, encouraging, informative, etc.?
 - c. What is the theme of the drama or story? (What is the MAIN story idea?)

READ THE TEXT, SCAN FOR CHARACTERS:

6. Read the story out loud. Select a few learners who are comfortable reading in front of the class to read sections of the text aloud to the class.
7. Tell learners to scan the text to see who the characters are.
8. Draw a table with these headings on the board. E.g.

Character's name	What I know about the character
Lubanzi	Boy, good at sports, tall and handsome
Lerato	Teacher's daughter, beautiful, wealthy

9. Tell the learners to:

- get a pen and paper
- read the story to themselves for a second time
- as they read the second time they should make a list of the characters and what they know about them.

COMPARE AND CONTRAST WITH PEERS:

10. Tell learners to turn and talk – they should compare their table to the one their partner has made.

11. Tell learners to think about these questions:

- Do you have the same information?
- Were there details that you missed out?

12. Tell the learners to read the story again with their partner, and find more information for their tables.

DISCUSS FACT AND OPINION

13. Explain the difference between fact and opinion. Facts can be supported by evidence, witnesses etc. Everyone has their own personal opinion.

E.g.

It is 29 degrees outside today. This is a fact, temperature can be measured.

It is a lovely sunny day. This is an opinion. Some people do not like the hot weather, so they would not think that a sunny day is lovely.

14. Ask the learners the following questions:

- a. Find two facts in the text and write them in your work book.
- b. Find two opinions in the text and write them in your work book.
- c. Explain how you know each is a fact/opinion.

POST-READING

45 MINUTES

1. Read the comprehension questions out loud to learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Tell learners: Read the text again now that you have heard the questions, and this time, think of finding the answers as you read.
4. Explain to learners how to complete the activity in their workbooks.
5. Give learners 30 minutes to complete the work independently.
6. Instruct learners to TURN and TALK and discuss their answers with a partner.
7. Use the teacher's guide to go through the answers with the learners.

CYCLE 5: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • Key features of poem • Internal structures of a poem, figures of speech/ imagery, rhyme, rhythm • External structure of poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Making predictions • Facts and opinions • View point of author • Inferring meaning of unfamiliar words and images • Direct and implied meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Mapping out!	Table Mountain	188
English Today	Follow the Stars	Only the moon	179
Interactive English	Clean up our World: Take Action	The future	215
Platinum English	Surviving in the City	Crime dogs	199
Spot On English	Travel and Transport	POETRY IN CORE READER	
Successful English	Dancing through Literature	Yaa, the Adowa dancer	247
Top Class English	Lost...	The lost puppy	175
Via Afrika English	Going Places	Mother Africa	169

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are going to read and understand a poem.
3. Discuss relevant text features learners must look for.

SKIM AND SCAN THE TEXT

4. Ask the learners:
 - a. Does the poem have a heading? What does it tell you about the poem?
 - b. Does the poem have pictures? What do the pictures tell you about the poem?
 - c. Is the poem written in stanzas? How many stanzas (paragraphs) does the poem have?
 - d. Are there any words in bold (typed darker) or in italics (typed leaning sideways)? What is the significance of these?

PREDICT WHAT THE POEM IS ABOUT

1. Explain what a stanza is.
 - A stanza is a group of lines or sentences almost like a paragraph in a story, a stanza can also be called a verse.
2. Tell the learners to skim read the first stanza.
3. Ask the learners:
 - Are there any key words like verbs that give clues as to what the poem is about?
 - What do you think the poem is going to be about – what do you think the theme is and is it a positive message or a negative message?
 - Write down the key words that give you clues about the message.

READING

30 MINUTES

READ THE WRITING

1. Read the poem aloud to the learners.
2. Tell the learners to read the poem in pairs to each other.
3. Read the poem aloud for a second time.
4. Tell the learners:
 - a. As the poem is read, they must try to picture the poem, by building pictures or a movie in their minds.
 - b. They must read the poem once again on their own.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

5. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand
 - a. Read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
 - b. Look closely at the word. Is there any part of the word that you recognise? Can you try to work out the meaning from this part?
 - c. Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
 - d. Use a dictionary to look up the meaning of the word.

DISCUSS FACTS AND OPINIONS, DISCUSS POET'S VIEW POINT

6. Ask learners:
 - a. Does this poem contain mainly facts or opinions?
 - b. Why do you say this?
 - c. What does the poet feel about _____?
 - d. Do you feel the same way?
 - e. Explain why or why not.

EXTERNAL STRUCTURE OF POEM

7. Ask the learners to look for the last word in each line
8. Ask the learners to tell you these words and then write them underneath each other onto the chalkboard. Ask the learners to write them in their workbooks as well.
9. Ask the learners:
 - Can you see a rhyme pattern?
 - Is it a rhyming couplet, where two words rhyme then the next two rhyme?
 - Does line one rhyme with line three, and line two rhymes with line four?
 - Does the poem have a rhyme scheme or pattern where the first, third and fourth word rhyme?
 - Write down the rhymes scheme for your poem (E.g. AABB; ABAB; AABAAB, etc)
 - Show the learners, using the words written on the board, how to work out the rhyming scheme for the poem being studied. (E.g. AABB, ABAB, AAB,AAB etc)

INTERNAL STRUCTURE OF POEM

10. Tell the learners that they will work in pairs.

11. Give the learners the following instructions:

- Read the poem to a partner – you should each have a turn to do this.
- Look for and write down any similes or personification (explain what these are if learners have forgotten).

12. Choose and write down one figure of speech (simile or personification) in their workbook.

- Write down what is being compared to what
- What is similar - why are they being compared?

13. Ask the learners if the poem has a serious message or if it was just to describe something beautiful?

14. Tell learners that with their partner, they should:

- Share their opinions
- Find out if they enjoyed the poem. Why or why not?

15. Instruct learners to ask each other these questions:

- Have you ever experienced what the person in the poem is describing?
- If so, tell your partner about your experience, and then let them tell you.

QUESTIONING AND CLARITY

16. Ask the learners:

- a. If they have any questions about the poem. Try to show each learner the part of the poem where he/she will find the answer.
- b. What is the poem about? E.g. Is it about a thing, a person, a feeling, a thought, a place, an action, etc.?
- c. What is the theme of the poem? (the main idea)
- d. Does the poem try to give us a message? What is this message?
- e. Does the poem have narrator (a storyteller)? Is the poet speaking as himself / herself, or as another person?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

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

WRITING

CYCLE 5: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a narrative essay

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

Textbook	Theme	Page Number in Tracker
Clever English	Mapping out!	186
English Today	Follow the Stars	178
Interactive English	Clean up our World: Take Action	221
Platinum English	Surviving in the City	192
Spot On English	Travel and Transport	171
Successful English	Dancing through Literature	251
Top Class English	Lost...	178
Via Afrika English	Going Places	171

GENRE Narrative Essay

CAPS DESCRIPTION OF GENRE: A narrative essay is the writing of a series of events in some meaningful order

TITLE OF WRITING TASK: Arriving at a beautiful place

AUDIENCE: Grade 7s

PURPOSE: To tell a personal story

TOTAL TIME ALLOCATION: 2.5 hours

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

RESOURCES REQUIRED:

1. Dictionary

WORD BOXES

Words for touch: bubbly, cold, damp, dusty, fatty, fattish, leathery, feathery, fuzzy, grainy, hard, hot, icy, sandy, smooth, slippery, glistening, golden, thick, sticky, warm, dry, flaked

Words for taste: acidic, salty, bitter, delectable, chocolatey, dry, fiery, fruity, mild, juicy, sour, sweet, spicy

Words for sound : melodious, sweet, loud, drumming, booming, crackling, dripping, hiss, hoot, swish, roar

Words for smell: fragrance, scent, lemony, minty, crisp, clean, fresh, perfumed, earthy, pine-like, rose-like, flowery, new towels, summer rain, baby's skin

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn how to write a narrative essay.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a narrative essay.
2. Tell the learners that narrative essays allow us to tell stories from our personal point of view.
3. Say that:
 - To write a narrative essay, you need to tell a story.
 - The story is usually about something that has happened to you.
 - When the reader reads your story, he or she might learn a lesson or start to see things a little bit differently.
 - When you write a narrative essay, you need to choose your words very carefully. You want the reader (or person listening to your story) to be able to almost see what you are saying, as if they are right there in your story.
4. Write the table below onto the chalkboard:

Tips for writing effective narrative essays:

1. Tell a story about a moment or event that means a lot to you – this will make it easier for you to tell the story in an interesting way!
2. Get right into where things happen - avoid long introductions or descriptions, especially at the beginning.
3. Make sure your story has a point or a lesson.
4. Describe what you learned from this experience.
5. Use all five of your senses to describe the setting, characters, and the plot of your story.
6. Don't be afraid to tell the story in your own voice. Use "I" a lot.

5. Read through the above tips with the learners.
6. Explain that a good narrative essay allows the reader to be able to picture everything that is happening in their minds.
7. Tell the learners that one way to make sure that this happens is to use concrete rather than abstract details.
8. Write the following table on the chalkboard:

Concrete Language...	Abstract Language...
...makes the story or image seem clearer and more real to us.	...makes the story or image difficult to see in our minds
...gives us information that we can easily grasp and perhaps feel	...leaves your reader feeling empty, not in the story and maybe confused.

9. Read over the above table with the learners and explain.
10. Now write the following examples on the chalkboard:

<p>Examples of abstract vs concrete</p> <p>Abstract: It was a nice day. Concrete: The sun was shining and a slight breeze blew across my face.</p> <p>Abstract: Mr. Smith was a great teacher. Concrete: Mr. Smith really knew how to help us turn our thoughts into good stories and essays.</p>
--

11. Tell the learners you are going to read them a piece of narrative text. Tell them you will read it twice. Tell them they must listen very carefully as you are going to ask them questions afterwards. Suggest that the learners close their eyes.
12. Read the following text to the learners, twice.

The Climb

I have this fear. It causes my legs to shake. I break out in a cold sweat. I start talking to anyone who is nearby. As thoughts of certain death run through my mind, the world appears a precious, treasured and safe place.

I imagine my own funeral, then I sweat as I think about dying. My stomach feels strange. My palms are sweaty. My mouth goes dry. I feel dizzy. I smell unpleasant things.

I am terrified of heights.

Of course, it's not really a fear of being in a high place. Rather, it is the view of a long way to fall, of rocks far below me and no firm wall between me and the edge. My sense of security is not there, it's either hiding or absent. There are no rails or barriers. I have to rely on my balance – but my legs are stiff from fear, my vision is blurred and it's a long way down.

Source: <http://examples.yourdictionary.com/narrative-essay-examples.html> (adapted)

13. Say:

- This narrative is obviously about someone who is afraid of heights.
- Can anyone in the class give me an example of some of the words the writer used to let us know this is about fear?

The answers you might be looking for are: sweaty palms, references to a funeral, dry mouth, feeling dizzy, legs stiff, blurred vision

MODELLING



30 MINUTES

OUTCOMES:

The learners will practice the writing skill.

TEACHER INPUT

1. Tell the learners that they are going to be writing a narrative about arriving at a beautiful place.
2. Tell them this place can be anywhere they consider beautiful: the sea, their grandmother's house, the mountains, a farm, the shops...
3. Tell them that you have chosen to write about an island and you are going to ask the learners to help you write a descriptive narrative.
4. Draw the following table on the chalkboard:

What do you smell?	What do you taste?	What do you see?	What do you hear?	What do you touch or feel?

5. Ask the learners for keywords and ideas that you can fill in under the headings above.
6. When you are done, the table may look something like this:

What do you smell?	What do you taste?	What do you see?	What do you hear?	What do you touch or feel?
Salty sea Fresh breeze	Salt from the sea air	Thick bushes Fluffy clouds Shiny water Orange sun Yellow rays Boats Coloured flowers	Loud waves Happy birds People taking in the distance	Grainy sand Warm water Welcoming hands

7. Now show learners how using the ideas in the grid you can start writing the narrative.

8. It may look something like this:

As I got out of the boat my eyes felt like they were in heaven as I stared at the golden sand. The shiny blue water and the golden sunlight put a circle of light around the island. The island was so green with patches of different coloured flowers that grew among many thick bushes.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their narrative essays.

1. Tell the learners that they will start planning their narrative essays shortly.
2. Tell the learners to close their eyes.
3. Say:
 - I want you to imagine that you are in a really beautiful place. A place that makes you feel joy in your heart.
 - Look around you. What are the things you can see?
 - Take in their colours and shapes.
 - What can you smell and hear? Where are the sounds coming from?
4. Tell the learners to draw the following table into their workbooks:

Topic:				
What do you smell?	What do you taste?	What do you see?	What do you hear?	What do you touch or feel?

5. Tell the learners they should now decide on their topic and start putting down their ideas and keywords.
6. Tell learners that **WRITERS WRITE WHAT THEY KNOW.**
7. Tell the learners to add details because **WRITERS ZOOM IN TO SMALLER MOMENTS.**

LEARNER ACTIVITY

1. Let the learners work independently on their plans.
2. Set a time limit to keep learners on task.

DRAFTING

20 MINUTES

OUTCOMES

The learners will write a first draft of their narratives.

TEACHER INPUT

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

CRITERIA

1. Use words to paint a picture in your reader's mind
2. Appeal to your reader's senses so that the reader can see, hear, smell, touch and taste what is happening in the story
3. Tell the story in your own voice, using "I"
4. Your story has meaning
5. The spelling is accurate
6. The punctuation is correct
7. Focused on the details

5. Read through the criteria and explain if necessary.

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Tell the learners to read through their narratives, because good WRITERS READ WHAT THEY WRITE.
3. Set a time limit to keep learners on task.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer-edit using checklist provided.

TEACHER INPUT

1. Tell the class that they will peer-edit their partner's narratives.
2. Partners are to swap pieces and read through each other's narratives.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	YES	NO
1	Has the writer used words to paint a picture in your mind?		
2	Can you see, hear, smell, touch and taste what is happening in the story?		
3	Does the writer tell the story in his/her own voice, using 'I'?		
4	Did you learn anything from the story?		
5	Is the spelling accurate?		
6	Is the punctuation correct?		
7	Has the writer focused on details?		

4. Tell the learners that once they have checked each other's narratives against the checklist, they should **TURN AND TALK** and give each other feedback.
5. The feedback should be what is on the checklist but also include **COMPLIMENTS** and **SUGGESTIONS**.
6. Write the following on the chalkboard:

Compliment:

I really like the way you....

OR

I enjoyed the part where...

Suggestion:

How would you feel about adding....?

OR

Maybe we can come up with a better way to...

LEARNER ACTIVITY

1. Learners must peer edit their partner's work and give feedback.
2. Learners must make the necessary improvements as suggested by their writing partner.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Thank the class for all their efforts and for developing their writing skills.
2. Ask the learners to hand in their final drafts once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners write their final drafts neatly.
2. 1. Learners are to get into groups of 4 or 5 and read their narratives to each other.

COMPLETED EXAMPLE 

As I got out of the boat my eyes felt like they were in heaven. There was golden sand and shiny blue water all around. The island was so green. There were patches of different coloured flowers that grew among the thick bushes.

Just as I arrived, the sun began to set and the orange sunset lit up the sky.

As I was finally able to take control of my body, I walked out of the water. The feeling of the sand in-between my toes reminded me of my childhood where I spent many happy times on the beach. Palm trees swayed as if they were dancing.


I closed my eyes and instantly, my ears could pick up the wonderful sounds of nature. An orchestra of birds chirped a beautiful melody. The calming sounds of the waves made me sleepy.

In the distance, I heard the sounds of words being spoken, though I could not make out what the words were. I could see people walk towards me. There were humans living in this paradise. How lucky they were!

Finally, we were close enough to talk to each other. We shook hands and introduced ourselves. The smiles and excitement on their faces were welcoming and inviting, as if they had known me for ages. They were filled with energy and made me feel like a part of their family.

After this landing, I finally believed there was a heaven on earth.

Source: <http://www.thestudentroom.co.uk/showthread.php?t=2347068> (adapted)

ASSESSMENT 						
RUBIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
The story	The story is poorly structured and is not very interesting or very entertaining	0-3	The story is creative and is easy to read. The reader wants to read it to the end.	4-6	The story is very well written, is surprising and entertaining. The reader almost wishes it was longer.	7-10
Using words	The writer uses very few interesting words to paint a picture of the story.	0-3	The writer uses words and sentences to paint a picture of the story.	4-6	The writer uses original words and sentences to paint a clear and interesting picture of the story.	7-10
Using grammar, punctuation and spelling	The writer needs to spend more time working on grammar, spelling and punctuation.	0-1	Grammar, spelling and punctuation are of a high standard.	2-3	Grammar, spelling and punctuation are exceptional.	4-5
Planning grid	There is no evidence that the learner has followed the writing process from completing a planning grid to developing a story.	0-1	There is evidence of a planning process having been followed to produce a good end product.	2-3	There is evidence that the learner has moved through the planning process thoroughly to produce an excellent end product.	4-5
Teacher's comments: What I really like about _____ _____ _____ _____ I think you could improve _____ _____ _____ Total: /30 Date: _____ Signature: _____						