

Grade 9

**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 9 EFAL classroom over a two-week period.

TIMING:

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

4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

NOTE ABOUT READING & VIEWING:

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

NOTE ABOUT WRITING & PRESENTING:

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

READING REMEDIATION

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

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

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

So how do children learn to read?

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

This means that when teaching reading, we must:

1. **Teach letter and sound recognition** – learners must recognise all the letters in the alphabet. They need to learn both the letter name and the sound the letter makes. They must be able to read letters quickly and identify the sound they make correctly.
2. **Teach phonics** – learners must be able to identify and write all the sounds and blends that are used to make words.
3. **Teach word recognition** – learners must be able to recognise and read many words by sight, especially high-frequency words.
4. **Teach vocabulary** – we must constantly develop children's vocabularies. Learners cannot read and understand words they do not know.
5. **Teach fluency** – learners must practise their reading skills using 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?

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. 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: 40px;">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

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

Action	The action is when the most exciting, tense, frightening, funniest parts of a story occur.
Active and passive voice	In most sentences, with an action verb, the subject is performing the verb. The man ate the food. The man is doing the eating. This is an active voice because the subjects act on the verb. Passive voice – when the word order changes so that the importance is not on the subject doing the verb. E.g. the food was eaten by the man.
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
Ambiguity	When a sentence, phrase, word or joke can be interpreted in more than one way, then it is ambiguous. Writers often use it purposefully so the reader needs to interpret, or work out which meaning is really intended. E.g. Sarah gave a bath to her dog wearing a pink t-shirt. Was Sarah wearing the pink t-shirt or was the dog?
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. It can be useful to find out and share some background information with your learners, before reading the text. Background information can help learners to gain a deeper understanding of the story. The kind of background information that is useful to know includes: <ul style="list-style-type: none"> • The author's life – knowing about the author's life experiences can help us to understand why s/he writes about certain things, or why s/he has a certain viewpoint. • The period in history when the story was written – events happening in the world at a certain time could influence the story. For instance, many stories about living in poverty were written at the time of the great depression. • The place where the story is set – it can be helpful for learners to have a better idea of the setting before they read the story. For instance, if a story is set in Russia during winter, learners should know how cold it gets there, and how harsh the environment can be.

Beneficiaries	In a will, the people who inherit something are the beneficiaries.
Bias	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.
Captions	Captions are explanations, usually found underneath pictures in a text. By reading the captions, we may gain a better understanding of what the text will be about.
Cause and effect	To show the relation between an action and a reaction, or an event and a consequence. The cause explains why something happens. The effect is the description of what happened as a result of that event. Cause and effect is a relationship between events or characters, where one is a result of the other.
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.
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.
Cliché	A phrase or opinion that has been overused, and now lacks any original thought, due to long overuse.
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.
Direct meaning	The meaning is obvious and straightforward, with no room for misinterpreting.
Direct and indirect speech	Direct speech is when a character is speaking, the words that come directly out of that character's mouth are indicated by the use of inverted commas. E.g. "The winter weather is biting cold." said Nosi. Indirect or reported speech does not use the inverted comma, since it is simply a third person or narrator explaining what was said. E.g. Nosi said that the winter weather was biting cold.
Drama	A piece of writing that tells a story and is performed on a stage.

Emotive language	<p>Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.</p> <p>The use of the pronouns “We, us” makes the reader feel part of something.</p> <p>Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.</p>
Execution of the will	The will is executed by the executor. This means that a person is appointed to make sure that the possessions are distributed to the correct beneficiaries, as specified in the will.
Executor	With regards to a will, the executor is the person who manages the estate of the person who has passed away.
Fable	A short story to teach a moral, often with animals as characters.
Fact and opinion	<p>A statement of fact in a reading text can be proved to be true using a source of proof.</p> <p>Opinion is an expression of the character or author’s personal likes, dislikes, view of life or ideas. This may differ from person to person.</p> <p>Distinguishing between what can be proven as a fact and what is the belief, or preference or thought process of the author. A fact can be supported by witnesses, evidence, numbers, experiments, but opinions are the point of view or perspective or life experience of the author or the character the author has created. Opinion is simply one way of viewing the world.</p> <p>Learners can be asked to imagine wearing different glasses – sunglasses, 3D movie glasses, and granny’s reading glasses. Colours will look different depending on which glasses you are wearing, just as an author will only explain an event because of the way he or she sees the world.</p>
Figurative language	<p>This includes figures of speech and idiomatic expressions.</p> <p>Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.</p>
Figurative meaning	Poems sometimes have a deeper meaning that we have to think about. The poet may use imagery to make us think about things in a certain way. This may not be obvious or easy to see when you read the poem for the first time.
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.
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.
Illustrations	The illustrations are the pictures in a text. They can often help us to understand what is happening in the text.
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	An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion. E.g. Ah! Dear me! Oh gosh! Wow! Local colloquial interjections would include words like eish!
Jargon	Words or expressions used by a specific group of people, which may be difficult for others to understand, if they are not in the same profession or group. Computer programmers may use computer jargon that other people do not understand, like: interface; linux; and stringcode.
Legalese	This is the formal and technical language of legal documents.
Legend	A traditional story, handed down from generation to generation that is widely accepted to be historical, or based on real events.
Lines and stanzas	Poems are written in lines. Sometimes these lines are grouped together. If they are grouped together, the group of lines is called a stanza. Some poems are not written in stanzas but just in lines as the poet wishes to write. This is called free verse.
Literal and figurative meaning	The literal meaning of something (a word or a clause) is the exact meaning. What is said has a direct and clear meaning. E.g. He is extremely angry. 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.

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>
Milieu	<p>Milieu means the physical or social setting in which something happens. Help learners to identify the milieu of the story – what is the class of the different characters? Are they working class? Are they middle class? To what degree are they educated, and how does this impact on their lives? What is their economic status, and how does this impact on their lives? What kinds of jobs do they have? What do they do for enjoyment?</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>
Myth	<p>A traditional story passed down from generation to generation, that explains a belief, a practice, or why something is the way it is.</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.
Novel	<p>A long story, usually about imaginary characters and events.</p>
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. 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>

Prejudice	To identify prejudice in a text is an important critical reading skill, the reader must be able to identify if the author is using language that creates 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.
Purpose of a text (to inform, persuade)	The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.
Rhetorical device	A rhetorical device uses words in a certain way to convey meaning or to persuade. It can also be a technique used to evoke emotion on the part of the reader or audience.
Rhetorical Question	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?
Rhyme	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. E.g. rhyming couplet: 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) Or a,b,b,a: He treasured the thought (a) Of childhood days (b) Of teenage ways (b) Memories that can't be bought (a) Some poems, especially those written about more serious topics, are written in free verse and do not rhyme at all.
Rhythm	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.
Setting	The setting gives us an idea of the time when the story or drama happens, as well as where it takes place. The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.

Short story	A story, usually about imaginary characters and events, which can be read in a single sitting.
Simile	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
Slang	A type of language, consisting of words or phrases that are considered too informal or even possibly rude in some contexts. Slang is often used only by a specific group of people, normally one's peers and not in formal writing, unless the character needs to use slang to be a believable character.
Socio – political and cultural background of text and of author.	Often the author's own personal history, hometown, traditions, culture, political views and income level will strongly influence his or her writing.
Sound richness	The sound richness (usually of a poem) is the way the poet uses the sound of words to create an impact on the reader. The words chosen are both for their meaning and the way they sound when read aloud.
Stereotype	An over generalization which places an entire group of people into one category, which is not true. E.g. All women want to have babies. All boys like rugby.
Structure	The structure of a reading text or poem is the way it is organised or put together. Often the structure will be influenced by the content of a text. It is important to think about where the author/poet has placed the different parts of the text, and why.
Symbolism	Symbolism is the use of a person, animal, object, word or item to represent something else, like an idea or an emotion. This may contribute to the message or theme of the text. Colours are often symbolic of something else, for example: Red – passion, blood or danger White – purity, goodness Some common examples of symbolism in everyday life are: A dove is a symbol of peace A red rose stands for romance Black symbolises death A broken mirror may symbolise separation
Target audience	Who is the text being written for? Sports fans? Girls? Families? Nature lovers?
Tautology	Using redundant words. Saying the same thing over and over in a repetitive way in a text.
Title	The title identifies and introduces the story. It often gives us an idea about what the story is going to be about.
Theme and message	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.
Third person writing	This is when the writer writes from a third person point of view, and uses pronouns such as: he, she, it, they.
Tone	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>	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another. E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work.</p> <p>To identify prejudice in a text is an important reading skill, the reader must be able to identify if the author is using language which is creating an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another.</p> <p>Stereotyping is when the author states that a whole group of people think or behave the same way. Stereotyping is not true. The behaviour might represent the majority or a large part of the group, but never the whole group.</p> <p>E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.</p>
<p>Typography</p>	<p>Typography is the typing style of a text. If typing is bolder, or in italics, it means the reader must place emphasis on or pay attention to those words more than others.</p>
<p>View point of writer</p>	<p>Writers can write from a first, second or third person point of view. The third person point of view is when the story is being told by a character who was not personally involved in the action, who was just watching the events unfold from the side lines. The narrator, simply explaining what he or she sees, is third person point of view, and is the most popular and frequent view point. However, sometimes the personal pronoun "I" is used, as the story is told from the point of view of the main character, who will explain the events and how he or she feels.</p>
<p>Visual texts</p>	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

LANGUAGE STRUCTURES AND CONVENTIONS

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</u> playing, 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
Antonym	A word that is opposite in meaning to another word in the same language. E.g. 'happy' and 'sad'; 'clean' and 'dirty'; 'bright' and 'dull'; or 'introvert' and 'extrovert'. Note that some words become antonyms by adding a prefix: happy – unhappy; obey – disobey; legal – illegal; and responsible – irresponsible.
Apostrophe	A punctuation mark to show who owns an item. E.g. Siphon's pen. The apostrophe shows that the pen belongs to Siphon. 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	<p>Conjunctions are words that join two sentences together. E.g.</p> <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 E.g. "don't" is a contraction of "do not" "Could've" is a contraction of "could have" "He's" is a contraction of "he is"</p>
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. 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>

<p>Sentences</p>	<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>
<p>Spelling</p>	<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. 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
<p>Subject verb agreement</p>	<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. E.g. My friends are kind. My friend is kind.</p>
<p>Suffixes</p>	<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	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.
Verbs	Verbs are doing words, they refer to actions that are performed. E.g. run, smile, talk, and whistle. The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung Verbs are the building blocks of most sentences.
Verb tenses	Verbs determine what tense the sentence is written in. Simple present tense. I play tennis every week. Snakes are reptiles. Present continuous tense. She is watching the tennis game. Simple past tense. He woke up early and got out of bed. Past continuous tense. The children were sleeping in their beds. Past perfect tense. He had forgotten his keys. Simple future tense. We will teach the learners tomorrow. Future continuous tense. I will be working the whole day.

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 9 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.

Cycle 1

WEEKS

1 & 2

“ I am not afraid of storms for I am learning how to sail my ship. ”

– Louise May Alcott

READING

CYCLE 1: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama or Play
Features of text to be taught:	<ul style="list-style-type: none"> • Characters • Action • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Titles, headings, captions, illustrations • Parts of a book: title page, table of contents, chapters, glossary, index, appendix, footnotes etc. • Context clues • Predicting information • Skimming • Scanning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Rumours	Listening skills dialogue from teacher's guide	136
English Today	Equality for Everyone	Cissie	128
Interactive English	Believe in yourself	An interview with Richard Branson*	177
Platinum English	This is our story	The Gift of Stories	131
Spot On English	Where do we come from?	Inside a Time Machine	112
Successful English	My life, your life	Play extract	184
Top Class English	Let dreams take flight	The wet-and-dry machine	127
Via Afrika English	Reader's theatre	Billionaire Boy	121

LESSON OUTLINE

PRE-READING	30 MINUTES
<p>INTRODUCE THE WILL</p>	
<ol style="list-style-type: none"> 1. Tell learners to open the textbook to the correct page. 2. Tell learners that in this lesson we are learning about Last Will and Testament (Will). 3. Go through relevant text features with the learners. 	
<p>SKIM AND SCAN THE WILL</p>	
<ol style="list-style-type: none"> 4. Ask the learners: <ol style="list-style-type: none"> a. How is the Will laid out? b. Does the Will have a heading? c. Does the Will have sub headings? What do these tell you about the Will? d. Are there any words in bold or in italics? What do these words tell you about the Will? e. How does the Will end? 5. Tell learners to skim and scan the Will. 	
<p>PREDICTION</p>	
<ol style="list-style-type: none"> 6. Ask the learners: <ol style="list-style-type: none"> a. What do you think the purpose of a Will is? b. Who does this Will belong to? 	

READING

30 MINUTES

READ THE WILL

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

WORK OUT THE MEANING OF UNFAMILIAR WORDS

3. Because a Will is written in legalese (legal language), learners may not understand or be able to work out the meanings of certain words. Because of this, teach learners the meanings of the relevant words, including:
 - **Possessions** Moveable things that somebody owns: cars, clothes, etc.
 - **Property** Things that somebody owns that can't be moved: land or houses.
 - **Finances** The amount of money (cash and money in the bank) and the amount of money owed to other people.
 - **Estate** Everything that is owned by somebody who has died.
 - **Testator** This is person who owns or writes the Will.
 - **Beneficiary** These are people who will receive something in a Will.
 - **Executor** This is a trusted person who is named as the person who will ensure that the wishes in Will are carried out.
 - **Guardian** Somebody who cares for underage or minor children.
4. Explain the meanings of other words that learners may not understand.

LANGUAGE AND TONE

5. Ask the learners:
 - a. What kind of language is used? Is it formal or informal?
 - b. What is the tone of the Will?

COMPREHENSION AND ANALYSIS (ANSWER QUESTIONS, COMPARE, CONTRAST AND EVALUATE)

6. Ask learners some of the following questions about the Will:
 - a. Who is the testator?
 - b. What possessions does the testator have?
 - c. Which of these possessions are moveable property, and which are immovable property?
 - d. Who are the beneficiaries of the Will?
 - e. What does each beneficiary inherit?
 - f. Who witnessed the Will?
 - g. Where was the Will signed?
 - h. When was the Will dated?
 - i. How is this text similar to any others you have read?
 - j. How is it different?
 - k. Did you enjoy reading this text? Why or why not?

FINAL QUESTIONING AND NOTE MAKING

7. End the reading session by asking learners if they have any questions about the Will. (Try your best to answer all questions, or to find out the answers. Show learners where to find the answer in the Will, if applicable.)

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today learners will be answering questions in written form.
2. Read the comprehension questions out loud to learners.
3. Tell learners to always answer questions in full sentences, with as much detail as possible.
4. Read the text out loud to the learners.
5. Read the questions out loud to learners once again.
6. Give learners 30 minutes to complete all questions, independently.
7. If there is enough time, ask individual learners to read their answers out loud to the class, once everyone has finished their writing.

READING CYCLE 1: 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"> • Figures of Speech • Imagery • Rhyme and rhythm • External structure, lines, words, stanzas • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Predicting information • Clarifying • Inferring meaning • Intensive reading • Skimming • Scanning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	I bequeath	The hermit	142
English Today	Elderly people in our lives	Dear Ancestor	153
Interactive English	Extinction	Extinction of Silence	183
Platinum English	Making important decisions	The will	137
Spot On English	'Til death us do part	NO POETRY PROVIDED FOR THIS CYCLE	
Successful English	The road ahead	The road less travelled	185
Top Class English	The circle of life	The circle of life	135
Via Afrika English	Getting what you want	Cinquains and concrete poems	135

*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, find a suitable poem to photocopy or write up on the chalkboard for the learners.

PRE-READING

30 MINUTES

STUDY THE TITLE AND PICTURES

1. Read the title of the poem to the class.
2. Ask the learners:
 - What thoughts or words come to mind immediately when you hear the title?
 - Write all of these words on the board
 - Look at the pictures
 - Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?

PREDICT WHAT THE POEM IS ABOUT

3. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry - similar to a paragraph in a story).
4. One learner can be selected to read the stanza to the class.
5. Stop and ask the learners:
 - Did the first stanza create any emotions in you? Write these emotions on the board
 - If so, what was that thought, or idea or opinion or feeling?
 - What words in the poem created those feelings? Write down the words from the poem on the board that created the feeling
 - What do you think the rest of the poem is going to be about?
 - What is the theme or message of the poem most likely going to be? What is the poet trying to say?
6. Is there a mood – sadness, anger, joy, celebration that the poem creates in the first stanza?

SHARE BACKGROUND INFORMATION

7. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

READING

30 MINUTES

READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:
 - a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
 - b. They must read the poem once again, silently and on their own.

STRUCTURE, RHYME AND RHYTHM

4. Ask learners the following questions:
 - a. What is the structure of the poem? How many lines are there? How many stanzas are there stanzas?
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 as shown above, by adding letters of the alphabet to the words that rhyme, starting with 'a'.
9. If there is no rhyming pattern, it is called free verse.
10. Ask learners if there is a rhythm to this poem? Does it have a certain 'beat'? Get learners to 'clap' out the rhythm of the poem with you.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

11. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
- Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
 - Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
 - Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
 - Use a dictionary to look up the meaning of the word.

LANGUAGE AND TONE

12. Ask the learners:
- What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
 - How does the poem make you feel? Is it happy, sad, exciting, scary, etc.? This is the **TONE** of the poem.
 - Does the tone of the poem change in different parts?
 - Does the poet use figurative language to try and build an image of something?
13. Ask learners to work in pairs to try and identify any figures of speech in the poem. E.g. onomatopoeia, personification, simile, metaphor
14. Ask the pairs to feed back on the figures of speech they found. Make a note of them on the board and discuss their meaning and effectiveness.

COMPREHENSION AND ANALYSIS

15. Ask learners some of the following questions about the poem:
- Summarise the poem – give a brief explanation of what the poem is about?
 - Is there any conflict in this poem? If so, what is it?
 - How does the poem end?
 - What did you like or dislike about this poem? Why?
 - What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?

FINAL QUESTIONING AND NOTE MAKING

16. End the reading session by asking learners if they have any questions about the poem. (Try your best to answer all questions, or to find out the answers. Show learners where to find the answer in the poem, if applicable. Explain that there is not always one, correct answer about a poem – sometimes it is up to the reader to decide the meaning.)

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Explain any questions learners do not understand. Allow class members to suggest possible answers.
4. Instruct the learners to write answers in their work books.
5. Use the teacher's guide to go through the answers with the learners.

WRITING

CYCLE 1: WEEKS 1 & 2

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a poem review

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

Textbook	Theme	Page Number in Tracker
Clever English	I bequeath	137
English Today	Elderly people in our lives	151
Interactive English	Extinction	110
Platinum English	Making important decisions	143
Spot On English	'Til death us do part	183
Successful English	The road ahead	184
Top Class English	The circle of life	132
Via Afrika English	Getting what you want	128

GENRE: Will and Testament

CAPS DESCRIPTION OF GENRE: A Will decides or determines what happens to one's property and possessions after death. A Will ensures that the deceased's wishes are fulfilled after their death. A Will should be kept up to date and in a safe place.

TITLE OF WRITING TASK: Last Will and Testament of XXX

AUDIENCE: Grade 9s

PURPOSE: To write a Will and Testament

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 140-160 words

RESOURCES REQUIRED:

1. Dictionary
2. Text book
3. Examples of Wills and Testaments

WORD BOXES

Vocabulary: will, testament, die, pass away, lawyer, executor, beneficiary, property, possessions, deceased, funeral, family, niece, nephew, cousin, aunt, uncle, in-laws, finances, money, bequeath, testator, marriage, power of attorney, divorce, minor

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will learn how to write a final Will and Testament.
The learners will understand what a Will and Testament is and why this document is so important.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a Will and Testament.
2. Tell learners that a Will and Testament is a written document that tells people what should happen to your possessions after you die.
3. Explain that while it is not nice to talk or think about dying, the reality is that we will all die one day.
4. Explain that a Will and Testament is helpful for loved ones left behind because it helps them to understand what your wishes are after you are gone. Often when there is no Will, families end up fighting and relationships are ruined forever.
5. Say:
 - a. Because a Will and Testament is a legally binding document it often has more complicated words on it than other written documents.
 - b. These words are words that are often used when preparing a Will and Testament.
6. Write the table below onto the chalkboard:

Possessions	Moveable things that somebody owns: cars, clothes, etc.
Property	Things that somebody owns that can't be moved: land or houses.
Finances	The amount of money (cash and money in the bank) and the amount of money owed to other people.
Estate	Everything that is owned by somebody who has died.
Testator	This is person who owns or writes the Will.
Beneficiary	These are people who will receive something in a Will.
Executor	This is a trusted person who is named as the person who will ensure that the wishes in Will are carried out.
Guardian	Somebody who cares for underage or minor children.

7. Read over the vocabulary with the learners and explain in more detail if necessary.
8. Say:
 - a. A Will enables you to:
 - choose who will get your property after death;
 - choose how your property will be divided amongst your various beneficiaries;
 - give specific items of property to specific people;
 - appoint someone you trust to administer your estate; and
 - appoint a guardian for your minor children.

9. Explain that all Wills and Testaments have some things in common but can be slightly different depending on who wrote the Will.

10. Write the box below onto the chalkboard.

Elements that should be included in a Will:

1. The name of the owner of the Will
2. The date when the Will was made
3. Details of the money, properties and possessions that the person is leaving behind (the estate)
4. Names of the beneficiaries: people who receive the money and items
5. The name of the executor (a friend, a family member, a lawyer)

11. Read over the “Elements that should be included in a Will” with the learners.

12. Explain that because Wills are legal documents they sometimes have legal language in them.

13. Tell the learners that you are now going to look at an example of a Will and Testament.

14. Write this sample Will and Testament onto the chalkboard. (Or if at all possible, rather make copies of it using the photocopiable resource at the end of the booklet.)

LAST WILL AND TESTAMENT OF

Sandile Peter Molosiwa

I, Sandile Peter Molosiwa, living at 51 Thabo Mbeki Street, Seshego, Polokwane, declare this to be my Last Will and Testament.

I

I appoint my sister, Thandiwe Maraba, as my Executor to administer this Will. I direct my executor to pay all of my debts and funeral expenses as soon after my death as possible.

II

1. I bequeath my house to wife, Dorothy Molosiwa.
2. I bequeath my coin collection to my son Andile Andrew Molosiwa.
3. I bequeath my Sanlam Provident fund savings to my daughter, Boitumelo Margaret Molosiwa.
4. I bequeath my antique desk to my brother, Martin Molosiwa.
5. I bequeath my clothing to the Salvation Army.

III

I bequeath the rest of my estate as follows:

- a. 50% to Dorothy Molosiwa
- b. 25 % to Andile Andrew Molosiwa.
- c. 25%% to Boitumelo Margaret Molosiwa.

Should any beneficiary not survive me by 30 days, his or her share shall be distributed to his or her then surviving children in equal shares.

I declare this to be my final Will and Testament.




Signature

In witness whereof, I have signed this 31st day of May 2016.

Witnesses:

1. Du Toit, residing at 16 12th Ave, Whitfield, Polokwane.



Signature

2. Name: Agnes Kgomo residing at 54 Spring Street, Krugersdorp



Signature

MODELLING



20 MINUTES

OUTCOMES:

The learner will learn the format and content of a Will.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE and that they ZOOM IN TO DETAILS.
2. Say: I am now going to pretend I am writing my own Will.
3. Write the following table on the chalkboard:

What you own	Property:
	Possessions:
	Money/savings:
Who do want to leave things to?	
Who will be your executor?	
Who will be your witnesses?	

4. Complete the table as if you are planning a Will of your own by filling in keywords under each heading.
5. Tell learners that they will now be able to do a plan of their own.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their final Will and Testament.

The learners may incorporate creative ideas about possessions and property they imagine they have.

TEACHER INPUT

1. Tell the learners that they will pretend they are planning a final Will and Testament.
2. Tell the learners they may pretend to have possessions and properties that they do not, just for this activity. Learners must, however, realize that a real Will and Testament is a legal document
3. Draw this grid on the chalkboard and have the learners copy it into their books.

What you own	Property:
	Possessions:
	Money/savings:
Who do want to leave things to?	
Who will be your executor?	
Who will be your witnesses?	

LEARNER ACTIVITY

1. Tell the learners to copy the table into their books and fill details in on the table.
2. Let the learners work independently.
3. Learners may use their imaginations if they want to and make up imaginary possessions and property. If a learner wishes to draw up an accurate Will they can do that too.
4. Learners must be reminded that in reality a Will and Testament is a legal document and must be accurate and truthful.

DRAFTING



20 MINUTES

OUTCOMES:

The learners will write a first draft of their Will and Testament.

TEACHER INPUT

1. Tell the learners they are going to write the first draft of their Will and Testament.
2. Write the example of the LAST WILL AND TESTAMENT on the chalkboard. (Or if possible, make a copies of this document using the photocopiable resources at the end of this booklet)

LAST WILL AND TESTAMENT OF

(your name)

I, _____, living at _____
 _____, declare this to be my Last Will and Testament.

I

I appoint _____ as my Executor to administer this Will. I direct my executor to pay all of my debts and funeral expenses as soon after my death as possible.

II

I bequeath my _____ to _____
 _____.

I bequeath my _____ to _____
 _____.

I bequeath my _____ to _____
 _____.

III

I bequeath the rest of my estate as follows:

a. _____% to _____.

b. _____% to _____.

c. _____% to _____.

Should any beneficiary not survive me by 30 days, his or her share shall be distributed to his or her then surviving children in equal shares.

I declare this to be my final Will and Testament.

 Signature

In witness whereof, I have signed this ____ day of _____ 20 __ .

Witnesses:

1. Name: _____, residing at _____

Signature

2. Name: _____, residing at _____

Signature

Should any beneficiary not survive me by 30 days, his or her share shall be distributed to his or her then surviving children in equal shares.

I declare this to be my final Will and Testament.

Signature

In witness whereof, I have signed this ____ day of _____ 20 __ .

Witnesses:

1. Name: _____, residing at _____

Signature

2. Name: _____, residing at _____

Signature

3. Write the criteria for this activity on the chalkboard too.

CRITERIA

Neatly and accurately fill in:

1. The name of the owner of the Will.
2. The date when the Will was made.
3. At least one beneficiary.
4. Details of money, property and possessions being bequeathed.
5. The name of the executor.
6. Names and addresses of two witnesses.
7. Your signature.
8. Remember to use WORD BOXES to help you spell correctly.

4. Tell the learners they are now going to write their own Will.
5. Read over the criteria with the learners.
6. Remind learners to use words from the word boxes because WRITERS USE RESOURCES TO WRITE WORDS.
7. If a printed copy is not available, learners should copy the example of the Will from chalkboard.

LEARNER ACTIVITY

1. Tell the learners they are now going to write their own Will.
2. Read over the criteria with the learners.
3. Remind learners to use words from the word boxes because WRITERS USE RESOURCES TO WRITE WORDS.
4. If a printed copy is not available, learners should copy the example of the Will from chalkboard.
5. Let the learners have time to complete their first draft of their Will using the example and their draft notes.
6. As they write, walk around and HOLD MINI CONFERENCES.
7. Also remember to ENCOURAGE WRITERS.
8. Tell the learners to read through their Wills, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will self-edit using the checklist provided.

TEACHER INPUT

1. Tell the class that they will self-edit their draft Will because WRITERS SELF-EDIT.
2. Tell learners that Wills are usually private documents that are not shared.
3. Tell the learners to use the checklist to self-edit. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is your name written as the owner of the Will?		
2	Is the Will dated with today's date?		
3	Does the Will have at least one beneficiary?		
4	Does the Will give details of money, properties or possessions being bequeathed?		
5	Does the Will have the name of the executor?		
6	Does the Will have the names and addresses of at least 2 witnesses?		
7	Has the Will been signed?		
8	Is the spelling of words used from WORD BOXES correct?		

LEARNER ACTIVITY

1. Tell learners to check their drafts using the checklist and to make corrections.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a partner.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners neatly rewrite their Wills.
2. Learners are to get into groups of 4 or 5 and read their Wills to each other.

COMPLETED EXAMPLE

LAST WILL AND TESTAMENT OF

Maggie Lerato Mabaso

I, Maggie Lerato Mabaso, living at 41 Llangalibalele Street, Groutville, Kwa-Zulu Natal, declare this to be my Last Will and Testament.

I

I appoint my sister, Zama Mabaso, as my Executor to administer this Will. I direct my executor to pay all of my debts and funeral expenses as soon after my death as possible.

II

6. I bequeath my school books to my brother, Ayanda Mabaso.
7. I bequeath my silver ring to my friend, Sarah Ndlovu.
8. I bequeath my bedroom furniture to my sister, Agnes Mabaso.
9. I bequeath my clothing to my sister, Zama Mabaso.

III

I bequeath the rest of my estate as follows:

- a. 25% to my parents, Daphne and Cyril Mabaso
- b. 25% to my sister, Agnes Mabaso
- c. 25% to my sister, Zama Mabaso
- d. 25% to my brother, Ayanda Mabaso

Should any beneficiary not survive me by 30 days, his or her share shall be distributed to his or her then surviving children in equal shares.

I declare this to be my final Will and Testament.



Signature

In witness whereof, I have signed this 20st day of September 2016.

Witnesses:

1. Name: Sam Ngoma, residing at 25 11th Street, Groutville, KwaZulu Natal.



Signature

2. Name: John Masondo residing at 82 Marin Street, Durban.



Signature

Cycle 2

weeks

3 & 4

“Above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. ”

– Roald Dahl, *Charlie and the Chocolate Factory*

READING CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel, youth novel or short story
Features of text to be taught:	<ul style="list-style-type: none"> • Plot • Conflict • Character • Milieu • Narrator • Theme • Reflection • Turning point • Background
Reading skills to be taught:	<ul style="list-style-type: none"> • Intensive reading • Reflection • Scanning • Skimming • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Get ready	The hour of parting	157
English Today	The world of work	All About the Money	168
Interactive English	Eco-tourism	Back Chat: The Obnoxious Tourist	200
Platinum English	Dare to dream	The No.1 Ladies' Detective Agency	148
Spot On English	Working to the rhythm of the beat	Reading a short story	130
Successful English	Looking ahead	Blade runner	198
Top Class English	The world of work	Danger the hunting dog	145
Via Afrika English	Doing what it takes	Who killed Jimmy Valentine?	144

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- to pay attention to the setting in a literary text
- that it is useful to research the author of a literary text, as the authors background often influences the story. Tell the learners any background information that you have found out, related to: the author; the period in history; the setting of the story.
- to pay attention to descriptions of people and places
- that the description of the surroundings creates images and helps the reader to visualise the story
- to pay attention to how the writer creates tension – the build up

STUDY THE TITLE AND PICTURES

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

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

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

PREDICT WHAT THE STORY IS ABOUT

4. Tell learners to read only the first paragraph out loud.

5. One learner can be selected to read to the class.

6. Stop and ask the learners:

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

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

READING

30 MINUTES

READ THE TEXT FOR MEANING

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

INTRODUCE THE TEXT AND TEXT FEATURES

3. Read the whole story out loud to the class, selecting a different learner to read each paragraph. (Only ask those who are confident readers to read aloud)
4. After each paragraph has been read, select a learner to summarise the main events or main ideas of the story so far.
5. Ask the learners to comment on how the characters are feeling at each point in the story.
6. Ask the learners to comment on the social context (milieu) of the characters.
7. Ask the learners to comment on the choices or decisions the characters are making as they read each paragraph.
8. Ask learners what effect these choices or decisions might have on the rest of the story.
9. Ask the learners to identify the turning point in the story.
10. Tell the learners to put themselves in the position of the characters and say whether they would be making the same decisions or different ones.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

11. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
 - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? 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 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.

DISCUSS CHARACTERS

12. Tell learners to think about the characters in the text. Ask the learners to write down the names of three of the most important characters from the text in their work books.

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

REFLECTION

13. Help learners to reflect on the text by asking some of the following questions:

- a. What did you like or dislike about this story? Why?
- b. 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?
- c. Are there any other sub themes in this story? Any smaller messages or lessons that the writer wants to share?
- d. How is this text similar to any others you have read?
- e. How is it different?

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. Teach or unpack any skills that may be needed to answer the questions. For example, if a question asks learners to compare two characters, explain to learners that they must do the following:
 - First, look at what is the same about the two characters
 - Then, look at what is different about the two characters
 - Finally, decide what this tells you about the two characters
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

READING 

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"> • Figures of Speech • Imagery • Rhyme and rhythm • External structure, lines, words, stanzas • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Making predictions • Inferring meaning of unfamiliar words • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Get ready	Oh hush thee, my baby	159
English Today	The world of work	the man	171
Interactive English	Eco-tourism	Palm Trees Refrain	203
Platinum English	Dare to dream	Dreams	146
Spot On English	Working to the rhythm of the beat	African Sky Blue	125
Successful English	Looking ahead	Leisure	195
Top Class English	The world of work	City-bound Train	147
Via Afrika English	Doing what it takes	What would it take?	148

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

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

2. Read the poem out loud to the class.

3. Ask the learners:

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

STUDY THE TITLE AND PICTURES

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

5. Ask the learners:

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

PREDICT WHAT THE POEM IS ABOUT

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

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

8. Stop and ask the learners:

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

SHARE BACKGROUND INFORMATION

9. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

READING

30 MINUTES

READ THE POEM

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

STRUCTURE, RHYME AND RHYTHM

6. Ask learners the following questions:
 - a. What is the structure of the poem? How many lines are there? Are there stanzas? Is this a certain kind of poem?
 - b. Is there a rhyme scheme to this poem? If so, what is it?
 - c. Is there a rhythm to this poem? Does it have a certain 'beat'? Clap out the rhythm of the poem.
 - d. How do you think the rhythm of this poem is created?

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

7. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
 - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? 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 poem, the headings and the pictures. Make a guess as to what the word could mean. This is called "inferring" the meaning of unfamiliar words.
 - d. Use a dictionary to look up the meaning of the word.

THE EFFECT OF SELECTIONS AND OMISSIONS ON MEANING

8. Select an important part of the text and point it out to learners. This may be one line or one stanza of the poem. Read through this part of the poem twice.
9. Ask learners what effect this particular part of the poem has on the overall meaning of the poem.
10. Next, ask learners how the meaning of the poem would change if this part has been left out.
11. Discuss the importance of reading everything the writer puts down for us. If we miss a part of the text, we may misunderstand it completely.

THE EFFECT OF FIGURATIVE AND RHETORICAL DEVICES

12. Remind learners of the various rhetorical/figurative devices used by poets (e.g. simile, metaphor, personification etc.)
13. Draw the following

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

14. Ask the learners to find examples of similes, metaphors and personification in the poem and fill them in on the table in their work books. Once they have found the simile, metaphor or example of personification they must fill in the rest of the table.
15. Tell learners to TURN and TALK to a friend and compare the figures of speech they found and say how each of the figures of speech contribute to the mood of the poem.

IMPACT OF VISUAL TECHNIQUES

16. Explain to learners that “visual techniques” may cover a range of strategies used by the writer/ poet.
17. These may be the use of visual images/pictures included in the text. However, it may also include the way a poem has been laid out (i.e.: how it looks to the eye of the reader).
18. Discuss any visual techniques used in this particular poem. Are they effective? Why or why not?

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to skim read for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
5. Explain to learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.
8. Mark the answers to find out which learners are still struggling with written answers.

WRITING

CYCLE 2: WEEKS 3 & 4

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a covering letter to apply for a job

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	Get ready	152
English Today	The world of work	158
Interactive English	Eco-tourism	195
Platinum English	Dare to dream	156
Spot On English	Working to the rhythm of the beat	124
Successful English	Looking ahead	200
Top Class English	The world of work	144
Via Afrika English	Doing what it takes	140

GENRE: Curriculum Vitae (CV) and Cover Letter

CAPS DESCRIPTION OF GENRE: A Curriculum Vitae is a record of your education and your working history. A Cover Letter is a formal letter that goes with your CV. The letter introduces you formally to the person who may interview you for a job.

TITLE OF WRITING TASK: Covering letter to apply for a job

AUDIENCE: Grade 9s

PURPOSE: To discuss a Curriculum Vitae (CV) and write a covering letter

TOTAL TIME ALLOCATION: 2.5 hours

TENSE TO BE USED: present continuous / past

REQUIRED LENGTH OF TEXT: 140-160 words

RESOURCES REQUIRED:

- Dictionary
- Examples of CVs
- Newspapers with job adverts
- Textbook

Vocabulary: apply, various sporting disciplines, skills, strengths, ability, leadership, role model, coaching, football, cricket, netball, teaching, kind, sense of humour, hard worker

Adjectives: : qualified, experienced, motivated, talented, successful, loyal, fittest, first, second, many, few, most, every

Adverbs: quickly, brilliantly, enthusiastically, worst, best, most, least, fast, always, never, often, seldom, occasionally, immediately

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learner will understand what a Curriculum Vitae [CV] is and why it is important to be able to prepare a good Curriculum Vitae [CV]

The learners will learn how to prepare and write a Curriculum Vitae [CV]

TEACHER INPUT

1. Tell the learners that today we are going to learn about Curriculum Vitae (CV) and the covering letter that goes with the CV. A Curriculum Vitae and the covering letter are sent to possible employers when applying for a job.
2. Tell learners that Curriculum Vitae (CVs) are very useful because they are like personal adverts that will sell your skills to a possible employer.
3. Explain that when looking for a job one day, there may be many people applying for the same job. It is, therefore, very important to have a well written and accurate Curriculum Vitae (CV) and a good covering letter to send to a potential employer, to give you the best possible chance of getting an interview and getting the job.
4. Write the vocabulary below onto the chalkboard:

Vocabulary	Meaning
Profile	A short description of yourself showing your strengths and skills
Qualifications	All the diplomas, certificates or degrees you have received through study
References	People who know you, or who you may have worked for who will verify what you have said in your CV
Versatile	Able to do many things
Hobbies	Activities that you enjoy doing outside of work e.g.: Playing Soccer
Personality traits / Attitude	Unique things about your personality and how you approach life (only the positive qualities), e.g.: friendly; gets on well with others; enthusiastic; positive; hard-working; disciplined; ambitious; etc.

5. Explain a CV and covering letter further to the learners. Say:
 - a. A CV is written in a specific way.
 - b. A CV has factual and accurate information on it about YOU.
 - c. The information on the CV is both personal information and information about your education and work experience.
 - d. Some of these words I have written on the chalkboard might be words you find in a CV.
 - e. A CV also has a list of referees or references at the end. These are people who will verify the information on your CV, i.e. they will say that it is accurate and true.

f. The letter you send with your CV is called a Covering Letter. This letter is like an advert about yourself. It should sell your skills and show that you are suitable for the advertised job. It should make the employer want to look at your CV in more detail.

6. Write the example below onto the chalkboard (Or if at all possible, rather make copies of it using the photocopyable resource at the end of the booklet.):

CURRICULUM VITAE
<p>Personal Details</p> <p>Full Name: Michael Dondo Identity Number: 930110 5196 088 Address: 14 Able Road, Pinetown, 3610 Driver's Licence: Code 8 Health: Good Dependants: None Cell: 075 555 0055 Email: michael.dondo@gmail.co.za</p>
<p>Profile</p> <p>I am a hardworking and versatile graduate. I have a lot of retail experience and have recently graduated with a marketing diploma. My main subjects were customer service and financial management.</p>
<p>Education and Qualifications</p> <p>2013 – 2015: Diploma in Marketing (with distinction) Institution: Jameson College, Port Elizabeth Courses: Customer Service, Financial Management, Business Leadership and Conflict Management</p> <p>2011: Matric (with full university exemption) Institution: Mbeki Secondary School, Umtata Subjects: English, isiXhosa, Maths Literacy, Social Sciences, Economic Management Sciences and Life Orientation</p>
<p>Work Experience</p> <p>January 2012 – October 2012: Sheet Street, Umtata Position: Cashier – full time</p> <p>November – December 2013: Steers, Port Elizabeth Position: Sales Person – part time</p> <p>April 2010 – September 2011: JET Stores, Umtata Position: Cashier</p> <p>November 2009 – March 2010: Naledi's Fabrics Position: Packer</p>

Voluntary Experience
2011: Mandela Day Organiser at Mbeki Secondary School 2008 – 2009: Student counsellor at St Martins Church
Interests
Team captain of the College Hockey Team Active member of the Jameson College Student Union
References
Dr P Mbeki: 082 000 0011; mbeki.p@jameson.ac.za Pastor L Ngoya: 082 000 0022; pastor@baptistpe.org.za

7. Read through the CV example with the learners. Make the following general points:

- a. A CV must be clearly laid out and easy to read in different sections.
- b. You cannot have any spelling, grammar or punctuation mistakes on your CV – this reflects poorly and may cost you the job.
- c. The information on a CV must be true and accurate.

8. Next, make the following points about each section of the CV:

- a. Personal Details: Include all the details that are listed here. Dependants means the number of children that you have. If you do not have an email address, make sure that you get one – this is a very important way of communicating with employers.
- b. Profile: This is the short description of yourself, showing your strengths and skills.
- c. Education and Qualifications: Here, list your final grade completed at school as one qualification. The institution is the school or college that you went to. List the subjects that you passed. One day, if you go to a college or university, you will list your other qualifications here too. If you complete a short training course that is accredited, this should also be listed here, for example: a call centre course.
- d. Work Experience: In this section, until you have enough experience, list all the work experience that you have had, even if it was a one day experience. If you like, you can also list your responsibilities for each job.
- e. Voluntary Experience: Employers know that it is very hard to find a job these days. Many employers will be impressed if you have done volunteer work, i.e.: working for free to help an organisation. This kind of experience looks good on your CV, so try to volunteer at a crèche, a church, a children's home, etc.
- f. Interests: Here is where you should list things that you like to do, or that you are good at.
- g. References: In this section, list people whom you have worked for who will verify what is in your CV. Also list personal references – people with good standing in the community, who can say what kind of person you are.

MODELLING



30 MINUTES

OUTCOMES:

The learner will learn the layout and content of a Covering Letter

TEACHER INPUT

1. Tell learners that now they know what a CV looks like.
2. Explain that next, you are going to show them how to write a Covering Letter to go with the CV.
3. Say:
 - a. When you send in your CV, you always send a letter called a Covering Letter.
 - b. A Covering Letter is written in a particular way and must have specific information in it.
 - c. This letter is important because it is this letter that introduces you to the person who is looking for employees.
4. Write the following letter format on the chalkboard (Or if at all possible, rather make copies of it using the photocopiable resource at the end of the booklet.):

Your name
 Address line 1
 Address line 2
 Address line 3
 Postal Code

Date

Name of person applying to
 Position (e.g. manager)
 Business address
 Business address
 Business address

Dear (title and surname)

Title sentence in bold

Opening paragraph: Clearly state why you are writing. If you are applying for a specific job, name the position.

- What position you are applying for

Middle paragraph/s: You should have at least two paragraphs that show how you can do the job.

- What qualifications you have
- Where you got the qualifications

- What relevant experience you have
- What formal training you have that is relevant to the job

Final paragraph: Explain why you are applying for the job and why they should employ you:

- Some of your personality traits
- If you got distinctions or other awards
- Your attitude to work
- Mention that your CV and qualifications are attached

Yours Sincerely

Your signature

Your name

5. Read through the format of the letter with the learners and explain what needs to be written in each paragraph.
6. Tell the learners you will read them an example of a Covering Letter. As you read through the letter, refer to the structure that you have already shown them, stopping to explain where the information from the letter you are reading fits into the structure.
7. The example of the letter to read is printed below. Write this onto the chalkboard or if possible, make copies of it using the photocopyable resource at the end of the booklet.

Mugwena Tshabalala

16 Dove Street
Gonubie
East London
5247

16 October 2019

Mr J. Bartman

Store Manager
Edgars
Southgate Mall
5247

Dear Mr Bartman

Application for Customer Service and Cashier Position

I have seen that you have advertised for a customer service and cashier position at the Edgars Southgate branch. I would very much like to apply for this job.

I have formal training in customer service and financial management for which I got a distinction in my final exam. Working with people is something that I enjoy and I have a good eye for detail which is helpful when working with finances.

Apart from my studies, I also have experience in retail. While I was a student, I worked at JET stores as cashier for two years and also worked at Sheet Street as a cashier. Before that I helped with stock control at a family run fabric shop.

I am a very hardworking and ambitious person who never gives up. I like to learn new things and enjoy finding solutions to problems. I am a very loyal and honest person who will show you that I live by the Edgars slogan "Make a difference".

My CV and a copy of my diploma is attached with this letter.

Yours sincerely



Mugwena Tshabalala

PLANNING



20 MINUTES

OUTCOMES:

The learners will complete a plan for their Covering Letter.

TEACHER INPUT

1. Tell the learners that they will now be pretending that they are applying for a job.
2. Tell the learners that they are only going to be writing the Covering Letter that goes with the CV.
3. Tell the learners that they are now going to plan for their writing because **WRITERS PLAN BEFORE THEY WRITE.**
4. Write the following job advert on the chalkboard.

JOB AVAILABLE

Retabile High School is looking for a Sports' Manager to oversee all sports activities at the school. We are looking for a motivated person with a variety of skills. Please send your detailed information to:

The Headmaster

Mr V Vuyani
Retabile High School
Gonubie
East London
5247

5. Tell the learners they will pretend that they are qualified for this job and that they would like to apply for it. (They can all pretend to have a matric, and a Diploma in Sports Management from the KZN Technical College.)
6. Tell the learners they are going to make up all the information that they will need to complete the letter

7. Draw this grid on the chalkboard:

Your address	
Date	
Their address	
Open	
Middle 1	
Middle 2	
Final	

LEARNER ACTIVITY

1. Learners copy the above grid into their workbooks.
2. Take the learners step-by step through the first three steps of the letter. This includes: their own address; the date; the address of Retabile High School.
3. Learners try and complete the rest of the plan by writing key words in the relevant sections.
4. Remind learners to use the information on the chalkboard and the WORD BOXES, because WRITERS USE RESOURCES.
5. As learners plan, walk around and offer assistance where needed.
6. Remember to ENCOURAGE WRITERS.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their Covering Letter.

TEACHER INPUT

1. Tell learners to write the first draft of their Covering Letter.
2. Again, remind the class to use the WORD BOXES, because WRITERS USE RESOURCES to make their writing clear and accurate.
3. Write the criteria on the board.

Criteria:

1. Write your name and address on the top left hand side.
2. Write the date.
3. Write the name (including title) and address of the person you are applying to.
4. Use a formal greeting.
5. Write a topic sentence.
6. Make sure the topic sentence is in bold or underlined.
7. Make sure each paragraph contains the correct information.
8. End with 'Yours Sincerely', your signature and name.
9. Use a formal style of writing.
10. Make sure the letter flows logically.
11. Keep the purpose of your letter clear.
12. Check your spelling and punctuation.
13. Make sure your letter is 140-160 words long.

4. While the learners write their first draft, move around the classroom and HOLD MINI CONFERENCES.

LEARNER ACTIVITY

1. Learners complete the drafts of their Covering Letters, using their plans as a guide.
2. As they write, walk around and HOLD MINI CONFERENCES.
3. Also remember to ENCOURAGE WRITERS.
4. Tell the learners to read through their letters, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell the class that they will PEER EDIT their partner's letter.
2. Partners are to swap letters and read through them.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is the name and address written on the top left hand side?		
2	Has the date been written?		
3	Has the name (including title) and address of the person being applied to been written down correctly?		
4	Is there a formal greeting?		
5	Is there a topic sentence?		
6	Is the topic sentence written in bold or has it been underlined?		
7	Does each paragraph contain the correct information?		
8	Does the letter end with "Yours Sincerely", a signature and name?		
9	Is the letter written in the correct formal style?		
10	Does the letter flow logically?		
11	Does the letter show a clear purpose?		
12	Is the spelling and punctuation correct?		
13	Is the letter between 140 and 160 words long?		

LEARNER ACTIVITY

1. Learners to peer-edit each other's work
2. Once the learners have done a PEER EDIT of the written draft they should TURN AND TALK.
3. Tell the learners that they must both compliment the writer and make a suggestion
4. Write this on the chalkboard:

COMPLIMENT

Compliment the writer by saying

I really liked the way you....

OR

I enjoyed the part where.....

SUGGEST

How would you feel about adding....?

OR

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

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Tell learners to neatly rewrite their Covering Letters using the edited drafts.
2. Tell the class that they have developed a valuable Life Skill during today's lesson.
3. Ask the learners to hand in their final drafts once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners must complete their final drafts.
2. Learners must then get into groups of 4 or 5 and read their letters to each other.

COMPLETED EXAMPLE

Mugwena Tshabalala

16 Dove Street
Gonubie
East London
5247

16 October 2019

Mr V. Vuyani

The Headmaster
Retabile High School
Gonubie
East London
5247

Dear Mr Vuyani,

Application for Sports' Manager Position

I have seen that you have advertised for a Sports' Manager position at your school. I would very much like to apply for this job.

I have formal training in Sports' Management for which I got a distinction in my final exam. Working with young people is something that I enjoy. I am also able to function effectively as part of a team.

Apart from my studies, I also have experience in sports' management. While I was a student, I coached soccer at Danube Primary for two years and also helped to organise the sport at the Methodist Church holiday clubs.


I am a very hardworking and ambitious person who never gives up. I like to learn new things and enjoy finding solutions to problems. I am a very loyal and honest person who will show you that I always uphold my values.

My CV and a copy of my diploma is attached with this letter.

Yours sincerely



Mugwena Tshabalala

ASSESSMENT 						
RUBIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Structure and layout	The letter is not laid out correctly and is missing an address or topic sentence or correct salutation.	0-3	The letter is laid out with addresses, topic sentence and salutations but contains an error.	4-6	The letter is laid out correctly, including, addresses, topic sentence and salutations, without errors.	7-10
Writing and content	The tone and vocabulary are unsuitable. The purpose is not clear. The letter is not logical.	0-3	The tone and vocabulary are mostly suitable. The purpose is clear. The letter is mostly logical.	4-6	The tone is formal. The vocabulary is suitable. The purpose is clear. The letter is written logically.	7-10
Spelling and grammar	Most words are spelled correctly. Grammar, punctuation, spacing and word usage have some errors.	0-3	Most words are spelled correctly. Grammar, punctuation, spacing and word usage are mostly appropriate.	4-6	All words are spelled correctly. Grammar, punctuation, spacing and word usage are appropriate.	7-10
Teacher's comments:						
What I really like about _____						

I think you could improve _____						

Total: /30 Date: _____ Signature: _____						

CYCLE 3

WEEKS 5&6

“ I would challenge you to a battle of wits,
but I see you are unarmed. ”

– William Shakespeare

READING

CYCLE 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel, short story or folklore [legends, myths, fables]
Features of text to be taught:	<ul style="list-style-type: none"> • Structure • Character • Milieu • Plot • Conflict • Symbolism
Reading skills to be taught:	<ul style="list-style-type: none"> • Predicting text • Skimming • Scanning • Drawing conclusions • Inferring meaning • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Pandora's box	Pandora's Box	172
English Today	The need for speed	The Man who Learnt the Art of Sword Fighting	184
Interactive English	Mother Earth	The Mother Who Turned to Dust	215
Platinum English	High flyers	The legend of Kibaga, the man who could fly	170
Spot On English	Good planets are hard to find	Red Moon	136
Successful English	Making choices	Look me in my eyes....	222
Top Class English	The wishes of women	Sir Gawain and the Lady Ragnell	160
Via Afrika English	Looking after our planet	The Boys and the Frogs	155

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that in this lesson they will read a short story and focus on setting and character
- remind learners that setting is the place and time period that the story is set in:
 - Where the place is
 - What the place looks like
 - When the events happen

2. Tell the learners:

- To follow how the plot unfolds, how does one event leads to another?
- To work out how the author builds information about the characters so they seem real

STUDY THE TITLE AND PICTURES

3. Tell learners to read the title of the story out loud, and ask:

- Does the title mention the characters' names?
- Does the title mention the place where the story will take place?
- Tell learners to look at the pictures and discuss if the pictures add any extra information.

SHARE BACKGROUND INFORMATION

4. Tell the learners any background information that you have found out, related to: the author; the period in history; the setting of the story.

PREDICT WHAT THE STORY WILL BE ABOUT:

5. Select one learner to read the first paragraph out loud to the class.

6. Ask the learners:

- Did the first paragraph give us any information about the setting, where and when events take place?
- What do you think might happen to the characters in the story?

7. Draw the following table on the board. If possible, draw it on the board before the learners arrive, so that you are well prepared. If time is too limited, then as you draw the table, read and explain the concepts.

8. Ask learners to help you fill in some of the information. Either ask individual learners to come up and write in the information, or ask learners to put their hands up and tell you the information which you then fill in.
9. Remember - at this stage learners have only read the first paragraph so they cannot fill in all the information.

Setting or Background	The Characters (names, ages, personality traits)	The problem or conflict that arises	The climax or turning point	The conclusion or ending

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - to skim read the story. Ask them to tell you any words they don't understand and write these on the board
 - to look for the glossary or vocabulary box to see if these words are explained
2. Ask the learners to:
 - suggest some synonyms for the difficult words
 - look these words up in the dictionary
3. Ask the learners to decide what genre the story is, fiction, myth, folklore.

READ THE TEXT

4. Select a few learners to read a paragraph of the story out loud to the class. (Only ask learners to read aloud if they feel comfortable doing so).
5. Ask the learners to stop after each paragraph and ask another learner summarise what has happened so far in the story, who are the characters we have met, what is their social context (milieu), where are they and what is happening to them in the story?
6. Select another learner to read the next paragraph and repeat the process of summarising or paraphrasing what the class have understood so far.
7. Ask the learners if they can relate to any of the characters, which character did you feel a connection to and why?
8. Draw this table on the board again and ask learners to copy it in their workbooks and then work in pairs to fill in the table.

Setting or Background	The Characters (names, ages, personality traits)	The problem or conflict that arises	The climax or turning point	The conclusion or ending

SYMBOLISM AND REFLECTION

9. Help learners to analyse the text by asking some of the following questions:
 - a. What did you like or dislike about this story? Why?
 - b. Is symbolism used in this story? If so, give examples.
 - c. 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?
 - d. Are there any other sub themes in this story? Any smaller messages or lessons that the writer wants to share?
 - e. How is this text similar to any others you have read?
 - f. How is it different?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of any mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their workbooks.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

READING 

CYCLE 3: 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"> • Figures of speech • Imagery • Rhyme and rhythm • External structure, lines, words, stanzas • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • The writer's inferences and conclusions

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Pandora's box	The wind at dawn	175
English Today	The need for speed	Sun	186
Interactive English	Mother Earth	Mother Earth's Song	217
Platinum English	High flyers	African thunderstorm	173
Spot On English	Good planets are hard to find	No poems provided for this cycle	
Successful English	Making choices	A sleeping black boy	218
Top Class English	The wishes of women	Phenomenal Woman	162
Via Afrika English	Looking after our planet	The Bullfrog Song	158

*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, try to find a suitable poem to be photocopied or written on the chalkboard for the learners.

PRE-READING

30 MINUTES

INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a limerick poem.
4. Ask learners why they think poets write poetry. Discuss their answers.
5. Ask learners why they think we should read poetry. Remind learners that songs are a form of poetry. Discuss their answers.

IDENTIFYING RHYMING SCHEME

6. 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.
7. 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)

8. Ask the learners to:
 - TURN and TALK to a partner
 - write down all the last words of each line of the poem you are studying
9. 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', followed by 'b' and so on.

STUDY THE TITLE AND PICTURES

10. Read the title of the poem aloud.
11. Ask the learners what they think of immediately when they hear that title.
12. Brain-storm the suggestions by writing all the ideas on the board.
13. Ask learners to look at the words on the board, and from these, suggest what the mood of the poem is.
14. Ask learners to look at the picture.
 - Does the picture give more information about the type of people the poem is describing?
 - Does the picture give an idea of the time period – modern or old fashioned?
 - Does the picture give any clues about the setting, or where the events will take place?

SHARE BACKGROUND INFORMATION

15. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

READING

30 MINUTES

THE TEXT AND TEXT FEATURES

1. Ask a learner to read the vocabulary glossary box.
2. Ask the learners to predict what is going to happen in the poem, based on the heading, pictures and words in the glossary box.
3. Ask the learners what the mood of the poem might be.
4. Tell learners to listen out for the words that create the mood.

INTENSIVE READING

5. Read the poem aloud to the learners.
6. Ask a learner to read only the first stanza again, then ask another learner to say in their own words what the stanza was about. Let other learners also add their thoughts.
7. Repeat this process with each of the following stanza.
8. Tell the learners that authors use words (diction) to paint pictures and draw on the five senses to do this. Ask the learners to find words in each stanza that draw on any of the five senses.
9. Draw the following table on the board. Ask learners to copy this table into their books and to fill it in with words (diction) from the poem that draw on the senses.

Word	Sense
E.g. jingling	E.g. hearing
E.g. delicious	E.g. taste

10. Ask the learners if they have had a similar experience in their lives as the person in the poem experienced.
11. Ask if they have ever had a similar feeling to the speaker in the poem.
12. Let the learners share their experiences, explaining how it is similar to the experiences of the speaker in the poem.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS AND IMAGES

13. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:

- a. Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
- b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? 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 poem, the headings and the pictures. Make a guess as to what the word could mean. This is called “inferring” the meaning of the word. This same skill can be applied to working out the meaning of an image. One needs to look at the text as a whole to understand it in its entirety.
- d. Use a dictionary to look up the meaning of the word.

THE EFFECT OF SELECTIONS AND OMISSIONS ON MEANING

14. Select an important part of the text and point it out to learners. This may be one line or one stanza of the poem. Read through this part of the poem twice.
15. Ask learners what effect this particular part of the poem has on the overall meaning of the poem.
16. Next, ask learners how the meaning of the poem would change if this part had been left out.
17. Discuss the importance of reading everything the writer puts down for us. If we miss a part of the text, we may misunderstand it completely.

THE EFFECT OF FIGURATIVE AND RHETORICAL DEVICES

18. Remind learners of the various figurative devices used by poets (e.g.: simile, metaphor, personification etc.)
19. Discuss any specific figures of speech in this particular poem. Talk about the comparison and discuss its effectiveness.
20. Explain to learners the meaning of “rhetorical devices” – see under reading skills.
21. Discuss the use of any rhetorical devices in this particular poem.

THEME AND MESSAGE

22. Ask learners some of the following questions about the poem:
 - a. What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?
 - b. What does the writer infer about ___?
 - c. What does the writer conclude at the end of the poem?
 - d. What did you like or dislike about this poem? Why?

POST-READING

45 MINUTES

READING THE COMPREHENSION QUESTIONS

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of any mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their workbooks.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

WRITING

CYCLE 3: WEEKS 5 & 6

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a descriptive 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	Pandora's box	169
English Today	The need for speed	181
Interactive English	Mother Earth	223
Platinum English	High flyers	174
Spot On English	Good planets are hard to find	139
Successful English	Making choices	218
Top Class English	The wishes of women	165
Via Afrika English	Looking after our planet	159

Cycle 3 Writing

GENRE: Descriptive writing

CAPS DESCRIPTION OF GENRE: Descriptive writing is writing that paints a picture with words. The writer may be asked to describe people, places, feelings or events.

TITLE OF WRITING TASK: An unexpected encounter with...(learners' own choice)

AUDIENCE: Grade 9s

PURPOSE: To describe an event, person or object for the enjoyment of the reader.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 210-250 words or 4-8 paragraphs

RESOURCES REQUIRED:

- Dictionary
- Textbooks
- Thesaurus (if available)

WORD BOXES

Verbs:

prowled, galloped, ran, walked, hid, found, saw, spotted, bumped into, lifted, touched, felt, smelt, heard, experienced

Animal sounds:

growl, buzz, hum, sing, chirp, caw, moo, bark, snarl, croak, cackle, hiss, chirr, cackle, roar, hoot, screech, squeal, cry, chirrup

How does it smell?

sweet, damp, old, sour, rotten, stale, dusty, mouldy, moist, nauseating, flowery, earthy

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learners will learn the guidelines for writing a descriptive essay.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a descriptive essay.
2. Explain that a descriptive text really gives you a clear picture and understanding of something, by describing it in detail.
3. Tell learners to close their eyes and listen closely as you read a description written by Alexander McCall Smith, a well-known author. Tell learners that this piece comes from a novel called 'The No. 1 Ladies' Detective Agency'.
4. Ask learners to try and build a picture in their minds as you read. Read the following description aloud:

The No. 1 Ladies' Detective Agency

By Alexander McCall Smith

Suddenly she saw the house, tucked away behind the trees almost in the shadow of the hill. It was a bare earth house in the traditional style; brown mud walls, a few glassless windows, with a knee-height wall around the yard.

A previous owner, a long time ago, had painted designs on the wall, but neglect and the years had scaled them off and only their ghosts remained ... She opened the door and eased herself out of the van. **The sun was riding high; its light prickled at her skin.** They were too far west here, too close to the Kalahari Desert, and her unease increased. This was not the comforting land she had grown up with; this was the merciless Africa, the waterless land.

Source: <https://www.hoddereducation.co.uk/media/Documents/International/CP-Eng-sample.pdf>

5. Ask the learners the following questions about the text:

- a. What does this house look like? (*Brown, made from mud, windows without glass, a small wall around it.*)
- b. What do you think is meant by 'only their ghosts remained' when talking about the designs on the walls? (*The designs are now faded, they do not look real anymore.*)
- c. Is the house well cared for? How do we know? (*No, it says that 'neglect and the years' had scaled the designs off the walls – this house is neglected.*)
- d. What do you think the weather is like? How do we know? (*It was very sunny and hot. The writer says that 'the sun was riding high' meaning that it was directly above the scene, and 'its light prickled at her skin' – the sun was hot enough to make her skin feel uncomfortable.*)
- e. How do you think the woman in the story feels to be there? How do you know? (*I think she feels uncomfortable and in danger. It says 'her unease increased'. It says that this land was merciless and waterless, and not 'the comforting land she grew up with'.*)
- f. The bold sections are examples of the same figurative language. What is it? (*Personification – giving human qualities to non-living things.*)
- g. Do you think this is a good descriptive text? Does it paint a clear picture for you? Do you feel like you are there? (*Any reasonable answer.*)

6. Next, go through the following guidelines for writing a descriptive essay. Write this on the chalkboard, explain it to learners, and then ask learners to copy it down.

Guidelines for writing a descriptive essay

- a. Describe an event or experience in detail - try to paint a picture with words.
- b. Write about something that you know, or that is important to you.
- c. Write in the first person, as though you are there. Use the word 'I' a lot.
- d. Include many details about what can be seen, heard, smelt, felt, touched or tasted.
- e. Use adverbs to describe verbs, and adjectives to describe nouns.
- f. Use figurative language to help build a picture: similes; metaphors; personification; alliteration; etc.
- g. Make sure the essay has a point.
- h. Describe something for the reader to learn or take away from this experience

7. Tell learners that before moving on, it is important to remind them of certain figurative language that will help to make their writing more descriptive. Write this list on the chalkboard, explain it to the learners, and tell them to copy it down into their books.

Figurative Language

- a. **Adverbs** are words used to describe verbs in more detail. Example: She **NERVOUSLY** eased herself out of the van.
- b. **Adjectives** are words used to describe nouns in more detail. Example: **GLASSLESS** windows; **BARE EARTH** house; **COMFORTING** land.
- c. **Similes** are direct comparisons of two things, using the words 'like' or 'as'. Example: The sun prickled her skin **LIKE** a thousand needles. The sun was **AS** hot **AS** a burning fire.
- d. **Metaphors** are comparisons that are made without using the words 'like' or 'as'. Example: His steel eyes stared mercilessly at her. (His eyes are compared to steel without saying 'his eyes were as hard as steel', or 'his eyes were like steel'.)

MODELLING



30 MINUTES

OUTCOMES:

The learners will learn how to plan and write a descriptive essay.

TEACHER INPUT

**If possible, try to have some pictures of an elephant for this lesson.*

1. Tell the learners that they will be writing a descriptive essay on an unexpected encounter with an animal.
2. Before they do this, you will model how to plan and write a descriptive essay.
3. You will write about an unexpected encounter with an elephant.
4. Start by planning the descriptive essay - draw the table below onto the chalkboard but only fill in the left hand side.
5. Read through the planning table with learners.
6. Ask learners to help you imagine what you may experience if you unexpectedly encountered an elephant, and write down key words in the table. Ask them to think about all five senses as they do this: what will you see; what will you hear; what will you smell; what will you touch; what will you taste? (Some suggestions have been filled in for you.)

A Passing Giant (an unexpected encounter with an elephant)	
Where are you? Describe your surrounds. What time of day is it? What do you see, hear, feel, and smell? What is the mood of the place you are in?	Walked in bush, outside village, towards a game reserve. Sun going down, heard crickets chirruping, felt last rays of sun. Felt calm, peaceful, relaxed.
Something alerts you to the presence of an animal. What is it? What do you hear, see, smell, etc.? How do you feel?	Heard a branch breaking close by. What could it be? Saw a grey blur through the trees. Started to sweat, heart raced faster.
Suddenly, you see it! What is it? Describe how it looks, smells, etc. what happens between the two of you? How do you feel?	Walked forward slowly, then stopped, frozen. Saw it through trees, grey silent giant, trunk swaying from side to side. Our eyes met, time stood still. Felt entranced, rest of the world disappeared, just me and the elephant.
What happens next? Does the animal engage with you? Does it move away? Describe what happens. How do you feel? What does this experience mean to you?	He lifted trunk to eat, spell was broken. Walked back into bush. I felt alive, heart pumping fast. He could have crushed me, but he left me alone. Shared a space with respect, tolerance.

7. Next, tell the learners that you used this plan to write your draft.

8. Explain that when you wrote the draft, you tried to:

- a. Use adverbs and adjectives
- b. Add details
- c. Use a simile or a metaphor
- d. Use personification
- e. Use alliteration
- f. Use the word boxes and dictionary to write words
- g. Paint a picture with words

9. Read the following draft aloud to the learners:

A Passing Giant

It was Saturday. I was bored. I had to get out of the house, away from my family. I walked away from the village, into the African bush that became wilder as it got closer to the Kruger National Park. The sun's last rays bathed the grass in golden light, and I could hear crickets chirruping all around. My irritation disappeared, and I felt calm.

And then I heard it. A branch cracking in two. Was there someone there? Through the trees I saw a grey blur. My heart beat faster, and I felt sweat gather on my upper lip. My heartbeat pounded in my ears.

I walked forward slowly, and then stopped, frozen like a statue. Through the trees I saw it, a grey, silent giant, swaying its trunk like a swing from side to side. His dark, gentle eyes met mine and time stood still. I was entranced. The rest of the world disappeared, it was just me and the elephant in that moment.

He lifted his trunk to eat and the spell was broken. Silently, he turned and walked back into the bush. I felt so alive, my heart was racing rapidly. This giant of Africa could have crushed me, but he chose to leave me be. For a moment, we shared a space – respectfully and tolerantly.

10. Explain anything that the learners do not understand.

11. Point out the following use of figurate language:

- a. Simile: 'swaying its trunk LIKE a swing'
- b. Metaphor: 'Giant of Africa' (does not use LIKE or AS, e.g.: The elephant was like a giant of Africa. It just calls him 'Giant of Africa')
- c. Personification: 'the sun's last rays bathed the grass in golden light' (the sun cannot really bathe the grass – human quality)
- d. Alliteration: 'my heart was racing rapidly'

PLANNING

30 MINUTES

OUTCOMES:

The learners will complete a plan for their descriptive writing

TEACHER INPUT

1. Tell the learners that they will now start to plan their own descriptive essay, just like you did.
2. Remind learners that **WRITERS PLAN BEFORE THEY WRITE.**
3. Write the following grid on the board and tell learners to copy the grid into their workbooks, or if possible, make copies of it using the photocopiable resource at the end of the booklet.

An Unexpected Encounter With ...	
Where are you? Describe your surrounds. What time of day is it? What do you see, hear, feel, and smell? What is the mood of the place you are in?	
Something alerts you to the presence of an animal. What is it? What do you hear, see, smell, etc.? How do you feel?	
Suddenly, you see it! What is it? Describe how it looks, smells, etc. what happens between the two of you? How do you feel?	
What happens next? Does the animal engage with you? Does it move away? Describe what happens. How do you feel? What does this experience mean to you?	

4. Tell the learners to close their eyes, and to try and picture their own encounter with an animal. Give them some ideas of what this animal could be, and where the encounter may have taken place. Say:
 - a. Maybe you came across a dirty, stray dog in a parking lot, or in the veld.
 - b. Maybe, a beautiful bird flew down and landed on a fence next to you.
 - c. Maybe, as you walked to school one day, a snake slithered out into the road.
 - d. Maybe, you heard a noise in a rubbish heap, and found a little kitten.
5. Tell learners to take a few minutes to try and think of the situation and animal that they want to describe. Remind them that this could be real or made up.
6. Next, tell learners that they are going to fill in the planning grid, just as you did.

7. Remind the learners to focus on the five senses when thinking about what they experience: see, feel, touch, taste, smell, and hear.
8. Tell writers to think about details because WRITERS ZOOM INTO SMALLER MOMENTS and WRITERS ADD DETAILS.
9. Set a time limit to keep learners on task.

LEARNER ACTIVITY

1. Learners must work independently on their descriptive essay plans.
2. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of their descriptive essay.

TEACHER INPUT

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

CRITERIA

1. Make sure your essay has a title.
2. Your essay must have 4 paragraphs.
3. Your essay must be between 210 - 250 words.
4. Use adjectives in your writing.
5. Use adverbs in your writing.
6. Use a simile or a metaphor.
7. Use personification in your writing.
8. Use alliteration.
9. Use all five of your senses to describe what you experience:
 - Smell
 - Taste
 - Sight
 - Hearing
 - Touch
10. Tell the story in your own voice (use "I")
11. Pay attention to spelling and grammar.

LEARNER ACTIVITY

1. Learners must write their first draft.
2. As learners write, remind them to use WORD BOXES and dictionaries, because WRITERS USE RESOURCES TO WRITE WORDS.
3. Walk around and HOLD MINI CONFERENCES.
4. Remember to ENCOURAGE WRITERS.
5. Tell the learners to read through their essays, 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 each other's work.
2. Partners are to swap pieces and read through each other's descriptive essays.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is there a title?		
2	Are there 4 paragraphs?		
3	Is the essay 210 - 250 words?		
4	Has the writer used adjectives?		
5	Has the writer used adverbs?		
6	Has the writer used A simile or metaphor?		
7	Has the writer used personification?		
8	Has the writer used alliteration?		
9	Has the writer used the five senses of taste, smell, seeing, touch, tasting and hearing in the writing?		
10	Did the writer write the story in his own voice, using "I"?		
11	Did the writer pay attention to spelling and grammar?		

LEARNER ACTIVITY

1. Once the learners have checked each other's writing against the checklist, they should **TURN AND TALK**.
2. When they give each other feedback, they should use the checklist but also **COMPLIMENT** and **SUGGEST**.
3. Write this on the chalkboard:

COMPLIMENT

Compliment the writer by saying

I really liked the way you....

OR

I enjoyed the part where.....

SUGGEST

How would you feel about adding....?

OR

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

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Tell learners to write their final drafts using the comments from the peer edit.
2. Ask learners to hand in their final drafts once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly rewrite their final drafts.
2. A few learners volunteer to read their descriptive essays aloud to the class.

Note: If you have time, ask learners to write their final descriptions onto loose paper and display in the classroom for others to read.

COMPLETED EXAMPLE

A Passing Giant

It was Saturday. I was bored. I had to get out of the house, away from my family. I walked away from the village, into the African bush that became wilder as it got closer to the Kruger National Park. The sun's last rays bathed the grass in golden light, and I could hear crickets chirruping all around. My irritation disappeared, and I felt calm.

And then I heard it. A branch cracking in two. Was there someone there? Through the trees I saw a grey blur. My heart beat faster, and I felt sweat gather on my upper lip. My heartbeat pounded in my ears.

I walked forward slowly, and then stopped, frozen like a statue. Through the trees I saw it, a grey, silent giant, swaying its trunk like a swing from side to side. His dark, gentle eyes met mine and time stood still. I was entranced. The rest of the world disappeared, it was just me and the elephant in that moment.

He lifted his trunk to eat and the spell was broken. Silently, he turned and walked back into bush. I felt so alive, my heart was racing rapidly. This giant of Africa could have crushed me, but he chose to leave me be. For a moment, we shared a space respectfully and tolerantly.

(Word count: 220)

ASSESSMENT						
RUBIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Structure and length	There are less than four paragraphs and the word count is less than 210.	0-1	There are less than four paragraphs OR the word count is not between 210 and 250.	2-3	There are four paragraphs and the word count is between 210 and 250.	4-5
Use of descriptive language	No attempt has been made to include adjectives and adverbs. Only one or two of the five senses are included in the descriptions.	0-3	Some adjectives and adverbs have been used, although they lack originality. Most of the five senses are included in the descriptions.	4-6	Interesting and original adjectives and adverbs have been used. All of the five senses are included in the descriptions.	7-10
Figurative language	The writer struggles to try and include figurative language.	0-1	The writer has included only 1 of the required devices: a simile or a metaphor; personification; alliteration.	2-3	The writer has included 2 - 3 of the required devices: a simile or a metaphor; personification; alliteration.	4-5
Spelling and grammar	Most words are spelled correctly. Grammar, punctuation and word usage have some errors.	0-3	Most words are spelled correctly. Grammar, punctuation and word usage are mostly appropriate.	4-6	All words are spelled correctly. Grammar, punctuation and word usage are appropriate.	7-10
Teacher's comments:						
What I really like about _____						

I think you could improve _____						

Total: /30 Date: _____ Signature: _____						

cycle 4

weeks 7 & 8

“ It was the best of times, it was the worst of times ”

– Charles Dickens, *A Tale of Two Cities*

READING

CYCLE 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short story, youth novel or novel
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Action • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Pre-reading [introduce text] • Answer questions • Compare • Contrast • Evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	The world is your oyster	The little pet	190
English Today	A friend indeed	Stronger than the Storm	190
Interactive English	Sustainability	Out of the Ashes	234
Platinum English	Identity	Black stone	180
Spot On English	Artful	No reading text provided for this cycle	
Successful English	Talk through your differences	No witchcraft for sale	228
Top Class English	Going places	Hotwire	173
Via Afrika English	Rain and more rain	A Red Kite in a Pale Sky	165

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

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

STUDY THE TITLE AND PICTURES

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

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

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

PREDICT WHAT THE STORY IS ABOUT

4. Tell learners to read only the first paragraph out loud.

5. One learner can be selected to read to the class.

6. Stop and ask the learners:

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

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

READING

30 MINUTES

READ THE TEXT

1. Read the text aloud – use different voices for any dialogue between the different characters.
2. Tell the learners:
 - a. As the text is read, they must try to visualise each scene in the text, by ‘building a movie’ in their minds.
 - b. They must read the text once again, silently and on their own.

INTRODUCE THE TEXT AND TEXT FEATURES

3. Read the whole story out loud with the class, selecting a different learner to read each paragraph. (Only ask learners to read aloud if they are comfortable doing so)
4. After each paragraph has been read, select a different learner to summarise the main events or main ideas of the story so far.
5. Ask the learners to comment on how the characters are feeling at each point in the story.
6. Ask the learners to comment on the choices or decisions the characters are making as they read each paragraph.
7. Ask learners what effect these choices or decisions might have on the rest of the story.
8. Tell the learners to put themselves in the position of the characters and say whether they would be making the same decisions or different ones.
9. Ask learners who is telling the story? Is it a character in the story or a third unseen person? Remind learners that a narrator is a voice that tells the story. This can be one of the characters or an all seeing, all knowing voice.

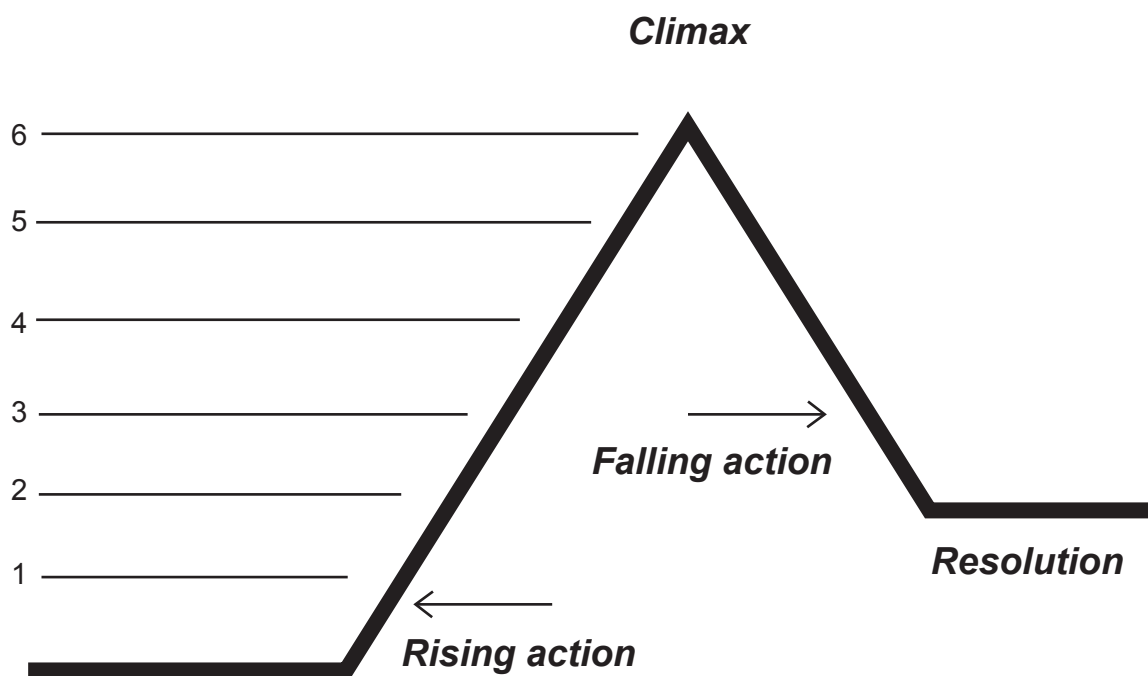
WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

10. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
 - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
 - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? 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 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.

PLOT ANALYSIS AND REFLECTION

11. Draw the following diagram on the board and explain the story line curve. Tell the learners that the plot of the story normally follows a pattern similar to one the one you have drawn on the board.

Explain the rising action, climax, falling action and resolution of a plot.



12. Ask the learners to copy the diagram from the board into their books and to work in pairs to fill in the different parts of the story. (They may need more or less lines on their diagram depending on the events in the story they are reading).

13. Help learners to analyse the text by asking some of the following questions:

- What did you like or dislike about this story? Why?
- Is symbolism used in this story? If so, give examples.
- 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?
- How is this text similar to one you have read before?
- How is it different?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the people, the setting and the main ideas or sentences of each paragraph.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.

READING

CYCLE 4: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poetry text for comprehension
Features of text to be taught:	<ul style="list-style-type: none"> • Key features of poem • Figures of speech / imagery • Rhyme and rhythm • External structure of a poem (lines, words, stanzas) • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming [main ideas] • Scanning [supporting details] • Intensive reading • Making predictions • Inferring meaning of unfamiliar words and images • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	The world is your oyster	Continuation of Text 1 lesson	
English Today	A friend indeed	Continuation of Text 1 lesson	
Interactive English	Sustainability	The clean-up story	237
Platinum English	Identity	Standing out from the crowd	183
Spot On English	Artful	Reading visual texts	152
Successful English	Talk through your differences	A garden of healing plants	232
Top Class English	Going places	Continuation of Text 1 lesson	
Via Afrika English	Rain and more rain	Continuation of Text 1 lesson	

*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, use this time to complete the first lesson in more detail or find a suitable poem to photocopy or write up on the chalkboard for the learners.

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that the focus will be on theme and mood of this poem
- to notice words that create a certain mood. Adjectives or abstract nouns or imagery

STUDY THE TITLE AND PICTURES

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

- Ask the learners what thoughts or words come to mind immediately when you hear the title?
- Write all of these words on the board.

3. Look at the pictures.

- Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?
- Mood is the feeling or emotion that the poet is trying to create in the poem. Looking at the words on the board can you guess what the mood of the poem will be?

PREDICT WHAT THE POEM IS ABOUT

4. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry).

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

6. Stop and ask the learners:

- Did the first stanza create any feelings in the audience? Ask learners to come up to the board and write down which words or phrases created those feelings. E.g 'giggling girls' 'eyes wide open'
- Ask other learners to come and write down the feeling created next to the words that are already on the board. E.g 'giggling girls' - happy, 'eyes wide open' - surprise
- What do you think the rest of the poem is going to be about?
- What is the theme or message of the poem most likely going to be? What is the poet trying to say?
- Is there a mood – sadness, anger, joy, celebration that the poet creates in the first stanza?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:

- open the textbook at the correct page
- read the poem out loud together as a class
- follow the rhythm of the poem by adding expression to their voices

2. Tell learners that rhyming schemes vary. Explain that when working out a rhyming scheme, you look for the words that rhyme and give them the same letter of the alphabet.

3. Write these two verses on the board and show pupils how to work out the rhyming scheme:

E.g.

Twinkle twinkle little star (a)
How I wonder what you are (a)
Up above the world so high (b)
Like a diamond in the sky (b)

Or:

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

4. Ask the learners to:

- TURN and TALK to a partner
- write down all the last words of each line of the poem

5. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme as shown above, by adding letters of the alphabet to the words that rhyme, starting with ‘a’.

6. Tell the learners that:

- If there is no rhyming pattern, it is called free verse.
- rhyme is usually used for less serious topics, and creates a rhythm almost like a musical beat. This makes the mood light-hearted.
- Free verse is usually used for more serious topics.

EFFECT OF FIGURATIVE DEVICES

7. Tell the learners:

- Poets use special language called figurative language to make their writing interesting. They use words to create pictures or images in the reader’s mind, this is called imagery
- Alliteration is the repetition of the first constant sound. It can add emphasis or create

flow and rhythm in a poem

- Onomatopoeia is used to describe words that name sounds. The word mimics the sound being described. These words add interest, excitement, and action, by allowing the reader to hear and remember the writing
- Personification gives a non-living object life like qualities. It gives more meaning and creates more understanding for the reader, allowing the reader to see the image in his /her mind

8. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Onomatopoeia		
Alliteration		
Personification		

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Onomatopoeia	Words which make a sound	
Alliteration	Repetition of the 1st sound	
Personification	Gives a non-living object life like qualities	

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore
Personification	Gives a non-living object life like qualities	The tree branches waved

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

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss	
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore	
Personification	Gives a non-living object life like qualities	The tree branches waved	

12. Ask the learners to find examples from the poem of onomatopoeia, alliteration and personification and to add these to the table.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS AND IMAGES

13. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
- Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
 - Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
 - Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean. This is called “inferring” the meaning of the word. This same skill can be applied to working out the meaning of an image. One needs to look at the text as a whole to understand it in its entirety.
 - Use a dictionary to look up the meaning of the word.

THE EFFECT OF SELECTIONS AND OMISSIONS ON MEANING

14. Select an important part of the text and point it out to learners. This may be one line or one stanza of the poem. Read through this part of the poem twice.
15. Ask learners what effect this particular part of the poem has on the overall meaning of the poem.
16. Next, ask learners how the meaning of the poem would change if this part has been left out.
17. Discuss the importance of reading everything the writer puts down for us. If we miss a part of the text, we may misunderstand it completely.

COMPREHENSION AND ANALYSIS

18. Write the following questions on the board and ask the learners to split up into groups of five and discuss the answers to the questions. Walk around the class and support groups in their discussions:
- Summarise the poem – give a brief explanation of what the poem is about?
 - Is there any conflict in this poem? If so, what is it?
 - How does the poem end?
 - What did you like or dislike about this poem? Why?
 - What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?
 - What does the writer infer about ___?
 - What does the writer conclude at the end of the poem?
 - What is similar about this poem to another text you have read before?
 - What is different?

POST-READING

45 MINUTES

COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of any mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

WRITING

CYCLE 4: WEEKS 7 & 8

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a wedding invitation

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	The world is your oyster	195
English Today	A friend indeed	193
Interactive English	Sustainability	240
Platinum English	Identity	186
Spot On English	Artful	154
Successful English	Talk through your differences	238
Top Class English	Going places	177
Via Afrika English	Rain and more rain	170

GENRE: Invitation

CAPS DESCRIPTION OF GENRE:

An invitation can be a formal or informal invite sent by anyone for many reasons. All invitations will involve requesting a person, or group of people to attend an event or function. Invitations will usually be sent in advance in order to give the recipient time to plan ahead.

TITLE OF WRITING TASK: A Wedding Invitation

AUDIENCE: Grade 9s

PURPOSE: To provide guests with the details of an event or celebration.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: N/A

RESOURCES REQUIRED:

- Dictionary
- Textbooks
- Examples of invitations (if available)

WORD BOXES

Vocabulary: wedding, celebration, glorious, nuptials, marriage, union, love, joyous occasion, formal, traditional dress, black tie, champagne, matrimony, wedlock, ceremony, union, cherish, beloved, dearest, attend, restaurant, hotel, bush lodge, church, cathedral, registry office, town hall

Attributive adjectives: These are adjectives that usually comes before a noun. Examples: *little* baby, *tender* kisses, *beautiful* face, *horrible* things, *gorgeous* man

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn how to design an invitation and an acceptance card.

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing invitations and acceptance cards.
2. Explain that invitations are worded with only the necessary information.
3. Say:
 - a. Certain words appear on invitations.
 - b. Let's look at some of these words now.

4. Write the table below onto the chalkboard:

Invitee	People that you have invited
RSVP	Please reply
Location	The place where it will take place
Venue	The room, church, hotel, house or hall where it will take place
Celebration	To do something special to show that it is an important day
Reception	A formal party to receive guests

5. Read through the words and explain to the learners as needed.
6. Tell the learners that an invitation needs to have all the correct information on it or the guests will not know where they have to go.
7. Write the box below onto the chalkboard:

Important Information to be included in an invitation:

1. Invitee: the name of the person being invited.
2. Title and header: Please join us for/in celebrating ...
3. Occasion: Who or what is the celebration for?
4. Date: Make sure that the date is confirmed before you send out the invitation.
5. Time: Similar to the date, make sure the time is confirmed and will not change.
6. Location or venue: Be sure to include the location of the celebration.
7. Dress: Tell the invitee how they should dress: formal, traditional, smart, casual or smart /casual.
8. RSVP:
 - Contact: You should include contact information – phone number or an e-mail address, so that you can easily be reached if any of the invited guests have any questions.
 - Date: Give a date by which guests need to let you know if they are coming or not.

8. Read through the above information and explain if necessary.
9. Write the following on the chalkboard or if possible, make copies of it using the photocopiable resource at the end of the booklet.

Dear David and Miriam Buthelezi

Mandla Legae has made it to a half a century!

Please join us in celebrating
Mandla's 50th Birthday

Date: August 15, 2019

Time: 19h00

Venue: Old Vintage Restaurant,
51 Long Street, Bloemfontein

Dress: Smart Casual

RSVP:

Nonkosi Legae by 31 July, 2019
080 667 5551 or nlegae@gmail.com

10. Tell learners that this is an example of an invitation card.
11. Ask learners the following questions about the invitation:

QUESTION	ANSWER
Who is the invitee?	David and Miriam Buthulezi
What kind of celebration is this?	A 50th birthday
What date is the party?	15 August 2019
Where is the party?	Old Vintage Restaurant
Who must invitees tell if they are coming to the party?	Nonkosi Legae
When must they let her know by?	31 July 2019

12. Say:

- a. As you can see on the invitation on the chalkboard, David and Mariam can RSVP by email or to a cell phone number.
- b. Sometimes invitations come with something called an “acceptance card”. This acceptance card is filled out by the invitee and returned to the person who is collecting the RSVPs.

13. Draw the following two diagrams on the chalkboard:

Front

To: Nonkosi Legae 14 Southbroom Road Bloemfontein East 0057	Stamp
--	-------

Back

Acceptance Card Will / will not be able to be able to attend Mandla’s 50th birthday on 31 July 2016. Number of guests: _____ Please post by 15 June 2016
--

14. Say:

- This is an example of an acceptance card. It is printed on the front and the back.

MODELLING

30 MINUTES

OUTCOMES:

The learners will learn the writing skill.

TEACHER INPUT

1. Tell learners that you are going to send out an invitation to a wedding.
2. Show learners how you plan your invitation by filling in keywords on the following table:

Event	Marriage – Katherine Naidoo & Brian Khoza
Date	6 October 2016
Time	15h00
Location / Venue 1	Westcliffe Catholic Church 12 Smuts Ave, Durban West
Location / Venue 2	The Durban Dinner Club Beach Road, Durban Central
Dress	Formal
Other Details	Cocktails, dinner, dancing at Rockaway Room
RSVP	Katherine Naidoo thenaidoos@webmail.com or 070 112 2293

3. Next, show learners how you use this information to construct an invitation.
4. Copy the wedding invitation below onto the chalkboard or if possible, make copies of it using the photocopyable resource at the end of the booklet:

Dear _____

The pleasure of your company is requested at the marriage of

Katherine Naidoo
and
Brian Khoza

On
Saturday, October 6, 2016
at 15h00
at
Westcliffe Catholic Church
12 Smuts Ave, Durban West

and reception after at:
The Durban Dinner Club
Beach Road, Durban Central

Dress: Formal

Cocktails, Dinner and Dancing immediately at the Rockaway Room

RSVP: Katherine Naidoo
thenaidoos@webmail.com or 070 112 2293

5. Ask the learners the following questions:

1. Who is the invitation from?
2. What is the date of the wedding?
3. What time does the wedding start?
4. What is the venue for the church?
5. What is the venue for the reception?
6. What is the dress code?
7. To whom must you RSVP and by when?
8. What other information is in the invitation?

PLANNING



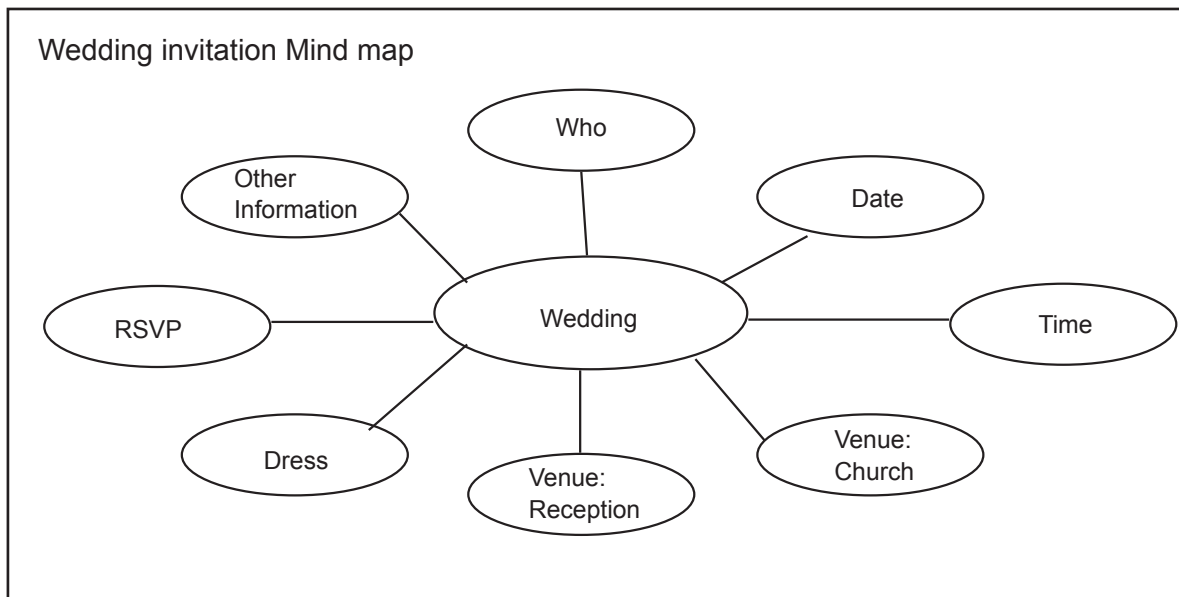
30 MINUTES

OUTCOMES:

The learners will complete a plan for their own invitations.

TEACHER INPUT

1. Tell the learners that they will be planning a wedding invitation and acceptance card for a friend or family member.
2. Draw the following mind map on the board and tell the learners to copy the mind map in their workbooks:



3. Tell the learners they are now going to fill in key words to plan their invitations because WRITERS THINK BEFORE THEY WRITE.
4. Remind learners to use words from the WORD BOXES because WRITERS USE RESOURCES TO WRITE.

LEARNER ACTIVITY

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

DRAFTING



20 MINUTES

OUTCOMES:

The learners will write a first draft of their invitation and acceptance cards.

TEACHER INPUT

1. Tell the learners to write the first draft of their invitation and acceptance card.
2. Write the criteria on the chalkboard:

CRITERIA

1. Start with Dear _____.
2. Make sure it is clear that this is a wedding invitation.
3. Show the names of who is getting married.
4. Clearly give a date and time.
5. State the place of the ceremony.
6. State the place of the reception.
7. Tell guests what the dress code is.
8. Give RSVP details.
9. Make sure the acceptance card has a side for the address.
10. Make sure the acceptance card has a place to fill in how many people will be attending.
11. Pay attention to spelling, grammar and punctuation.

3. Tell learners that they will now write the first draft of both the invitation and acceptance card, using the criteria to guide them.

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. As they write, walk around and HOLD MINI CONFERENCES.
3. Also remember to ENCOURAGE WRITERS.
4. Tell the learners to read through their invitations, because good WRITERS READ WHAT THEY WRITE.
5. Tell the learners to read through their invitations and acceptance cards because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will self-edit using checklist provided.

TEACHER INPUT

1. Tell the class that they will self-edit their invitation and acceptance cards because WRITERS SELF-EDIT and WRITERS REWRITE THE FINAL TEXT.
2. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does the invitation have a Dear _____?		
2	Does the invitation say that it is a wedding invitation?		
3	Does the invitation say who is getting married?		
4	Does the invitation give a date and time?		
5	Does the Invitation give a place for the ceremony?		
6	Does the invitation give a place for the reception?		
7	Does the invitation give a dress code?		
8	Does the invitation give RSVP details?		
9	Does the acceptance card have an address side?		
10	Does the acceptance card have a place to show how many people will be going to the wedding and their names?		
11.	Is the spelling, grammar and punctuation correct?		

3. Tell learners to work through the check list independently.

LEARNER ACTIVITY

1. Allow learners time to complete edit.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to the class.

The learners will display their invitations and acceptance cards.

TEACHER INPUT

1. Tell learners to neatly rewrite their invitations and acceptance cards on loose paper.
2. Allow learners opportunity to put their invitations and acceptance cards up in the classroom.

LEARNER ACTIVITY

1. Learners are to rewrite their work and then put it on display.
2. Learners are given an opportunity to look at each other's work.

COMPLETED EXAMPLE

Dear _____

The pleasure of your company is requested at the marriage of

Katherine Naidoo
and
Brian Khoza

On
Saturday, October 6, 2019
at 15h00
at
Westcliffe Catholic Church
12 Smuts Ave, Durban West

and reception after at:
The Durban Dinner Club
Beach Road, Durban Central

Dress: Formal

Cocktails, Dinner and Dancing immediately at the Rockaway Room

RSVP: Katherine Naidoo
thenaidoos@webmail.com or 070 112 2293

Front

<p>Stamp</p>	<p>To: Katherine Naidoo 269 Fountain Castle Villas Bayside West Pinetown 3605</p>
--------------	---

Back

<p>Acceptance Card</p> <hr/> <p>Will / will not be able to be able to attend The wedding of Katherine and Brian on 6 October 2016.</p> <p>Number of guests: _____</p>

Cycle 5

weeks 9 & 10

“No two persons ever read the same book.”

– Edmund Wilson

READING

CYCLE 5: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning • Intensive reading • Context clues • Compare • Contrast • Evaluate • Visualisation

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Relationships	Rockfall at Lilyvale	205
English Today	Creating order	Roof's Dilemma	204
Interactive English	Go green	Rest in Peace	249
Platinum English	Courageous people	There is a commotion	196
Spot On English	Safety	<i>There is a short role-playing dialogue but no drama reading</i>	158
Successful English	Tell your story	Blood Diamond	251
Top Class English	Grandparents are great	Get Kraken!	185
Via Afrika English	The stories we tell	Romeo and Juliet	180

LESSON OUTLINE

PRE-READING	30 MINUTES
INTRODUCE THE TEXT	
1. Tell the learners: <ul style="list-style-type: none">• to open their textbooks to the correct page• to notice the features of a play such as stage directions written in italics• to visualise the story as it unfolds• to get to know the characters by noticing details about each character• to be aware of the setting which is both the time period and the place where the events happen• to get to know the characters and the conflict they face	
STUDY THE TITLE AND PICTURES	
2. Tell learners to read the title of the play out loud.	
3. Ask the learners: <ul style="list-style-type: none">• Does the title mention the characters' names?• Does the title mention the place where the story will take place?• Does the title create an interest in the play? How does it do this?	
4. Tell learners to look at the pictures	
5. Ask the learners: <ul style="list-style-type: none">• What information does the picture give us?• Does the picture give any information about the characters? What age are they? What activities do they participate in?• Where will the play take place? (the setting)	
PREDICT WHAT THE STORY IS ABOUT	
6. Tell the learners to skim read the first scene.	
7. Select a few learners to read each character's lines out loud. Get them to read though the first scene for the rest of the class.	
8. Ask the learners to predict what the message, theme or topic of the play is about.	
9. Ask the learners to predict an ending based on skim reading the introduction.	

READING

30 MINUTES

READ THE DRAMA

1. Read the drama aloud – select different learners to read the lines of different characters. (Only select learners who are comfortable reading aloud)
2. Read the text aloud once again, this time using different learners as readers.
3. Tell the learners:
 - a. Tell the learners to read with expression.
 - b. As the drama is read, they must try to visualise each scene, by ‘building a movie’ in their minds.
 - c. To notice what other characters have to say about the main character, this paints a picture of who he or she really is.
 - d. Notice the stage directions, the instructions in italics explaining the attitude, the body language and facial expression of the characters.
 - e. When reading a play, remind the learners to believe they are the character, experiencing those emotions.
 - f. After each scene or a few lines of dialogue, stop and ask a learner who is listening to the dialogue to explain in their own words what has just happened in the text.
 - g. They must read the drama once again, silently and on their own.

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

4. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don’t understand:
 - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
 - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? 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 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.

THE STRUCTURE OF A PLAY / SCRIPT / DRAMA

5. Tell learners to skim the page and notice that a play or script is written differently than a story. It has dialogue. The writer shows us where the dialogue takes place by writing down the setting
6. Explain that dialogue is the conversation between the characters.
7. The writer names the characters and if necessary, explains a little more about them in brackets
8. Each time someone speaks it is written on a new line. The character’s name is written first, followed by a colon (:)
9. This is followed by the exact words the character is supposed to say.

10. If the character is doing something or saying something in a special way, this is written in brackets after the character's name and before the direct speech. The instructions/actions written in brackets are called stage directions

11. Explain that the narrator is the person telling the story.

ANALYSE THE INFORMATION

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

- What did you think of the characters?
- Which one of the characters do YOU most identify with and why?
- Did the characters behave as you would have expected, or did they react differently to events?
- Would you have behaved the same way as the characters if you were in the same situation?
- Would you have made a different decision? If so, explain what and how.
- What part of the script made you feel the most nervous / excited / anxious / happy?
- Why did you feel that way at that part of the script?
- Look at the choice of words the playwright used. Did that influence the story or how the reader felt?
- How did the actions (stage directions) of the characters add value to the story?
- Was there any conflict, external, personal, moral? If so, what was it?
- What do you think the main theme of this drama is? What do you think the writer wants us to learn or take away from this drama?

13. Ask each group, one at a time to feed back their answers to the whole class.

- Ask each group their answer to the first question, then ask each group their answer to the second question and continue in this order.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

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

READING CYCLE 5: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem [CAPS specifies a text from prescribed literature]
Features of text to be taught:	<ul style="list-style-type: none"> • Figures of speech • Imagery • Rhyme and rhythm • External structure, lines, words, stanzas • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Visualization • Intensive reading • Making inferences • Meaning of words • View point of writer • Fact and opinion • Implied meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Relationships	A deep-sworn vow	207
English Today	Creating order	The Ballot and the Bullet	212
Interactive English	Go green	Another World	251
Platinum English	Courageous people	Still I rise	200
Spot On English	Safety	<i>NO POEMS PROVIDED FOR THIS CYCLE</i>	
Successful English	Tell your story	My parents kept me from children who were rough	246
Top Class English	Grandparents are great	Grandfather	188
Via Afrika English	The stories we tell	busstop	183

*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, try to find a suitable poem to photocopy or write up on the chalkboard for learners.

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE POEM

1. Tell the learners:
 - to open their textbooks to the correct page and that the theme or mood of the poem is the focus of this lesson
 - to notice words that create a certain mood
2. Tell the learners to scan the poem.
3. Ask the learners:
 - What is the title of this poem?
 - Who is the poet?
 - How many stanzas are there?
 - How many lines make up the poem?
 - Is there a rhyme pattern?
 - When you have read the poem, paraphrase what it is about
 - When you have read the poem, ask yourself how the poem made you feel

STUDY THE TITLE AND PICTURES

4. Read the title of the poem to the class.
5. Ask the learners:
 - What thoughts or words come to mind immediately when you hear the title?
 - Write all of these words on the board
 - Look at the pictures
 - Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?

PREDICT WHAT THE POEM IS ABOUT

6. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry - similar to a paragraph in a story).
7. One learner can be selected to read the stanza to the class.
8. Stop and ask the learners:
 - Did the first stanza create any feelings in the audience?
 - Did any emotions come to you? Write these emotions on the board
 - If so, what was that thought, or idea or opinion or feeling?
 - What words in the poem created those feelings? Write down the words from the poem on the board that created the feeling
 - What mood is created in the first stanza – sadness, anger, joy, celebration?
 - Which words in the poem create the mood?

SHARE BACKGROUND INFORMATION

9. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

READING

30 MINUTES

READ THE POEM (INTENSIVE READING)

1. Take learners through the process of an intensive read.
2. Read the poem aloud once. Tell learners to visualise the poem as you read by “making a movie” in their minds.
 - a. Work out the meanings of unfamiliar words. Use word attack skills and make inferences.
 - b. Work out the literal, surface meaning of the poem with the learners.
3. Next, read the poem aloud once again.
 - a. Look for possible implied meanings – what could the poem mean at a deeper level?
 - b. Look for idioms and figurative language – work out the meanings and implications.
 - c. What is the tone or mood of the poem? How does this add to your understanding of the poem?

FIGURATIVE LANGUAGE

4. Draw the following table on the board.

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification		
Simile		
Metaphor		

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification	Giving a non-living object human qualities	
Simile	Direct comparison using ‘like’ or ‘as’	
Metaphor	Direct comparison	

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification	Giving a non-living object human qualities	The trees waved their arms
Simile	Direct comparison using ‘like’ or ‘as’	The young boy was as brave as a lion
Metaphor	Direct comparison	My teacher is a dragon

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

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Personification	Giving a non-living object human qualities	The trees waved their arms	
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion	
Metaphor	Direct comparison	My teacher is a dragon	

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

9. Ask the learners to work in pairs and discuss whether or not they think the comparisons are effective.

VIEW POINT OF WRITER

10. Read the poem again.

- a. Focus on the whole poem, how the lines and stanzas link to each other, what the flow and logic between them is.
- b. Try to work out what the poet is trying to say, what is the theme of the poem, what message or lesson would the poet like us to take away?

FACT AND OPINION

11. Discuss the difference between fact and opinion. Point out to learners that poems are usually filled with more opinions than facts.
12. Ask learners to identify one FACT and one OPINION from the poem. It may be difficult for learners to identify any facts as poems often contain the opinions of poets.
13. Ask learners what texts they have read before that contain more facts than opinions. This could include examples such as newspaper articles or letters to the press.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to skim read for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
5. Explain to learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.
8. Mark the answers to find out which learners are still struggling with written answers.

WRITING

CYCLE 5: WEEKS 9 & 10

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a dialogue

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).

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Clever English	Relationships	207
English Today	Creating order	200
Interactive English	Go green	256
Platinum English	Courageous people	190
Spot On English	Safety	158
Successful English	Tell your story	247
Top Class English	Grandparents are great	194
Via Afrika English	The stories we tell	185

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 script writing.

TITLE OF WRITING TASK: Dialogue between patient, clerk, doctor and nurse

AUDIENCE: Grade 9s

PURPOSE: To record a conversation between two or more people.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 3 pages

RESOURCES REQUIRED:

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

WORD BOXES**Vocabulary:**

Have an appointment with..., In the meantime..., Have a seat, please..., persistent cough, upset stomach, unusual pain, dizziness, The doctor will be with you in a moment..., run a fever, insomnia, symptoms, allergic reaction, allergies, diabetes, blood tests. X-ray, prescription, fill in these forms, sore, painful, rash, bleeding, stitches, contagious

Useful verbs:

acknowledge, decide, introduce, investigate, remember, repeat, advise, analyse, describe, complain, conclude, identify, examine, eliminate, listen, write, notify, understand

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a dialogue between more than two people.
2. Say:
 - a. Dialogues are very useful because they make stories exciting and interesting.
 - b. Dialogues tell us more about the characters in a story. A character in a story is the person who the story is about.
 - c. Dialogues also have action words in them to tell us what the characters are doing. This helps us to imagine the story more easily.
 - d. Punctuation is important when writing dialogues. Remember, punctuation includes full stops, commas and question marks.
3. Write the following on the chalkboard and read it and explain it to the learners:

Name of punctuation mark	What it looks like	What it does
COLON	:	A colon means that a list, meaning or idea is about to follow that word.
BRACKETS	()	When something is written in brackets it usually means that a little extra information is being given. In a dialogue, brackets are used to show the actions that the characters are doing. The words in the brackets are not said out loud if the dialogue is read.

4. Write the table below onto the chalkboard:

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

5. Read over the above information with the learners.

6. Remind learners that fiction stories are made up stories. These stories are not true. Non-fiction stories are true stories.

7. Tell the learners that you are now going to look at an example of a dialogue.

8. Write this example of a dialogue on the chalkboard, or try to print copies for learners if possible.

Setting:	Abel, Jane and Moses are at home, sitting at the table doing their homework
Abel:	Hey Jane and Moses, there is a musical concert at the community centre. You want to go see the band play?
Jane:	I am done with my homework; I can go. (smiles)
Moses:	Me too. Let's go. (jumps up from the table)
Jane:	Hey, look at that sports car. Isn't it cool? (points)
Abel:	That is exactly the kind of car that I want once I get a good job. I bet it is very fast. I want mine to be red though.
Jane:	Keep on dreaming, Abel. That car costs a fortune.
Abel:	(shakes head) It does not hurt to set high expectations. Maybe one day I will make a lot of money, and I might surprise you.
Moses:	(smiles) Talking about cars, why is the traffic so heavy today?
Abel:	People are probably heading toward the community centre for the concert. The band does play pretty good music.
Jane:	Yes, it does. For the last three years, I have never missed the concert.
Moses:	How long ago did the band start playing at our community centre? (scratches head)
Jane:	(counts on her fingers) I think it started this tradition five years ago before you moved here from Kimberley. It takes places every year in the first week of June.
Abel:	You will enjoy this evening, Moses. There will be good local music, a lot of dancing. (clicks his fingers)
Moses:	It sounds like fun. (smiles)
Jane:	My favourite is hip-hop music; but, I have to say that rap is quite nice too.

Abel:	Moses, what kind of music do you like?
Moses:	Oh, I like all kinds of music as long as it is not Hard Rock.
Jane:	Wow, (points) look at the number of people who have already arrived for the concert! Good thing that we are here already.
Abel:	Jane, where do you want to sit?
Jane:	Towards the back please.
Moses:	There is a food stand over there. (points) Do you two want anything?
Jane:	Nothing for me, thanks. I already have my bottle of water. (touches it)
Abel:	I want a bag of chips and a coke. Are you sure you do not want any chips, Jane?
Jane:	I am quite sure. Besides, my mother is cooking pap and stew, and I want to save my appetite.
Abel:	Jane, you are so lucky to have such a good cook for a mother. Moses, you have to taste her koeksisters one of these days.
Moses:	I always love koeksisters, so please save me one next time.
Jane:	How about you, Abel? A koeksister for you?
Abel:	You know I will say yes to your mother's cooking.
Jane:	OK, I will save for you. (smiles)
Abel:	For the last time, do you guys want anything?
Jane:	I am sure I do not want anything, Abel. I am doing fine.
Moses:	Me neither, Abel
Abel:	OK, save me a seat. I will be right back.

9. Tell learners that this is a dialogue between more than two people.
10. Point out the different kinds of punctuation marks in the dialogue and what they have been used for.
11. Explain that the words in the brackets are not said out loud when if this dialogue is spoken. The words in brackets are the ACTIONS of the people saying the words.
12. Choose three learners to read over the dialogue as the characters, Abel, Moses and Jane.
13. If time allows, put the learners into groups of three and allow them to read through it again.

MODELLING

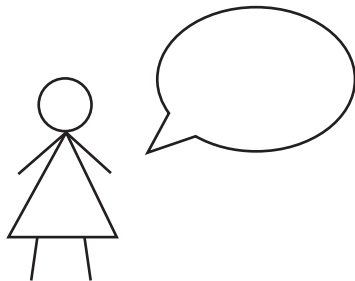
20 MINUTES

OUTCOMES:

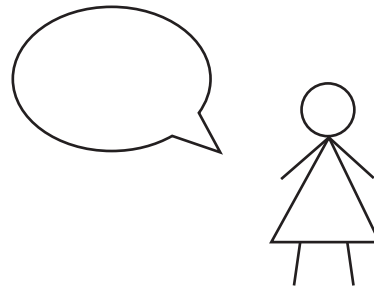
The learners will learn the format and layout of a dialogue.

TEACHER INPUT

1. Tell the learners that they are going to write a dialogue of their own.
2. Tell the learners that the dialogue will take place in a doctor's room or hospital.
3. Tell the learners that the dialogue will have four speakers.
4. Say:
 - a. There will be four speakers or characters in your dialogue.
 - b. The characters do not all have to speak the same number of times.
 - c. Sometimes only two of the characters will be talking to each other. The other two characters will only be listening.
5. Tell the learners that you will work together with them to MODEL how to write some lines of this dialogue.
6. Draw the following diagram on the chalkboard:

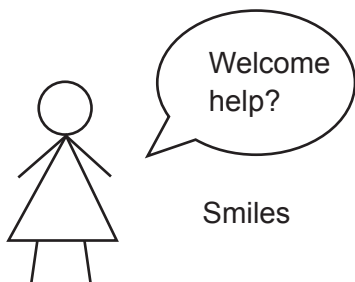


Person 1 Clerk

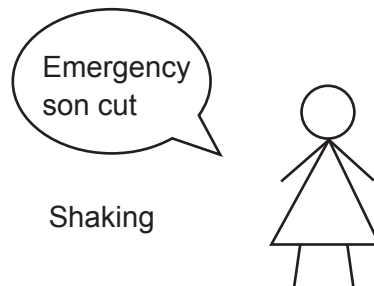


Person 2 Mrs Martins

7. Ask for keywords of what each person would say when meeting each other at the doctor's room or hospital. Ask them to give you keywords for the actions of each person. Write them below the speech bubble.

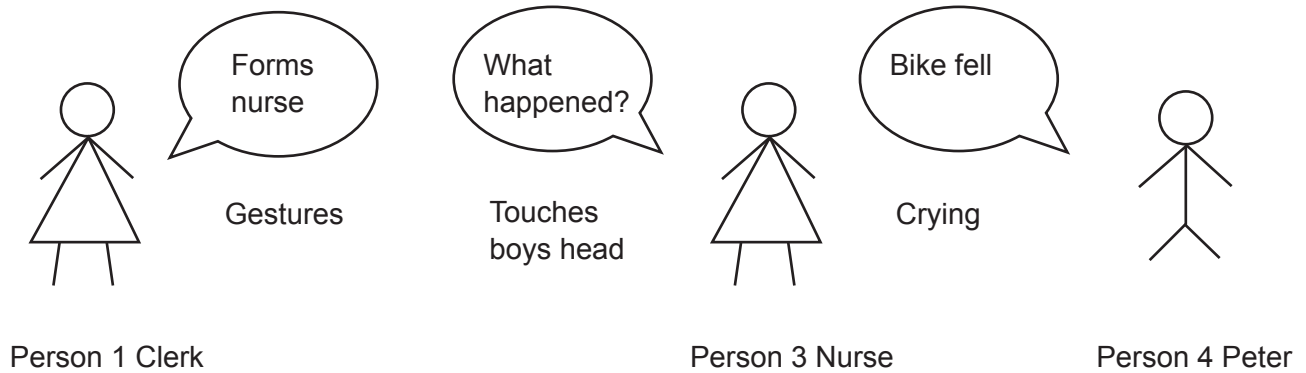


Person 1 Clerk



Person 2 Mrs Martins

8. Now add in person three and four. It may look like this:



9. Now write this as a dialogue:

Clerk:	Good afternoon and welcome to Glenburn Hospital. (smiles) How can I help you?
Mrs Martins:	I have an emergency, my son has cut himself. (shaking)
Clerk:	Fill out these forms and the nurse will attend to your son. (gestures to nurse)
Nurse:	Tell me what happened young man? (touches boy's head)
Peter:	I fell off my bike and hit the gate. (crying)

10. Do another example, using the same process, with the learners.

PLANNING



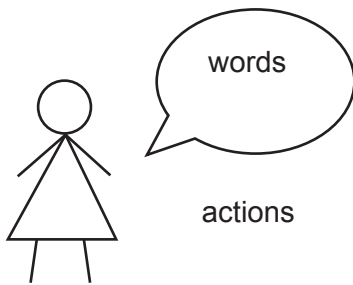
30 MINUTES

OUTCOMES:

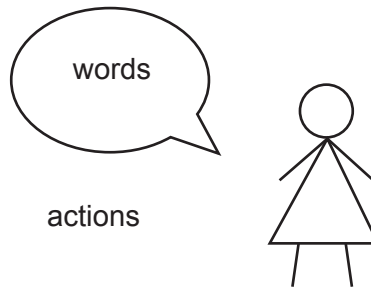
The learners will complete a plan for their own dialogues.

The learners will incorporate a variety of punctuation and language conventions.

1. Tell the learners that they will now plan a dialogue of their own.
2. Remind learners that dialogue must have at least four characters in it.
3. Remind learners that dialogue is set in a hospital or doctor's room.
4. Remind learners to only use key words in speech bubbles and action words.
5. Tell the learners that for their plans, they must draw stick figures like these below:



Person 1 _____



Person 2 _____

6. Tell learners that WRITERS USE WORDS IN WORD BOXES BECAUSE WRITERS USE RESOURCES.

LEARNER ACTIVITY

1. Let the learners work independently for an allocated amount of time. Tell learners how long they have so that they remain on task.

DRAFTING



30 MINUTES

OUTCOMES

The learners will write a draft of their dialogues.

TEACHER INPUT

1. Say:

- a. Well done on completing your diagrams and key words.
- b. You are now going to take those key words and draft your dialogue.
- c. Remember that the writing of a dialogue has special rules and punctuation.

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

Clerk: Good afternoon and welcome to Glenburn Hospital. (smiles) How can I help you?
 Mrs Martins: I have an emergency, my son has cut himself. (shaking)
 Clerk: Fill out these forms and the nurse will attend to your son. (gestures to nurse)
 Nurse: Tell me what happened young man? (touches boy's head)
 Peter: I fell off my bike and hit the gate. (crying)

3. Write the criteria list on the board:

CRITERIA

1. The dialogue set in a hospital or doctor's rooms.
2. There are four characters in the dialogue.
3. The punctuation is correct.
4. The actions have been put in brackets.
5. The writer has used words from the word boxes.
6. The dialogue follows a logical sequence.
7. The grammar is correct.
8. The spelling is correct.
9. The dialogue is 3 pages long.

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 dialogue so that they remain on task.

8. As learners work, walk around and HOLD MINI CONFERENCES.

9. Remember to ENCOURAGE WRITERS.

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Tell the learners to read through their dialogues, 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's dialogues.
2. Tell the learners to use the checklist.
3. Write this checklist onto the chalkboard:

	Checklist	yes	no
1	Is the dialogue set in a hospital or doctor's rooms?		
2	Are there four characters in the dialogue?		
3	Has the punctuation been used correctly?		
4	Have the actions been put in brackets?		
5	Has the writer used words from the word boxes?		
6	Does the dialogue follow a logical sequence?		
7	Is the grammar correct?		
8	Is the spelling correct?		
9	Is the dialogue at least 3 pages long?		

4. 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.
5. 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 nurse seem very bossy. That is good writing."
6. Write the word "compliment" on the chalkboard so that the learners can see it.
7. 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?"
8. Write the word "suggestion" on the chalkboard so that the learners can see it.

LEARNER ACTIVITY

1. Learners work through the peer edit using the criteria provided.
2. Learners **TURN AND TALK** to give feedback to their partners.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to the class.

TEACHER INPUT

1. Tell the learners to neatly rewrite their dialogues.
2. Put learners into groups of 4.
3. Ask learners to select one group member's dialogue to act out.
4. Allow learners time to act out the dialogues in their groups.

LEARNER ACTIVITY

1. Learners get into groups of 4 and act out their dialogues.

COMPLETED EXAMPLE

Lungile: Good morning, (shaking hand) I have an appointment with Doctor Nkosana at 8:30.

Clerk: Let me get your file. (leans to cupboard behind her) In the meantime, please sign-in and have a seat.

Nurse: Lungile Zulu! (loudly)

Lungile: Here.

Nurse: Follow me to Room A please.

Nurse: Here we are. What are your reasons for seeing Doctor Nkosana today?

Lungile: Well, lately (shuffles in her chair) I have been feeling tired, and occasionally I have had really bad headaches and an upset stomach. On top of that, I have had this cough for the last two weeks.

Nurse: When did you start having these symptoms?

Lungile: I started feeling tired about two months ago. Then, a little bit after that the headaches came. I got the upset stomach long before feeling tired.

Nurse: Are you taking any medications? (writing down information)

Lungile: Only my vitamins.

Nurse: What vitamins are you taking?

Lungile: I am taking a (coughs) multi-vitamin tablet and extra Vitamin C every day.

Nurse: OK, let me take your blood pressure and check your pulse.

Lungile: How am I doing?

Nurse: Everything is good - normal blood pressure and no high temperature. Please wait here for a minute. Doctor Nkosana will be with you in a moment.

Lungile: Thank you. (sighs with relief)

Doctor: Good morning, Lungile. (shakes hand)

Lungile: Good morning, Doctor.

Doctor: I see here that you started feeling tired two months ago, and then you started having bad headaches. You also have had an upset stomach and a cough. Did you run a fever too?

Lungile: No, doctor. (shakes head)

Doctor: Let me do a quick physical check-up.

Doctor: Please take a deep breath, hold your breath, and exhale. Do it again, please.

Doctor: Were there any changes in your diet or your weight lately?

Lungile: I ate the usual things, but I lost five kilograms recently

Doctor: Do you struggle to sleep?

Lungile: Well, it is pretty hard for me to fall asleep when I go to bed. I also wake up many times during the night.

Doctor: Do you drink alcohol? Do you smoke?

Lungile: No. (smiles)

Doctor: How are things at work?

Lungile: There was a change of ownership three months ago, and I had to work a lot of overtime, even over the weekend.

Doctor: It looks like you have pneumonia. Other than that, I do not see any problems. You are probably under stress from changes at work, and the stress causes headaches, upset stomach, and sleeplessness. For now, try to relax and exercise. It may solve your problems. Come back to see me again if the symptoms carry on, and I will do more tests. I am going to give you a prescription for your pneumonia. Are you allergic to any medications?

Lungile: Not to my knowledge.

Doctor: OK, take this medication three times a day after you eat. Also, I want you to have some blood tests. Stop by the laboratory on your way out and have the nurse draw your blood.

Lungile: I am anxious to know the results. (stands up)

Doctor: The results will be available in three days. Don't stress. I think everything will be OK.

Lungile: Thank you, Doctor. (shakes hand)

Doctor: You are welcome.

Photocopiable Resources

If you have access to a photocopier, use the templates below to make copies for the learners

1. Last will and testament
2. CV
3. Covering letter format
4. Covering letter example
5. Descriptive essay planning grid
6. Party invitation
7. Dialogue

LAST WILL AND TESTAMENT OF

(your name)

I, _____, living at _____, declare this to be my Last Will and Testament.

I

I appoint _____ as my Executor to administer this Will. I direct my executor to pay all of my debts and funeral expenses as soon after my death as possible.

II

I bequeath my _____ to _____.

I bequeath my _____ to _____.

I bequeath my _____ to _____.

III

I bequeath the rest of my estate as follows:

- a. _____ % to _____.
- b. _____ % to _____.
- c. _____ % to _____.

Should any beneficiary not survive me by 30 days, his or her share shall be distributed to his or her then surviving children in equal shares.

I declare this to be my final Will and Testament.

Signature

In witness whereof, I have signed this ____ day of _____ 20 __

Witnesses:

1. Name: _____, residing at _____

Signature

2. Name: _____, residing at _____

Signature

CURRICULUM VITAE

Personal Details

Full Name: Michael Dondo
Identity Number: 930110 5196 088
Address: 14 Able Road, Pinetown, 3610
Driver's Licence: Code 8
Health: Good
Dependants: None
Cell: 075 555 0055
Email: michael.dondo@gmail.co.za

Profile

I am a hardworking and versatile graduate. I have a lot of retail experience and have recently graduated with a marketing diploma. My main subjects were customer service and financial management.

Education and Qualifications

2013 – 2015: Diploma in Marketing (with distinction)
Institution: Jameson College, Port Elizabeth
Courses: Customer Service, Financial Management, Business Leadership and Conflict Management

2011: Matric (with full university exemption)
Institution: Mbeki Secondary School, Umtata
Subjects: English, isiXhosa, Maths Literacy, Social Sciences, Economic Management Sciences and Life Orientation

Work Experience

January 2012 – October 2012: Sheet Street, Umtata
Position: Cashier – full time

November – December 2013: Steers, Port Elizabeth
Position: Sales Person – part time

April 2010 – September 2011: JET Stores, Umtata
Position: Cashier

November 2009 – March 2010: Naledi's Fabrics
Position: Packer

Voluntary Experience

2011: Mandela Day Organiser at Mbeki Secondary School
2008 – 2009: Student counsellor at St Martins Church

Interests

Team captain of the College Hockey Team
Active member of the Jameson College Student Union

References

Dr P Mbeki: 082 000 0011; mbeki.p@jameson.ac.za
Pastor L Ngoya: 082 000 0022; pastor@baptistpe.org.za

Covering Letter Format

Your name
Address line 1
Address line 2
Address line 3
Postal Code

Date

Name of person applying to
Position (e.g. manager)
Business address
Business address
Business address

Dear (title and surname)

Title sentence in bold

Opening paragraph: Clearly state why you are writing. If you are applying for a specific job, name the position.

- What position you are applying for

Middle paragraph/s: You should have at least two paragraphs that show how you can do the job.

- What qualifications you have
- Where you got the qualifications
- What relevant experience you have
- What formal training you have that is relevant to the job

Final paragraph: Explain why you are applying for the job and why they should employ you:

- Some of your personality traits
- If you got distinctions or other awards
- Your attitude to work
- Mention that your CV and qualifications are attached

Yours Sincerely
Your signature
Your name

Covering Letter Example

16 Dove Street
Gonubie
East London
5247

16 October 2015

Mr J. Bartman
Store Manager
Edgars
Southgate Mall
5247

Dear Mr Bartman

Application for Customer Service and Cashier Position

I have seen that you have advertised for a customer service and cashier position at the Edgars Southgate branch. I would very much like to apply for this job.

I have formal training in customer service and financial management for which I got a distinction in my final exam. Working with people is something that I enjoy and I have a good eye for detail which is helpful when working with finances.

Apart from my studies, I also have experience in retail. While I was a student, I worked at JET stores as cashier for two years and also worked at Sheet Street as a cashier. Before that I helped with stock control at a family run fabric shop.

I am a very hardworking and ambitious person who never gives up. I like to learn new things and enjoy finding solutions to problems. I am a very loyal and honest person who will show you that I live by the Edgars slogan "Make a difference".

My CV and a copy of my diploma is attached with this letter.

Yours sincerely



Mugwena Tshabalala

Descriptive Essay Planning Grid

An Unexpected Encounter With ...	
Where are you? Describe your surrounds. What time of day is it? What do you see, hear, feel, and smell? What is the mood of the place you are in?	
Something alerts you to the presence of an animal. What is it? What do you hear, see, smell, etc.? How do you feel?	
Suddenly, you see it! What is it? Describe how it looks, smells, etc. what happens between the two of you? How do you feel?	
What happens next? Does the animal engage with you? Does it move away? Describe what happens. How do you feel? What does this experience mean to you?	

Party Invitation

Dear David and Miriam Buthelezi

Mandla Legae has made it to a half a century!

Please join us in celebrating
Mandla's 50th Birthday

Date: August 15, 2016

Time: 19h00

Venue: Old Vintage Restaurant,
51 Long Street, Bloemfontein

Dress: Smart Casual

RSVP:

Nonkosi Legae by 31 July, 2016
080 667 5551 or nlegae@gmail.com

Wedding Invitation

Dear _____

The pleasure of your company is requested at the marriage of

Katherine Naidoo
and
Brian Khoza

On
Saturday, October 6, 2016

At 15h00

At
Westcliffe Catholic Church
12 Smuts Ave, Durban West

and reception after at:
The Durban Dinner Club
Beach Road, Durban Central

Dress: Formal

Cocktails, Dinner and Dancing immediately at the Rockaway Room

RSVP: Katherine Naidoo
thenaidoos@webmail.com or 070 112 2293

Dialogue

Abel, Jane and Moses are at home, sitting at the table doing their homework	
Abel:	Hey Jane and Moses, there is a musical concert at the community centre. You want to go see the band play?
Jane:	I am done with my homework; I can go. (smiles)
Moses:	Me too. Let's go. (jumps up from chair and walks to the door. Everyone follows)
Jane:	(walking to concert) Hey, look at that sports car. Isn't it cool? (points)
Abel:	That is exactly the kind of car that I want once I get a good job. I bet it is very fast. I want mine to be red though.
Jane:	Keep on dreaming, Abel. That car costs a fortune.
Abel:	(shakes head) It does not hurt to set high expectations. Maybe one day I will make a lot of money, and I might surprise you.
Moses:	(smiles) Talking about cars, why is the traffic so heavy today?
Abel:	People are probably heading toward the community centre for the concert. The band does play pretty good music.
Jane:	Yes, it does. For the last three years, I have never missed the concert.
Moses:	How long ago did the band start playing at our community centre? (scratches head)
Jane:	(counts on her fingers) I think it started this tradition five years ago before you moved here from Kimberley. It takes place every year in the first week of June.
Abel:	You will enjoy this evening, Moses. There will be good local music, a lot of dancing. (clicks his fingers)

Moses:	It sounds like fun. (smiles)
Jane:	My favourite is hip-hop music; but, I have to say that rap is quite nice too.
Abel:	Moses, what kind of music do you like?
Moses:	Oh, I like all kinds of music as long as it is not Hard Rock.
Jane:	Wow, (points) look at the number of people who have already arrived for the concert! Good thing that we are here already.
Abel:	Jane, where do you want to sit?
Jane:	Towards the back please.
Moses:	There is a food stand over there. (points) Do you two want anything?
Jane:	Nothing for me, thanks. I already have my bottle of water. (touches it)
Abel:	I want a bag of chips and a coke. Are you sure you do not want any chips, Jane?
Jane:	I am quite sure. Besides, my mother is cooking pap and stew, and I want to save my appetite.
Abel:	Jane, you are so lucky to have such a good cook for a mother. Moses, you have to taste her koeksisters one of these days.
Moses:	I always love koeksisters, so please save me one next time.
Jane:	How about you, Abel? A koeksister for you?
Abel:	You know I will say yes to your mother's cooking.
Jane:	OK, I will save for you. (smiles)
Abel:	For the last time, do you guys want anything?
Jane:	I am sure I do not want anything, Abel. I am doing fine.
Moses:	Me neither, Abel.
Abel:	OK, save me a seat. I will be right back.