

Grade 8

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

TIMING:

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

4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

TEXT FEATURES

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

Action	The action is when the most exciting, tense, frightening, funniest parts of a story occur.
Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Ambiguity	When a sentence, phrase, word or joke can be interpreted in more than one way, then it is ambiguous. Writers often use it purposefully so the reader needs to interpret, or work out which meaning is really intended. E.g. Sarah gave a bath to her dog wearing a pink t-shirt. Was Sarah wearing the pink t-shirt or was the dog?
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way
Captions	Captions are explanations, usually found underneath pictures in a text. By reading the captions, we may gain a better understanding of what the text will be about.
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>
Direct meaning	<p>The meaning is obvious and straightforward, with no room for misinterpreting.</p>
Drama	<p>A piece of writing that tells a story and is performed on a stage.</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>
Fact and opinion	<p>A statement of fact in a reading text can be proved to be true using a source of proof.</p> <p>Opinion is an expression of the character or author’s personal likes, dislikes, view of life or ideas. This may differ from person to person.</p> <p>Distinguishing between what can be proven as a fact and what is the belief, or preference or thought process of the author. A fact can be supported by witnesses, evidence, numbers, experiments, but opinions are the point of view or perspective or life experience of the author or the character the author has created. Opinion is simply one way of viewing the world.</p> <p>Learners can be asked to imagine wearing different glasses – sunglasses, 3D movie glasses, and granny’s reading glasses. Colours will look different depending on which glasses you are wearing, just as an author will only explain an event because of the way he or she sees the world.</p>
Figurative language	<p>This includes figures of speech and idiomatic expressions.</p> <p>Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.</p>
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	Genre is the category or style of the book. E.g. mystery; fantasy; science-fiction; adventure; romance.
Headings and captions	Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.
Hyperbole	Hyperbole is the use of exaggeration for effect. E.g. My suitcase weighs a ton! I have told you a million times!
Idioms and proverbs	Idioms are part of figurative language. The ability to recognise common idioms is important, such as ‘The Midas touch’ or ‘Birds of a feather’ where the idiom has a deeper meaning, or wider context.
Illustrations	The illustrations are the pictures in a text. They can often help us to understand what is happening in the text.
Imagery	Imagery is the ability of words to create a word picture in the reader’s mind. It often draws on the senses –sight, smell, taste, touch. Imagery should affect the reader on an emotional level if it is well written. Imagery is another word for figurative language. It includes poetic devices such as similes, metaphors and personification.
Implied meaning	The meaning is only hinted at, or suggested, it is not clear and obvious.
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!
Lines and stanzas	Poems are written in lines. Sometimes these lines are grouped together. If they are grouped together, the group of lines is called a stanza. Some poems are not written in stanzas but just in lines as the poet wishes to write. This is called free verse.
Literal and figurative meaning / Figures of speech	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
Milieu	Milieu means the physical or social setting in which something happens. Help learners to identify the milieu of the story – what is the class of the different characters? Are they working class? Are they middle class? To what degree are they educated, and how does this impact on their lives? What is their economic status, and how does this impact on their lives? What kinds of jobs do they have? What do they do for enjoyment?
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.
Moods – subjunctive, imperative, potential, indicative, conditional.	Subjunctive mood: it is a verb found in a sentence or clause which usually begins with the word IF – creating a sense of doubt, wish or regret. The subjunctive verb creates a mood of uncertainty, unreality. Indicative mood: A grammatical mood created to relay facts. When a speaker uses verbs and tones which indicate that he or she is delivering facts. Imperative mood: Verbs that create a mood or a sentence in which an order is being given, so that the tone or mood sounds almost bossy. Potential verbs: use of the words “can” or “able to” indicating the ability to want to do something.
Narrator	The narrator is the person telling the story. There are different kinds of narrators. These include: a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.
Onomatopoeia	Onomatopoeia are words which make a sound E.g. hiss; ping; buzz; splat; bang; zoom; sizzle
Personification	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
Plot	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.
Purpose of a text (to inform, persuade)	The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.
Rhetorical Question	A question which does not require an answer. It is asked to make the listener think, not to actually be answered. The answer is usually quite obvious. E.g. What colour is the sky?

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

<p>Types of language - including: bias, prejudice, discrimination, stereotyping. How language and images reflect and shape values and attitudes.</p>	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another. E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work.</p> <p>To identify prejudice in a text is an important reading skill, the reader must be able to identify if the author is using language which is creating an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another.</p> <p>Stereotyping is when the author states that a whole group of people think or behave the same way. Stereotyping is not true. The behaviour might represent the majority or a large part of the group, but never the whole group.</p> <p>E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.</p>
<p>Typography</p>	<p>Typography is the typing style of a text. If typing is bolder, or in italics, it means the reader must place emphasis on or pay attention to those words more than others.</p>
<p>View point of writer</p>	<p>Writers can write from a first, second or third person point of view. The third person point of view is when the story is being told by a character who was not personally involved in the action, who was just watching the events unfold from the side lines. The narrator, simply explaining what he or she sees, is third person point of view, and is the most popular and frequent view point. However, sometimes the personal pronoun "I" is used, as the story is told from the point of view of the main character, who will explain the events and how he or she feels.</p>
<p>Visual texts</p>	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

READING SKILLS

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

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

Deducing meaning (analogies, comparisons)	<p>Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p> <p>Sometimes a comparison is used.. One type of indirect comparison is a simile. The simile uses the words like or as to compare two things.</p> <p>Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar.</p> <p>Deducing meaning is the skill of working out what the message or meaning is really supposed to be.</p>
Drawing conclusions	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.</p>
Dictionary skills	<p>Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.</p>
Explicit and implicit meaning / Direct and implied meaning	<p>The explicit (direct) meaning is the clear, detailed meaning, which is easily understood - there is no room for confusion or doubt. The meaning has been fully revealed without being vague.</p> <p>Implicit (implied) meaning is when the meaning has been suggested, or hinted at, or indirectly expressed.</p>
Fluency	<p>Fluency is the ability to read with reasonable accuracy – to pronounce words correctly, with correct emphasis on syllables and words. Fluency also includes the ability to recognise punctuation and apply appropriate reading techniques for specific punctuation marks. Fluency also implies the ability to read out loud for an audience, projecting the voice and making eye contact. The more fluent the reader becomes the more confident their reading becomes.</p>
Inferring meaning	<p>When you infer, you figure something out that wasn't completely explained in the story. You make an inference when you use clues from the story and your own background knowledge to figure something out that the author doesn't directly tell you.</p> <p>How do we infer? Here are some examples:</p> <ul style="list-style-type: none"> • Think about what the author has written so far • Think about what you already know • Think about how the characters feel and what they have said • Use all the clues you can in the text to make a good guess • Think about where the events are taking place • Think about how the characters act • Put the pieces together • Make a conclusion by using words like: <p style="margin-left: 40px;">I think.... This could mean.... Maybe...</p>
Interpreting cartoons	<p>Cartoons are often drawn to bring a message. Political cartoons are popular in newspapers. To interpret the cartoon, ask what message is the artist trying to bring, who are the characters being drawn and what is the reason? These are skills of reading a cartoon.</p>

Intensive Reading	Intensive Reading involves reading in details with specific learning aims and tasks.
Paraphrasing	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
Personal opinion	Based on the knowledge of what an opinion is and that opinions are neither right nor wrong, learners must be able to make personal judgements. Developing a personal opinion on a text must always be supported by valid reasons relating to the text.
Predicting information	<p>Predicting is not only a pre-reading strategy, it is an ongoing process that keeps the reader involved at every stage of the story, as he or she tries to figure out what will happen next, by making new predictions with the unfolding of each new event in the story.</p> <p>Predictions are made or revised as more information is gathered. How to predict (pre-reading)</p> <ul style="list-style-type: none"> • Read the title • Discuss the meaning of the title • Ask learners what they think the story will be about • Look at any illustrations • Discuss the illustrations • Ask learners what they think the story will be about, based on the illustrations • Ask learners to connect the illustrations and title to get a full idea • Ask learners to think about any similarities or differences between the title and illustrations • Ask learners what they think the story will be about now • Learners may discuss, draw or write about their predictions <p>How to predict (during reading)</p> <ul style="list-style-type: none"> • Pause during reading • Ask learners what they think will happen next, now that they have some idea of how the events are unfolding • Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas • Ask learners if their previous predictions were correct • Ask learners if they would like to change or revise their previous predictions as they read and gather more information
Purpose of a text (to inform, persuade)	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text, this will also help with identifying language structures used.</p> <p>E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>

Relating text to own experience	Trying to imagine that you are one of the characters often helps with comprehension. Sometimes the characters face similar situations to what the reader has been through. It is useful to find ways in which you have had the same thoughts, feelings or experiences as the person in the story.
Scanning texts	Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information Scanning involves the following: <ul style="list-style-type: none"> • Keep in mind all the time what you are searching for • Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers • Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs • Let your eyes run over a few lines of a text at a time • When you find the information you are looking for, then read that section in detail
Sequencing	The sequence is the order in which the events take place. Often sequencing key words will be used. E.g. firstly, then, next, followed by, lastly. Sometimes the sequence of events can be tracked through the cause and effect chain. Because one event happened, there was a certain reaction to it. That then causes another event to happen.
Skim reading	Skimming is a way of quickly moving your eyes over a text, with the purpose of getting the main idea and general overview of the text. It is used in pre-reading to get a general idea of what is about to be read. How to skim read: <ul style="list-style-type: none"> • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs. • Look for any words that may provide the most important information required: who, what, when, where and how • Read the last paragraph completely
Socio-political and cultural backgrounds of text and author	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Visualising	To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.
Vocabulary development	Vocabulary development is adding to the amount of words you know and understand. You can add to your vocabulary by reading new words and working out ways to understand them; including using a dictionary or clues from the text. Vocabulary development includes learning about synonyms, antonyms, homophones, homonyms

LANGUAGE STRUCTURES AND CONVENTIONS

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

Acronyms	A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word. E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters
Antonym	A word that is opposite in meaning to another word in the same language. E.g. 'happy' and 'sad'; 'clean' and 'dirty'; 'bright' and 'dull'; or 'introvert' and 'extrovert'. Note that some words become antonyms by adding a prefix: happy – unhappy; obey – disobey; legal – illegal; and responsible – irresponsible.
Apostrophe	A punctuation mark to show who owns an item. E.g. Siphos pen. The apostrophe shows that the pen belongs to Siphos. The boys' toys. If the owner is a plural, the apostrophe is placed after the 's'. This type of apostrophe is called the possessive case apostrophe, because it shows who owns, or possesses an item. We also use an apostrophe for a contraction. Contractions are words like cannot becoming can't. Should have becomes should've. Would have becomes would've. Did not becomes didn't. We put the apostrophe where the missing letter has disappeared.
Auxiliary verbs	Auxiliary verbs support the actual verb. E.g. is, are, were, was, am, have, has, had, be. They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb. E.g. We are walking to school.
Clauses	A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear. E.g. When it was raining. Because you were late. Before you go to bed.
Complex nouns	Two nouns that have been put together. They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses, razor-blade, reading lamp.
Concord	The concord is when the subject and the verb in a sentence agree. E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food. Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is

Conjunctions and transition words	<p>Conjunctions are words that join two sentences together. E.g.</p> <ul style="list-style-type: none"> • We couldn't swim. It was raining. • We couldn't swim because it was raining. • We got lost. We had directions. • We got lost although we had directions. <p>Conjunctions include and; but; because; so; then; but.</p>
Contractions	<p>Contractions are a short way of writing out words in which some letters are left out and replaced with an apostrophe E.g. "don't" is a contraction of "do not" "Could've" is a contraction of "could have" "He's" is a contraction of "he is"</p>
Determiners	<p>Determiners include:</p> <ul style="list-style-type: none"> • The definite article: The book; the apples. • Indefinite article: A book; an apple. <p>Quantities of objects are also determiners. Such as: All, most, some, none, both, either, neither, few, many, more, less, every, little. These determine how many, how few objects are being counted. E.g.</p> <ul style="list-style-type: none"> • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
Direct speech	<p>Direct speech is the actual words spoken by someone, written in inverted commas.</p>
Gerund	<p>A verb which functions or acts as a noun, usually ending with the suffix-ing. E.g. to ask is a verb, but "do you mind me asking you" is a gerund, since the word asking ends in the suffix-ing.</p>
Homophones, homonyms, homographs	<p>To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.</p>
Nouns	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy, Siphon, Gauteng, Maponya Mall, Western Cape</p> <p>Abstract Nouns are feelings. E.g. love, joy, happiness, hope, fear, anxiety</p> <p>Collective nouns are a group or collection of common nouns. Each grouping has its own special name E.g. a flight of stairs; a gaggle of geese; a constellation of stars; a regiment of soldiers; a hive of bees; a canteen of cutlery</p> <p>Pronouns replace a person's name E.g. I, you, we, he, she, us, they, them, her, my</p>

Phrases	<p>A phrase is not a complete sentence. It is a part of a sentence which does not include a subject or a verb. E.g. in the garden; at the park; behind the trees.</p>
Prepositions	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
Pronouns	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards. Pronouns include he, him, his, she, her, I, me, my, you, us, we, they, them</p>
Punctuation	<p>Punctuation is the markings used in writing which help us to make sense of sentences. Punctuation includes full stops, commas, exclamations marks, question marks, inverted commas, apostrophes and many more.</p> <p>Quotation marks show that someone is speaking or to show words have been taken directly from what someone else said. "..." Quotation marks can also be called inverted commas.</p> <p>Semi colons joins two main clauses if a conjunction isn't being used. Semi colons can indicate two opposite ideas in one sentence. It is a long pause that balances two equally important ideas within a sentence.</p> <p>Question marks are used at the end of sentences in which any question is asked. Key question words are 'who, where, when, what, why, how?' Sometimes question words can also be 'do, are, have, has, is?'</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>

<p>Sentences</p>	<p>A group of words that is complete in itself and make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb. A simple sentence contains only one clause, a single subject and a single predicate. E.g. The boys played in the park.</p> <p>The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language. E.g. The boys were playing outside.</p> <p>A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence.</p> <p>Sentences fall into four groups. A command. "Go outside at once!" A question. "Where are you going?" A statement. "I am going outside." An exclamation. "I can't wait!"</p> <p>A complex sentence contains more than one clause. E.g. I burned dinner, but not the cake. (A clause is a group of words that has both a subject and a verb.)</p>
<p>Spelling</p>	<p>The process or activity of writing or naming the letters in a word. There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow. E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> • A short vowel sound like 'e' means the last consonant must be doubled before adding –ing. Pet – petting <p>A long vowel sound like 'ee' means the last constant stays single before adding – ing. Meet – meeting</p> <ul style="list-style-type: none"> • "i before e except after c" • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add –ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
<p>Subject verb agreement</p>	<p>The subject and verb in the sentence must both be the same tense, and both in the singular or in the plural form. They must agree. E.g. My friends are kind. My friend is kind.</p>
<p>Suffixes</p>	<p>The suffix is attached to the end of the word and indicates some change in the root word. The suffix – ed indicates past tense. The suffix – ly shows adverb of manner. The suffix – ing shows continuous tense. The suffix – ness indicates an abstract noun. E.g. happiness; happily.</p>

Synonyms	Words which have the same meaning as other words in a language. The words can replace each other in the sentence, without changing the meaning of the sentence. E.g. The cheerful boy clapped. The happy boy clapped. The joyful boy clapped. Synonyms for beautiful would be: pretty, lovely, gorgeous, exquisite, and attractive.
Verbs	Verbs are doing words, they refer to actions that are performed. E.g. run, smile, talk, and whistle. The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung Verbs are the building blocks of most sentences.
Verb tenses	Verbs determine what tense the sentence is written in. Simple present tense. I play tennis every week. Snakes are reptiles. Present continuous tense. She is watching the tennis game. Simple past tense. He woke up early and got out of bed. Past continuous tense. The children were sleeping in their beds. Past perfect tense. He had forgotten his keys. Simple future tense. We will teach the learners tomorrow. Future continuous tense. I will be working the whole day.

PERSONAL DICTIONARY

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

WRITING LESSONS

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

- All process writing lessons follow a routine.
- The standard routine for a Gr 8 Writing lesson is as follows:
 1. **Teaching the Genre** – this is where the genre is introduced to learners and the specific purpose, features and layout of the genre are explained.
 2. **Modelling** – the teacher models the planning and drafting stages for learners. She shows them the thinking process she goes through to plan her own text. This gives the learners a clear idea of what is expected of them and shows them how to go about it.
 3. **Planning** – Next, the teacher allows the learners to use the planning strategy she has modelled for them and supports them as they plan their own texts. The teacher also introduces the learners to the topic and often shares some kind of stimulus with them, to encourage creativity. In this stage, learners will be encouraged to THINK BEFORE THEY WRITE, to WRITE WHAT THEY KNOW, to ZOOM INTO SMALLER MOMENTS, TO PLAN BEFORE THEY WRITE and to TURN AND TALK to a partner.
 4. **Drafting** – Once the plan has been developed, learners will use the teacher input and plan to write a draft of the text. During this stage, the teacher must move around the classroom, holding MINI CONFERENCES, and supporting learners as they write. Learners will be encouraged to THINK OF THEIR AUDIENCE, to USE RESOURCES TO WRITE WORDS, and to READ WHAT THEY WRITE.
 5. **Editing and Revising** – Once learners have put it in a draft, the teacher must ask them to either SELF EDIT or PEER EDIT the draft. Editing is always done using a checklist provided. In this stage, learners are encouraged to READ WHAT THEY WRITE and to ADD DETAILS.
 6. **Rewriting & Presenting** – Finally, once the edit and revisions are complete, learners will neatly rewrite and present their writing. In this stage, learners will be asked to THINK ABOUT THEIR AUDIENCE and teachers should ENCOURAGE WRITERS.

“Charity . . . is the opium of the privileged.”
- Chinua Achebe, *Anthills of the Savannah*

CYCLE 1
WEEKS 1 & 2

READING

CYCLE 1: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Newspaper or magazine article
Features of text to be taught:	<ul style="list-style-type: none"> • Format • Language use • Text features • Sequencing
Reading skills to be taught	<ul style="list-style-type: none"> • Intensive reading • Making inference • Predicting • Visualisation • Meaning of words • Fact and opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Memories	The Bombshell	193
Top Class English	The Olympic and Paralympic games	Article: The Olympic and Paralympic games	189
Via Afrika English	So you want to be famous	S.A. Rowers	186
English Today	Growing Up	Magazine Article: To show girls as they really are	189
Interactive English	Fear	Article: Why is fear so scary?	273
Spot On	Read all about it	Article: Let's make a difference	172
Oxford Successful English	News from the world of sport	Article: S.A. women surprise U.K team	272
Clever English	Global Warming	Newspaper Article: S.A. major global polluter	206

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners to open the text book to the correct page.
2. Tell learners that in this text, we will be learning what the format of a newspaper or magazine article looks like.
3. Explain that in this lesson:
 - a. We will be examining the type and style of language used in a newspaper article.
 - b. We will be noticing the sequencing of information.
4. Explain to learners that in a newspaper the headline is always very important. The headline is short and catchy and makes the reader want to read the article.
5. Explain that a good newspaper article will always answer the questions: who, where, what and when in the first paragraph; and that the why and how questions are usually answered in the rest of the article.

SKIMMING AND SCANNING

1. Explain that skim reading for the proper nouns will answer who and where.
2. Tell learners to skim read for proper nouns and ask them what they think the article is about.
3. Explain that the purpose of a headline is to attract attention of the reader, the audience, the target market – the people who will buy the paper. Because of this, the headline will be brief, emotional, and powerful.
4. The headline of a newspaper may appear misleading. This is because the purpose of the headline is to attract people and get them to buy the paper to read the article.

PREDICTING

1. Now ask learners to read the headline and to discuss with a group of 5 or 6 other learners what the article could be about.
2. Ask learners to discuss whether any of them might know anything about the topic in the newspaper article, and to share with the class what they might know about that topic.
3. Tell learners to look at any pictures that are next to the article.
4. Ask learners how the photograph or picture made them feel? Did it create any emotions, and if so, what were those emotions?
5. Did the picture or photo give any clues about the article?
6. Ask learners if the picture seemed to match with the headline.
7. Ask learners to skim the article, and notice any key words which may be written in a bolder print.
8. Do these key words give us any clues about what the article is going to be about?
9. Do the key words bring up any strong emotions or feelings? If so, what do the key words make us feel?

READING

30 MINUTES

READ THE TEXT

1. Tell learners to notice the way in which an article is laid out. It is not the same as a story; the columns have been laid out differently.
2. Tell learners to notice the language used, that the style of language in an article is more factual and less descriptive.
3. Ask learners if they think this will make the article more difficult or easier to read.
4. Ask individual learners to read each paragraph of the article.
5. As they are reading, stop after each paragraph has been read. Ask learners to make key notes about:
 - Who is involved in the article.
 - Who are all the people mentioned?
 - Where is the event taking place?
 - When did it happen?
6. Tell learners to notice the sequencing – the sequence of events will usually follow a time pattern. The sequencing helps us to make sense of how events unfolded.

INTENSIVE READING

1. Intensive reading means going back over the article again and reading slowly and deliberately to find all the information or notice all the points.
2. Intensive reading is not skimming, it is reading word for word, and noticing facts.
3. Tell learners to use visualisation.
 - a. imagine, or create a movie or visualise pictures in their minds of what characters look like, or what the setting looks like.
 - b. follow the sequence of events and to remain connected to the story.

IDENTIFYING MAIN IDEA, FACT AND OPINION AND PREDICTING

1. Ask learners to identify the most important sentence in each paragraph. Tell them this is the main idea of the paragraph.
2. Tell the learners that the format of a newspaper is different to that of a novel. Tell them to look at the format of an article, how the columns and rows are laid out, how they read up and down the columns – and not just straight down like in a novel.
3. Ask learners if they think the information in the article is factual or just the opinion of the journalist. Why do they say that it is factual or only an opinion?
4. Divide the class into groups of 6. Ask the learners to read the article again to each other in their groups. Each learner should have a turn to read part of the article.
5. After each paragraph, tell learners to stop and predict what could possibly happen next. Their predictions can be based on what has happened already so far, and thus what is likely to happen next.

6. Write the following questions on the board and ask learners to answer these questions in their groups. Ask one learner to write down the answers. Ask groups to share their answers with the rest of the class.

- a. What happened first?
- b. What happened next?
- c. What was the result of the actions taken first and second?
- d. Is the reporter being fair in his report?
- e. Is the reporter taking sides, but only giving one person's opinion or view, or have many people been interviewed?
- f. Has the reporter stuck to the facts?

POST-READING

45 MINUTES

COMPLETE THE POST READING ACTIVITY IN THE TEXTBOOK

1. Read the questions to the class.
2. While reading the questions, ask the learners if they think they will find the answer in the article, or if they are being asked to give their own opinion.
3. Tell learners to look at the mark allocation as this will give an idea about how briefly or how much detail is expected in each answer.
4. Explain key question words, like to 'quote' means to take the answer directly from the article.
5. Questions that start with 'Do you think' ... or 'How would you feel if' ... or 'What would you do if' mean that the learner is being asked to think about the answer.

Tell the learner:

- a. The answer will not be found written down directly in the article.
 - b. You are being asked to form an opinion or thought of their own about the topic.
6. Tell learners to answer the questions from the textbook in their workbooks.

READING

CYCLE 1: READING & VIEWING LESSON 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> • Key features of a poem: • Figures of speech/ imagery, rhyme, rhythm • Lines, stanzas • Typography • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Intensive reading • Visualisation • Context clues • Inferring meaning • Skimming • Scanning • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Memories	Article: Childhood memories	195
Top Class English	The Olympic and Paralympic games	Poem: The Victor	191
Via Afrika English	So you want to be famous	Poem: Ms South Africa	187
English Today	Growing Up	What S.A. teens think about learning – a graph	195
Interactive English	Fear	Poem: My grandparents' house	275
Spot On	Read all about it	Artificial Hamburgers	175
Oxford Successful English	News from the world of sport	Poem: The High jump	267
Clever English	Global Warming	Poem: An African Dream	210

LESSON OUTLINE

PRE READ

30 MINUTES

INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem or limerick, etc.
4. Ask learners why they think poets write poetry?
5. Discuss their answers. For example:
 - To share their thoughts feelings and emotions
 - To paint a picture with words to describe how they feel about something
 - To pass down stories and lessons from generation to generation
 - To share ideas
 - To get the reader to think about different topics
 - To challenge the reader
6. Ask learners why they think we should read poetry? Remind learners that songs are a form of poetry.
7. Discuss their answers. For example:
 - To learn new things
 - To learn about ourselves
 - To escape the reality of the world
 - To hear new ideas
 - To hear ideas shared in a more interesting way
 - To enjoy the language used

SKIM AND SCAN THE TEXT

1. Ask the learners:
 - a. Does the poem have a title? What does the title tell you about the poem?
 - b. Are there any pictures? If so, what can we expect from the poem?
 - c. Is the poem written in stanzas – these are like paragraphs, but in poetry we call them stanzas.
 - d. Are there any words in a bold, or darker print, or in italics (a sideways slanting print)?
 - e. Ask learners to try to work out the meanings of these words that are in a different font. Tell learner this can be done in many ways:
 - By using a dictionary.
 - By reading the stanzas and lines surrounding the words.

PREDICT WHAT THE POEM WILL BE ABOUT:

1. Ask the learners what they think the poem is going to be about, and why they think this might be so.

READING

30 MINUTES

READ THE POEM

1. Read the poem aloud to the class.
2. Tell the learners that they must try to imagine or picture in their minds, like a movie.
3. Ask the learners what is being described in the poem.
4. Tell learners as they read to listen out for rhyming words at the end of each line.
5. Tell learners to listen for a rhythm or beat to the poem.
6. Learners can read the poem a second time, in pairs.

WORK OUT THE MEANING OF UNFAMILIAR WORDS:

1. Teach learners to use clues from the poem to work out any words which are difficult for them to understand.
2. We can try to work out the meaning of a particular word if we read the whole sentence, or even the whole stanza, this gives us clues about the mood or the message.
3. Looking at the word itself, a part of the word might look familiar.
4. Thinking about the whole poem – the message of the poem or the pictures could also give clues about what some words might mean.
5. Use a dictionary to find out how close you were to guessing correctly.

LANGUAGE AND THEME:

1. Remind learners the poets use figures 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 <i>is</i> 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 <i>like</i> 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 on the table.
5. Ask the learners to work in pairs and discuss whether or not they think the comparisons are effective.
6. Ask the learners if there is a difference in the use of punctuation, compared to a normal text, a story or article. Why might this be?
7. Ask the learners how the poem makes them feel –what emotions does it try to stir up in the reader? (joy, fear, loneliness, sadness, worry)
8. Which lines or words make you feel that way?

QUESTIONING AND CLARITY

1. Ask the learners if they enjoyed the poem, why or why not?
2. What was the main message of the poem?
3. Was there a theme?

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 1: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Newspaper Article

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	Global Warming	203
English Today	Growing Up	187
Interactive English	Fear!	267
Platinum English	Memories	191
Spot On	Read all about it!	169
Successful English	News from the world of sport	265
Top Class English	The Olympic and Paralympic Games	186
Via Afrika English	So you want to be famous	180

GENRE: Newspaper Article

CAPS DESCRIPTION OF GENRE: States facts briefly but accurately.

TITLE OF WRITING TASK: Write a newspaper article.

AUDIENCE: Grade 8s

PURPOSE: Newspaper articles share interesting newsworthy items with a large audience.

TEXT FEATURES:

1. Format
2. Formal style
3. Variety of sentence types, lengths and structures
4. Main and supporting ideas
5. Logical order of sentences

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 120-140 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Examples of newspaper articles

WORD BOX

flood, drown, river, swim, winner, charity, generous, thieves, suspects, police, witnesses, sheep farmer, lotto, money, police, hero, stolen, lucky, believe, report, family, devastated, excited.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

- The learners will learn the genre of writing a newspaper article
- The learners will learn the correct format of a newspaper article.

TEACHER INPUT

1. Tell learners that today they are going to write a newspaper article.
2. Say:
 - a. Newspapers state the facts of a story briefly but accurately.
 - b. By accurately, I mean that they stick to the facts.
 - c. The newspaper article always starts with a title. This is called a headline.
 - d. The headline should be short and interesting.
 - e. A newspaper article always answers the following questions:
3. Write the following words on the chalkboard:

- o WHO?
- o WHAT?
- o WHEN?
- o WHERE?
- o WHY?
- o HOW?

4. Read the above words to the learners.
5. Say:
 - a. Most of these questions are answered in the first paragraph of the newspaper article.
 - b. The rest of the newspaper article answers these questions again but in more detail.
 - c. The "HOW" question is not always answered. It depends on the story.
 - d. Let's look at this newspaper article.
6. Write the following on the chalkboard:

Sheepish Suspects

Marion Hill - On Saturday morning police continued searching for two suspects who were last seen on Thursday afternoon loading sheep onto a white Hyundai bakkie. The suspects, two men, were seen driving towards Umzumkhulu.

Police spokesperson Major Bonginkosi Dlamini said that the suspects were most likely responsible for the recent thefts on farms in the area. He has asked the public to come forward with any information.

This recent theft is the latest of a number of sheep thefts on farms in the surrounding area. The search for the suspects continues but there has been no sign of them yet.

7. Read over the example with the learners.
8. Tell the learners that the heading of a newspaper story is called a headline.
9. Ask them the following questions:
 - a. Looking at the first paragraph only, who are police looking for?
 - b. What were they doing?
 - c. Where were they going?
 - d. When did this happen?
 - e. Why are the police looking for them?
10. Say:
 - a. Can you see that all these questions are answered in the first paragraph?
 - WHO?
 - WHAT?
 - WHEN?
 - WHERE?
 - WHY?
 - HOW?

MODELLING THE SKILL



20 MINUTES

OUTCOMES

The learner will learn how to write a newspaper headline.

TEACHER INPUT

1. Tell learners that newspaper headlines are important because they catch the reader's attention.
2. Say:
 - a. Headlines are short.
 - b. Headlines should give us an idea about what the story is about.
 - c. Headlines can be serious or sometimes funny.

3. Say:

- a. I am going to give you some ideas of what a story could be about and we will come up with some headlines.
- b. Think of a short headline that will "tell and sell" the story.

4. Read this to the learners:

The school football team has won a place in the final of the local schools' tournament. They beat their biggest competition 3-0 to get to the final. Two of the goals were scored by the team captain Themba Ngobese. He said that he was proud of the way the team had played during the season.

5. Ask the learners:

- a. What do you think could be a good headline for this story?

6. Write the learners ideas on the chalkboard.

7. Some ideas might be:

- a. THEMBA TAKES TEAM TO FINAL
- b. PROUD THEMBA AND TEAM TO FINAL
- c. SURPRISE WIN FOR THEMBA'S TEAM

8. Read this to the learners:

A girl was crossing a flooding river. She was not able to swim. She suddenly got into trouble and was swept away. A dog that was walking nearby noticed that the girl was in trouble. He jumped into the river and pulled the girl to safety.

9. Ask the learners:

- a. What do you think could be a good headline for this story?

10. Write the learners ideas on the chalkboard.

11. Some ideas might be:

- a. HERO DOG SAVES GIRL
- b. SWIMMING DOG IS A HERO
- c. GIRL SAVED BY DOG

PLANNING

30 MINUTES

OUTCOMES:

The learners will complete a plan for writing their newspaper articles.

TEACHER INPUT

1. Tell learners that they are now going to plan their newspaper articles.
2. Write the following on the chalkboard:

TOPICS:

- Children feared drowned in a river.
- Man wins LOTTO and gives all his money away.
- Local farmer's sheep missing.

3. Tell learners that these are the topics that they can choose to write their articles about.
4. Tell learners they must choose ONE topic.
5. Write the following on the chalkboard:

- Who?
- What?
- When?
- Where?
- Why?

6. Tell learners to write this in their workbooks.
7. Say:
 - Decide on which topic you are going to do.
 - Fill in the details of your story next to the question words, using key words.
 - Think of a headline for your story.

LEARNER ACTIVITY

1. Give learners time to plan their newspaper articles.
2. Allow learners to work independently.
3. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:
The learners will write a first draft of their newspaper story.

TEACHER INPUT

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

CRITERIA

1. There is a headline.
2. Facts are stated briefly.
3. The place the story is being reported from is shown.
4. The story is written in a formal tone.
5. Who is answered.
6. What is answered.
7. Where is answered.
8. When is answered.
9. Why is answered.
10. The story is written in paragraphs.
11. Punctuation is accurate.
12. Spelling is accurate.
13. 120-140 words in length

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their newspaper articles 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 story using the checklist provided.

TEACHER INPUT

1. Tell learners that they will peer-edit their writing because WRITERS PEER-EDIT.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Does the article have a headline?		
2.	Are the facts stated briefly?		
3.	Does the article start with the name of the place where the story is being reported from?		
4.	Is the story written in a formal tone?		
5.	Is the WHO answered?		
6.	Is the WHAT answered?		
7.	Is the WHERE answered?		
8.	Is the WHEN answered?		
9.	Is the WHY answered?		
10.	Is the story written in paragraphs?		
11.	Is the punctuation accurate?		
12.	Is the spelling accurate?		
13.	Is it 120-140 words long?		

LEARNER ACTIVITY

1. Tell learners to check each other's drafts using the checklist and to TURN AND TALK.
2. Tell learners to make corrections after looking at checklist.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write a neat and final draft of their stories.

The learners will present their work by displaying it on the wall as part of a class newspaper.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners neatly rewrite their newspaper articles.
2. Learners read their newspaper articles to their partners and then display them on the classroom walls.

COMPLETED EXAMPLE

SWEPT AWAY

On Saturday morning Durban Police searched for three children who were swept away as they crossed a flooded river on Thursday afternoon. The children, two boys and a girl, were last seen trying to cross the swollen Umgazi River at about 3pm on Thursday afternoon.

Police spokesperson Major Thulani Zwane said that the children have most likely drowned. He said that the heavy rains over the past few days has made rivers dangerously full. He has asked the public not to try and cross rivers at this time.

The search for the missing children continues but there has been no sign of them yet. The families of the missing children are helping with the search. They hope that the children will be found soon.

(Word count: 124)

WEEKS

CYCLE 2

“My weapon is literature”
- Chinua Achebe

3 & 4

READING

CYCLE 2: READING & VIEWING LESSON 1

CAPS REQUIREMENTS	
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 • Action • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Summarising • Skimming and scanning • Visualisation • Making inferences • Personal opinion • Fact and opinion • Implied meaning • Meaning of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Night Skies	Communication beyond the earth	210
Top Class English	Be a good sport	Extract from Football academy	205
Via Afrika English	Heroes or villains	Text from History textbook	193
English Today	Boarding School	Extract from Transforming Moments	201
Interactive English	Surprise!	Extract from Balaclava Boy	291
Spot On	Homeless	City	182
Oxford Successful English	Learn Life through literature	Extract from a novel: Feather in a whirlwind	283
Clever English	Town vs City	Extract from: A town like Alice	221

LESSON OUTLINE

PRE-READING	30 MINUTES
INTRODUCE THE TEXT	
<ol style="list-style-type: none"> 1. Explain to learners that an extract is a part of a novel, a small section of the whole story. 2. Explain to learners that reading an extract of a novel is like eating one slice of a cake, if you enjoy it, and think it is going to be nice, you would want to read the rest of the story. 3. Reading an extract does means that you may not meet all the main characters, you may not read about the whole plot, or the climax of the plot. You may not get to read about the full setting, the where, what and why, but you will get a small taste of what the book is about. 4. Now tell learners to open to the correct page in the text book. 	
SKIM AND SCAN THE TEXT	
<ol style="list-style-type: none"> 1. Ask the learners: <ol style="list-style-type: none"> a. Does the text have a title? What does it tell you about the text? b. What has been implied by the title? Is there something the title suggests, but not very clearly? Implying means suggesting. c. Does the text have illustrations? What do the illustrations tell you about the text? d. Skim and scan the first paragraph. Does it mention any characters or the setting? If so, who are the characters and what is the setting? 	
PREDICTING	
<ol style="list-style-type: none"> 1. Ask learners to predict what might happen in the rest of the story. 2. If there are any pictures, ask learners to predict what may happen in the story based on the pictures. 3. Ask learners to read only the first paragraph of the story to themselves. 4. Ask them to give the class feedback on what they found out from only the first paragraph. 	
<p>Ask:</p> <ol style="list-style-type: none"> a. Did they meet any characters? b. Did they get an idea about where the events take place? c. Did they get an idea about any themes or messages the story might contain? 	

READING

30 MINUTES

READ THE TEXT

1. Read the whole extract to the class.
2. Ask the learners read the whole extract again. Select different learners to read a paragraph each. (Only ask learners to read aloud if they are comfortable doing so.)
3. Ask different learners to summarise the story after each paragraph.

MAIN CHARACTERS – STUDYING AND ANALYSING CHARACTER.

1. Write the following questions on the board and ask learners to work in pairs to answer the questions.
 - a. Identify two of the main characters.
 - b. Describe their appearance.
 - c. What is their background, their social status, economic situation?
 - d. Describe their personalities.
 - e. Do you like these characters? Why or why not?
 - f. State two facts and two opinions relating to the main characters identified. (Remind learners that facts can be proved by witnesses, calculations or evidence. Opinions are usually the thoughts and ideas characters have)
2. Select pairs learners to feed back their answers to the rest of the class.
3. Ask the learner if there is a narrator in the story. If so, what do we know about the narrator? Was the narrator one of the main characters or just a disconnected voice?
4. Ask the learners to describe the conflict in the story - what conflict did they face? Was it an internal conflict, where they struggled with a moral problem, or was it an external conflict, where they faced an enemy of sorts?
5. Ask the learners what they can infer about the story or the characters? What can we guess, using all the knowledge we have gathered so far?

PREDICTING

1. Ask learners what they think happened before this in the story – the part of the novel that happens before the extract.
2. Ask learners what they imagine might happen afterwards. The class can discuss at least three different possible situations.

INTENSIVE READING

1. Divide learners into groups, and tell them to discuss what they think the theme and main message (moral) of the extract is.
2. Give each group the opportunity to report back on what they think the theme and main message (moral) is.

ANALYSING DIALOGUE

1. Draw the learners' attention back to you. Ask learners to identify any dialogue in the extract.
2. Remind them that dialogue is a discussion between two people or characters.
3. Tell learners that the dialogue should be a very clear way of understanding the character, as the dialogue will often show you what type of a person the character is.
4. Ask two learners to volunteer to read the dialogue as though they are the characters. They should pretend to be the characters, and should use a voice and gestures that would belong to the characters.
5. Ask learners if the dialogue helps make the characters more real.
6. Ask learners where the most intense action took place. This is usually the climax of the story.

SUMMARISING

1. Tell learners to make notes briefly about the whole story.
2. Tell learners that to summarise means:
 - a. To write only the main ideas down.
 - b. To leave out unimportant descriptive details.
3. If necessary, skim and scan the whole story again, in order to summarise. Skim for main ideas, and scan for key words.

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.

READING

CYCLE 2: READING & VIEWING LESSON 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • Lines, words and stanzas • Figures of speech, imagery, rhyme, rhythm • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Summarising • Skimming • Scanning • Visualisation • Making inferences • View point of writer • Fact and opinion • Implied meaning • Context clues

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Night Skies	Before Science I was not scared	214
Top Class English	Be a good sport	Poem: What can you do with a football?	204
Via Afrika English	Heroes or villains	Poem: Last thoughts of Caleb Jones, Pirate	196
English Today	Boarding School	Advice Column	204
Interactive English	Surprise!	Poem: Warning	294
Spot On	Homeless	Family saved from eviction	186
Oxford Successful English	Learn Life through literature	Poem: Wild Man Dancing	290
Clever English	Town vs City	Poem: The City	223

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem or limerick, etc.
4. Ask learners why they think poets write poetry?
5. Discuss their answers. For example:
 - To share their thoughts feelings and emotions.
 - To paint a picture with words to describe how they feel about something.
 - To pass down stories and lessons from generation to generation.
 - To share ideas.
 - To get the reader to think about different topics.
 - To challenge the reader.
6. Ask learners why they think we should read poetry? Remind learners that songs are a form of poetry.
7. Discuss their answers. For example:
 - To learn new things.
 - To learn about ourselves.
 - To escape the reality of the world.
 - To hear new ideas.
 - To hear ideas shared in a more interesting way.
 - To enjoy the language used.

SKIM READING

1. Ask learners to skim read the poem quietly to themselves, to get an idea of what it is about.
2. Ask the learners:
 - a. Does the poem have a title? What does it tell you about the poem?
 - b. Does the poem have illustrations? What do the illustrations tell you about the poem?
 - c. Does the typography of the poem change, or is there anything interesting about it? (The type of the font, the size of the letters, if any words are written in bold or italics.)
 - d. Have you ever felt the same way the person in the poem feels?
3. Ask the learners if they can understand how the character in the poem feels, because they might have felt the same way, or had a similar experience before in their lives. This also helps you understand the mood of the whole poem.

USE THE TITLE AND THE PICTURES TO GAIN CLUES ABOUT THE POEM

1. Ask the learners to comment on whether they feel the title suits the poem. Does the title capture the meaning of the poem, or give a good idea of what the poem is all about?
2. Ask the learners if they think the pictures suit the poem, based on their understanding of what the poem is from skim reading it.
3. Tell learners to work out what unfamiliar words mean, based on the whole stanza, or the whole line.
4. Ask learners to work in pairs and try and write the first stanza of the poem based on the clues from the title and the pictures.

READING

30 MINUTES

INTENSIVE READING:

1. Ask learners to read the poem again slowly. Learners can do this in pairs, or groups of four, so that the learners can assist each other. Tell them to read every line with the intention of making sure you understand what each line means.
2. Ask learners if there are any words that they do not understand. Then do the following:
 - a. Write those words on a board.
 - b. 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.
 - c. Does the word itself give us any clues, if we just look at a part of the word?
 - d. Ask the class to suggest some synonyms that we could use instead of that particular word.
3. Tell learners as they read to feel the mood or the emotions that are being felt or created.
4. Ask learners to identify the rhyme and rhythm of the poem.
5. Remind learners that rhythm is almost a musical beat of a poem.
6. That rhyme is based on the final word of each line, the rhyming words sound the same, although they are not necessarily spelt the same.
7. Remind learners that there are many different rhyme schemes, where different patterns of rhyme can be used in poems.
8. Tell learners to underline the last words of each line and to then try and work out the pattern or the rhyme scheme.
9. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Simile		
Metaphor		
Alliteration		
Personification		

10. 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
Simile	Direct comparison using 'like' or 'as'	
Metaphor	Direct comparison	
Alliteration	Repetition of the 1st consonant sound	
Personification	Giving a non-living object human qualities	

11. 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
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion
Metaphor	Direct comparison	My teacher is a dragon
Alliteration	Repetition of the 1st consonant sound	She sell sea shell on the sea shore
Personification	Giving a non-living object human qualities	The trees waved their arms

12. 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
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion	
Metaphor	Direct comparison	My teacher is a dragon	
Alliteration	Repetition of the 1st consonant sound	She sell sea shell on the sea shore	
Personification	Giving a non-living object human qualities	The trees waved their arms	

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

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

SUMMARISING INFORMATION

1. Tell learners to read the poem a third time, this time with expression.
2. Next, ask learners to work in pairs to summarise what they know or understand so far.

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. Tell the learners that if the question is phrased “do you think...” or “what would you have done...” then they will need to offer their own opinion or thoughts, but in a sensible manner as it relates to the poem
6. Instruct the learners to write answers in their workbooks.

CYCLE 2: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Diary Entry

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
English Today	Boarding School	199
Clever English	Town versus city	218
Interactive English	Surprise!	285
Platinum English	Night skies	207
Spot On	Homeless	181
Successful English	Learn about life through literature	281
Top Class English	Be a good sport	202
Via Afrika English	Heroes or villains?	192

GENRE: Diary entry

CAPS DESCRIPTION OF GENRE: A diary is a portrayal of daily event

TITLE OF WRITING TASK: Write a diary entry.

AUDIENCE: Grade 8s

PURPOSE: People write diaries as a personal account of events in their life.

TEXT FEATURES:

1. Format
2. Informal language
3. Personal viewpoint
4. Written in the first person
5. Personal pronouns
6. Emotive language

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 80-90 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOX

happy, sad, nervous, scared, angry, jealous, afraid, tearful, depressed, excited, cross, betrayed, trusted, friend, brilliant, fantastic, awful, dreadful, crazy, love, hate, miss, lies, truth, best, worst, forget, remember.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

- The learner will learn the genre of writing a diary entry.
- The learner will learn the correct format of a diary entry.

TEACHER INPUT

1. Tell learners that today they are going to write a diary entry.
2. Say:
 - a. Diaries contain pieces of writing that a writer writes for him or herself.
 - b. They are often private thoughts.
 - c. They are written from the writer's point of view.
 - d. Some people who keep a diary write in it every day. Others only write in their diaries when something important happens.
 - e. The language used in a diary is informal and the words flow like the writer's thoughts.
 - f. The tone can change depending on what the diary entry is about.
 - g. The tone can be sad, happy, excited, cross or whatever feeling the writer is feeling.
3. Say:
 - a. Some famous people have kept diaries and these have been found many years after they have died.
 - b. These diaries are full of interesting facts about their lives and the time in which they lived.
 - c. Tell learners that diary entries are written in the first person. This means that a diary entry is written from the writer's point of view.
4. We are now going to look at an example of a diary entry.
5. Write the following on the chalkboard:

I have had such a terrible day. I really thought I had made the first team. When the list went up at break time I was sure my name would be on it. I was shocked! I was not on the list. I can't believe Themba made the team! He hardly ever comes to practise. It's so unfair.

6. Read over the example with the learners.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learner will learn how to write a diary entry.

TEACHER INPUT

1. Say:

- a. I am going to pretend to be a learner.
- b. I am going to tell you about a day I had.
- c. I am going to write my main thoughts on the board.
- d. From these ideas I will show you how to write a diary entry.

2. Read this to the learners:

I woke up late. Had to rush. Missed my bus. Had not done my homework.

3. Write the above words on the board.

4. Ask the learners:

- a. If you wake up late, you have to rush, you miss your bus and you have not done your homework, do you think this is going to be a good or a bad day?

5. Write the following on the chalkboard:

What a terrible day! It started out with me waking up late. I had to rush like crazy to get ready and even though I ran all the way to the bus stop, I still missed my bus.

6. Ask the learners:

- a. If you are going to school and you have not done your homework, what do you think you may be feeling?

7. Write the following on the chalkboard:

What a terrible day! It started out with me waking up late. I had to rush like crazy to get ready and even though I ran all the way to the bus stop, I still missed my bus. What was worse was that I knew I had not done my Maths homework and that Mrs Khumalo was going to be very angry. I was scared about how much trouble I would be in. As it is, I don't think Mrs Khumalo likes me very much.

8. Say:

- a. Can you see how a diary is written from the writer's point of view?
- b. Can you see how it is written in informal language?
- c. Can you see that the writer shows his feelings and thoughts?

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for writing their diary entry.

TEACHER INPUT

1. Tell learners that they are now going to plan their diary entry.
2. Tell learners that they are now going to close their eyes and you are going to ask them a number of questions.
3. Tell learners you want them to sit quietly with their thoughts, and then as soon as you are finished asking the questions, you want them to write down all their ideas down on paper.
4. Tell the learners the ideas don't have to be organised yet.
5. Tell the learners this is called brain storming.
6. Say:
 - a. Close your eyes.
 - b. I want you take a deep breath and empty your mind.
 - c. I want you to think back to a specific day.
 - d. It can be any day.
 - e. It can be a day where something wonderful happened, or something sad happened, or something exciting happened. (Give the learners a minute to think.)
 - f. I want you to think about how that day started.
 - g. What was it that happened on that day? Think about the details. Who was there? (Give the learners a few moments to think.)
 - h. Think about how you felt on that day. (Give the learners a few moments to think.)
 - i. When you open your eyes, I want you to write all your ideas down on your piece of paper using key words. Do not talk to anyone around you.

LEARNER ACTIVITY

1. Tell learners to open their eyes and tell them you are going to give them two minutes to write their thoughts and feelings down on paper.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of their diary entry.

TEACHER INPUT

1. Tell learners they are going to write the first draft of their diary entry based on their brainstorming ideas.
2. Write the following on the chalkboard:

CRITERIA

1. It is written in informal language.
2. It is written from the writer's point of view.
3. The writer's feelings are obvious.
4. The main idea of the diary entry is easy to identify.
5. Punctuation is accurate.
6. Spelling is accurate.
7. 80-90 words in length

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their diary entry 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 SELF-EDIT their diary entry using the checklist provided.

TEACHER INPUT

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

	Checklist	Yes	No
1.	Is the diary entry written in informal language?		
2.	Is it written from the writer's point of view?		
3.	Are the writer's feelings obvious?		
4.	Can we tell what the main idea of the diary entry is?		
5.	Is the punctuation accurate?		
6.	Is the spelling accurate?		
7.	Is it 80-90 words long?		

LEARNER ACTIVITY

1. Tell learners to check their own drafts using the checklist.
2. Tell learners to make corrections after looking at checklist.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write a neat and final draft of their diary entries.

The learners will hand their work in.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their diary entries, using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.
3. Ask learners to hand their final drafts in.

LEARNER ACTIVITY

1. Learners neatly rewrite their diary entries.
2. Learners read their diary entries to their partners if they feel comfortable sharing the content and then to hand them in.

COMPLETED EXAMPLE

What a day today has been. It has been one of the worst days I can remember. I found out today that Thandi has been sending WhatsApp messages to everyone behind my back. She has been telling them what happened between Lerato and me. How could she? I thought she was my friend! I am so upset and hurt! And angry! I trusted her with my secret and now she has broken my trust. How will I ever be able to trust anyone again?

(Word count: 84)

CYCLE 3

WEEKS
5 & 6

“After all, tomorrow is another day.”
- *Gone with the Wind*, Margaret Mitchell

READING

CYCLE 3: READING & VIEWING LESSON 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Extract from a drama or play
Features of text to be taught:	<ul style="list-style-type: none"> • Author's intentions • Target audience • Theme • Message • Direct and implied meanings • Dialogue • Character
Reading skills to be taught:	<ul style="list-style-type: none"> • Analysing, evaluating and responding to texts • Context clues • Inferring meaning • Personal opinion • Predicting information • Purpose of a text • Scanning • Personal opinion • Socio-political and cultural background of the author

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Precious Things	Extract from a play: The Locket	225
Top Class English	Hurt no living thing	Extract from a play: Celebrity Chicken	219
Via Afrika English	Imagine That	Extract from: Leopard Boy	211
English Today	Take Charge of your Future	Extract from: The Fugitive	215
Interactive English	Wonder!	Extract from "The Script" a one act play	306
Spot On	The Whole Picture	Extract from: The curious case of the cooking pot	198
Oxford Successful English	City Life in Literature	-	
Clever English	In Top Gear	Dialogue: Carphobia	234

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Remind learners that in a play, the dialogue is the exact words the characters say to each other. In addition, the characters' actions are often written in brackets before or after the dialogue.
3. Tell learners to notice how the drama is laid out. The character's name is written in capital print on the left, followed by a colon. The stage directions (actions) which are written in brackets before the words that are to be spoken. E.g.

Reniloe: (waving as she gets in the car) Bye Bye, see you next week.

This is so that the reader is clear about which character is speaking and what exactly they are saying.

SHARE BACKGROUND INFORMATION

1. Tell the learners any background information that you have found out, related to: the writer; the period in history; the setting of the drama.

PREDICT WHAT THE DRAMA IS ABOUT

1. Ask the learners:
 - a. Does the drama have a title? What does it tell you about the drama?
 - b. Does the drama have illustrations? What do the illustrations tell you about the drama?
 - c. Skim and scan the list of characters and the first scene. Who are the characters and what is the setting?
2. Ask the learners:
 - a. What do you think this drama is about?
 - b. Why do you say this?

INFERRING MEANING

1. Ask learners to try to work out the main theme of the story. Is it a theme of love, or forgiveness, or friendship, or revenge?
2. Tell the learners to scan the text and write down all the words that give you clues about the theme. If the theme is about friendship, then find all the words which connect with friendship.
3. Tell the learners that understanding the theme and writing down theme words will also help you to make inferences. If there is some information the author hasn't given directly, but wants you as the reader to piece together yourself, that is inferring information.

AUTHOR'S INTENTIONS

1. Tell the learners to try and work out what the purpose of the drama/play is by answering the following questions about why the drama was written:
 - a. was it written simply to entertain people?
 - b. was it written to express an opinion or comment on the way society behaves?
 - c. was it written to inform the readers about a serious issue?

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners that you are going to read through the play with different learners reading the parts of different characters.
2. Tell learners as they begin to read, they must think about the target audience. They must think about who the author wanted to attract? Teenagers, males, females, younger readers? Explain that when you know the target audience you can also better understand the author's choice of words, or style of writing.
3. Select different learners to read the different characters in the play.
4. Read through the play with the various learners reading their parts.

INTENSIVE READING FOR DETAILS OF CHARACTERS

1. Divide the learners into groups. Write the following questions on the board and ask the learners to discuss the questions in their groups. Ask each group to choose one learner to write down the answers.
 - a. What kind of people are they?
 - b. Were there any characters that were kind or sensible, or wise?
 - c. Where there any characters who were troublesome, or causing conflict and confusion for the other characters?
 - d. Were there any events which the characters handled well?
 - e. Were there any circumstances or events which the characters handled very badly?
 - f. Which character do you feel most closely resembles you? And why?
 - g. Why do you think characters behaved as they did? Were there any circumstances, like poverty or illness that made the characters speak or react the way they did?
2. Ask groups to feedback the answers to the questions.
3. Ask each group to assign characters within the group and read through the play one more time.
4. After reading, call the learners to attention, and ask:
 - a. What did you think about your character? Did you like him/her? Why or why not?
 - b. Did you enjoy the drama? Why or why not?
 - c. Do you think the character made good choices? Why or why not?
 - d. Would you recommend this drama to someone else to read, why or why not?
5. Remind learners that there is no wrong answer for an own opinion question, as long as they have logical, sensible reasons for their own opinions.

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

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

SOCIO - POLITICAL BACKGROUND OF THE WRITER

1. Tell learners that finding out the background of the author will help you to understand why the author has created certain characters, and why they behave the way they do.
2. Ask learners to do some research on the writer. Ask them to find out where the author grew up, whether he or she grew up in a wealthy or poor environment, and what political beliefs or opinions the author has.

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. Tell the learners that if the question is phrased “do you think...” or “what would you have done...” then they will need to offer their own opinion or thoughts, but in a sensible manner as it relates to the poem
6. Instruct the learners to write answers in their workbooks.

READING

CYCLE 3: READING & VIEWING LESSON 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • Internal structures of a poem, figures of speech/imagery, rhyme, rhythm • External structures of a poem, lines, words, stanzas • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Language use • Inferring meanings • Relating text to own experience • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Precious Things	Poem: Jewels	230
Top Class English	Hurt no living thing	Talking Turkeys	222
Via Afrika English	Imagine That	Poem: It's dark in here	209
English Today	Take Charge of your Future	Poem: Prisoner and Judge	219
Interactive English	Wonder!	Poem: The night sky	310
Spot On	The Whole Picture	-	-
Oxford Successful English	City Life in Literature	Poem: Going up going down	299
Clever English	In Top Gear	Poem: A morning taxi ride	237

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- to notice that punctuation is often different in poems
- to notice the different types of rhyme schemes
- to notice words which create moods

STUDY THE TITLE AND PICTURES

1. Read the title.

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

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

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

5. Instruct learners to look at the pictures.

6. Ask the learners:

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

PREDICT WHAT THE POEM IS ABOUT

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

2. Tell the learners to:

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

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 as shown above, by adding letters of the alphabet to the words that rhyme, starting with 'a'.

6. If there is no rhyming pattern, it is called free verse.

7. Ask the learners what the effect of a rhyming pattern is or of the poet's choice to use free verse.

8. Explain that rhyme is usually used for less serious topics, and creates a rhythm almost like a musical beat. This makes the mood light-hearted.

9. Free verse is usually used for more serious topics.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Read the poem again to learners.

2. Ask the learners which words they did not understand and write those words on the board.

3. 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

- suggest possible synonyms
- use a dictionary to check if your guess is right

READING, EXAMINE LANGUAGE USE & METAPHORS, DISCUSS THE MESSAGE

1. Ask the learners to listen for the metaphors.
2. Remind the learners that a metaphor is a direct comparison, used to create an image in poetry.
3. Metaphors link one idea to another, they use imagery to help explain an idea.
4. Place the learners in groups of four. Tell the learners to read the poem together and to discuss the metaphors they find. Learners must:
 - identify what is being compared to what
 - say why they are being compared
 - discuss whether or not it is an effective (good) comparison. Does it help to explain the idea?
5. Ask one person from each group to feedback to the rest of the class.
6. Tell the learners to discuss why punctuation might be different in poems – why the poet might not use capital letters for each new line.

READING INTENSIVELY

1. Ask one, two or three learners to read the poem out loud to the class for a third time.
2. Was there a reason why the poet wrote it? What was the poet trying to communicate?
3. What is the mood of the poem? Ask learners to find, underline and write down the exact words that help to create that mood.
4. Ask learners why they think the poet has used these words.
5. Do the same with the theme of the poem. If the theme is nature, pick out all the words which connect to nature, the colours, the images, the objects. Write these words down and make sure you understand them.
6. 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?
7. Ask the learners how the poem made them feel? Have they ever experienced something similar?

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 3: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Journalistic Report

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	In top gear	231
English Today	Take charge of your future	211
Interactive English	Wonder!	301
Platinum English	Precious things	223
Spot On	The whole picture	195
Successful English	City life in literature	297
Top Class English	Hurt no living thing	215
Via Afrika English	Imagine that	206

GENRE: Journalistic Report

CAPS DESCRIPTION OF GENRE: Reports are very formal documents, and work best when what is examined is very real and important to the learners. They give exact feedback of a situation.

TITLE OF WRITING TASK: Write a journalistic report.

AUDIENCE: Grade 8s

PURPOSE: To report an event for the readers of a newspaper.

TEXT FEATURES:

1. Format
2. Tone
3. Present tense
4. Third person
5. Facts

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 120-140 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOX

achievement, success, school, gold, triumph, unexpected, celebrates, proud, school, win, recorded, fastest, highest, amazing, brilliant.

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

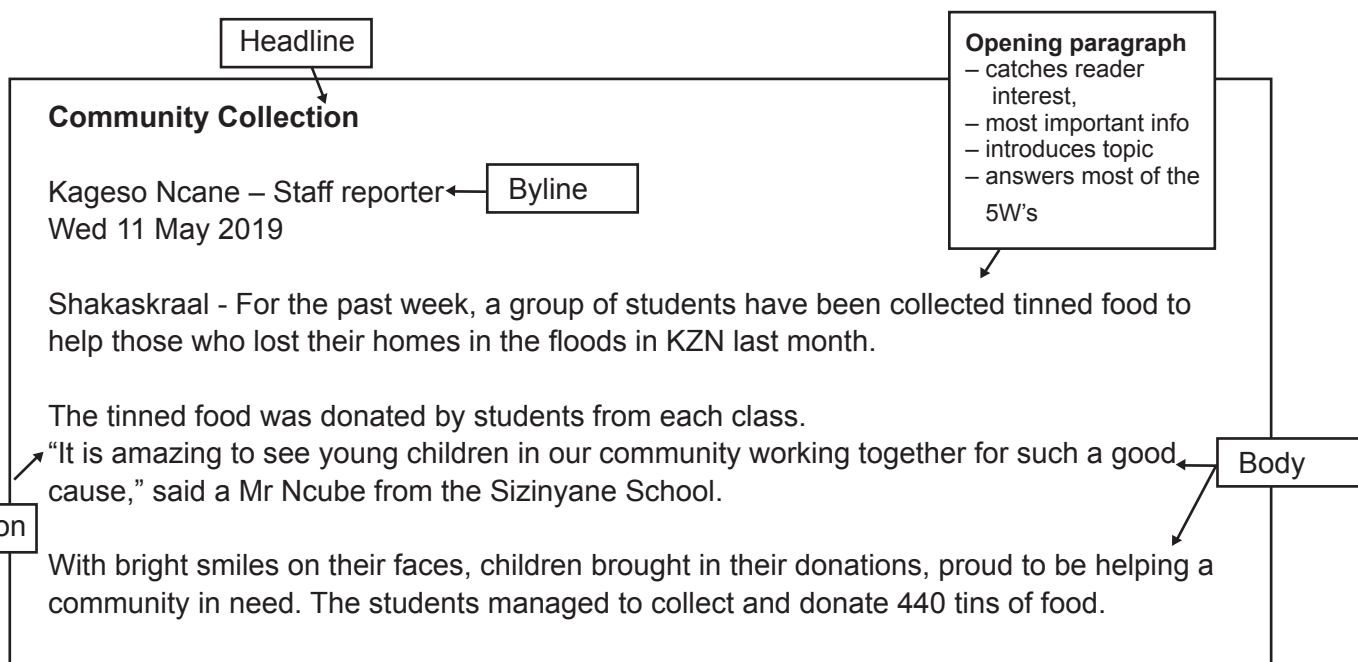
The learners will learn the genre of writing a journalistic report.
The learners will learn the correct format of a journalistic report.

TEACHER INPUT

1. Tell learners that today they are going to write a journalistic report.
2. Say:
 - a. A journalistic report is a piece of writing that tells the exact facts about something.
 - b. The writer (we can call the writer the reporter) collects information about the topic of the report and presents only the facts.
3. Write these question words on the chalkboard:

- Who
- What
- Where
- When
- How

4. Say:
 - a. The reporter will collect all the information.
 - b. The reporter will write the facts that they find in formal or semi-formal language.
 - c. The writer will write in the third person.
 - d. When we say something is written in the third person, we mean when the writer writes, they refer to things and people indirectly using pronouns like: he, she, it, and they.
 - e. The writer does not write from his or her own point of view.
5. Write the following report on the chalkboard (if possible, write it on the board before the learners arrive)



6. Read over the report with the learners.

7. Write the following table onto the board and explain the various features of the journalistic report. Ask learners to help you find the features in the article you have just read.

FEATURE	DEFINITION	FROM THE ARTICLE
Headline	<ul style="list-style-type: none"> • Catches your attention • Sums up the story 	
Byline	<ul style="list-style-type: none"> • Writer's name • Writer's Specialty, e.g. sports, food, crime, current events 	
Introduction	<ul style="list-style-type: none"> • The opening section • Gives most important information • Should answer most of the 5W's 	
Body	<ul style="list-style-type: none"> • Supplies detail • Most important details come first 	
Facts	<ul style="list-style-type: none"> • Simple true statements 	
Quotation	<ul style="list-style-type: none"> • What someone actually said • Adds accuracy • Adds "at the scene" feeling 	

MODELLING

30 MINUTES

OUTCOMES:

The learners will learn how to write a journalistic report.

TEACHER INPUT

1. Tell learners that you will MODEL the planning of a journalistic report together before they do their own.
2. Tell the learners that when you write a report you need to state the facts.
3. Tell the learners that the following questions need to be answered in the report
 - Who
 - What
 - Where
 - When
 - How
4. Tell the learners that we are going to plan to write a report about the Provincial Choir competition that was held at our school, and which our school won.
5. Draw the following planning grid on the chalkboard and complete it together with the learners by asking them what they would fill in in each section: They must use their imaginations for this report.

FEATURE	DEFINITION	FROM THE ARTICLE
Headline	<ul style="list-style-type: none"> • Catches your attention • Sums up the story 	
Byline	<ul style="list-style-type: none"> • Writer's name • Writer's Specialty, e.g. sports, food, crime, current events 	
Introduction	<ul style="list-style-type: none"> • The opening section • Gives most important information • Should answer most of the 5W's 	
Body	<ul style="list-style-type: none"> • Supplies detail • Most important details come first 	
Facts	<ul style="list-style-type: none"> • Simple true statements 	
Quotation	<ul style="list-style-type: none"> • What someone actually said • Adds accuracy • Adds "at the scene" feeling 	

6. Your completed table may look like this:

FEATURE	DEFINITION	FROM THE ARTICLE
Headline	<ul style="list-style-type: none"> • Catches your attention • Sums up the story 	Tongaati School Choir Triumphs!
Byline	<ul style="list-style-type: none"> • Writer's name • Writer's Specialty, e.g. sports, food, crime, current events 	S. Pillay – Staff Writer
Introduction	<ul style="list-style-type: none"> • The opening section • Gives most important information • Should answer most of the 5W's 	Who – Tongaati High Choir What – Choir competition Where – Tongaati High When – 15th May 2019
Body	<ul style="list-style-type: none"> • Supplies detail • Most important details come first 	15 schools from all over the province High school choir Led by Mr Zondo First time school have entered competition How - Sang their hearts out
Facts	<ul style="list-style-type: none"> • Simple true statements 	15 schools Win gold
Quotation	<ul style="list-style-type: none"> • What someone actually said • Adds accuracy • Adds "at the scene" feeling 	'Our school put on an incredible performance'

7. Write the report below on the board. Show learners how you have used the planning grid to write the journalistic report.

Tongaati School Choir Triumphs!
 S. Pillay – Staff Writer
 18 May 2019

Tongaati – A local High School, Tongaati High, overcame the odds at the KZN choir festival. They won gold at the festival held on Saturday 15th May, making them the KZN reigning choir champions.

Fifteen schools from all over KZN reached the finals of provincial choir competition. Excitement had been running high as the finals were to be held at Tongaati High School. This is the first time Tongaati High have entered this competition.

The students from Tongaati High, led by choir master – Mr Zondon, sang their hearts out and produced a stunning performance. Mrs Zinhle, the school principal said proudly "Our school put on an incredible performance – we will remember this for a long time!"

8. Tell learners that during the planning part of the lesson they will complete a similar planning grid.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for their journalistic reports

TEACHER INPUT

1. Tell the learners that they will be planning their own journalistic report
2. Learner will be doing a report on a special achievement by a pupil in their school, e.g. a student winning a Maths Competition, a student winning a sporting competition
3. Draw the following table on the chalkboard:

FEATURE	DEFINITION	FROM THE ARTICLE
Headline	<ul style="list-style-type: none"> • Catches your attention • Sums up the story 	
Byline	<ul style="list-style-type: none"> • Writer's name • Writer's Specialty, e.g. sports, food, crime, current events 	
Introduction	<ul style="list-style-type: none"> • The opening section • Gives most important information • Should answer most of the 5W's 	Who – What – Where – When -
Body	<ul style="list-style-type: none"> • Supplies detail • Most important details come first 	How –
Facts	<ul style="list-style-type: none"> • Simple true statements 	
Quotation	<ul style="list-style-type: none"> • What someone actually said • Adds accuracy • Adds "at the scene" feeling 	

4. Ask the learners to copy this table into their workbooks using a full page.
5. Explain that learners will plan their reports by filling in key words for each question in the table.
6. Read and explain each question to the learners.
7. Remind learners that **WRITERS PLAN BEFORE THEY WRITE.**

LEARNER ACTIVITY

1. Learners decide which achievement they will write about.
2. Learners work on their plans.
3. Give the learners a time limit to keep them on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their journalistic report.

TEACHER INPUT

1. Tell the learners they are going to write the first draft of their journalistic report.
2. Explain to the learners that they should use their ideas from their planning table to write their journalistic report
3. Write the criteria below onto the chalkboard:

CRITERIA

- The journalistic report has a catchy headline
- The journalistic report has a byline
- The journalistic report has a catchy lead paragraph
- The journalistic report includes two body paragraphs
- The journalistic report answers the 5Ws – Who? What? Where? When? How?
- The journalistic report is written in the 3rd person
- The journalistic report included a quote
- The journalistic report is interesting
- The spelling is correct
- The punctuation is correct
- The journalistic report is between 120 – 140 words long?

4. Discuss the criteria with the learners.
5. Give the learners a time limit to complete draft to keep them on task.
6. While the learners write their first draft, move around the room and offer support.
7. Hold MINI CONFERENCES with groups of learners, offering advice, support and encouragement.
8. Set a time limit to keep learners on target.

LEARNER ACTIVITY

1. Tell learners to write their first draft of their letters based on the criteria.
2. Remind learners to use the WORD BOX and their dictionaries because WRITERS USE RESOURCES TO WRITE WORDS.
3. Tell the learners to read through their drafts, because good WRITERS READ WHAT THEY WRITE.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will peer-edit their journalistic reports using checklist provided.

TEACHER INPUT

1. Tell the class that they will peer-edit each other's reviews because WRITERS PEER EDIT.
2. Tell the learners to swap reviews and using the checklist you will write on the board, do a peer-edit.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does the journalistic report have a catchy headline?		
2	Does the journalistic report have a byline?		
3	Does the journalistic report have a catchy lead paragraph?		
4	Does the journalistic report include two body paragraphs		
5	Does the journalistic report answer the 5Ws – Who? What? Where? When? How?		
6	Is the journalistic report written in the 3rd person?		
7	Does the journalistic report include a quote?		
8	Is the journalistic report interesting?		
9	Is the spelling correct?		
10	Is the punctuation is correct?		
11	Is the journalistic report is between 120 – 140 words long?		

4. Give the learners time to read and review each other's work using the check list.
5. Tell the learners that when they talk to each other they should both COMPLIMENT and SUGGEST.
6. Write this on the chalkboard:

COMPLIMENT

Compliment the writer by saying

I really liked the way you....

OR

I enjoyed the part where.....

SUGGEST

How would you feel about adding....?

OR

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

LEARNER ACTIVITY

1. Learners complete the peer edit, and then TURN AND TALK.
2. Give learners a set time to do this.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final draft.

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

TEACHER INPUT

1. Learners must rewrite their journalistic reports with the checklist and partner suggestions in mind.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask learners to hand in their final drafts once they have shared them with their peers.

LEARNER ACTIVITY

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

COMPLETED EXAMPLE Tongaati School Choir Triumphs!

S. Pillay Staff Writer
18 May 2019

Tongaati A local High School, Tongaati High, overcame the odds at the KZN choir festival. They won gold at the festival held on Saturday 15th May, making them the KZN reigning choir champions.

Fifteen schools from all over KZN reached the finals of provincial choir competition. Excitement had been running high as the finals were to be held at Tongaati High School. This is the first time Tongaati High have entered this competition.

The students from Tongaati High, led by choir master Mr Zondo, sang their hearts out and produced a stunning performance. Mrs Zinhle, the school principal said proudly "Our school put on an incredible performance, we will remember this for a long time!"

(126 words)

ASSESSMENT

RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
FORMAT: There is a catchy headline, a byline, a lead paragraph and two body paragraphs.	Three or more of the required format requirements are missing or incorrect.	0-3	At least four of the required format requirements are present.	4-6	The format is correct.	7-10
LANGUAGE Factual language is used. Formal / semi-formal language is used. It is written in the third person. The 5W questions are answered.	The main idea of the report is unclear. It is only partly factual. Formal language is not used. It is not written in the third person. It does not answer the 5Ws.	0-3	The main idea of the report is somewhat clear. It is mostly factual. Formal language is used. It is mostly written in the third person. It answers most of the 5Ws.	4-6	The main idea of the report is clear and formal language is used. It is factual. It is written in the third person. It answers all of the 5Ws.	7-10
WRITING	There are a lot of punctuation and spelling mistakes. It is longer or shorter than 110-120 words.	0-3	There are some punctuation and spelling mistakes. It is 110-120 words long.	4-6	There are very few punctuation and spelling mistakes. It is 110-120 words long.	7-10

Teacher's comments:

What I really like about _____

I think you could improve _____

Total: /30 Date: _____ Signature: _____

CYCLE 4

WEEKS 7 & 8

“The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.”

- **Animal Farm, George Orwell**

READING CYCLE 4: READING & VIEWING LESSON 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel / short story / folklore
Features of text to be taught:	<ul style="list-style-type: none"> • Analysing, evaluating and responding to texts • Context clues • Inferring meaning • Personal opinion • Predicting information • Purpose of a text • Personal opinion
Reading skills to be taught:	<ul style="list-style-type: none"> • Character • Plot • Conflict • Background • Narrator • Setting • Theme • Message • Action

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Preparing for exams	Article: The honest truth about cheating	235
Top Class English	Revision for exams	Extract from Bongani's secret	231
Via Afrika English	Prepare for examinations	Comprehension	221
English Today	Exam revision and preparation	Information text	226
Interactive English	Prepare!	Comprehension: Robert Louis Stevenson	327
Spot On	Exam preparations	Questions on a text	210
Oxford Successful English	Preparing for exams	Poem: Ref rap	316
Clever English	What shall I wear?	The Teddy Boy got me hooked	250

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 will read a short story or an extract from a novel.

SKIMMING AND SCANNING FOR MAIN IDEAS

1. Remind learners of the skills of skimming and scanning.
2. Remind learners of the skill of finding the main idea, or topic sentence in a paragraph and that the rest of the sentences are supporting sentences.
3. Tell learners to skim read the article to get an overall idea of what the article is about.
4. Remind learners when skim reading, to look for one main sentence in each paragraph that sums up or gives a clear idea of what the rest of the paragraph is going to be about.
5. Scan for details like names, places, main events. By scanning for proper nouns, you will usually be able to work out the 'who' and the 'when'.
6. By skimming for main ideas or topic sentences, you can usually get a rough idea of what is happening in the story.

USING PICTURE AND HEADING CLUES:

1. Remind learners to always use clues such as pictures and headings to help them in working out what the story or article will be about.

READING

30 MINUTES

READING THE TEXT - INTENSIVE READING.

1. Read the article or short story aloud to the class.
2. Next, tell the learners to read the short story quietly to themselves.

READING WITH A PURPOSE.

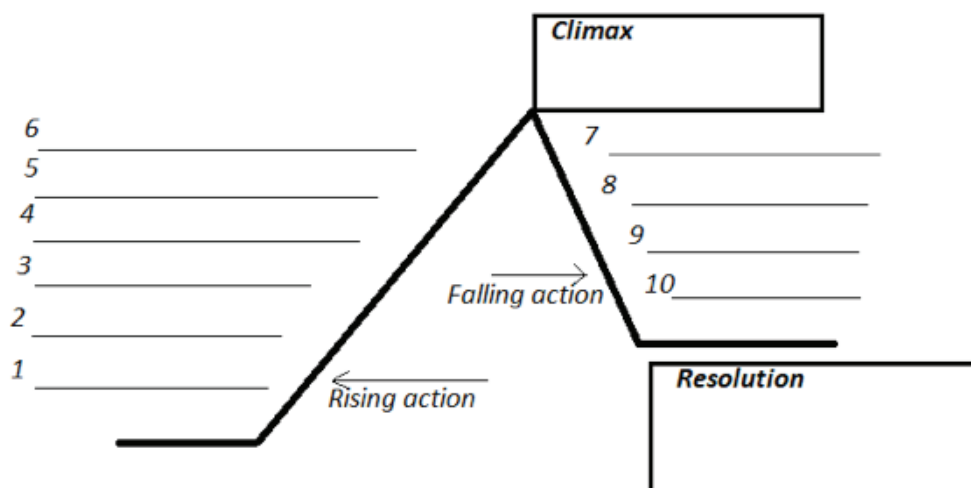
1. Tell the learners that as they read, they must try to answer the following questions:
 - a. Who are the main characters in this story?
 - b. Where did the story take place?
 - c. Who is telling the story? A narrator, the main character, a third person?
 - d. Who is the main character and what is his / her role in the story?
 - e. Do you know what he or she looks like?

WORKING OUT THE MEANING OF UNFAMILIAR WORDS

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

PLOT ANALYSIS AND REFLECTION

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 as a mock exam.
2. Tell the learners to take note of the mark allocation and explain how detailed the answers must be.
3. Instruct the learners to write answers in their workbooks.

READING

CYCLE 4: READING & VIEWING LESSON 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • Internal structures of a poem, figures of speech/imagery, rhyme, rhythm • External structures of a poem, lines, words, stanzas • Figurative meaning • Mood • Theme and message
Reading skills 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, words, stanzas • Figurative meaning • Mood • Theme and message

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Preparing for exams	Creating a culture of honesty at Hillview High	237
Top Class English	Revision for exams	Poem: A river's story	235
Via Afrika English	Prepare for examinations	Reading cartoons	223
English Today	Exam revision and preparation	-	
Interactive English	Prepare!	-	
Spot On	Exam preparations	Questions on a text	210
Oxford Successful English	Preparing for exams	-	
Clever English	What shall I wear?	Poem: Tshepo's blue jeans	253

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem.
4. Ask learners why they think poets write poetry. Discuss their answers. (To share their thoughts, feelings and emotions. To paint a picture with words to describe how they feel about something. To pass down stories and lessons from generation to generation. To share ideas, to get the reader to think about different topics, to challenge the reader.)
5. Ask learners why they think we should read poetry. Remind learners that songs are a form of poetry. Discuss their answers. (To learn new things. To learn about ourselves. To escape the reality of the world. To hear new ideas. To hear ideas shared in a more interesting way – to enjoy the language used.)
6. Go through relevant text features with learners.

SHARE BACKGROUND INFORMATION

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

SKIM AND SCAN THE POEM

8. Ask the learners:
 - Does the poem have a title? What does it tell you about the poem?
 - Does the poem have illustrations? What do the illustrations tell you about the poem?
 - Does the typography of the poem change, or is there anything interesting about it? (The type of the font, the size of the letters, if any words are written in bold or italics.)

PREDICT WHAT THE POEM IS ABOUT

9. Ask the learners:
 - What do you think this poem is about?
 - Why do you say this?

READING

30 MINUTES

READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:

As the poem is read, they must try to visualise it, by building pictures or a movie in their minds. They must read the poem once again, silently and on their own.

STRUCTURE, RHYME AND RHYTHM

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

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

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

LANGUAGE AND TONE

6. Ask the learners:
 - What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
 - How does the poem make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the poem.
 - Does the tone of the poem change in different parts?
 - What effect does the tone of the language have on the mood of the poem?

7. Ask learners to identify figures of speech within the poem - onomatopoeia, alliteration, personification, metaphor, simile - write these down on the board.
8. Divide the learners into groups of four. Assign each group a figure of speech from the poem and ask each group to:
 - discuss the meaning of the figure of speech
 - discuss the effectiveness of the figures of speech
 - feed back their answers to the rest of the class

COMPREHENSION AND ANALYSIS

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

PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES

10. 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?

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 as a mock exam.
2. Tell the learners to take note of the mark allocation and explain how detailed the answers must be.
3. Instruct the learners to write answers in their workbooks.

CYCLE 4: WRITING LESSON

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Descriptive 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	What shall I wear?	261
English today	Exam revision and preparation	223
Interactive English	End-of-Year examinations	335
Platinum English	Preparing for exams	233
Spot On	Examination Preparation	207
Successful English	Preparing for examinations	311
Top Class English	Revision for examinations	229
Via Afrika English	Prepare for examinations	229

GENRE: Descriptive essay.

CAPS DESCRIPTION OF GENRE: Description is used often more to create atmosphere and mood: films do this visually, writers do this with words.

TITLE OF WRITING TASK: Write a descriptive essay.

AUDIENCE: Grade 8s

PURPOSE: Descriptive essays are used to create atmosphere and mood. Writers do this using words to paint pictures.

TEXT FEATURES:

1. Essay format
 - Introduction
 - Body
 - Conclusion
2. Adjectives
3. Adverbs
4. Images of sight, sound, hearing, taste and touch
5. Alliteration
6. Personification

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 180-210 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOX

thunder, lightning, rain, hail, rainbow, wind, rumble, dust, howl, crash, boom, loud, cold, warm, scared, dark, flash, hear, feel, taste, smell, scared, excited, worried, anxious, anticipation, peaceful, clouds, dark, blew.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will learn about descriptive writing.

TEACHER INPUT

1. Tell the learners that we are going to write a descriptive essay.
2. Say:
 - a. A descriptive essay is an essay where the writer writes using words to paint pictures.
 - b. The reader can almost see, taste, hear and smell exactly what is happening in the story.
 - c. The writer chooses his or her words very carefully to make the pictures clear.
3. Say :
 - a. Let's think about a dog.
 - b. Let's think of some ways to describe the dog.
4. Write the following on the chalkboard:

WHAT DOES HE LOOK LIKE?	WHAT DOES HE SMELL LIKE?	WHAT DOES HE FEEL LIKE?	WHAT DOES HE SOUND LIKE?

5. Say :
 - a. I want you to close your eyes.
 - b. I want you to think about a dog you may know or you once came across.
 - c. Think about what that dog looked like.
 - d. The dog could have been friendly or frightening.
 - e. What did the dog smell like?
 - f. What sounds did the dog make?
6. Ask the learners for their ideas.
7. Write them on the chalkboard.
8. You may end up with some examples like this:

Cycle 4 Writing

WHAT DOES HE LOOK LIKE?	WHAT DOES HE SMELL LIKE?	WHAT DOES HE FEEL LIKE?	WHAT DOES HE SOUND LIKE?
<ul style="list-style-type: none">• Brown dog• Spiky hair• Yellow, sharp teeth• Bushy tail• Round and fat• Thin and sick looking	<ul style="list-style-type: none">• Wet• Sour beer• Dirty rags	<ul style="list-style-type: none">• Rough like grass• Soft like a baby	<ul style="list-style-type: none">• Growls frighteningly• Barks loudly• Crying like a small baby

9. Tell the learners that these descriptive words are called adjectives and adverbs.

10. Say:

- Remember that when a word is describing a noun, it is called an adjective.
- Remember that when a word is describing a verb, it is called an adverb.

11. Say:

- These describing words help us get a clearer picture of what the writer is saying.
- For example: I could say, "I saw a dog across the road and it barked at me." Or I could say, "I saw a small brown dog with yellow teeth across the dusty road and it growled frighteningly at me."
- Can you see how adjectives and adverbs help to make the picture clearer?

12. Say: Writers sometimes make use of figures of speech to make their writing more interesting.

13. Write the following on the chalkboard:

Alliteration
Personification

14. Say:

- Alliteration is when most of the words in a phrase start with the same consonant sound.
- An example could be: "Lazy lizards lying on the land."
- Personification is when a lifeless object or an animal is given human qualities.
- An example could be: "Lightning danced across the sky."

15. Write these examples on the chalkboard so the learners can see them.

Alliteration : Lazy lizards lying on the land
Personification: Lightning danced across the sky.

16. Explain them again if necessary.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learner will learn how to add adverbs and adjectives to make writing more interesting.

TEACHER INPUT

1. Remind learners that **WRITERS PLAN BEFORE THEY WRITE** and that **THEY ZOOM IN TO DETAILS**.
2. Write the following on the chalkboard:

It was the day of the soccer game. I was happy to be playing. I got dressed and walked to school. The team was waiting under the tree talking about the game we were about to play. We were waiting for the other team to come. We heard their bus drive up. We knew it was going to be a hard game.

3. Read over this paragraph with the learners.
4. Tell the learners you are now going to add details to make the paragraph more interesting.
5. Ask :
 - a. What kind of soccer game was it? (*Possible answer: Most important of the year.*)
 - b. How did I feel about playing? (*Possible answer: Excited, nervous. Was shaking.*)
 - c. How did I walk to school? (*Possible answer: Quickly. Maybe even ran.*)
 - d. What kind of trees was the team standing under? (*Possible answer: Winter trees*)
 - e. How was the team talking? (*Possible answer? Excitedly*)
 - f. How did the bus drive up? (*Possible answer: Noisily*)
 - g. What kind of game was it going to be? (*Possible answer: Tough and hard fought*)
6. Using the learners ideas, edit the paragraph. It may look something like this:

It was the day of the most important soccer game of the year. I was excited but really nervous to be playing. I was actually shaking as I got dressed and ran quickly to school. The team was waiting under the winter tree talking excitedly about the game we were about to play. We were waiting for the other team to come. We heard their bus drive up noisily. We knew it was going to be a hard fought game that would be tough to win.

7. Read over the new example with the learners.
8. Ask learners if they have noticed that by adding adjectives and adverbs the writing is much more interesting to read?

PLANNING



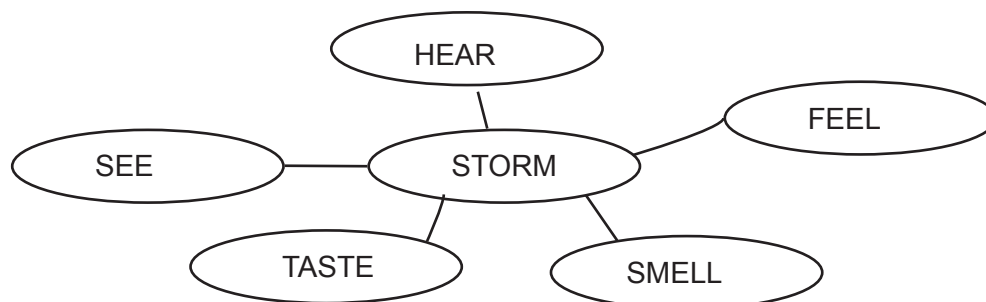
30 MINUTES

OUTCOMES:

The learners will complete a plan for their short story.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Tell learners:
 - a. They are going to write a descriptive essay about a storm.
 - b. They are going to start with a planning mind map.
3. Have learners draw the following in their books:



4. Say to learners:
 - a. Close your eyes and take a deep breath.
 - b. I want you to think back to a storm you once saw.
 - c. I want you to think about how you knew a storm was about to start.
 - d. What did you hear?
 - e. Was there wind or dust in the air?
 - f. What did the wind do?
 - g. What other sounds did you hear?
 - h. Was it cold or hot?
 - i. Where were you?
 - j. What could you smell?
 - k. Did the storm start slowly or did it come in quickly?
 - l. Was there any rain? Was the rain warm or cold?
 - m. Did it hail?
 - n. Was there thunder and lightning? What did it sound like?
 - o. How did you feel? Were you afraid or excited?
 - p. How long did the storm last?

LEARNER ACTIVITY

1. Tell learners to open their eyes and without talking to anyone fill in their ideas on their mind maps.
2. Tell learners to write descriptive words because WRITERS ZOOM INTO DETAILS.
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 short stories.

TEACHER INPUT

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

CRITERIA

1. The essay has a title.
2. The essay has an introductory paragraph.
3. The essay has middle paragraphs.
4. The essay has a concluding paragraph.
5. The essay is written using adjectives and adverbs.
6. The writer has tried to paint a picture with words.
7. The writer has tried to use alliteration or personification.
8. The writer has tried to use words to show smell, hearing, sight and sound.
9. Punctuation is accurate.
10. Spelling is accurate.
11. 5-7 paragraphs long
12. 180-210 words long

LEARNER ACTIVITY

1. Tell learners to write their first draft.
2. Remind learners to use the WORD BOX and their dictionaries because WRITERS USE RESOURCES TO WRITE WORDS.
3. As learners work, walk around and HOLD MINI CONFERENCES.
4. Also remember to ENCOURAGE WRITERS.
5. Tell the learners to read through their drafts, because good WRITERS READ WHAT THEY WRITE.
6. Learners can also TURN AND TALK to share their stories with a classmate.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will now peer-edit using checklist provided.

TEACHER INPUT

1. Tell learners that they will peer-edit their descriptive essays because WRITERS PEER-EDIT
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Does the essay have a title?		
2.	Is there an introductory paragraph?		
3.	Does the essay have middle paragraphs?		
4.	Is there a concluding paragraph?		
5.	Has the writer used adjectives and adverbs?		
6.	Has the writer tried to paint a picture with words?		
7.	Has the writer tried to use alliteration or personification?		
8.	The writer has tried to use words to describe smell, sound, touch and sight.		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		
11.	Is the essay 5-7 paragraphs long?		
12.	Is the essay 180-210 words long?		

LEARNER ACTIVITY

1. Tell learners to TURN AND TALK about 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.

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 rewrite their essays.
2. Learners read their essays to the class.

COMPLETED EXAMPLE

The Storm

I walked down the road towards the spaza shop. The wind suddenly started blowing through the trees, and bending the branches. It cried like a hurt man. I felt like something was about to happen. The air was thick with dust. The birds flew off, scared.

I looked up to the sky and I saw black, fat clouds moving in. They were coming quickly towards me. The sky made a sound. I felt scared, and I shivered. I knew the first flash of lightning would come soon.

The thunder grew louder. There was a flash and a noise. The lightning crashed into the earth. Then another. And another. The air was full of electricity. Big, fat drops of rain started falling from the sky. Just a few to start, and then more. The drops landed on the dusty road by my feet.

I heard another loud clap of thunder. The rain drops started falling quickly. These raindrops were small and cold and stung my skin like bees.

I started to run. I needed to get out of the rain. I was afraid that the lightning was getting closer. I had heard stories about the danger of lightning. It was time to run for shelter.

(202 words)