

Grade 7

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

Term 4

A Message from the NECT

NATIONAL EDUCATION COLLABORATION TRUST (NECT)

Dear Teachers,

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

What is NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that **90% of learners will pass Maths, Science and languages with at least 50% by 2030**. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education and to help the DBE reach the NDP goals. The NECT has successfully brought together groups of relevant people so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

What are the Learning programmes?

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

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

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

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

www.nect.org.za

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IMPORTANCE OF ROUTINES

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

TIMING:

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

4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

NOTE ABOUT READING & VIEWING:

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

NOTE ABOUT WRITING & PRESENTING:

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

READING REMEDIATION

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

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

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

So how do children learn to read?

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

This means that when teaching reading, we must:

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

PHONEMIC AWARENESS AND PHONICS

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

	Phoneme (speech sound)	Grapheme (letter or group of letters representing the phoneme)	Example
Consonant Sounds			
1	/b/	b, bb	big, rubber
2	/d/	d, dd, ed	dog, add, filled
3	/f/	f, ph	fish, phone
4	/g/	g, gg	go, egg
5	/h/	h	hot
6	/j/	j, g, ge, dge	jet, cage, barge, judge
7	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8	/l/	l, ll	leg, bell
9	/m/	m, mm, mb	mad, hammer, lamb
10	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11	/p/	p, pp	pie, apple
12	/r/	r, rr, wr	run, marry, write
13	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14	/t/	t, tt, ed	top, letter, stopped
15	/v/	v, ve	vet, give
16	/w/	w	wet, win, swim
17	/y/	y, i	yes, onion
18	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, xerox, xylophone

Consonant Diagraphs			
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	The part of the story when the tension is being explained. It can be circumstances that create a conflict, and external event, or an internal personal struggle that creates conflict. E.g. a choice between doing the right or wrong thing morally.
Deducing meaning (analogies, comparisons)	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. Sometimes a comparison is used. One type of indirect comparison is a simile. The simile uses the words like or as to compare two things. Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar. Deducing meaning is the skill of working out what the message or meaning is really supposed to be.

Drawing conclusions	You can draw conclusions either through predicting endings, based on the information you do have. 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.
Dictionary skills	Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.
Explicit and implicit meaning	The explicit 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. Implicit meaning is when the meaning has been suggested, or hinted at, or indirectly expressed.
Fluency	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.
Inferring the meaning of unfamiliar words and images	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 something that the author doesn't directly tell you. For example, if we do not understand a word, we would infer its meaning because of all the other events that were happening in that paragraph, how were the characters feeling and behaving, what were they doing? These events will help us to guess what the difficult word might probably mean. How do we infer? 1. Think about what the author has written so far 2. Think about what you already know 3. Think about how the characters feel and what they have said 4. Use all the clues you can in the text to make a good guess 5. Think about where the events are taking place 6. Think about how the characters act 7. Put the pieces together. 8. Make a conclusion by using words like; I think... This could mean.... Maybe...
Interpreting cartoons	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.
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.</p> <p>How to predict (pre-reading)</p> <ul style="list-style-type: none"> • Read the title • Discuss the meaning of the title • Ask learners what they think the story will be about • Look at any illustrations • Discuss the illustrations • Ask learners what they think the story will be about, based on the illustrations • Ask learners to connect the illustrations and title to get a full idea • Ask learners to think about any similarities or differences between the title and illustrations • Ask learners what they think the story will be about now • Learners may discuss, draw or write about their predictions <p>How to predict (during reading)</p> <ul style="list-style-type: none"> • Pause during reading • Ask learners what they think will happen next, now that they have some idea of how the events are unfolding • Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas • Ask learners if their previous predictions were correct • Ask learners if they would like to change or revise their previous predictions as they read and gather more information
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	<p>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:</p> <ul style="list-style-type: none"> • Keep in mind all the time what you are searching for • Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers • Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs • Let your eyes run over a few lines of a text at a time • When you find the information you are looking for, then read that section in detail
Sequencing	<p>The sequence is the order in which the events take place. Often sequencing key words will be used. E.g. firstly, then, next, followed by, lastly. Sometimes the sequence of events can be tracked through the cause and effect chain. Because one event happened, there was a certain reaction to it. That then causes another event to happen.</p>
Skim reading	<p>Skimming is a way of quickly moving your eyes over a text, with the purpose of getting the main idea and general overview of the text. It is used in pre-reading to get a general idea of what is about to be read.</p> <p>How to skim read:</p> <ul style="list-style-type: none"> • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs. • Look for any words that may provide the most important information required: who, what, when, where and how • Read the last paragraph completely
Socio-political and cultural backgrounds of text and author	<p>The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across.</p> <p>Often it is useful to know a little about the author as it can help the reader to understand the story better.</p>
Visualising	<p>To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p>
Vocabulary development	<p>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.</p> <p>Vocabulary development includes learning about synonyms, antonyms, homophones, homonyms.</p>

TEXT FEATURES

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

Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way.
Character	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Characterisation	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Chronological order	When something is written in chronological order, it is written step by step, in the order in which it happened or must happen. What happens first, then what happens next? What happens after that? Etc.
Command Style	When something is written in command style it is written as an instruction.

Conflict	<p>The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle.</p> <p>There are four major types of conflict:</p> <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	<p>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.</p>
Emotive language	<p>Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.</p> <p>The use of the pronouns "We, us" makes the reader feel part of something.</p> <p>Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.</p>
Figurative language	<p>This includes figures of speech and idiomatic expressions. Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.</p>
First person writing	<p>Writing in the first person means writing from the author's point of view. The words 'I', 'me', 'mine' and 'my' will be used.</p>
Font types and sizes, the impact of font on comprehension	<p>Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.</p>
Format	<p>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.</p>
Genre	<p>Genre is the category or style of the book. E.g. mystery; fantasy; science-fiction; adventure; romance.</p>
Headings and captions	<p>Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.</p>
Hyperbole	<p>Hyperbole is the use of exaggeration for effect.</p>
Idioms and proverbs	<p>Idioms are part of figurative language. The ability to recognise common idioms is important, such as 'The Midas touch' or 'Birds of a feather' where the idiom has a deeper meaning, or wider context.</p>

Imagery	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.
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!
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	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. 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. The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.
Metaphor	The metaphor is figurative language most often used in poetry, where one object is said to be another. This creates a visual image. E.g. Her lips were red strawberries His heart was a feather blown by the wind
Mood	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.

Narrator	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <p>a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel.</p> <p>b. A narrator who is not a character in the story. This narrator reports on events.</p> <p>c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.</p>
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>
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. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>
Rhetorical Question	<p>A question which does not require an answer. It is asked to make the listener think, not to actually be answered. The answer is usually quite obvious. E.g. What colour is the sky?</p>

Rhyme	<p>Rhyme is a feature of some poems. Other poems do not rhyme. Rhyme depends on how the words sound when read aloud, not on how the words are spelled. Rhyming words in poems are found at the end of the line. There are different rhyming patterns or schemes.</p> <p>E.g. rhyming couplet:</p> <p>I cannot go to school today (a) Said little Peggy-Anne McKay (a) I have the measles and the mumps (b) A gash a rash and purple bumps (b) My mouth is wet, my throat is dry (c) I'm going blind in my right eye. (c) My tonsils are as big as rocks, (d) I've counted sixteen chicken pox. (d)</p> <p>Or a,b,b,a:</p> <p>He treasured the thought (a) Of childhood days (b) Of teenage ways (b) Memories that can't be bought (a)</p> <p>Some poems, especially those written about more serious topics, are written in free verse and do not rhyme at all.</p>
Setting	<p>The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.</p> <p>The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.</p>
Simile	<p>A simile is a comparison between two objects using the key words 'as' or 'like'. It shows that something is similar, used to create a clear mental image</p> <p>E.g. His eyes were like knives; she was as tall as a giraffe</p>
Target audience	<p>Who is the text being written for? Sports fans? Girls? Families? Nature lovers?</p>
Title	<p>The title identifies and introduces the story. It often gives us an idea about what the story is going to be about.</p>
Theme and message	<p>The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.</p>
Third person writing	<p>This is when the writer writes from a third person point of view, and uses pronouns such as: he, she, it, they.</p>
Tone	<p>The general character, attitude, or mood of a piece of writing.</p>

<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>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
Apostrophe	A punctuation mark to show who owns an item. E.g. Siphó’s pen. The apostrophe shows that the pen belongs to Siphó. The boys’ toys. If the owner is a plural, the apostrophe is placed after the ‘s’. This type of apostrophe is called the possessive case apostrophe, because it shows who owns, or possesses an item. We also use an apostrophe for a contraction. Contractions are words like cannot becoming can’t. Should have becomes should’ve. Would have becomes would’ve. Did not becomes didn’t. We put the apostrophe where the missing letter has disappeared.
Auxiliary verbs	Auxiliary verbs support the actual verb. E.g. is, are, were, was, am, have, has, had, be. They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb. E.g. We are walking to school.
Clauses	A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear. E.g. When it was raining. Because you were late. Before you go to bed.
Complex nouns	Two nouns that have been put together. They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses, razor-blade, reading lamp.
Concord	The concord is when the subject and the verb in a sentence agree. E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food. Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is
Conjunctions and transition words	Conjunctions are words that join two sentences together. E.g. <ul style="list-style-type: none"> • We couldn’t swim. It was raining. • We couldn’t swim because it was raining. • We got lost. We had directions. • We got lost although we had directions. <p>Conjunctions include and; but; because; so; then; but.</p>
Contractions	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”

Determiners	<p>Determiners include:</p> <ul style="list-style-type: none"> • The definite article: The book; the apples. • Indefinite article: A book; an apple. <p>Quantities of objects are also determiners. Such as: All, most, some, none, both, either, neither, few, many, more, less, every, little. These determine how many, how few objects are being counted.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
Direct speech	<p>Direct speech is the actual words spoken by someone, written in inverted commas.</p>
Homophones, homonyms, homographs	<p>To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.</p>
Nouns	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy, Sipho, 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.</p> <p>E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards.</p> <p>Pronouns include he, him, his, she, her, I, me, my, you, us, we, they, them</p>
Punctuation	<p>Punctuation is the markings used in writing which help us to make sense of sentences.</p> <p>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. "..."</p> <p>Quotation marks can also be called inverted commas.</p> <p>Semi colons joins two main clauses if a conjunction isn't being used. Semi colons can indicate two opposite ideas in one sentence. It is a long pause that balances two equally important ideas within a sentence.</p> <p>Question marks are used at the end of sentences in which any question is asked. Key question words are 'who, where, when, what, why, how?' Sometimes question words can also be 'do, are, have, has, is?'</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>
Sentences	<p>A group of words that is complete in itself and make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb.</p> <p>A simple sentence contains only one clause, a single subject and a single predicate.</p> <p>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.</p> <p>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.</p> <p>A command. "Go outside at once!"</p> <p>A question. "Where are you going?"</p> <p>A statement. "I am going outside."</p> <p>An exclamation. "I can't wait!"</p> <p>A complex sentence contains more than one clause.</p> <p>E.g. I burned dinner, but not the cake.</p> <p>(A clause is a group of words that has both a subject and a verb.)</p>

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

PERSONAL DICTIONARY

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

WRITING LESSONS

The number of hours that you have for Writing & Presenting in a two-week cycle will depend on the total number of hours you have for EFAL. If you have 10 hours for EFAL, 3.5 of those hours will be for Writing & Presenting. If you have 8 hours for EFAL, 2.5 of those will be for Writing & Presenting. If you have 3.5 hours of Writing & Presenting time then you will allow learners to complete the writing task in the text book AND follow the process writing lesson. If you have 2.5 hours of Writing & Presenting time then you will only allow learners to complete the process writing task.

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

“All we have to decide is what to do with the time that is given us.”
—The Fellowship of the Ring, J. R. Tolkein

READING

CYCLE 1: Reading & Viewing Lessons 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Youth novel / short story / drama.
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Predicting information • Context clues • Main and supporting ideas • Fact and opinion • Inferring meaning • Personal opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Friend or Foe	Bullying in Schools	206
Top Class English	Found!	Extract from "my sister is missing"	186
Via Afrika English	Musicians	The Moonlight Sonata	178
English Today	Let's dance	I only ever wanted to dance	190
Interactive English	Buildings and places in honour of heroes	The Story of Nkosi Johnson	231
Spot on	Life Lessons	A short story	176
Oxford Successful English	The Power of Words	Pay it Forward	263
Clever English	Celebrities	The Phoenix part 1	203

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook to the correct page.
2. Tell the learners that in this lesson you will be scanning for main ideas and supporting ideas.
3. You will be skimming the text for new vocabulary words and using the context to build clues about what those words mean - (inferring meaning).
4. You will be using synonyms for new words to help you remember what the words mean.
5. As you read, think about the text and develop your own opinion, thoughts or ideas on the topic.
6. As you read, get to know the characters, as if they were real people that you know.

STUDY THE TITLE AND PICTURES

1. Read the title to your class.
2. Ask learners what ideas the title brings to mind.
3. Ask the learners to answer who, what, when, where and how to help you understand the title, and what the title might be referring to.

STUDY THE PICTURES

1. Write the following questions on the board. Ask learners to work in groups of four or five and answer these questions. Ask one learner in each group to write down the answers. Give them 10 minutes to discuss the questions and write down their answers, and then ask each group to give feedback on a different question.
 - a. What do the pictures tell you?
 - b. Are there any background clues in the picture that tell you anything else about the story?
 - c. What mood does the picture create?
 - d. How does the picture make you feel?
 - e. Why does it make you feel that way? Is it the facial expressions of the person in the picture, or what is surrounding the main subject of the picture?
 - f. Are there any other clues that the picture gives you as to what the story is possibly going to be about? If so, what are those clues?
 - g. Do the pictures give you an idea of what the characters might be like?
 - h. Do the pictures give you a hint or idea of the setting – where the story takes place?
 - i. Is there any other information you think the story is going to reveal, based on what the picture is indicating?

SKIMMING FOR INFORMATION

1. Now tell learners to skim through the first paragraph. Ask the following questions:
 - a. Are there any words which caught your eye, which you did not understand?
 - b. Can you try to work out what it might possibly mean if you read the sentence above and the sentence below the word?
 - c. What type of word is it? A verb, a noun, an adjective, an adverb, etc.?
 - d. Do you think understanding if it is an action or an object can help you understand the meaning?
 - e. Does the word sound like it is a positive, happy word, or a negative, sad word?
 - f. If we took that word out of the sentence and tried to put another word in its place, what word could we replace it with?

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell the learners that in this lesson we will read a story.
3. Remind learners that a story always has main characters, a plot where the action develops and a setting. The place and time period fall under the heading of setting. Tell learners they must establish these three facts as quickly as possible so that the story makes sense.
4. Point out to learners the following text features as you come across them when reading:
 - a. Main ideas are usually the first sentence in the paragraph, and sum up what the rest of the paragraph is going to be about.
 - b. Words which are difficult to understand are usually in a different typography (bolder print or italics, the slanting letters). Often the text book will have a word box, or glossary which will explain the meanings. If the textbook does not have a glossary, you can try to work out the meaning by reading the whole paragraph, or even just that full sentence. These are called context clues.

READING THE TEXT

1. Read the story – ask different learners to read each paragraph.
2. Ask the learners if there was a narrator. Remind them that the narrator is the person in the story who explains how the events are unfolding, and sometimes the narrator tells you what the characters are thinking.
3. Ask the learners what they think the theme of the story is – remind them that a theme is almost like a message, the theme can be love, friendship, betrayal, forgiveness, hope, or any similar sort of message.

PREDICTING INFORMATION

1. While reading, stop and ask learners after each paragraph:
 - a. What do you think will happen next?
 - b. Why do you think that?
 - c. How did it make you feel when you read that?

MAIN IDEAS AND SUPPORTING SENTENCES

1. Ask the learners after each paragraph:
 - a. What do you think is the most important sentence in that entire paragraph? The one sentence that explains or gives us the best idea about the entire paragraph?
 - b. Do you think the other sentences are as important, or are they just offering more detail about the most important sentence?

MAKING INFERENCES AND WORKING OUT UNFAMILIAR WORDS

1. Read the story once again – ask different learners to read one paragraph each.
2. Ask learners to stop when they come across a difficult word. Then guide them with the following questions:
 - a. What is the rest of the sentence about? What could that word mean? Answer by saying, it could possibly mean ... because ...
 - b. If we examine the sentence, is the word we do not know a verb, a noun, an adjective, an adverb, an abstract noun?
 - c. Can the punctuation help us in working out the meaning of the word? E.g. if it starts with a capital letter, it may be the name of a place? If it has an exclamation mark, then it is possibly a word carrying a strong emotion?
 - d. Think about how characters in the story are feeling or behaving, and then decide if the word could be a positive (happy) word or a negative (sad) word.
 - e. Try to think of a word (synonym) that we could replace it with.
 - f. Encourage learners at this point to use a dictionary to see how accurate they were in their guesses of the meaning.

PUNCTUATION

1. Encourage learners to remember that punctuation guides reading style.
2. Full stops mean you must stop, take a breath, and allow the listener to absorb what you have just read.
3. Commas mean you must take a quick breath; it's a very quick pause.
4. Inverted commas mean someone is talking, try read in a slightly different voice, which would be appropriate to the person who is talking.
5. Exclamation marks mean you should use a lot more expression as they indicate that a person is angry, excited, fearful, or some strong emotion.

FACT AND OPINION

1. Remind learners that a fact can be proven to be true while an opinion is somebody's view about something.
2. Ask learners to look for one fact and one opinion within the text.

TURN AND TALK

1. Tell learners to turn to a friend and share their own opinion of the story
 - what did they enjoy about the story?
 - what did they not enjoy about the story?
 - if they could change a part of the story, what would they change and how would they change it?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today the learners will think about the story.
2. Read the comprehension questions out loud to the learners.
3. Tell learners to take special notice of the mark allocation, one mark means they only have to look for one idea or one word or one sentence, whereas three marks mean they need three facts, three ideas or three reasons.
4. Explain any questions the learner might not understand by rephrasing or reinterpreting the question, or by explaining the meaning of a word in the question.
5. Tell learners to re-read the text and then to re-read the questions.
6. Give learners 30 minutes to complete the work independently.

READING

CYCLE 1: READING & VIEWING LESSON 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Comprehension - written and visual texts
Features of text to be taught:	<ul style="list-style-type: none"> • Direct and indirect speech • Character • Setting • Theme • Plot • Characterisation
Reading skills to be taught:	<ul style="list-style-type: none"> • Personal opinion • Skimming • Scanning • Fact and opinion • Making inferences • Context clues • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Friend or Foe	Extract from "The fashion show"	208
Top Class English	Found!	The shocking reality	189
Via Afrika English	Musicians	Comprehension activity	180
English Today	Let's dance	Extract from "Moa's last dancer"	192
Interactive English	Buildings and places in honour of heroes	In Honour of	233
Spot on	Life Lessons	An Important Life Lesson	180
Oxford Successful English	The Power of Words	Comprehension	264
Clever English	Celebrities	The Phoenix part 2	205

LESSON OUTLINE

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

1. Tell learners to turn to the correct page in the text book.
2. Remind learners that a novel or story will have a narrator, characters, a plot, setting and theme. Learners must try to identify these features as they read.

STUDY THE TITLE OF THE EXTRACT

1. Remind learners that looking at the title and the pictures always gives clues about what the whole story will be about.
2. Ask learners what predictions they can make based on the title. Does the title mention anything about the plot or the setting or the characters, or is the title possibly related to the theme? Sometimes a title will help us to work out where the story takes place, or what might happen as the plot develops.

INTRODUCE DIALOGUE

1. Explain that dialogue is when two or more characters are having a discussion, and that the inverted commas will be used. This indicates direct speech, when the words inside the inverted commas are the words that are coming straight out of the character's mouth.
2. Ask the learners what they can work out about the characters, from the way they speak. E.g. are the characters young or old people, and how will the way they speak indicate that to us?

SKIM, SCAN AND PREDICT

1. Tell learners to skim read the first paragraph only.
 - a. Ask learners if they can identify the 'who?' and the 'where?' from the first paragraph?
 - b. Ask learners to TURN and TALK to a friend and predict what is going to happen in the story. Each learner must make their own prediction.

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to turn to the correct page in the textbook.

READING INTENSIVELY

1. Divide class into groups of four learners per group.
2. The group must read through the extract twice. Each group member can read one paragraph for the first read through. They will then be familiar with the characters and events.
3. The second time they read through the extract, they must apply the reading feature of speaking as a character would when they see the inverted commas. Inverted commas mean that direct speech is being used. The character is talking and therefore has his or her own personality and own voice. When the group reads the extract the second time, they must use a voice that is not their own, but a voice they think the character will use.
4. Tell learners as they read to make a decision (have an opinion) on whether or not they like the characters, or trust them.

CHARACTERS AND THEME

1. Tell the learners to that while they are reading they should:
 - a. look out for the main characters and try to notice as much about them as possible
 - b. think about these questions:
 - Who are they?
 - Where do they live?
 - What kind of people are they? (kind, angry, jealous, sad, grateful)
 - Are they poor or rich?
 - Are they smart or foolish?
2. Draw this table on the board and ask learners to copy it into their work books

NAME OF CHARACTER	PERSONAL QUALITIES	EXTRA INFORMATION	ACTIONS/BELIEFS
Kyle	Unhappy Jealous Mean	Lives close to school	Complains a lot

3. After reading the text, ask learners to complete this table with information about the three most important characters from the story.
4. Ask learners:
 - Who was the kindest character in the story?
 - Who was the smartest character in the story?

- Who would you trust and why?
- Is there a moral or a lesson that we have learnt from these characters and from the events that unfolded?

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask learners if there are any words in the text that they do not understand. Write these words on a board.
2. See if the class can suggest possible meanings for these words, by looking at the context. Do the lines above or below the word give us any clues?
3. Does the word itself give us any clues, if we just look at a part of the word?
4. Ask the class to suggest some synonyms that we could use instead of that particular word.

PERSONAL OPINION

1. Partners to discuss which character in the story they liked the most and why, and which character they liked the least and why.
2. Partners to discuss which character they could identify with and why.
3. Ask the learners:
 - Have you ever felt the same way as the character?
 - What happened to make you feel that way?
 - Have you had a similar experience to the character's experience?
 - What was that experience and how was it similar to the character's experience?

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 the 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 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.

CYCLE 1: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Giving directions from one place to another

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

Textbook	Theme	Page
Clever English	Celebrities!	197
English Today	Let's dance	187
Interactive English	Buildings and Places ... in honour of Heroes	227
Platinum English	Friend of foe	211
Spot On English	Life lessons	173
Successful English	The power of words	257
Top Class English	Found!	184
Via Afrika English	Musicians	176

GENRE Giving Directions

CAPS DESCRIPTION OF GENRE: Use directions when telling someone how to get somewhere.

TITLE OF WRITING TASK: Giving directions from one place to another.

AUDIENCE: Grade 7s

PURPOSE: We give directions to show somebody how to get from one place to another

TEXT FEATURES

1. Point form
2. Concise and Clear
3. Command style
4. Chronological order
5. Start with a verb
6. Position words (Prepositions): under, over, across, around, behind, between, down, on, past
7. Direction words: left, right, landmarks, blocks

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 70 -80 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Examples of maps

WORD BOXES:

street, road, avenue, left, right, church, shopping centre, spaza shop, chemist, park, traffic light, stop sign, pavement, traffic circle, bridge, behind, around, ride, turn, walk, run, cross, over, under.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will learn guidelines on how to write directions.

TEACHER INPUT

1. Tell the learners:

- a. Today we are going to learn about writing directions.
- b. We give directions to show somebody how to get from one place to another.
- c. When giving directions we make use of position words to make sure that the directions are accurate.
- d. Position words tell us where something is compared to something else.
- e. Some examples of position words are: over, under, behind, past, around.
- f. You are going to write a set of directions for me from the school to a place that you choose.

2. Explain to the learners:

- a. It is important that directions are clear and accurate.
- b. Directions are given in point form.
- c. These points are numbered.
- d. When writing directions, we usually start the sentence with a verb.

3. Write the following on the chalkboard:

walk, turn, cross, over, under, past, behind, around, ride, take, move

4. Say:

- a. These are examples of verbs and position that could be used.
- b. Let's separate them into verbs and position words.

5. Once you have discussed this with the learners, you will have a list that will look somethings like this

VERBS	POSITION WORDS
walk	under
turn	past
cross	around
ride	behind
take	
move	

6. Explain to the learners:

- a. It is useful to give landmarks on the way.
- b. Landmarks could be things like churches, parks, and shops.
- c. It is useful to give street names.
- d. It is important that the directions flow in a logical order.

7. Write the following words on the chalkboard;

WORDS YOU SHOULD KNOW

Landmark: An obvious object on land that serves as a guide for travellers. For example, a police station, a shopping centre, a monument, a block of flats, etc.

8. Write this example of Giving Directions on the chalkboard. (Or if at all possible, make copies of it.)

Directions from Kabelo Primary School to Cycad Shopping Centre

1. Walk out of the school through the main gate.
2. Turn right into Sifaka Street.
3. Walk to the stop street.
4. Turn right into Kgaka Street.
5. Walk past the spaza shop on your left.
6. Walk for about 200 metres.
7. Turn left into Ngumpi Street.
8. Cross over three roads.
9. You will pass a church on your left.
10. Just after the church, turn left into Thabo Mbeki Road.
11. Walk until you reach Mogalakwena Street.
12. Turn right.
13. The Cycad Shopping Centre will be about 100 metres in front of you.

MODELLING THE SKILL



20 MINUTES

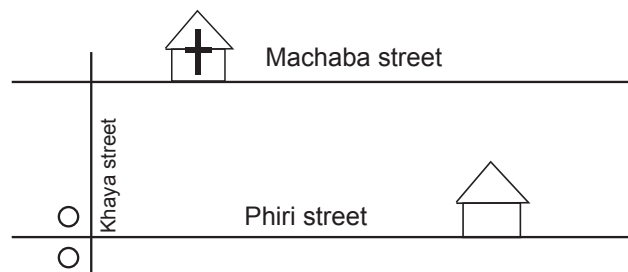
OUTCOMES

The learner will learn how to write directions.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE and that THEY ZOOM IN TO DETAILS.

2. Draw the following map on the chalkboard:



3. Say:

- Let's look at this map.
- We are going to start writing a set of directions.
- We are going to write the first three directions.
- Our directions are going to be from the house to the church.

4. Ask:

- What will the heading of our directions be?
(Possible answer: Directions from my house to the Methodist Church.)
Write the heading on the chalk board.
- What will the first instruction be?
(Possible answer: Walk out of the front door and turn right into Phiri Street.)
Draw a line with an arrow on your map so learners can see which instruction you are referring to, then Number the instruction 1 and write it on the chalk board.
- What will our next instruction be?
(Possible answer: Walk down Phiri Street until you reach the stop sign.)
Draw the next line with an arrow on your map so learners can see which instruction you are referring to, then Number the instruction 2 and write it on the chalk board.
- What will our next instruction be?
(Possible answer: Turn right into Khaya Street.)
Draw the next line with an arrow on your map so learners can see which instruction you are referring to, then Number the instruction 3 and write it on the chalk board.

5. The example may look like this:

Directions from my house to the Methodist Church

- Walk out of the front door and turn left onto Phiri Street.
- Walk down Phiri Street until you reach the stop sign.
- Turn right into Khaya Street

6. Continue in this manner until you have written all the directions on the board.

PLANNING



30 MINUTES

OUTCOMES:

The learners will now draw a map with key words and street names.
The learners will use this map to plan their directions.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Tell learners:
 - a. You are now going to draw your own map with keywords.
 - b. This can be a made up map or a map of your local community.
 - c. It will be a map of an area showing how to get from a school to a shopping centre.
 - d. All the roads should have names.
 - e. The map should have some landmarks. These could be churches, parks, spaza shops, barbershops or other things.
 - f. The map should not have more than 8 roads on it.

LEARNER ACTIVITY

1. Tell learners to draw the map in their workbooks.
2. Let the learners work independently.
3. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of their directions.

TEACHER INPUT

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

CRITERIA

1. The directions have a heading.
2. They are written in point form.
3. They are written in command form.
4. Most sentences start with a verb.
5. There are two direction words used.
6. There are two position words used.
7. At least one landmark is mentioned.
8. The directions flow in a logical order.
9. Punctuation is accurate.
10. Spelling is accurate.
11. 70-80 words in length

3. Read over the criteria with the learners.
4. Remind learners to use words from the word boxes because WRITERS USE RESOURCES TO WRITE WORDS.

LEARNER ACTIVITY

1. Learners must now write a first draft of their directions based on the criteria.
2. Let the learners work independently.
3. Walk around and help any learners who need support.
4. Hold MINI CONFERENCES with groups of learners, offering advice, support and encouragement.
5. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners that they will self-edit their directions because WRITERS SELF-EDIT.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Do my directions have a heading?		
2.	Are the directions written in point form?		
3.	Are the directions written in command form?		
4.	Do most sentences start with a verb?		
5.	Are two direction words used?		
6.	Are two position words used?		
7.	Is at least one landmark mentioned?		
8.	Do the directions flow in a logical order?		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		
11.	Is it 70-80 words long?		

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.

TEACHER INPUT

1. Tell learners to re-write their directions making the necessary corrections.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask the learners to hand in their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly re-write their directions.
2. Learners read their directions to their partners whilst their partners try and follow on the maps that were drawn in the planning part of the lesson.

COMPLETED EXAMPLE

Directions from Mduquzi Primary School to Moloi Shopping Centre

1. Walk out of the school through the main gate.
2. Turn left into Mokoena Street.
3. Walk to the stop street.
4. Turn left into Injabulo Road.
5. Walk past the church on your right.
6. Walk for 100 metres.
7. Turn right into Themba Street.
8. Cross over two roads.
9. You will pass a park on your right.
10. Just after the park, turn left into Joshua Hlonipha Road.
11. Walk until you reach Madhlala Street.
12. Turn right.
13. The Moloi Shopping Centre will be in front of you.

(80 words)

“As he read, I fell in love the way you fall asleep: slowly, and then all at once.”
– The Fault in Our Stars, John Green

CYCLE

2

weeks

3 & 4

READING

CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Diary, email, flyer.
Features of text to be taught:	<ul style="list-style-type: none"> • Dialogue • Emotive language • First person writing • Format • Purpose of a text • Rhetorical questions • Target audience
Reading skills to be taught	<ul style="list-style-type: none"> • Direct and indirect speech • Intensive reading • Predicting information • Personal opinion • Relating text to own experience • Purpose of a text • Scanning • Skimming

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Friends of the Forest	Diary entry of friends of the forest	223
Top Class English	Blessing the seeds	Email about the seed blessing ceremony	199
Via Afrika English	Being connected	Read an email	188
English Today	Being a Teen	The diary of Katlego	202
Interactive English	Sports Heroes	A week in the life of Chad le Clos	249
Spot on	My Colourful world	Reading a diary entry [Spud]	186
Oxford Successful English	Technology at its best and worst	Read an email	276
Clever English	The World in one Country	Diary entry [Rani's diary]	217

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are looking for clues to find out what a diary is about.

PURPOSE OF A DIARY

1. Ask learners: What do you understand by a diary?
2. What types of diaries do you get? Do you keep a school diary with your homework?
3. Ask learners: What is the purpose of keeping a diary? Why would someone want to record things that happen?
4. Ask learners: What types of things can people write about in diaries? Are diaries only for planning ahead, or for memories of events?
5. Ask learners: What is the value of keeping a diary of secrets, of feelings, of ideas?
6. Ask learners: What is the style of writing a person would use in their diary?
7. Ask learners: Because a diary is a personal account, would it be written the same way as a narrative story, or as a novel?
8. Ask learners: What are the similarities between a writing a diary and writing a narrative story?
9. Ask learners: What are the differences between a writing a diary and writing a narrative story?

SKIM, SCAN AND PREDICT

1. Tell learners to scan the following information:
 - a. How do diary entries start?
 - b. How do diary entries end?
 - c. By scanning, what tense are diaries usually written in?
 - d. What person (1st or 3rd) are diaries written in?
 - e. Who is the target audience? Who would most likely be reading this?
 - f. What kind of language do diaries use? Formal or slang?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Read the diary out loud to the learners.

FORMAT OF A DIARY

1. Tell the learners that they must:
 - a. Follow in the text book as you read.
 - b. Read the text once again on their own, remembering how to pronounce certain words, and noticing certain features of a diary.
 - c. Always note the date of a diary entry.
 - d. Look out for personal pronouns like “I, we, me, my, ours” that are used in diaries.
2. Explain that:
 - a. A diary entry has a unique writing style, which reflects the writer’s own personality, age, style, opinions.
 - b. Diaries use the pronoun ‘I’ as they are written in the first person.
 - c. Diaries use less formal language, sometimes even slang, especially if it is a teenager’s diary.
 - d. Because punctuation helps express feelings, look out for many exclamation and question marks.
3. Tell learners that diaries can express strong emotions. Ask learners to work in pairs to see how many strong adjectives or abstract nouns, or collective nouns that really capture the feeling and emotions can be found in the diary.
4. Ask learners to call out the emotive words that they have found and write a list of the board.
5. Ask learners to look at the words on the board and try to determine the tone of the writing. Is this a happy diary entry or a sad diary entry?

ANALYSING AND RESPONDING TO TEXTS

1. Ask the learners to work in pairs and explain to each what they think has been happening in the life of the person who wrote the diary entry.
2. Do they agree or disagree with how the person who wrote the diary entry deals with the situations he/she finds him/herself in.
3. Have they ever been in a similar situation?
4. Ask learners to offer reasons why they or others write down their private thoughts, how this exercise can benefit the writer and how it can affect readers.

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask learners if there are any words in the text that they do not understand. Write those words on a board.
2. See if the class can suggest possible meanings for these words, by looking at the context, or by looking at the lines above or below the word.
3. Does the word itself give us any clues, if we just look at a part of the word?

4. Ask the class to suggest some synonyms that we could use instead of that particular word.

SILENT READING

1. Ask pupils to read through the diary entry silently by themselves.

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 the 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 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 2: Reading & Viewing Lesson 2

TEXT 2	1 HOUR AND 45 MINUTES
What text must be read?	Poetry and folklore
Features of text to be taught:	<ul style="list-style-type: none"> • Internal structure of a poem [imagery, rhyme, rhythm, figures of speech] • External structures of a poem [lines, stanzas, typography] • Mood • Theme and message • Figurative language
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Summarising • Visualisation • Making inferences • Context clues

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Friends of the Forest	The death of a rainforest	228
Top Class English	Blessing the seeds	Poem: the naming ceremony	202
Via Afrika English	Being connected	Email etiquette: a poem	193
English Today	Being a Teen	Talking to people who care	207
Interactive English	Sports Heroes	The hare and the tortoise poem	250
Spot on	My Colourful world	My colourful life	190
Oxford Successful English	Technology at its best and worst	Two computer poems: My pet mouse My computer ate my homework	286
Clever English	The World in one Country	Love poem for my country	219

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open to the correct page.
2. Read title of poem to learners.
3. Ask learners to look at any pictures that might give clues as to what the poem will be about.

SKIM AND SCAN

1. Tell learners to notice the difference in format between the way a poem is written compared to the way a paragraph is written.
2. Ask them if they notice anything different in the length of the lines.
3. Ask learners if they notice anything about the way the lines end, do the lines go right to the end of the page, or are they shorter than sentences in a paragraph?
4. Tell learners to notice the last words in each line. As a class, with the teacher, read only the last words of each line out loud.
5. Ask the class if they notice anything about the last words of each line. (Do they rhyme?)
6. Tell learners to look at any words in the poem that have a different type format – words that may be printed in bolder print, or in italics.
7. Ask learners to suggest why this might be so. (These are often words which are difficult to understand. We may need to use dictionaries or contextual clues to work out the meanings before we can understand the poem.)

PREDICT WHAT THE TEXT IS ABOUT

1. Using all the information you have gathered above, try to predict what the poem will be about.
2. Ask learners to offer reasons why they or others write down their private thoughts, how this exercise can benefit the writer and how it can affect readers.

READING

30 MINUTES

READING THE TEXT

1. Read the poem out loud to the learners.
2. Tell the learners to read the poem out loud to each other, in pairs.
3. Read the poem aloud to the learners a second time.
4. Tell the learners that as the poem is read, they must try to build a picture in their minds of what the poet is trying to describe. This should be almost like a movie in their minds.

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask learners if there are any words in the poem that they do not understand. Write those words on a board.
2. See if the class can suggest possible meanings for these words, by looking at the context, or by looking at the lines above or below the word.
3. Does the word itself give us any clues, if we just look at a part of the word?
4. Ask the class to suggest some synonyms that we could use instead of that particular word.

TEXT FEATURES OF POETRY

1. Remind learners the poets use figurers of speech to create imagery (pictures) in poems. Similes and Metaphors are comparisons that help build the image (picture) the poet is trying to create. Metaphors are direct comparisons. Similes are indirect comparisons which make use of the words 'like' or 'as' to make the comparison.
2. Draw the following table on the board and tell the learners to copy it into their work books:

METAPHOR (DIRECT COMPARISON)	WHAT IS BEING COMPARED?	WHY IS IT BEING COMPARED – WHAT IS SIMILAR ABOUT THESE TWO OBJECTS?
E.g. My baby brother IS a piglet	The baby brother is compared to a piglet	A piglet is messy and her brother is messy.
SIMILE	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.
METAPHOR OR SIMILE	WHAT IS BEING COMPARED?	WHY IS IT BEING COMPARED – WHAT IS SIMILAR ABOUT THESE TWO OBJECTS?

3. Work through the examples in the table showing the difference in Metaphors and Similes and explain the information in the table
4. Ask the learners to find examples of Metaphors and Similes in the poem and to fill in the rest of the information
5. Ask the learners to work in pairs and discuss whether or not they think the comparisons are effective.
6. Ask the learners:
 - a. How many stanzas does the poem have?
 - b. Is there a different theme in each stanza? How do the stanzas differ?
 - c. Is there a similar pattern used in each stanza? (number of lines and number of words in each line)
7. Ask the learners how the poem makes them feel, what is the mood of the poem? Does it make them feel happy, sad, angry, excited, or worried, and if so, why?
8. Ask learners what the theme of the poem may be.
9. Ask learners if the poem is trying to give the reader any sort of message, and if so, what could that message be?
10. Now ask learners to read the poem together as a class, using as much expression in their voice as possible, where it suits the poem.

POST-READING

1 HOUR

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 the 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 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.

Cycle 2: Writing Lesson

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing and email

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

Textbook	Theme	Page number in Textbook
Clever English	The world in one country	212
English Today	Being a teen	199
Interactive English	Sports heroes	241
Platinum English	Friends of the forest	227
Spot On English	My colourful world	185
Successful English	Technology at its best and worst	275
Top Class English	Blessing the seeds	195
Via Afrika English	Being connected	187

Cycle 2 Writing

GENRE: Email

CAPS DESCRIPTION OF GENRE: To inform and maintain a relationship.

TITLE OF WRITING TASK: Writing an email

AUDIENCE: Grade 7s

PURPOSE: Emails are used to communicate electronically and quickly.

TEXT FEATURES:

1. Formal or informal tone
2. Format as on a computer
 - recipient's email address
 - subject line
 - greeting
 - introduction
 - body
 - conclusion
 - salutation
 - name

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 70-80 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Examples of printed emails (if possible)
4. Printed email templates (if possible)

WORD BOXES

group, club, society, permission, photography, dancing, music, art, choir, marimba, history, poetry, debate, meeting, request, activity, Yours Faithfully, writing, permission, school, Thank you.

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learners will learn how to set out an email.
The learners will learn about the use of emails

TEACHER INPUT

1. Tell the learners:

- a. Today we are going to learn about writing emails.
- b. Emails are a way of sending messages electronically over the Internet.
- c. They can be sent from a computer, tablet or smart phone.
- d. Emails always need an address just like a letter, otherwise they cannot be sent.
- e. Emails can be used for formal situations like work, or informal situations like writing to friends.

2. Explain to the learners:

- a. The kind of language you use when writing an email will depend on who you are writing to.
- b. If you are writing a work or business email, you would use formal language.
- c. If you are writing to friends or family, you would use informal language.
- d. A formal email should be set out like a letter with an introduction, a body and a conclusion.

3. Say:

- a. You are going to pretend you want to start a club or society at school.
- b. You are then going to write an email to the school principal and ask permission to start this club or society.
- c. A society is a club of people that want to do something together.
- d. Let's think of some ideas of clubs or societies that you might want to start at school.

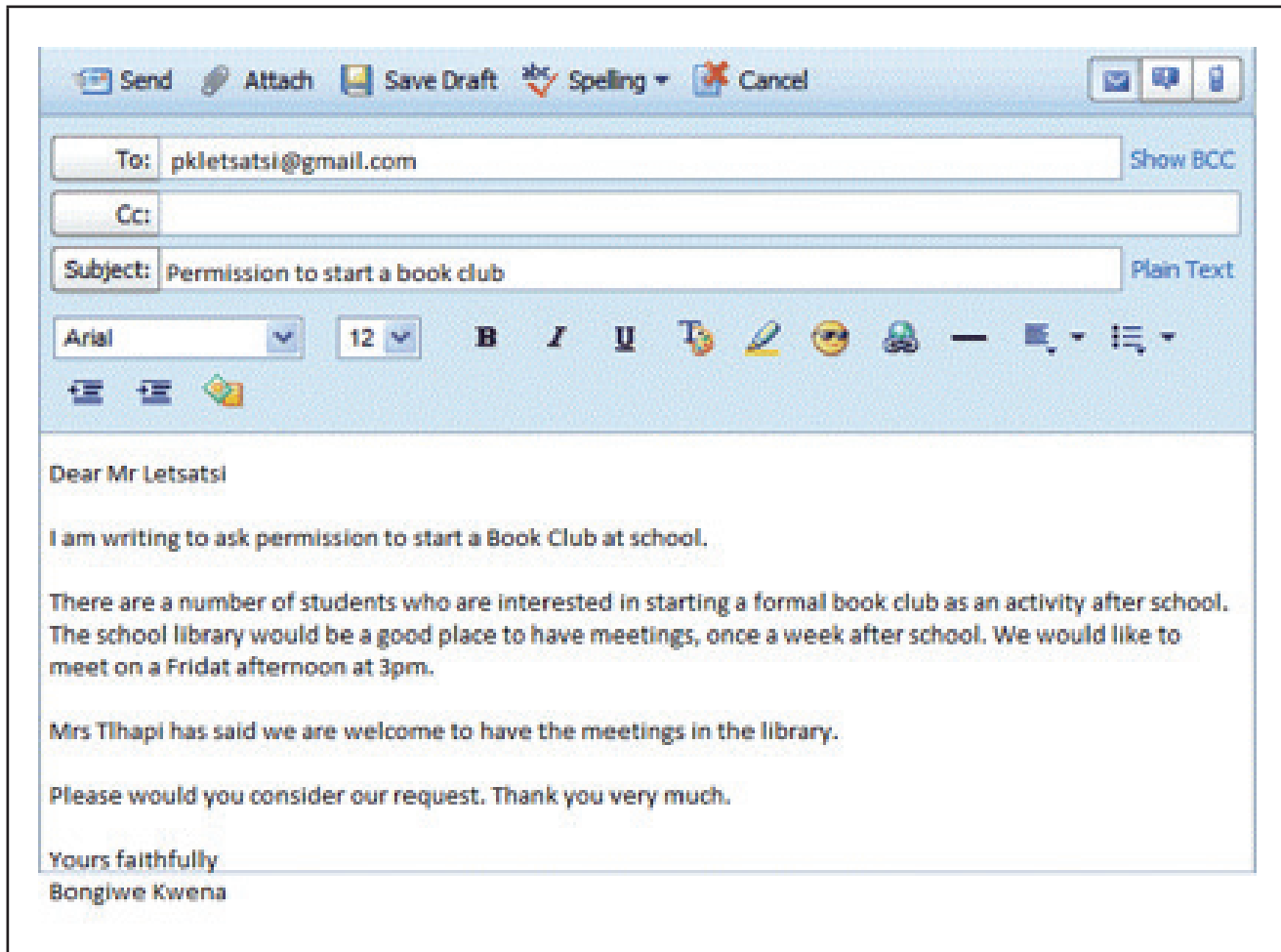
4. Write the following words on the chalkboard;

Ideas for clubs or societies

5. Ask the learners for their ideas and write them down. You may get some ideas like this:

Ideas for clubs or societies
Book club Rap music club Photo club Art club

6. Write this example of an email on the chalkboard:



7. Read through the example with the learners.

MODELLING THE SKILL



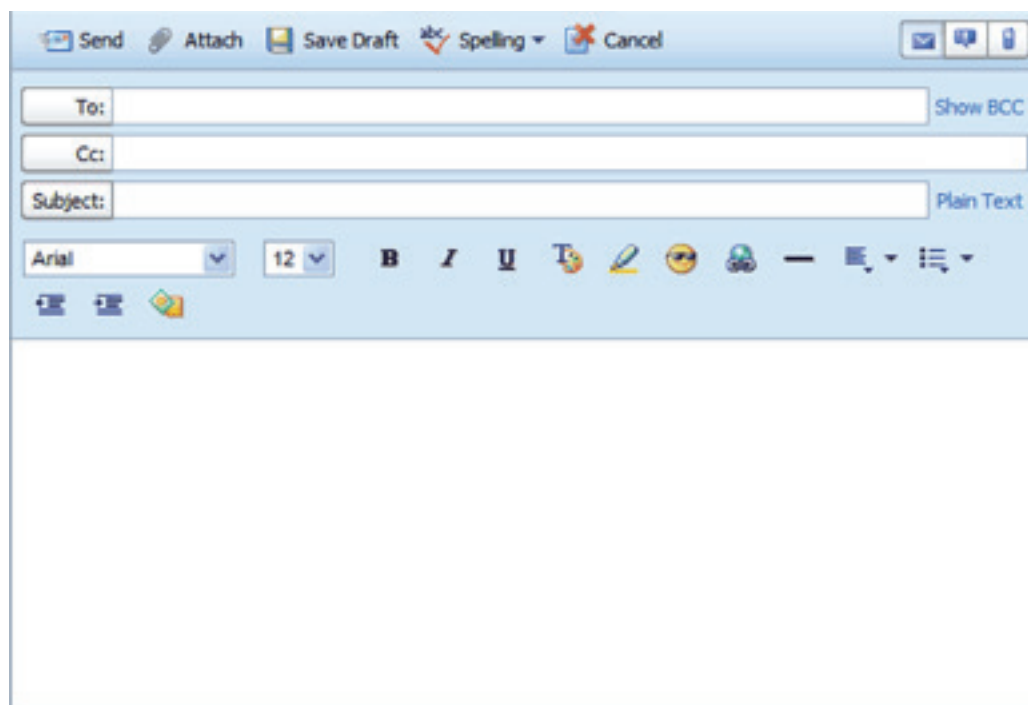
30 MINUTES

OUTCOMES:

- The learners will learn the format of an email.
- The learners will learn how to structure the content of an email.

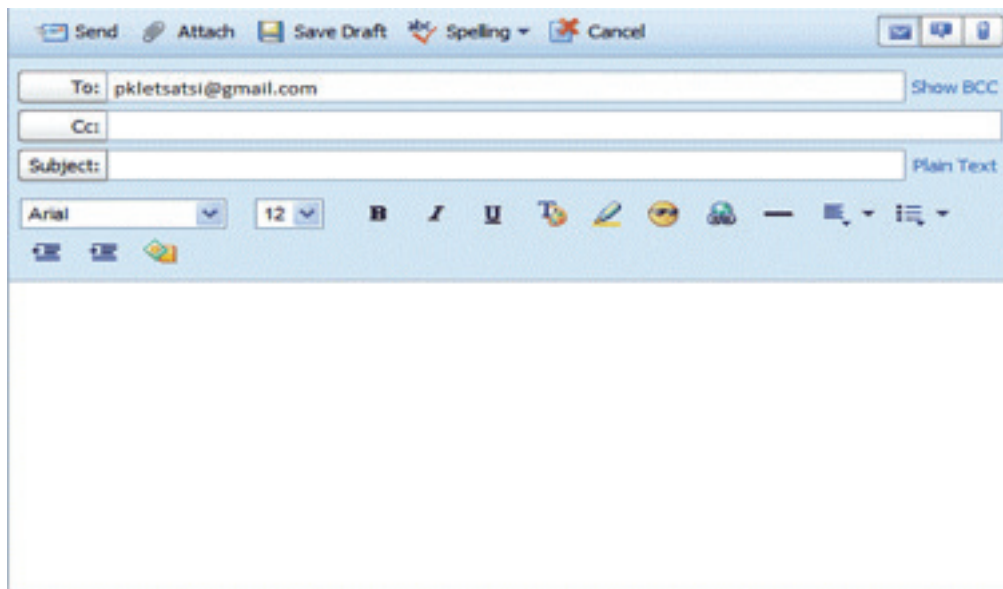
TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Draw the following template on the chalkboard: (If possible give each of the learners a blank copy of the template as printed below)



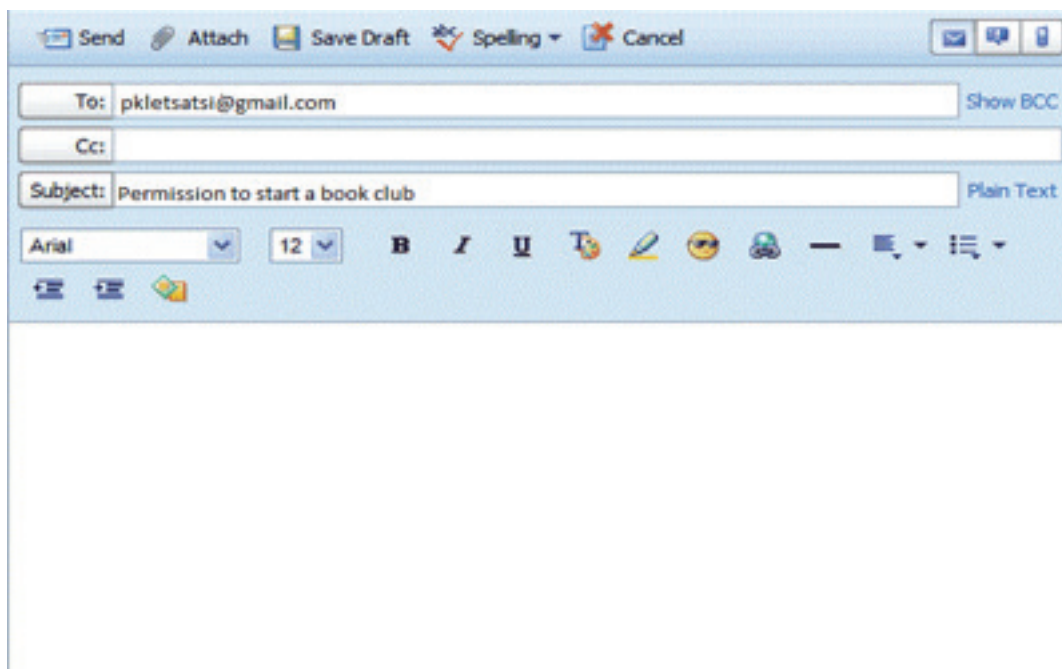
3. Say:
 - a. Let's look at this diagram.
 - b. This is what an email opening screen looks like.
 - c. Certain things always have to be filled in on all emails.
 - d. The first is the address to whom we are sending the email.
 - e. We are going to pretend the address is pkletsatsi@gmail.com.
 - f. You fill it in on the email grid next to the "To:" like this:

Cycle 2 Writing



4. Say:

- a. If you are sending this same email to another person, you would fill their address in at the “Cc:” line.
- b. Next you need to fill in the subject line of your email.
- c. This gives the reader an idea about what will be in this email.
- d. Can anyone give me an idea for a subject for our email?
- e. Write your subject sentence on the subject line like this:



5. Say:

- a. We always start our email with Dear...
- b. I will model the format on the chalkboard with some keywords to give you ideas for your planning.

6. Write the following on the chalk board:

Dear Mr Letsatsi

Introduction:

Paragraph 1:

Paragraph 2:

Conclusion:

Yours faithfully

Bongiwe Kwena

7. Say:

- a. In the introduction we say briefly what club we want to start.
- b. In the first paragraph we give more details about the club.
- c. In the second paragraph we explain why having this club will be good.
- d. In the conclusion we ask if the principal will allow us to have the club and we give thanks.

8. Fill these keywords in on the chalk board, explaining again as you go:

Dear Mr Letsatsi

Introduction: What club?

Paragraph 1: Details about club: what, where, when?

Paragraph 2: Benefits to learners and school?

Conclusion: May we start club? Thanks.

Yours faithfully

Bongiwe Kwena

PLANNING



30 MINUTES

OUTCOMES:

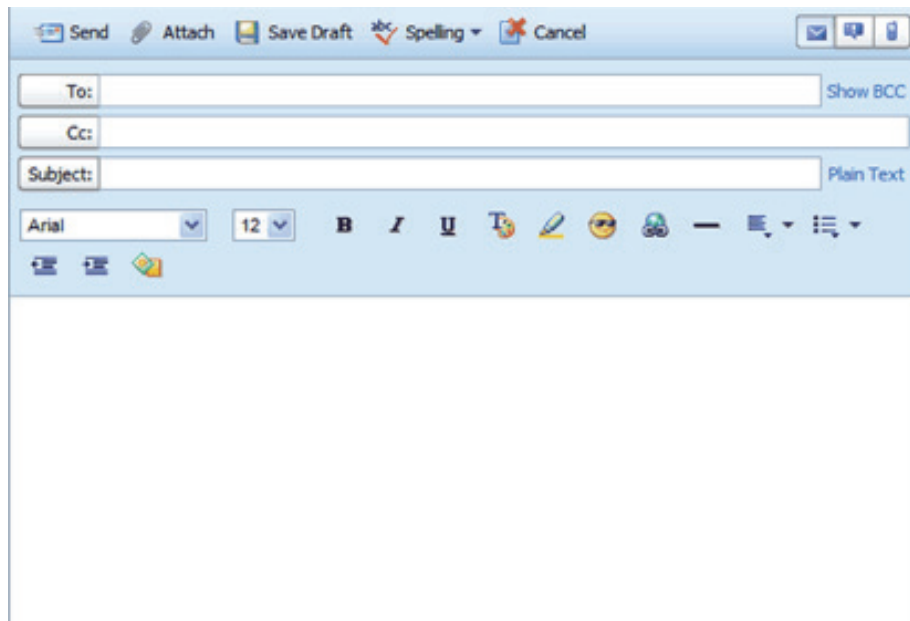
The learners will plan the format of their email on a planning template.

The learners will plan the content of their emails in paragraphs on the planning template.

TEACHER INPUT

1 Remind learners that WRITERS PLAN BEFORE THEY WRITE.

2. If possible give learners this printed template:



3. Or draw the following on the chalkboard and have the learners copy it into their work books:

To:	
Cc:	
Subject:	

4. Tell learners:

- a. Fill in the email address of the person you are sending the email to.
- b. Fill in the subject line.
- c. Address your email “Dear...”
- d. Plan your email with keywords by:
 - Introduction
 - Paragraph 1
 - Paragraph 2
 - Conclusion
 - Yours Faithfully and your name

LEARNER ACTIVITY

1. Tell learners to draw the template in their work books if a printed template is not available.
2. Let the learners work independently.
3. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their emails.

TEACHER INPUT

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

CRITERIA

1. There is an address.
2. There is a subject line.
3. The email starts "Dear..."
4. The email is written in a formal tone.
5. The email asks permission to start a particular club or society in the introduction.
6. The email has a middle [body].
7. The email asks for permission to start the club in the conclusion.
8. The writer signs off at the end.
9. Punctuation is accurate.
10. Spelling is accurate.
11. 70-80 words in length.

3. Read over the criteria with the learners and explain that they will be assessed against these criteria.

LEARNER ACTIVITY

1. Learners must now write a first draft of their emails based on the criteria.
2. Let the learners work independently.
3. Set a time limit to keep learners on target.
4. Walk around and help any learners who need support.
5. Hold MINI CONFERENCES with groups of learners, offering advice, support and encouragement.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will now self-edit using checklist provided

TEACHER INPUT

1. Tell learners that they will self-edit their emails because WRITERS SELF-EDIT.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Does my email have an address?		
2.	Does my email have a subject written in the subject line?		
3.	Does my email start with "Dear... "?		
4.	Is the email written in a formal tone?		
5.	Does the email ask permission to start a specific club in the introduction?		
6.	Does the email have a body?		
7.	Does the email ask permission to start the club in the conclusion?		
8.	Does the writer sign the email at the end?		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		
11.	Is it 70-80 words long?		

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 drafts.

The learners will present their final drafts and display them on classroom walls.

TEACHER INPUT

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

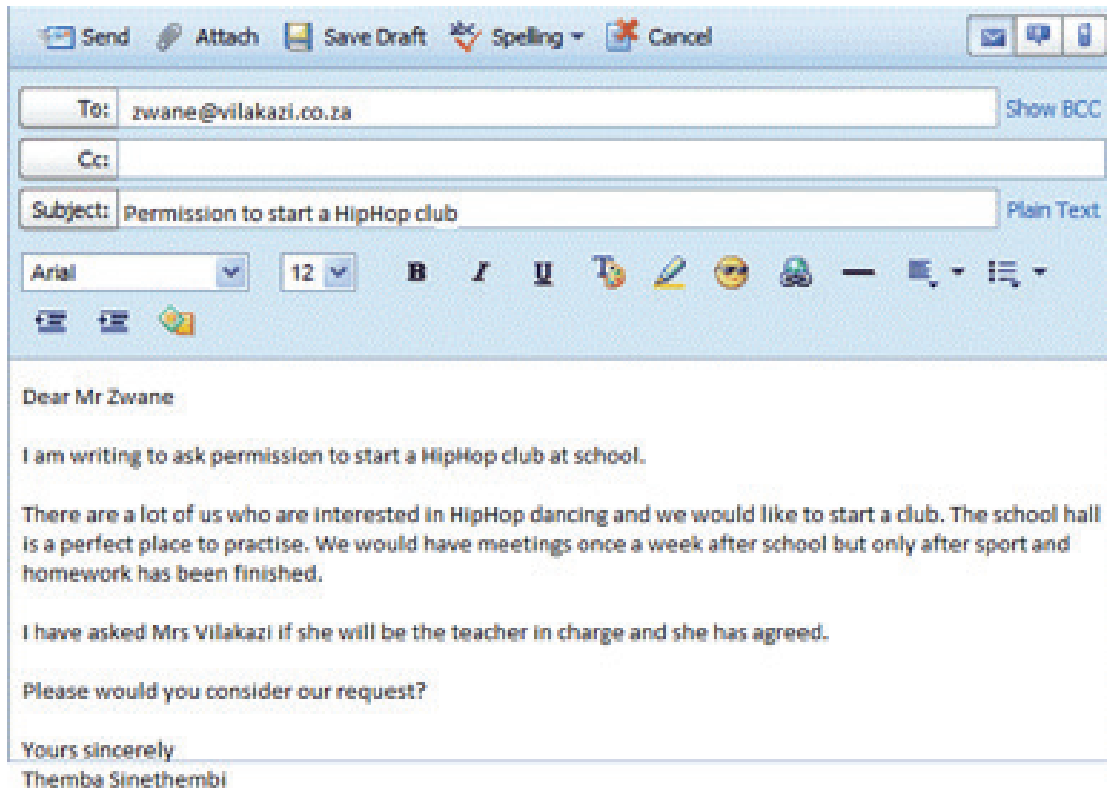
LEARNER ACTIVITY

1. Learners neatly re-write their emails.
2. Learners read their emails to their partners and then display them on the classroom walls.

EXTENSION

Learners who finish early can try and write an informal email to their friend telling them about their holiday.

COMPLETED EXAMPLE



The screenshot shows an email client window with the following details:

- Toolbar:** Send, Attach, Save Draft, Spelling, Cancel.
- To:** zwane@vilakazi.co.za (with a "Show BCC" link)
- Cc:** (empty)
- Subject:** Permission to start a HipHop club (with a "Plain Text" link)
- Font:** Arial, size 12.
- Formatting:** Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Decrease Indent, Increase Indent, Undo, Redo, Undo, Redo, Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Decrease Indent, Increase Indent, Undo, Redo.

The email body contains the following text:

Dear Mr Zwane

I am writing to ask permission to start a HipHop club at school.

There are a lot of us who are interested in HipHop dancing and we would like to start a club. The school hall is a perfect place to practise. We would have meetings once a week after school but only after sport and homework has been finished.

I have asked Mrs Vilakazi if she will be the teacher in charge and she has agreed.

Please would you consider our request?

Yours sincerely
Themba Sinethembi

CYCLE

3

WEEKS

5 & 6

“ Life is very hard. The only people who really live are those who are harder than life itself. ”

– Nawal El Saadawi

READING

CYCLE 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Youth novel / short story / drama / folklore
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Predicting • Context clues • Inferring meaning • Intensive reading • Paraphrasing

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Animal Attitudes	Extract from "The cat that came indoors"	237
Top Class English	Seeing Clearly	Extract from novel "Journey to Jo'burg"	211
Via Afrika English	Overcoming Adversity	Hearts which are alike	199
English Today	Making Choices	Extract from "Raging river adventure"	214
Interactive English	Unsung Heroes	King Mageba and the Lion	259
Spot on	Amazing Animals	Cheeky Charlie	196
Oxford Successful English	The art of communicating	The man who never lied	307
Clever English	Cooking up a storm	Extract from novel: "cupcakes"	232

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are reading an extract from a novel.
3. Explain that it is a small part taken from the whole novel, so that we just get an idea of what happens in the story, but not all the details.
4. Ask learners what genre they think the text or extract might come from?
E.g. fiction or non-fiction.
5. Ask learners who they think the target audience of the original novel might be.

SKIM AND SCAN

1. Ask if there are any pictures that give us details about the story/ drama?
2. What do the pictures tell us?
3. Tell learners to notice clues or hints, e.g. how does the story start. If it starts with "Once upon a time" then this lets the reader know the story is totally made up, not true at all and almost like a fairy tale.
4. Tell learners to skim quickly through the story, and look for any print that is different – is it bolder, or in italics (explain that this is writing that slopes to the side) or a different style of print – this is called typography.
5. Ask learners to guess why all of a sudden there would be a different style of typing. Suggest that it could be because the reader must notice that sentence more than others; perhaps that sentence is more important, or vital. Suggest that the reason could be because a character is shouting, or expressing a strong opinion.
6. Tell learners to notice any figures of speech, like similes, onomatopoeia, or metaphors, as these often make the story come alive, or sound more exciting.
7. Ask the learners what character names they have seen in their pre-read. Did they learn anything about each character?
8. Were they able to identify where the story is set? What clues (words or pictures) told them this?

PREDICTING INFORMATION

1. Ask learners to try and predict what the story will be about based on the title, pictures and skim reading.

READING

30 MINUTES

READING INTENSIVELY

1. Select a learner to read one paragraph out loud. (Only ask a learner to read aloud if he/she is comfortable doing so).
2. When only one paragraph has been read out loud, ask another learner to re-tell the story so far in his or her own words.
3. Ask learners to name a character that they have been introduced to in the story/drama so far? Ask what they have learnt about them? Are they kind, horrible, angry, clever, evil, happy, etc.?
4. Ask learners which words helped them decide on the kind of person the character is.
5. Draw the following table on the board and ask learners to copy it into their workbooks

CHARACTER NAME	PERSONALITY TRAITS	WORDS WHICH GIVE US CLUES ABOUT THEIR PERSONALITIES
E.g. Zane	Kind, helpful	Zane shared his lunch Zane helped his friend

6. Ask learners to fill in this table about the characters they have been introduced to so far in the story.

PREDICTING

1. Ask another learner to read the second paragraph. Then, ask another learner to re-tell that paragraph in his or her own words.
2. Continue this process until all paragraphs have been read and retold in a summary of what the readers have understood so far.
3. At the end of each paragraph ask what characters have they learnt about in the story/drama so far? Are they kind, horrible, angry, clever, evil, happy, etc.? Ask learners which words helped them decide on the kind of people the characters are. Let learners fill in any new information on the table in their workbooks.
4. Ask learners to comment on what they enjoyed the most in the story and why they enjoyed it so much.

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask learners if there are any words in the text that they do not understand. Write those words on a board.
2. See if the class can suggest possible meanings for these words, by looking at the context, or by looking at the lines above or below the word.
3. Does the word itself give us any clues, if we just look at a part of the word?

4. Ask the class to suggest some synonyms that we could use instead of that particular word.

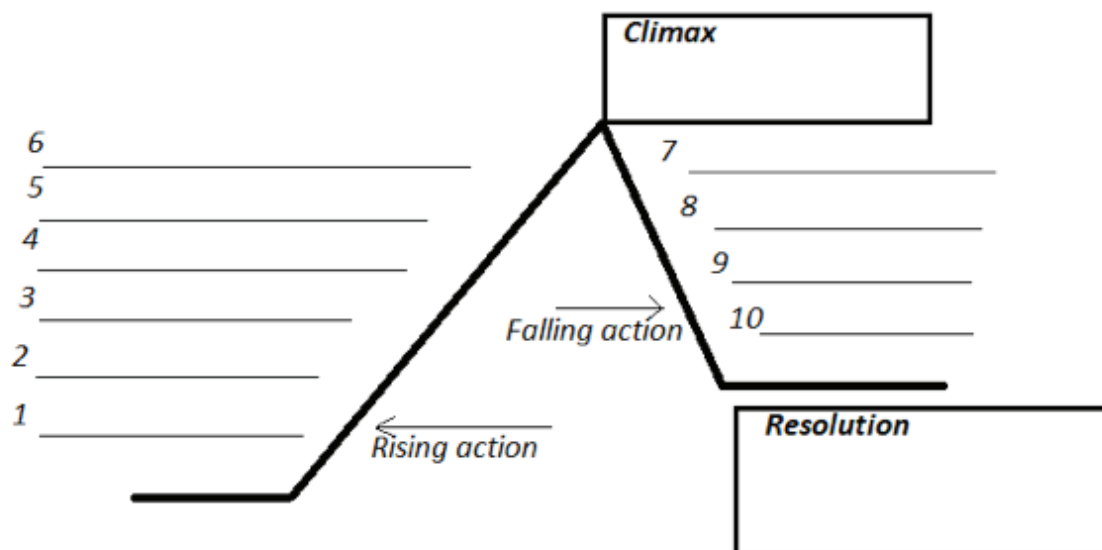
LANGUAGE FEATURES AND THEME

1. Ask the learners:

- a. Where is the story / drama set? How do you know this?
- b. Is there any conflict in the story/ drama? Who is the conflict between? Why does this conflict exist?
- c. Does the story/ drama have a narrator? If yes, what is their purpose or function?
- d. What is the theme of the story / drama? Is it happy, sad, scary, exciting, etc.?

PLOT ANALYSIS AND THEME

1. 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.



2. 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).

3. 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. 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. 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. 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 the 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 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

CAPS REQUIREMENTS	
TEXT 2	1 HOURS 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> • Internal structures of a poem [figures of speech, imagery, rhyme, rhythm] • External structures of a poem [lines, stanzas, typography] • Mood • Figurative meaning • Theme and message • Analysis of a poem: implicit and explicit meaning. • Poetry features such as metaphors, similes, onomatopoeia, alliteration
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Inferring meaning • Relating text to own experience • Context clues

PLANNER AND TRACKER TABLE

TEXTBOOK	Independent Reading Activity	TEXT 2	PAGE
Platinum English	Animal Attitudes	Poem: The sound of a happy cat	240
Top Class English	Seeing Clearly	Poem: Prisoner and judge	214
Via Afrika English	Overcoming Adversity	Poem: I Rise	203
English Today	Making Choices	Poem: Friends	217
Interactive English	Unsung Heroes	A hero	262
Spot on	Amazing Animals	-	
Oxford Successful English	The art of communicating	Late Home	296
Clever English	Cooking up a storm	Poem: Bread Making	234

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

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

2. Explain that:

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

STUDY THE TITLE AND PICTURES

1. Read the title.

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

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

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

5. Instruct learners to look at the pictures.

6. Ask the learners:

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

PREDICT WHAT THE POEM IS ABOUT

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

2. Tell the learners to:

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

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:

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

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

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

E.g.

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

Or:

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

4. Ask the learners to:

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

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

6. Ask the learners to look for any words that they do not understand. Ask the learners to:

- look closely at the word. Is there any part of the word that you recognise? Can you work out the meaning of the word from this part?
- think about the whole poem and what is happening in the poem. Make a guess as to what the word could mean
- use a dictionary to check if your guess is right

READING FOR MEANING:

1. Tell the learners to read the poem out loud to a partner.

2. Ask the learners to tell their partner by paraphrasing what the poem was all about.

3. Ask the learners what the message was, or what the purpose of the poem was, what idea or experience or feeling did the poet want to portray?

4. Remind learners that poets use many figures of speech, such as comparisons, similes, metaphors, personification.

5. Tell the learners to write down three example of figures of speech from the poem in their workbooks. Ask the learners to:

- explain the meaning of the figure of speech
- say why the poet chose to use the figure of speech in the poem

6. Ask a few learners to report back to the class, telling them one of their chosen figures of speech, what it means and why they think the poet used it in the poem.

PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES

1. Ask the learners:

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

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. 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 the 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 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.

Cycle 3: Writing Lesson

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a reflective essay

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

Textbook	Theme	Page number in Textbook
Clever English	Cooking up a storm!	227
English Today	Making choices	211
Interactive English	Unsung Heroes	255
Platinum English	Animal attitudes	241
Spot On English	Amazing animals	195
Successful English	The art of communicating	293
Top Class English	Seeing clearly	207
Via Afrika English	Overcoming adversity	197

GENRE: Reflective Essay

CAPS DESCRIPTION OF GENRE: Reflective essays present the writer's views, ideas, thoughts and feelings on a particular topic, usually something they feel strongly about. It needs to be personal rather than subjective; it needs a careful structure, but does not need to have to present a clear conclusion. It can be witty or serious.

AUDIENCE: Grade 7s

TITLE OF WRITING TASK: Write a reflective essay.

PURPOSE: To express thoughts and feelings on something / an event that has already happened

TEXT FEATURES:

1. Essay format with introduction, body and conclusion.
2. Emotive language - strong adjective and adverbs
3. Personal viewpoint
4. Written in the 1st person
5. Reflective

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 3-5 Paragraphs

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOXES

Adjectives for happy: joyful, delighted, contented, jolly, fortunate, lucky, cheerful, pleased, glad, ecstatic, thrilled, elated, exhilarated

Adjectives for sad: broken-hearted, depressed, disappointed, unhappy, miserable, tearful, upset, sorrowful, heavy-hearted

TEACHING THE GENRE

30 MINUTES

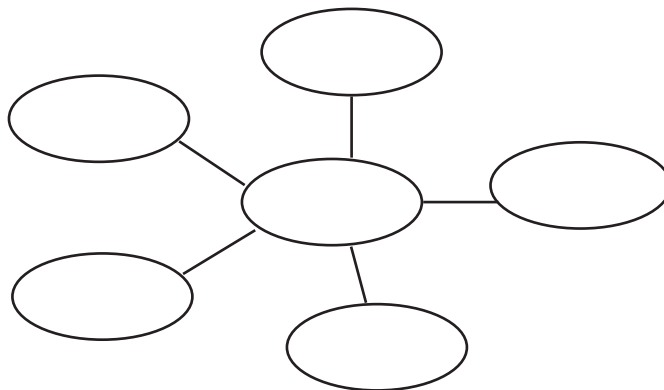
OUTCOMES:

The learners will learn how to draw and use a mind map.

The learners will learn how to write reflective sentences in the first person.

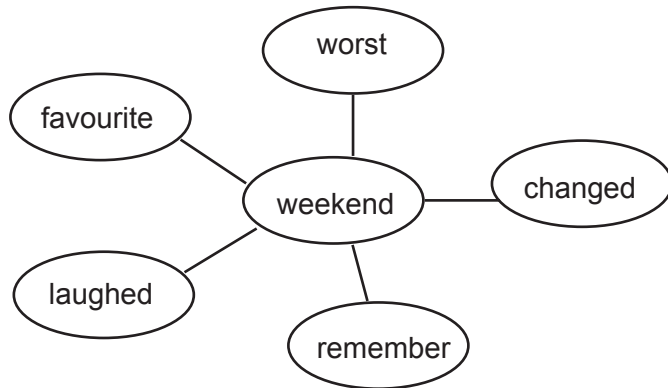
TEACHER INPUT

1. Tell the learners:
 - a. Today we are going to write a reflective essay.
 - b. A reflective essay is an essay where we write our thoughts and feelings about a topic.
 - c. When we reflect on something, we are thinking back on how we feel about what happened.
 - d. When reflecting on something, we often use words that express emotion.
2. Ask the learners if they can think of some words that are used to express emotion.
3. Write them on the chalkboard.
4. Some of the words they come up with may be: happy; sad; angry; scared; nervous; worried; ashamed; irritated.
5. Say:
 - a. When we write reflective essays we should use words that describe clearly what we are feeling. Remember, we call these describing words “adjectives”.
6. Draw the following on the chalkboard:



7. Say:
 - a. This is called a mind map.
 - b. This will be useful when you are planning your essay later.
 - c. I am going to use it now to plan my ideas around reflecting on our weekends.

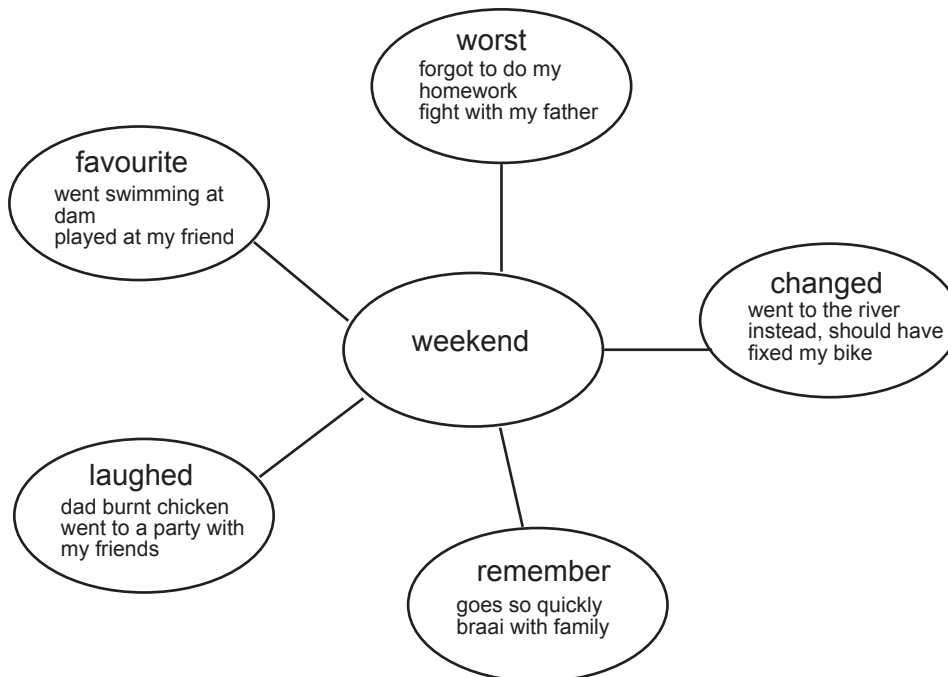
8. Fill in the following details on the mind map:



9. Now ask the learners for ideas to fill in on the mind map by asking the following questions. Fill in keywords on the mind map.

- What was your favourite part of the weekend?
- Did anything make you really laugh this weekend?
- What was the worst part of the weekend?
- When you think back about the weekend, what is the first thing you remember?
- Is there anything you wish you could have changed about your weekend?

10. When you have finished, it may look something like this:



MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will learn how to write reflective sentences.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Say:
 - a. Using these ideas we are now going to write reflective sentences.
 - b. When we write reflective sentences we are writing about what we think.
 - c. An example of a reflective might be "I was the happiest when I was with my family." (Write this sentence on the chalkboard.)

3. Write the following on the chalkboard:

- When I think about....
- The worst moment was....
- The thing I wish I could change is....
- My favourite time was...
- The moment that really made me laugh was....

4. Write the following example of a reflective paragraph on the chalkboard

It is Monday. I am in class and thinking back about this past weekend. I wonder why the weekend seemed to go so fast. My favourite part of the whole weekend was spending time with my sister swimming at Fourie Dam. We spent hours jumping into the water, laughing and telling jokes. I feel so happy when I am with her. I am really lucky to have a sister like her. When I think about my life, I could not imagine it without her.

5. Read over the above example with the learners.

6. Say:

- a. This is a reflective paragraph written by someone about their weekend.
- b. Can anyone tell me what feelings or emotions the writer is feeling?
(Possible answers could be: love for sister, happiness, longing)

7. Ask learners to write their own reflective sentences using the sentences starters below:

- When I think about....
- The worst moment was....
- The thing I wish I could change is....
- My favourite time was...
- The moment that really made me laugh was....

PLANNING

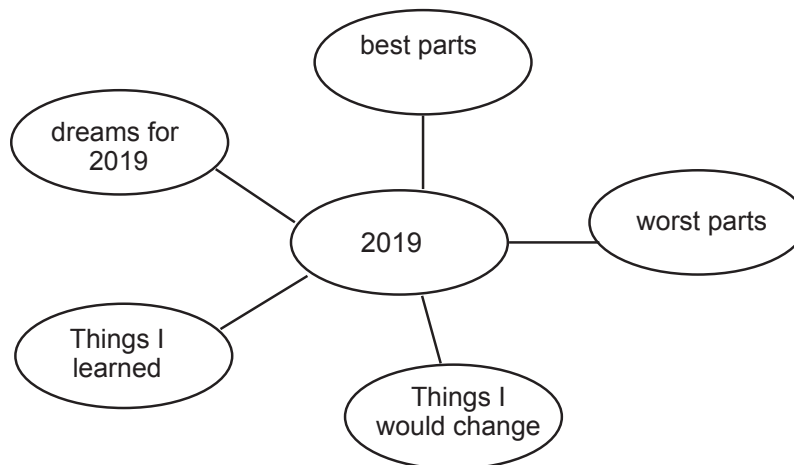
30 MINUTES

OUTCOMES:

The learners will plan the content of their reflective essays using a mind map.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE and WRITERS ZOOM IN TO SMALLER MOMENTS.
2. Remind learners that WRITERS USE WORD BOXES.
3. Say:
 - a. You are now going to plan a reflective essay thinking back on this past year.
 - b. You are going to use a mind map to plan your essay.
 - c. Remember you are writing about your feelings about the past year.
 - d. I want you to close your eyes.
 - e. Take a deep breath.
 - f. I want you to think right back to the beginning of this year.
 - g. What did you imagine the year was going to be like? (Allow the learners a few moments to think)
 - h. Now I want you to think about what has been the best part of your year? Maybe there has been more than one moment. (Allow the learners a few moments to think).
 - i. I want you think about what was maybe a difficult time or something that you wish hadn't happened. Maybe something you wish you could change. (Allow the learners a few moments to think)
4. Draw the following mind map on the chalkboard and have the learners copy it into their workbooks:



5. Tell learners to use the mind map and the thinking activity to write down some key words for their reflective essay.

LEARNER ACTIVITY

1. Tell learners to draw the mind map in their work books.
2. Fill in their own ideas on their mind map.
3. Let the learners work independently.
4. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their reflective essays.

TEACHER INPUT

1. Tell learners they are going to write the first draft of their reflective essays based on their mind maps.
2. Write the following On the chalkboard:

CRITERIA

1. The essay has a title.
2. The writer's feelings are clear.
3. The essay has an introductory paragraph.
4. The essay has a concluding paragraph.
5. The essay is written from the writer's point of view.
6. The writer has used adjectives.
7. Punctuation is accurate.
8. Spelling is accurate.
9. 3 - 5 paragraphs long

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their essays based on the criteria.
2. Let the learners work independently.
3. Walk around and help any learners who need support.
4. Hold MINI CONFERENCES with groups of learners, offering advice, support and encouragement.
5. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer-edit using checklist provided.

TEACHER INPUT

1. Tell the class that they will peer-edit their reflective essays.
2. Tell the learners to use the checklist when they peer edit. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1.	Does the essay have a title?		
2.	Are the writer's feelings clear?		
3.	Is there an introductory paragraph?		
4.	Is there a concluding paragraph?		
5.	Is the essay written from the writer's point of view?		
6.	Has the writer used adjectives?		
7.	Is the punctuation accurate?		
8.	Is the spelling accurate?		
9.	Is the essay 3-5 paragraphs long?		

TEACHER INPUT

1. Tell the learners to read through each other's reflective essays and edit it by correcting mistakes.
2. They must use the checklist to make sure the criteria for reflective essays has been met.
3. Tell learners to TURN AND TALK to their friend and explain any corrections that need to be made.

LEARNER ACTIVITY

1. Learners to peer-edit the reflective essay using the checklist.
2. Learners to TURN AND TALK to their friend about the corrections that need to be made.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts.

The learners will read their writing.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners neatly re-write their essays.
2. Learners read their essays to the class.

COMPLETED EXAMPLE 

Thinking back on my year

In the last few days, I have been thinking back on my year. 2019 has been a year of mixed experiences. Some of the things that have happened to me have been good and some of them have been horrible.

I feel that the best thing that happened this year was making a new group of friends. They are loyal and kind. They have taught me to laugh at myself. When I think about the friends I had before, I realise that they were not a good influence on me and did not make me feel positively about myself.

This year has been difficult too. I feel sad about my family life. My parents have decided to get divorced. There have been a lot of fights at home and it has been very stressful. I am blessed that I am able to talk to my friends about my problems. I feel afraid about a future without both parents at home.

When I think back on this year I have learnt that you can never tell what will happen in the future. I have also learnt to value friendships.
(188 words)

“Literature should be taken to the street. That is where, in Africa, it must be. The path of literature is the assured way to human salvation and to civilisation. I hail the power of the pen.”

- Ken Saro-Wiwa

CYCLE | 4

weeks

7 & 8

READING

Cycle 4: Reading and Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Extract from a novel
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Predicting information • Visualisation • Intensive reading • Paraphrasing • Context clues • Skimming • Scanning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Simply Study	Selfish students are best	249
Top Class English	Revision for exams	Short story: Have a wonderful day	221
Via Afrika English	Revision	Extract: forget about Jackson	210
English Today	Exam Revision	Reading for information	227
Interactive English	Become YOUR hero	Interview: Another great South African Hero	270
Spot on	Exam preparation	How agriculture changed our lives	209
Oxford Successful English	Look back, look ahead	Read, read, read	313
Clever English	... A friend indeed	A friend in need	247

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

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

STUDY THE TITLE AND PICTURES

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

PREDICT WHAT THE STORY IS ABOUT

1. Tell learners to read only the first paragraph out loud.
2. One learner can be selected to read to the class. (Only select learners who are comfortable reading aloud.)
3. Stop and ask:
 - Did the first paragraph give us any information about the setting: where and when events take place?
 - What do you think might happen to the characters in the story?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

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

NAME OF CHARACTER	PERSONAL QUALITIES	EXTRA INFORMATION	ACTIONS/BELIEFS
Lindo	Happy Friendly	Lives close to school	Always helps others

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

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

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

READ THE TEXT AND VISUALISE

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

PARTNER READING

1. Tell the learners to:

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

ORAL COMPREHENSION REPORT BACK

1. Ask a few learners to report back on what they found out about the characters.
2. Ask some of the pairs to explain the meaning of two new words they have learnt.

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. 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 the 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 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 4: Reading and 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"> • External structure of a poem: lines, words, stanzas • Internal structure of a poem: figures of speech: imagery • Figurative language • Mood • Theme and message
Reading skills to be taught	<ul style="list-style-type: none"> • Predicting information • Skim reading • Inferring meaning • Personal opinion • Relating text to own experiences • Fact and opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Simply Study	Poem: Homework	253
Top Class English	Revision for exams	-	
Via Afrika English	Revision	Poem: Going to school	218
English Today	Exam Revision	Poem: The shark	232
Interactive English	Become YOUR hero	Folklore: Traditional tale	272
Spot on	Exam preparation	Magazine article	210
Oxford Successful English	Look back, look ahead	-	
Clever English A friend indeed	Poem: Schoolkid's rap	249

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

1. 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.

2. 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

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

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

3. Stop and ask the learners:

- Did the first stanza create any feelings in the audience? 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 ALOUD

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

FIGURATIVE LANGUAGE (PERSONIFICATION, ONOMATOPOEIA, ALLITERATION)

1. Tell the learners that the poet can also use figures of speech to enhance the mood of the poem.
2. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration		
Onomatopoeia		
Personification		

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

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

4. 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
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss
Personification	Giving a non-living object human qualities	The trees waved their arms

5. 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
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore	
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss	
Personification	Giving a non-living object human qualities	The trees waved their arms	

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

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

8. Ask learners why they think the poet chose to use these figures of speech - what effect do they have?

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask the learners if there are any words they do not understand? Tell the learners to:

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

DISCUSS FACT AND OPINION

1. Remind learners that when they read a newspaper article, it contained mainly facts.

2. Ask learners:

- a. Does this poem contain any facts? If so, what are they?
- b. Does the poet reveal his/her opinion about anything? If so, what is it?

SILENT READING

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

2. Tell learners to think about what the message or meaning for their lives can be.

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 the 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.

CYCLE 4 WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a formal letter

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

Textbook	Theme	Page Number in Textbook
Clever English	...a friend indeed!	241
English Today	Exam revision and preparation	223
Interactive English	End-of-Year Examinations	275
Platinum English	Simple study	257
Spot On English	Examination preparation	207
Successful English	Look back, look ahead	311
Top Class English	Revision for exams	218
Via Afrika English	Revision	206

GENRE: Formal letter

CAPS DESCRIPTION OF GENRE: A formal letter is a letter written in a formal tone, written in a particular format. It can be used for applications, to write complaints or to request information. You can expect a reply to these letters.

TITLE OF WRITING TASK: Write a formal letter

AUDIENCE: Grade 7s

PURPOSE: A formal letter is used to write a letter in a standard format to express a serious issue, concern or ask for information.

TEXT FEATURES

1. Format:
 - a. Two addresses
 - b. Date
 - c. Dear...
 - d. Subject line
 - e. Introduction, body conclusion
2. Formal language
3. Main and supporting ideas

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 110-120 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbook

WORDBOXES

purchase, buy, product, useful, service, compliment, excellent, recommend, congratulations, pleasantly surprised, affordable, attractive, tasty, delicious, pleased, impressed, service, yours sincerely

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

- The learners will learn how to write a formal letter.
- The learners will learn the purpose of a formal letter.

TEACHER INPUT

1. Tell the learners:

- Today we are going to write a formal letter.
- Formal letters are different to letters that we write to friends and family telling them our news.
- Formal letters are written in formal language and can be used for a number of things.
- A formal letter can be used to write a letter of complaint or a letter to the newspaper. We call a letter to the newspaper, a letter to the press.
- Today, we are going to write a formal letter to a company to tell them about a good experience we had at one of their stores or with a product of theirs.
- The company may write back to thank you for your letter, and sometimes if you are very lucky, they may send you something small like a voucher or a gift.

2. Ask the learners:

- Can you think of any products you have bought that you really like?
- Can you think of any place you have been that has given you really good service? (Write the learners ideas in the chalkboard.)

3. It may look something like this:

Vodacom	Coca Cola	Edgars	Steers
---------	-----------	--------	--------

4. Say:

- When you write your letter you should think about laying the content out in a certain way.
- I am going to write the main points to think about on the chalk board.
- You will think about this in more detail when you do your planning.
- Remember WRITERS WRITE WHAT THEY KNOW so choose something you know about.

5. Write the following on the chalkboard:

Introduction: How you came to know about the product or service.

1st paragraph: Main thing you want to say. [Main idea]

2nd paragraph: Something personal and positive you want to say. [Supporting idea]


Conclusion: That you will recommend the product or service.

6. Read over what you have written with the learners.

7. Say:

- a. The body of your letter will have this content.
- b. When you write your letter, you will write using formal language and positive words.
- c. The letter must flow logically so you must plan carefully.
- d. Remember WRITERS PLAN BEFORE THEY WRITE.
- e. A formal letter also has a special layout.
- f. We will look at that layout now.

8. Write the following example on the chalk board:

	PO Box 632 Pimville 1808 23 August 2019
The Marketing Director Famous Brands Private bag 132 Centurion 0046	
Dear Sir / Madam	
Wacky Wednesday is an excellent deal	
I don't often have money to buy a takeout meal but when I do Steers is always my first choice. Your burgers are always delicious and the chips are really the best.	
I would like to congratulate you on the new Wacky Wednesday deal. I recently heard the advert for it and my friend and I put our money together and went and tried it out. It was the best burger I have ever eaten and is really good value. I will be saving up again and hope the special will still be around when I have enough money.	
I have told everyone at school about the Wacky Wednesday deal and they are all excited to try it soon.	
Yours sincerely	
	
Thandeka Maloi [Miss]	

9. Read over the example with learners.

10. Point out the following layout features of a formal letter:

- a. Writer's address on the right hand side.
- b. Date below the address.
- c. Address to whom you are writing on the left side.
- d. Write Dear....
- e. If you know the name of the person you are writing to, put their name in.
- f. State the reason for your letter.
- g. Write the content of your letter with an introduction, body and conclusion.
- h. End your letter with "Yours sincerely".
- i. Sign your letter.
- j. Write your name in full underneath.

MODELLING THE SKILL



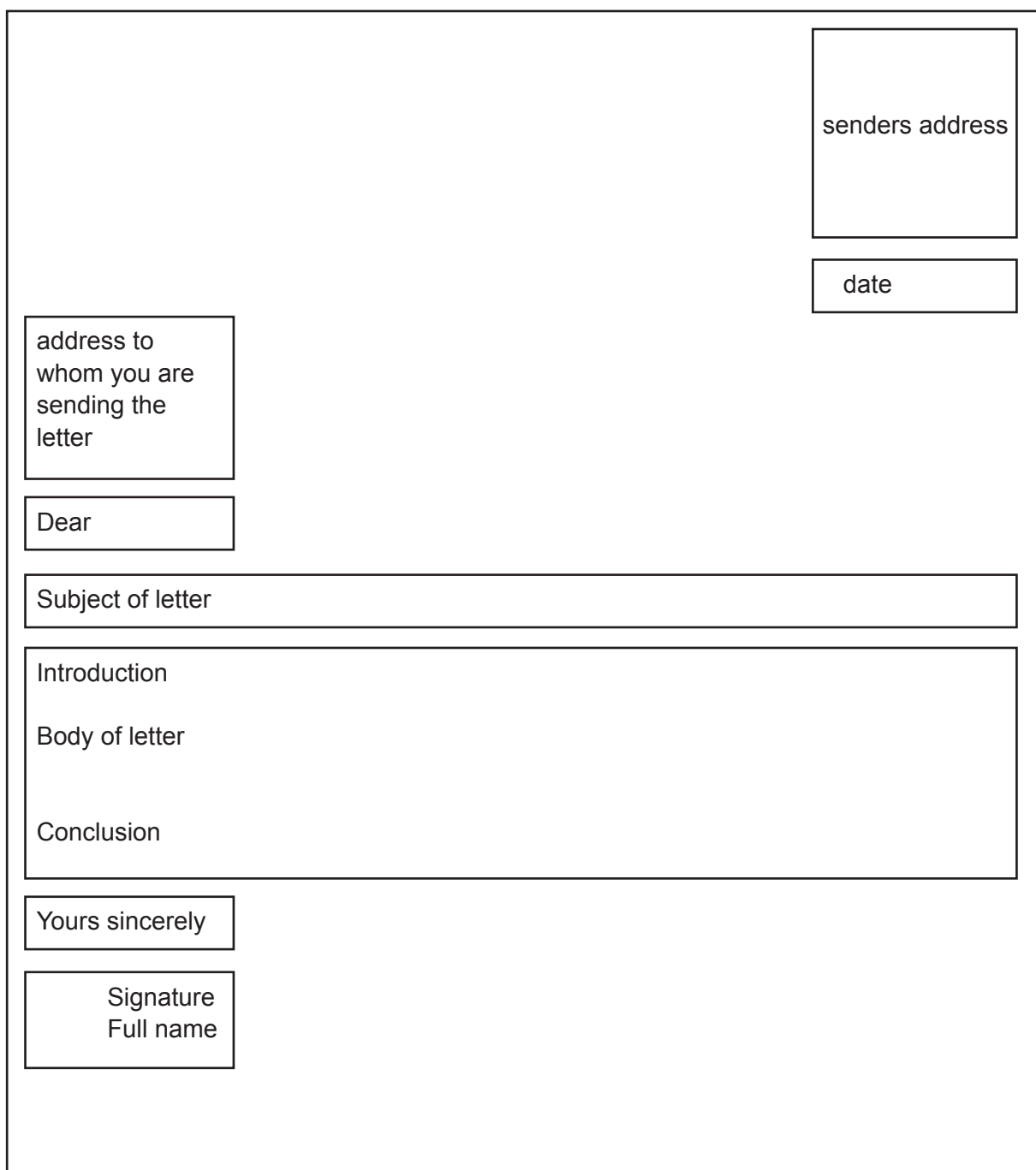
20 MINUTES

OUTCOMES:

The learners will learn the layout of a formal letter
The learners will write the opening sentence of the letter

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Draw the following diagram with labels on the chalkboard:



Cycle 4 Writing

3. Working with the learners, fill in the format details of the letter.
4. You can make these up.
5. Leave out the content of the letter.
6. Your completed example might look like this:

	3B Makula Street Ivory Park 1689
	12 September 2019
The Marketing Manger KFC PO Box 1234 Johannesburg 2000	
Dear sir/madam	
KFC sells the best fried chicken in South Africa	
Introduction Body of letter Conclusion	
Yours sincerely	
 Themba Moloji	

7. Have the learners copy the planning grid into their workbooks WITHOUT ANY OF THE DETAILS WRITTEN ON IT. They will use this grid when they do their planning.
8. Tell learners:
 - a. Let's pretend we are writing the letter to KFC to tell them that they make the best fried chicken in South Africa.
 - b. How do you think we would start this letter?
9. Ask the learners for examples.
10. Write them on the chalkboard.
11. You may want to give them a first example.
12. Some ideas could be:
 - a. I really like fried chicken and have tried many different kinds.
 - b. I have been eating KFC for as long as I can remember.
 - c. I had KFC for lunch today and it got me thinking about your excellent product.
 - d. I thought I would write to tell you how much I love KFC.

PLANNING



30 MINUTES

OUTCOMES:

- The learners will plan the layout of their letters using the planning grid.
- The learners will choose a topic for their letters.
- The learners will plan the content of their letters.

TEACHER INPUT

1. Tell learners:
 - a. Choose a product you want to write about or a company you want to write to.
 - b. Use the planning grid you have drawn in your book to do the format of the letter. This is the addresses, date etc.
2. If possible, use the internet to get real addresses so that the learners can really send the letters and get replies.
3. Re-draw this on the chalkboard:

Introduction: How you came to know about the product or service.

1st paragraph: Main thing you want to say. [Main idea]

2nd paragraph: Something personal and positive you want to say. [Supporting idea]

Conclusion: That you will recommend the product or service.

4. Tell learners to use this breakdown to plan the content by filling in key words for their ideas.
5. Remind learners that **WRITERS WRITE WHAT THEY KNOW** so they should choose a product or company they know something about.

LEARNER ACTIVITY

1. Allow learners time to plan.
2. Let the learners work independently.
3. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their letters.

TEACHER INPUT

1. Tell learners they are going to write the first draft of their reflective essays based on their mind maps.
2. Write the following on the chalkboard:

CRITERIA

1. The writer's address is on the right.
2. The date is under the writer's address.
3. The address where you are sending the letter is on the left.
4. The letter is addressed to someone.
5. There is a subject line.
6. There is a clear introduction.
7. There is a clear conclusion.
8. The language is formal.
9. The main idea of the letter is clear.
10. The letter has a name and signature at the end.
11. The punctuation is accurate?
12. The spelling is accurate?
13. The letter is 110-120 words long?

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

LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. Tell the learners to read through their articles, because good WRITERS READ WHAT THEY WRITE.
3. Walk around and help any learners who need support.
4. Hold MINI CONFERENCES with groups of learners, offering advice, support and encouragement.
5. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will now self-edit using checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their reflective essays because WRITERS SELF-EDIT.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Is the writer's address on the right?		
2.	Is the date under the writer's address?		
3.	Is the address to where you are writing on the left?		
4.	Is the letter addressed to someone?		
5.	Is there a subject line?		
6.	Is there a clear introduction?		
7.	Is there a clear conclusion?		
8.	Is the language used formal?		
9.	Is the main idea of the letter clear?		
10.	Does the letter end with a signature and name?		
11.	Is the punctuation accurate?		
12.	Is the spelling accurate?		
13.	Is the letter 110-120 words long?		

LEARNER ACTIVITY

1. Tell learners to read over checklist and make any corrections that need to be made.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts.

The learners will read their writing. If possible the learners will make a second copy of their letters and actually mail them.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their letters, using the edited draft.
2. Tell the learners that if they are going to actually mail their letters, they will need to write out a second copy.
3. Thank the class for all their efforts in developing their writing skills.
4. Ask learners to hand in their final drafts, once they have read them with their peers.

LEARNER ACTIVITY

1. Learners neatly re-write their letters.
2. Learners read their letters to the class.

COMPLETED EXAMPLE

PO Box 65428
Dube
1800
25 August 2019

The Marketing Director
Samsung
PO Box 70006
Bryanston
2021

Dear Sir/madam

Congratulations on an excellent product

I have been saving up to buy a cell phone for a while. I recently went to see what I would be able to buy with what I had managed to save. I was very surprised to see that there was an affordable Samsung product.

I would like to congratulate you on the Samsung Galaxy J1 Mini. It is not only affordable but it is a very attractive looking phone. I was also surprised to learn that it can run all the apps I wanted even though it is very small. The battery also lasts really well.

I have been showing my phone off to all my friends and they all wish they had one too. I have now started saving for an upgrade. I recommend Samsung to all my friends.

Yours sincerely



Thandeka Maloi (Miss)