Grade 9

CONTENT BOOKLET: TARGETED SUPPORT ENGLISH FIRST ADDITIONAL LANGUAGE

Term 4

NATIONAL EDUCATION COLLABORATION TRUST (NECT)

Dear Teachers,

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

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

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

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

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

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

www.nect.org.za

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IMPORTANCE OF ROUTINES

It is very important that routines are developed in the classroom. If the learners know what to expect in each EFAL lesson, they will feel more secure and confident. Although you are only provided with scripted lesson plans for Reading & Viewing and Writing & Presenting lessons, a timetable has been included below to show how you could allocate your time in the Gr 9 EFAL classroom over a two-week period.

TIMING:

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

4 HOURS OF EFAL PER WEEK:

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

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	/ã [r]/	air, ear, are	air, chair, fair, hair, bear, care
42	/I [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?	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?	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?	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?	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?	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?	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. shape called 7. Ask learners to draw the shape of the word with their fingers – first on the table, and then in the air. E.g. shape called 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?	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?	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?	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?	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?	This is the learner's ability to understand and interpret what has been read. To properly comprehend, the learner must be able to: 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?	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?	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?	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?	1. Teach the group to read a short chunk of the text, and make sure they know what is going on before moving on. 2. Teach the group how to form mental pictures as the story is read. Read a part of a story to the group, and ask them to close their eyes and imagine it. Ask further questions to help the group, e.g. Can you see the house? Did you remember the red door? Then read the next part of the text and so on. 3. Help the group to summarise what happened through questioning. E.g. what happened first? Where were they? What happened next?

READING SKILLS

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

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

Deducing meaning (analogies, comparisons)	Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind. Sometimes a comparison is used.. One type of indirect comparison is a simile. The simile uses the words like or as to compare two things. Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar. Deducing meaning is the skill of working out what the message or meaning is really supposed to be.
Drawing conclusions	You can draw conclusions either through predicting endings, based on the information you do have. You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.
Dictionary skills	Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.
Explicit and implicit meaning	The explicit (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. Implicit (implied) meaning is when the meaning has been suggested, or hinted at, or indirectly expressed.
Fluency	Fluency is the ability to read with reasonable accuracy – to pronounce words correctly, with correct emphasis on syllables and words. Fluency also includes the ability to recognise punctuation and apply appropriate reading techniques for specific punctuation marks. Fluency also implies the ability to read out loud for an audience, projecting the voice and making eye contact. The more fluent the reader becomes the more confident their reading becomes.
Inferring meaning	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. How do we infer? Here are some examples: • 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: I think…. This could mean…. Maybe…
Interpreting cartoons	Cartoons are often drawn to bring a message. Political cartoons are popular in newspapers. To interpret the cartoon, ask what message is the artist trying to bring, who are the characters being drawn and what is the reason? These are skills of reading a cartoon.

Intensive Reading	Intensive Reading involves reading in details with specific learning aims and tasks.
Paraphrasing	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
Personal opinion	Based on the knowledge of what an opinion is and that opinions are neither right nor wrong, learners must be able to make personal judgements. Developing a personal opinion on a text must always be supported by valid reasons relating to the text.
Predicting information	Predicting is not only a pre-reading strategy, it is an ongoing process that keeps the reader involved at every stage of the story, as he or she tries to figure out what will happen next, by making new predictions with the unfolding of each new event in the story.
	Predictions are made or revised as more information is gathered.
	How to predict (pre-reading)
	• 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
	How to predict (during reading)
	• 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)	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.

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: • 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: • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs. • Look for any words that may provide the most important information required: who, what, when, where and how • Read the last paragraph completely
Socio-political and cultural backgrounds of text and author	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Visualising	To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.
Vocabulary development	Vocabulary development is adding to the amount of words you know and understand. You can add to your vocabulary by reading new words and working out ways to understand them; including using a dictionary or clues from the text. Vocabulary development includes learning about synonyms, antonyms, homophones, homonyms

TEXT FEATURES

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

Action	The action is when the most exciting, tense, frightening, funniest parts of a story occur.
Active and passive voice	In most sentences, with an action verb, the subject is performing the verb. The man ate the food. The man is doing the eating. This is an active voice because the subjects act on the verb. Passive voice – when the word order changes so that the importance is not on the subject doing the verb. E.g. the food was eaten by the man.
Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Ambiguity	When a sentence, phrase, word or joke can be interpreted in more than one way, then it is ambiguous. Writers often use it purposefully so the reader needs to interpret, or work out which meaning is really intended. E.g. Sarah gave a bath to her dog wearing a pink t-shirt. Was Sarah wearing the pink t-shirt or was the dog?
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way. It can be useful to find out and share some background information with your learners, before reading the text. Background information can help learners to gain a deeper understanding of the story. The kind of background information that is useful to know includes: • The author's life – knowing about the author's life experiences can help us to understand why s/he writes about certain things, or why s/he has a certain viewpoint. • The period in history when the story was written – events happening in the world at a certain time could influence the story. For instance, many stories about living in poverty were written at the time of the great depression. • The place where the story is set – it can be helpful for learners to have a better idea of the setting before they read the story. For instance, if a story is set in Russia during winter, learners should know how cold it gets there, and how harsh the environment can be.

Beneficiaries	In a will, the people who inherit something are the beneficiaries.
Bias	Bias in writing is a writing style that will favour one group, thing, person or point of view over another. E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work.
Captions	Captions are explanations, usually found underneath pictures in a text. By reading the captions, we may gain a better understanding of what the text will be about.
Cause and effect	To show the relation between an action and a reaction, or an event and a consequence. The cause explains why something happens. The effect is the description of what happened as a result of that event. Cause and effect is a relationship between events or characters, where one is a result of the other.
Character	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Characterisation	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Chronological order	When something is written in chronological order, it is written step by step, in the order in which it happened or must happen. What happens first, then what happens next? What happens after that? Etc.
Cliché	A phrase or opinion that has been overused, and now lacks any original thought, due to long overuse.
Command Style	When something is written in command style it is written as an instruction.
Conflict	The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle. There are four major types of conflict: • Person against person: a problem between two characters • Person against self: a problem within the character's own mind • Person against society: a problem between a character and an institution like a school or police force or a tradition • Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami
Dialogue	Dialogue is a word for conversation. When we read dialogue in a story, we are reading what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.
Direct meaning	The meaning is obvious and straightforward, with no room for misinterpreting.
Direct and indirect speech	Direct speech is when a character is speaking, the words that come directly out of that character's mouth are indicated by the use of inverted commas. E.g. "The winter weather is biting cold." said Nosi. Indirect or reported speech does not use the inverted comma, since it is simply a third person or narrator explaining what was said. E.g. Nosi said that the winter weather was biting cold.
Drama	A piece of writing that tells a story and is performed on a stage.

Emotive language	Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions. The use of the pronouns "We, us" makes the reader feel part of something. Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.
Execution of the will	The will is executed by the executor. This means that a person is appointed to make sure that the possessions are distributed to the correct beneficiaries, as specified in the will.
Executor	With regards to a will, the executor is the person who manages the estate of the person who has passed away.
Fable	A short story to teach a moral, often with animals as characters.
Fact and opinion	A statement of fact in a reading text can be proved to be true using a source of proof. 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. 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. 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.
Figurative language	This includes figures of speech and idiomatic expressions. Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.
Figurative meaning	Poems sometimes have a deeper meaning that we have to think about. The poet may use imagery to make us think about things in a certain way. This may not be obvious or easy to see when you read the poem for the first time.
First person writing	Writing in the first person means writing from the author's point of view. The words 'I', 'me', 'mine' and 'my' will be used.
Font types and sizes, the impact of font on comprehension	Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.
Format	The format is how the writing or the text is laid out. Different types of writing have different formats. The way a letter is laid out is different to how a newspaper is laid out.

Genre	Genre is the category or style of the book. E.g. mystery; fantasy; science-fiction; adventure; romance.
Headings and captions	Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.
Hyperbole	Hyperbole is the use of exaggeration for effect. E.g. My suitcase weighs a ton! I have told you a million times!
Idioms and proverbs	Idioms are part of figurative language. The ability to recognise common idioms is important, such as 'The Midas touch' or 'Birds of a feather' where the idiom has a deeper meaning, or wider context.
Illustrations	The illustrations are the pictures in a text. They can often help us to understand what is happening in the text.
Imagery	Imagery is the ability of words to create a word picture in the reader's mind. It often draws on the senses –sight, smell, taste, touch. Imagery should affect the reader on an emotional level if it is well written. Imagery is another word for figurative language. It includes poetic devices such as similes, metaphors and personification.
Interjections	An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion. E.g. Ah! Dear me! Oh gosh! Wow! Local colloquial interjections would include words like eish!
Jargon	Words or expressions used by a specific group of people, which may be difficult for others to understand, if they are not in the same profession or group. Computer programmers may use computer jargon that other people do not understand, like: interface; linux; and stringcode.
Legalese	This is the formal and technical language of legal documents.
Legend	A traditional story, handed down from generation to generation that is widely accepted to be historical, or based on real events.
Lines and stanzas	Poems are written in lines. Sometimes these lines are grouped together. If they are grouped together, the group of lines is called a stanza. Some poems are not written in stanzas but just in lines as the poet wishes to write. This is called free verse.
Literal and figurative meaning	The literal meaning of something (a word or a clause) is the exact meaning. What is said has a direct and clear meaning. E.g. He is extremely angry. The figurative meaning of something needs to be interpreted as the meaning is not clear straight away. Figurative language uses similes, metaphors and personification, or idioms to describe something using comparisons or pictures. For example: He is as angry as an electric storm.

Main and supporting ideas	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.
Myth	A traditional story passed down from generation to generation, that explains a belief, a practice, or why something is the way it is.
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.
Novel	A long story, usually about imaginary characters and events.
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.

Portmanteau	A mixture or blend of two words or sounds, to create a new sound. An overlapping of two words. E.g. breakfast and lunch becomes 'brunch'. Smoke and fog becomes 'smog'.
Prejudice	To identify prejudice in a text is an important critical reading skill, the reader must be able to identify if the author is using language that creates an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another.
Purpose of a text (to inform, persuade)	The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.
Redundancy	Repeating a word or phrase too often, or simply in slightly different ways. Because the writer is being repetitive the word is not necessary and is therefore redundant.
Rhetorical device	A rhetorical device uses words in a certain way to convey meaning or to persuade. It can also be a technique used to evoke emotion on the part of the reader or audience.
Rhetorical Question	A question which does not require an answer. It is asked to make the listener think, not to actually be answered. The answer is usually quite obvious. E.g. What colour is the sky?
Rhyme	Rhyme is a feature of some poems. Other poems do not rhyme. Rhyme depends on how the words sound when read aloud, not on how the words are spelled. Rhyming words in poems are found at the end of the line. There are different rhyming patterns or schemes. E.g. rhyming couplet: I cannot go to school today (a) Said little Peggy-Anne McKay (a) I have the measles and the mumps (b) A gash a rash and purple bumps (b) My mouth is wet, my throat is dry (c) I'm going blind in my right eye. (c) My tonsils are as big as rocks, (d) I've counted sixteen chicken pox. (d) Or a,b,b,a: He treasured the thought (a) Of childhood days (b) Of teenage ways (b) Memories that can't be bought (a) Some poems, especially those written about more serious topics, are written in free verse and do not rhyme at all.

Rhythm	The rhythm of a poem is almost like the musical beat, how the poem flows when read out loud. The words that we put emphasis on and those that we don't help create the rhythm.
Setting	The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.

The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods. |
| Short story | A story, usually about imaginary characters and events, which can be read in a single sitting. |
| Simile | A simile is a comparison between two objects using the key words 'as' or 'like'. It shows that something is similar, used to create a clear mental image
E.g. His eyes were like knives; she was as tall as a giraffe |
Slang	A type of language, consisting of words or phrases that are considered too informal or even possibly rude in some contexts. Slang is often used only by a specific group of people, normally one's peers and not in formal writing, unless the character needs to use slang to be a believable character.
Socio – political and cultural background of text and of author.	Often the author's own personal history, hometown, traditions, culture, political views and income level will strongly influence his or her writing.
Sound richness	The sound richness (usually of a poem) is the way the poet uses the sound of words to create an impact on the reader. The words chosen are both for their meaning and the way they sound when read aloud.
Stereotype	An over generalization which places an entire group of people into one category, which is not true.
E.g. All women want to have babies. All boys like rugby.
Structure	The structure of a reading text or poem is the way it is organised or put together. Often the structure will be influenced by the content of a text. It is important to think about where the author/poet has placed the different parts of the text, and why.
Symbolism	Symbolism is the use of a person, animal, object, word or item to represent something else, like an idea or an emotion. This may contribute to the message or theme of the text.
Colours are often symbolic of something else, for example:
Red – passion, blood or danger
White – purity, goodness

Some common examples of symbolism in everyday life are:
A dove is a symbol of peace
A red rose stands for romance
Black symbolises death
A broken mirror may symbolise separation |
Target audience	Who is the text being written for? Sports fans? Girls? Families? Nature lovers?
Tautology	Using redundant words. Saying the same thing over and over in a repetitive way in a text.
Title	The title identifies and introduces the story. It often gives us an idea about what the story is going to be about.
Theme and message	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.

Third person writing	This is when the writer writes from a third person point of view, and uses pronouns such as: he, she, it, they.
Tone	The general character, attitude, or mood of a piece of writing.
Truncation	To reduce, limit or shorten.
Types of language – including: bias, prejudice, discrimination, stereotyping. How language and images reflect and shape values and attitudes.	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. 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. 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. E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.
Typography	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.
View point of writer	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.
Visual texts	Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.

LANGUAGE STRUCTURES AND CONVENTIONS

Abbreviations	These are words which have been shortened, by using a few of the letters of the word, most often the first few letters. E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography
Adjectives	An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story. E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.
Adjectives – superlative and comparative	Comparative adjectives show degrees of comparison. For example: pretty – prettier – prettiest. 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. 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.
Adjectival clauses	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. Here are some examples of sentences with the adjectival clauses underlined: • 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	Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action. E.g. He smiled happily. She cried loudly. Adverbs of manner usually end in – ly.
Adverbs of place	Adverbs of place are words which refer to a general place. E.g. Here; there; near; far.
Adverbs of time	Adverbs of time are words which refer to general time frames. E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.
Adverbial clauses	Adverbial clauses describe more about how something was done, by telling the place, time, cause, and purpose of an action. These clauses usually answer the questions: where; when; why; and under what conditions. Here are some examples with the adverbial clause underlined: • 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. Sipho's pen. The apostrophe shows that the pen belongs to Sipho. The boys' toys. If the owner is a plural, the apostrophe is placed after the 's'. This type of apostrophe is called the possessive case apostrophe, because it shows who owns, or possesses an item. We also use an apostrophe for a contraction. Contractions are words like cannot becoming can't. Should have becomes should've. Would have becomes would've. Did not becomes didn't. We put the apostrophe where the missing letter has disappeared.
Auxiliary verbs	Auxiliary verbs support the actual verb. E.g. is, are, were, was, am, have, has, had, be. They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb. E.g. We are walking to school.
Clauses	A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear. E.g. When it was raining. Because you were late. Before you go to bed.
Complex nouns	Two nouns that have been put together. They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses, razor-blade, reading lamp.
Concord	The concord is when the subject and the verb in a sentence agree. E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food. Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is

Conjunctions and transition words	Conjunctions are words that join two sentences together. E.g. • 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. Conjunctions include and; but; because; so; then; but.
Contractions	Contractions are a short way of writing out words in which some letters are left out and replaced with an apostrophe E.g. "don't" is a contraction of "do not" "Could've is a contraction of "could have" "He's" is a contraction of "he is"
Determiners	Determiners include: • The definite article: The book; the apples. • Indefinite article: A book; an apple. 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. • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
Direct speech	Direct speech is the actual words spoken by someone, written in inverted commas.
Homophones, homonyms, homographs	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.
Nouns	Nouns name objects. 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. Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy, Sipho, Gauteng, Maponya Mall, Western Cape Abstract Nouns are feelings. E.g. love, joy, happiness, hope, fear, anxiety 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 Pronouns replace a person's name E.g. I, you, we, he, she, us, they, them, her, my

Phrases	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.
Prepositions	Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below
Pronouns	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
Punctuation	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. 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. 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. 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?'
Reported speech	Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas. E.g. "Study hard for your exams!" said the teacher. The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.

Sentences	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. 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. A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence. 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!" 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.)
Spelling	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. • A short vowel sound like 'e' means the last consonant must be doubled before adding –ing. Pet – petting A long vowel sound like 'ee' means the last constant stays single before adding – ing. Meet – meeting • "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. E.g: • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
Subject verb agreement	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.
Suffixes	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.

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

PERSONAL DICTIONARY

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

WRITING LESSONS

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

• All process writing lessons follow a routine.
• The standard routine for a Gr 9 Writing lesson is as follows:

1. **Teaching the Genre** – this is where the genre is introduced to learners and the specific purpose, features and layout of the genre are explained.

2. **Modelling** – the teacher models the planning and drafting stages for learners. She shows them the thinking process she goes through to plan her own text. This gives the learners a clear idea of what is expected of them and shows them how to go about it.

3. **Planning** – Next, the teacher allows the learners to use the planning strategy she has modelled for them and supports them as they plan their own texts. The teacher also introduces the learners to the topic and often shares some kind of stimulus with them, to encourage creativity. In this stage, learners will be encouraged to THINK BEFORE THEY WRITE, to WRITE WHAT THEY KNOW, to ZOOM INTO SMALLER MOMENTS, TO PLAN BEFORE THEY WRITE and to TURN AND TALK to a partner.

4. **Drafting** – Once the plan has been developed, learners will use the teacher input and plan to write a draft of the text. During this stage, the teacher must move around the classroom, holding MINI CONFERENCES, and supporting learners as they write. Learners will be encouraged to THINK OF THEIR AUDIENCE, to USE RESOURCES TO WRITE WORDS, and to READ WHAT THEY WRITE.

5. **Editing and Revising** – Once learners have put it in a draft, the teacher must ask them to either SELF EDIT or PEER EDIT the draft. Editing is always done using a checklist provided. In this stage, learners are encouraged to READ WHAT THEY WRITE and to ADD DETAILS.

6. **Rewriting & Presenting** – Finally, once the edit and revisions are complete, learners will neatly rewrite and present their writing. In this stage, learners will be asked to THINK ABOUT THEIR AUDIENCE and teachers should ENCOURAGE WRITERS.

1
CYCLE

WEEKS
1&2

"Maybe ever'body in the whole damn world is scared of each other."
– Of Mice and Men, John Steinbeck

READING 📖
CYCLE 1: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	**1 HOUR 45 MINUTES**
What must be read?	Short story / youth novel /novel
Text features to be taught	• key features of a literary text: • character • action • dialogue • plot • conflict • background • setting • narrator • theme
Reading skills to be taught:	• skimming • scanning • visualisation • intensive reading • making inference • view point of writer • fact and opinion • implied meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Different types of English	Extract from: Jesse's story	207
Top Class English	Wild Cats	Extract from: A year in the Wild	200
English Today	Use your opportunities	Extract from: café Thunderbolts	219
Interactive English	Wise up …. About work	Extract from: Every journey begins with a single step	265
Spot On	School Scenes	Extract from: Winners and losers	170
Oxford Successful English	Go Green!	From a Polar Bear to you	263
Clever English	Business is Business	Extract from: 1000 Rupees	221
Via Afrika	Jobs and careers	Extract from: The curious incident of the dog [continued]	195

LESSON OUTLINE

PRE-READING	30 MINUTES

INTRODUCE THE TEXT

1. Tell learners:

   a. To open the textbook at the correct page.
   b. That in this lesson we will look at the format of a story/novel.
   c. That we will use context clues to help us work out what the story is all about.

STUDY THE TITLE AND PICTURES

1. Read the title.

2. Ask the learners:

   a. What does this title mean to you?
   b. What do you think the story is going to be about?
   c. What clues does the title give you?

3. Tell the learners to look at any pictures which may be available, then ask:

   a. What sort of clues does the pictures offer about what might happen in the story?
   b. What do you think will happen next?

4. Ask the learners:

   a. Are there any other clues? E.g. are there any words which are written in bolder print, or slanting italics, which seem important?
   b. Does the author's name appear anywhere- and does that help us to predict what the story might be about?
   c. Is there a brief summary that gives us an overview of what the story is going to be about?

SKIMMING AND SCANNING

1. Tell learners they need to skim read through the first and last paragraphs, so that they get an overview of what the novel / short story is about, and who the characters are.

2. Tell learners that it is always useful to read the overview of a book to find out about the author. The will help us understand the following:

   a. The background of the author – as this influences how the story was written.
   b. The gender, race and socio-political history of the writer will often give us clues about the text.

PREDICT WHAT THE STORY IS ABOUT

1. Ask the learners to turn to a friend or partner in the class and tell them to ask the following:

   a. What do you predict the story is about?
   b. What do you think will happen in the climax - what will the most vital event in the story be?
   c. What do you think the theme of the story is?
   d. Is there a message, moral lesson that the story is telling/teaching us?

READING   30 MINUTES

READ THE TEXT

1. Read the text aloud – use different voices for any dialogue between the different characters.

2. Read the text aloud once again.

3. Tell the learners:

   a. As the text is read, they must try to visualise each scene in the text, by 'building a movie' in their minds.
   b. They must read the text once again, silently and on their own.

4. Tell the learners that dialogue is written in the form of direct speech, with inverted commas which show the exact words that come from a character's mouth

WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

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

   a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
   b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
   c. Think about the whole text, the headings and the pictures. Make a guess as to what the word could mean.
   d. Use a dictionary to look up the meaning of the word.

LANGUAGE AND TONE

1. Ask the learners:

   a. 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?
   b. How does the text make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the text. Does the tone of the text change in different parts?

COMPREHENSION AND ANALYSIS

1. Select a few learners to read the text again. One for every character and one as the narrator.

2. Read the text through a second time, using different learners.

3. Draw the following table on the board. Complete the first line of the table on the board with the learners, filling in the name of a character and what the script says about them: their facial expressions, moods, body language and attitudes. Ask the learners to copy the table into their books and fill in the rest of the information for the main characters in the story.

Character	Expressions	Moods	Actions (body language)	Attitudes
Mother	frowns	grumpy	cross hands on hip	shouts; threatens

4. From the information they have written in their books ask the learners to answer the next three questions:

   a. Which two characters in the text are similar? Why do you say this?
   b. Find two characters who are different. In what ways are they different?
   c. Which character do you like the most? Explain why.

5. Remind the learners to use inference. The text might not tell you exactly what kind of person the character is, but by using clues, you can work it out. Clues can be:

  • The type of words the character uses
  • The punctuation marks which show expression
  • The type of clothing they wear
  • How other characters respond to them.

6. Ask the learners some of the following questions about the characters and setting:

  • Who are the main characters in the text?
  • Describe each main character in more detail.
  • What is the setting for the text?
  • Describe the setting in more detail.

7. Ask the learners some of the following questions about the plot:

  • Summarise the plot of the story – give a brief overview of what happens.
  • What is the conflict in the story – the struggle between two characters, or a problem that must be addressed?
  • How does the story end?

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

  • What did you like or dislike about this story? Why?
  • What do you think the main theme of this story is? What do you think the writer wants us to learn or take away from this story?
  • Are there any other sub themes in this story? Any smaller messages or lessons that the writer wants to share?
  • Can you find two facts in the story?
  • Can you find two opinions in the story?

PARTNER READING

1. TURN and TALK to a partner, read the story to each other again and fill in any further information in the tables from the board.

2. Discuss with a partner which character represents someone you know.

3. Discuss with a partner:

  • was the story worth reading?
  • did you learn anything from the story?

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 1: READING & VIEWING LESSON 2

CAPS REQUIREMENTS	
TEXT 2	**1 HOUR 45 MINUTES**
What must be read?	Poetry
Text features to be taught	• Internal structures of a poem: figures of speech/ imagery, rhyme, rhythm • External structures: lines, words, stanzas • Typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught:	• Skimming • Scanning • Visualisation • Intensive reading • Context clues • Implied meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Different types of English	Poem: Two sets and their silence	212
Top Class English	Wild Cats	Poem: Predator	202
English Today	Use your opportunities	-	
Interactive English	Wise up …. About work	Poem: Mr Unemployed	270
Spot On	School Scenes	-	
Oxford Successful English	Go Green!	Poem: Condemned to death	273
Clever English	Business is Business	Poem: Never give up	224
Via Afrika	Jobs and careers	Poem: Vocation	197

LESSON OUTLINE

PRE-READING   30 MINUTES

INTRODUCE THE TEXT

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

SKIMMING AND SCANNING

1. Read the title of the poem to the class and ask if they understand the title.

2. Ask the learners:

   a. What does the title mean to you?
   b. How do you interpret the title?
   c. What ideas or experiences does it bring to mind?

3. Now look at any pictures which might be available, and ask learners:

   a. Do the pictures give you a clue about the setting, the location, where the poet has set
      the poem?
      E.g. in nature, at a river, in a city, in a school setting?
   b. Do the pictures give you any clues about the mood of the poem – whether the poet
      wants to create a happy or sad atmosphere or emotion?

4. Tell learners to notice any typography changes.

5. Ask the learners:

   a. Has there been a change in font, to bold or italics?
   b. Why would this be so?

6. Explain to the learners that:

   a. Often the typography changes when a poet or author is trying to draw our attention to a
      specific word, or idea, or thought, or image.
   b. These will be important words to remember and will help make sure that you
      understand their meaning.

PREDICT WHAT THE POEM MIGHT BE ABOUT

1. Ask learners to:

   a. Suggest what the poem may be about, based on the ideas they have shared so far.
   b. Predict what the mood and message of the poem is possibly going to be.

READING   30 MINUTES

READING FOR A PURPOSE

1. Read the poem out loud to the learners.

2. Tell the learners that in the poetry lessons, they need to always be aware of:

   a. Rhyme scheme and how this affects the mood of the poem.
   b. The images being created with words – the pictures the poet is trying to draw with words.
   c. The figures of speech being used.
      E.g. similes, metaphors or personification.
   d. Why these figures of speech are being used and what their effect is.

3. Encourage learners to feel what the poet is feeling, or to allow themselves to experience
   emotions that the poem is trying to bring out – poetry is often about expressing emotions.

4. Tell learners as they read that the skill of visualisation is very important.

5. Tell the learners:

   a. As you read, imagine or create pictures or movies in your mind.
   b. Visualise what the characters, background, and setting look like.
   c. Visualising helps us to remember who the characters are.

INTENSIVE READING

1. Choose specific learners to read each stanza out loud again to the class.

2. Comment on the imagery, the mental picture that the first stanza brought to mind.

3. Ask the learners:

   a. What helped to create that picture?
   b. Was it the use of similes or metaphors?
   c. Was it the rhyming?

4. Tell the learners to:

   a. Express their opinion on whether the poem was meaningful to them or not.
   b. Explain why they say this.

5. Ask the learners:

   a. What feelings did the poem create in you? This is the mood of the poem.
   b. Do you feel happy or sad, or pensive, or angry, or excited after reading the poem?

6. Tell the learners that:

   a. Poems often have figurative meanings. This is not the literal meaning.
   b. Literal is easy to understand because what is said is clear.
   c. The figurative meaning is often difficult to work out, as the poet uses metaphors and idioms
      to create a deeper meaning.

7. Ask learners to split into groups of four. Ask each group to:

    a. find two figures of speech or imagery .
    b. discuss each figure of speech
       - what is it called
       - what is being compared
       - why are they being compared
       - what is the effect
    c. feed back to the rest of the class

8. Ask the learners what the message of the poem was for them.

9. Tell the learners that although the poet has his own message that he/she wants to communicate, the beauty of poetry is that every interpretation is also correct, because poetry wants to encourage personal opinions.

10. Ask the learners what the theme of the poem was. (E.g. about nature, friendship, betrayal or love, etc.)

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.
    c. Ask if 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.

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.

WRITING
CYCLE 1: WEEKS 1 & 2
PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER
ACTIVITY: Write a letter of application

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Business is business	217
English Today	Use your opportunities	217
Interactive English	About work	261
Platinum English	Different types of English	203
Spot On English	School scenes	169
Successful English	Go green!	259
Top Class English	Wild cats	198
Via Afrika English	Jobs and careers	190

GENRE: A letter of application

CAPS DESCRIPTION OF GENRE: A letter of application is a letter written in a formal tone, written in a particular format. It is used to apply for a work position or a place at university.

TITLE OF WRITING TASK: Write a letter of application.

AUDIENCE: Grade 9s

PURPOSE: A letter of application is used to ask for something. It is a formal letter and is written in a particular way.

TEXT FEATURES:

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

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 140-160 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOXES

apply, application, sales, waiter, cashier, sales, experience, work, barista, sell, personality, post, advertised, candidate, position, skills, hard working, motivated, dedicated, sincerely, work, experience

TEACHING THE GENRE	20 MINUTES

OUTCOMES:
The learners will learn how to write a letter of application.

TEACHER INPUT

1. Tell the learners:

   • Today we are going to write a letter of application.

2. Write the word "apply" on the chalkboard.

3. Say:

   a. When we apply for something, we are asking for something.
   b. We can write letters of application to apply for a job. We sometimes also use letters of application when we want to go to college or university.
   c. Letters of application are formal letters.
   d. Formal letters are different to letters that we might write to friends and family telling them about our news.
   e. Formal letters are written in formal language.
   f. Today, we are going to write a letter of application to a company to apply for a job.

4. Say:

   a. When you are applying for a job, you need to sell yourself in the letter.
   b. You need to think about the job you are applying for and why you would be best for that job.
   c. You also need to think about what special skills you have that you can bring to that job.

5. Say:

   a. When you are writing your letter you should think about laying the content out in the following way.
   b. I am going to write the main points to think about on the chalk board.
   c. You will think about this in more detail when you do your planning.

6. Write the following on the chalkboard:

Introduction: What job you are applying for.

1st paragraph: Who you are and your work experience. (Main idea)

2nd paragraph: What skills you have to do the job. (Supporting idea)

3rd paragraph: Your contact details.

Conclusion: Thanks.

---

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

8. Say:

   a. Your letter will follow this format.
   b. When you write your letter, you will write using formal language.
   c. The letter must flow logically so you must plan carefully.
   d. Remember WRITERS PLAN BEFORE THEY WRITE.
   e. A formal letter also has a special layout.
    f. We will look at that layout now.

9. Write the following example on the chalk board:

PO Box 2778
Dobsonville
1865
23 August 2019

The Manager
Cell C
Shop 93
Maponya Mall
Chris Hani Road
Soweto
1809

Dear Sir / Madam

Application for sales position

I would like to apply for the part-time sales position that was advertised in the Sowetan on 21 August 2019.

I am 18 years old and currently in matric. I worked in a cell phone shop over the last school holidays and have a reference from the manager. I also have a curriculum vitae should you wish to see it.

I am hard working and friendly. I think I have the right personality to deal with customers. I also know quite a lot about different types of cell phones which might be useful.

You can reach me on 062 556 7777 or jkekana@gmail.com.

Thank you for considering my application.

Yours sincerely

Jabu Kekana

Jabu Kekana

. Read over the example with learners.

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

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

MODELLING THE SKILL   30 MINUTES

OUTCOMES:
The learners will learn the layout using a planning grid.
The learners will learn how to write the opening paragraph.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.

2. Draw the following diagram with labels on the chalkboard:

sender's address

Date

Address to whom you are sending the letter

Dear

Subject of Letter

Introduction

Body of letter

Conclusion

Yours sincerely

Signature

Full name
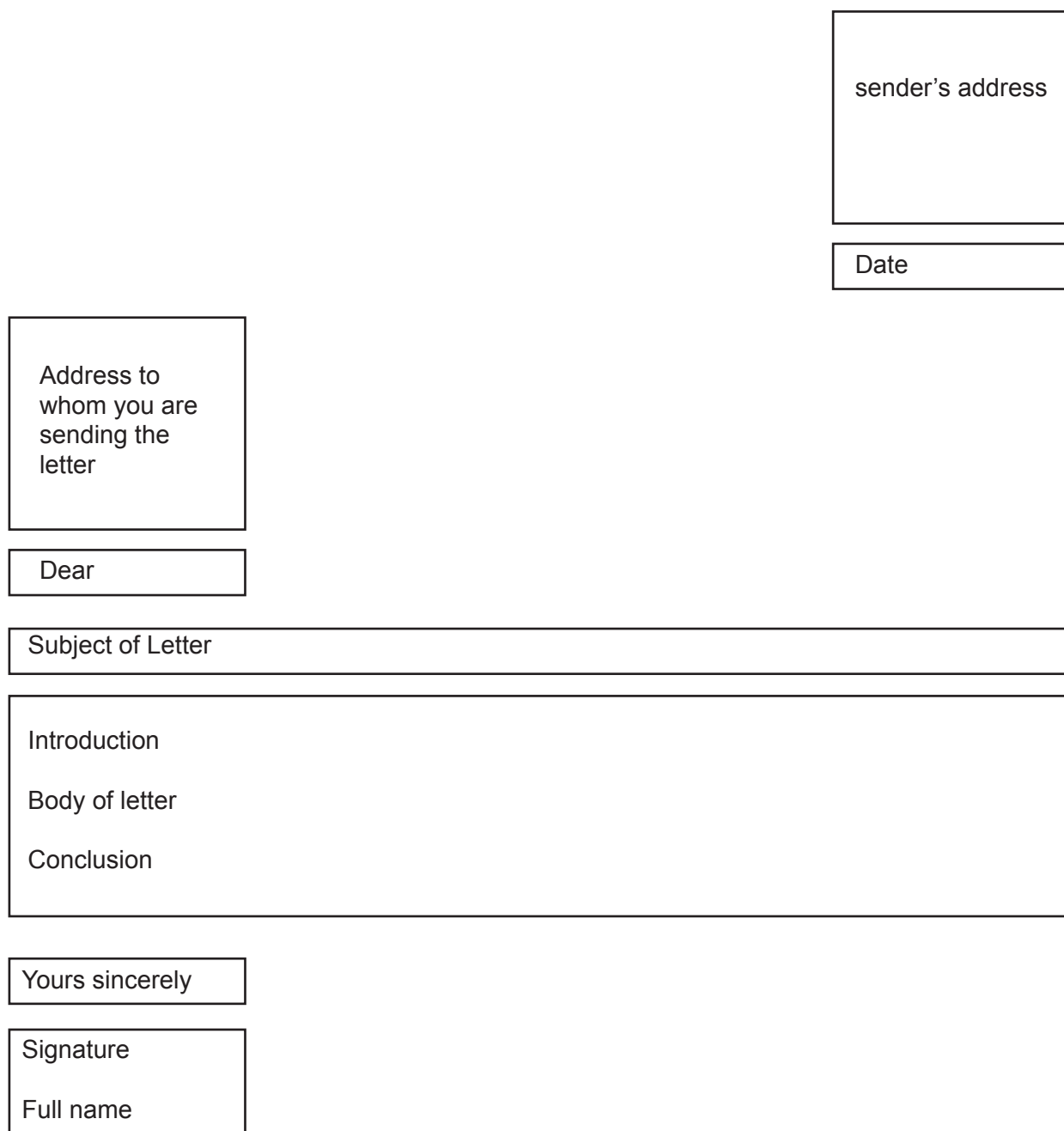
3. Working with the learners, fill in the format details of the letter.

4. You can make these up.

5. Leave out the content of the letter.

6. Your completed example might look like this:

PO Box 345
Ivory Park
1689

12 September 2019

The Manager
Steers
Shop 21B
Maponya Mall
Chris Hani Road
Soweto
1809

Dear Sir / Madam

Application for part time cashier position

Introduction

Body of letter

Conclusion

Yours sincerely

Themba Moloi
Themba Moloi

7. Have the learners copy the planning grid into their workbooks WITHOUT ANY OF THE DETAILS WRITTEN ON IT. They will use this grid when they do their planning.

8. Let's pretend we are writing the letter..

9. Say and ask:

    a. A cashier is the person who takes the food order and then takes the money from the customer.
    b. How do you think we would start this letter?
    c. Think back to the example we have already looked at.
    d. Where could you have heard about this job?

10. Write learner's ideas on the chalkboard.

11. Some ideas could be:

a. A notice at school
b. A notice outside the shop
c. A newspaper
d. A community noticeboard
e. From someone who works at the shop

12. Using the ideas you now have, draft two opening paragraphs with the learners.

13. Remind the learners that the opening paragraph of their letter is going to say what job they are applying for and where they heard about the job.

14. An example of what the opening paragraph should look like could be:

"I would like to apply for the part-time cashier job that is advertised on the notice in the shop window."

15. If there is enough time, do another example.

PLANNING 　　　　　　　　　　　　　　　　**30 MINUTES**

OUTCOMES:
The learners will plan the layout of their letters using the planning grid.
The learners will plan the content of their letters.

TEACHER INPUT

1. Tell learners:

 • They are now going to plan their application letters.
 • Use the planning grid you have drawn in your book to do the format of the letter. This would be the
   addresses, dates etc.

2. Tell learners they can make the details of the job up.

3. If learners cannot think of a job, you can give them some ideas.

4. You can write the following ideas on the chalk board:

• Newspaper: Ackermans is looking for a salesperson • Noticeboard: Checkers is looking for a shelf packer

5. Redraw this on the chalkboard:

Introduction: What job you are applying for? 1st paragraph: Who you are and your work experience? (Main idea) 2nd paragraph: What skills you have to do the job? (Supporting idea) 3rd paragraph: Your contact details. Conclusion: Thanks.

6. Tell learners to use this breakdown to plan the content.

LEARNER ACTIVITY

1. Allow learners time to plan.

2. Let the learners work independently.

3. Set a time limit to keep learners on task.

DRAFTING   30 MINUTES

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

TEACHER INPUT

1. Tell learners they are going to write the first draft of their letters of application based on their plans.

2. Write the following on the chalkboard:

CRITERIA

1. The writer's address is on the right.
2. The date is under the writer's address.
3. The address to whom you are sending the letter is on the left.
4. The letter is addressed to someone.
5. There is a subject sentence, underlined.
6. There is a clear introduction applying for the job.
7. The writer explains who he/she is and why they are the right person for the job.
8. The writer gives contact details.
9. There is a clear conclusion giving thanks.
10. The language is formal.
11. The letter has a name and signature at the end.
12. The punctuation is accurate.
13. The spelling is accurate.
14. It is 140-160 words long.

3. Read over the criteria with the learners.

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. 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. Set a time limit to keep learners on task.

EDITING & REVISING 🎤   20 MINUTES

OUTCOMES:
The learners will now peer-edit using the checklist provided.

TEACHER INPUT

1. Tell learners that they will peer-edit their letters because WRITERS PEER-EDIT.

2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1	Is the writer's address on the right?		
2.	Is the date under the writer's address?		
3.	Is the address to whom you are writing on the left?		
4.	Is the letter addressed to someone?		
5.	Is there an underlined subject line?		
6.	Is there a clear introduction applying for the job?		
7.	Does the writer say who he/she is and why they are the right person for the job?		
8.	Does the writer give contact details?		
9.	Is there a clear conclusion giving thanks?		
10.	Is the language used formal?		
11.	Does the letter end with a signature and name?		
12.	Is the punctuation accurate?		
13.	Is the spelling accurate?		
14.	Is the letter 140-160 words long?		

LEARNER ACTIVITY

1. Learners must now check each other's letters against the checklist.

2. Tell learners to TURN AND TALK.

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 letters, 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 letters.

2. Learners read their letters to the class.

COMPLETED EXAMPLE 👍

PO Box 258
Orlando West
1804
25 August 2019

The Manager
Wild Spear SPUR
Shop 106
Jabulani Mall
Soweto
1868

Dear Sir/madam

Application for part time wait staff position

I would like to apply for the part time wait staff position that was advertised in the Sowetan 24 August 2019. I believe I would be a good candidate for the position.

I am an 18 year old student with experience in the service industry. I have worked as both a waiter and a barista at various restaurants since I was 16 years old. My CV is available should you wish to see a copy.

 I am hard working, self-motivated and good at selling menu items. I believe that it is important to be well groomed and friendly in order to be a good waiter. A sense of humour is also useful because a restaurant can be a stressful place to work. I am fluent in Xhosa, Zulu and English.

You can contact me on gmtembu@gmail.com or on 073 109 7675.

I thank you for considering my application. I look forward to hearing from you.

Yours sincerely

Govan Mtembu

Govan Mtembu (Mister)

RUBRIC							
Areas of assessment	**Not yet competent**		**Competent**		**Exceeds competence**	
FORMAT: Writer's address on the right Date under address Senders address on left Dear… Underlined subject line Clear introduction applying for job Body of letter explains why writer should get job The writer gives contact details Clear conclusion with thanks Signature and name at the end	Five or more of the required format requirements are missing or incorrect.	0-3	At least six of the required format requirements are present.	4-6	The format is correct.	7-10
LANGUAGE	The main idea of the letter is unclear. Formal language is not used.	0-3	The main idea of the letter is somewhat clear. Formal language is used.	4-6	The main idea of the letter is clear and formal language is used.	7-10
WRITING	There are a lot of punctuation and spelling mistakes. It is longer or shorter than 140-160 words.	0-3	There are some punctuation and spelling mistakes. It is 140-160 words long.	4-6	There are very few punctuation and spelling mistakes. It is 140-160 words long.	7-10

Teacher's comments:

What I really like about _____

_____

_____

I think you could improve _____

_____

Total: /30   Date: _____   Signature: _____

" Terror made me cruel. "
– Wuthering Heights, Emily Bronte

cycle 2

weeks

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:	• Character • Action • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	• Target audience • Summarising • Making inferences • Intensive reading • Implied meaning • Skimming • Scanning • Visualisation • Meaning of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	New Media Matters	View a cartoon	222
Top Class English	People need People	Extract from: Friend or foe	212
English Today	Live up to the Brand	Extract from: The next big thing	234
Interactive English	Wise Up … about health	Short Story Lethal Reality	284
Spot On	Facing our Fears	Youth Novel: Blue Train to the moon	184
Oxford Successful English	Talk About it	A pound of flesh	277
Clever English	Make your Mark	Extract from: Diary of a Wimpy Kid	237
Via Afrika	From the past to the present	Reading text	208

LESSON OUTLINE

PRE-READING	30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

   a. In this lesson we will read an extract from a novel.
   b. We will explore how a novel develops.
   c. We will review all aspects of the reading extract: the setting, the plot, the background of the author, the way the characters are created or made to come alive.
   d. We will take note of where the characters live and of what type of people they are.

SKIMMING AND SCANNING

1. Tell the learners:

   a. To look for clues about the setting of the novel. These clues can be found in the pictures, or the title of the story.
   b. That skimming and scanning also offer context clues.
   c. Before they read in detail, they should skim read for key words.

2. Ask the learners to:

   a. Find the proper nouns. (Explain that these will help them to know who the characters are and where the action takes place, because proper nouns are names of people and places.)
   b. Find slang words or jargon. (Explain that these are linked to an age group of people or a specific place, country, town).
   c. Notice that finding these key words gives you an idea of the style of writing before you read the whole story.
   d. Work out who the main target audience is intended to be.
   e. Notice the style of writing, language usage and colloquialisms. (Explain that these are all clues about who the author most wants to influence by the story).

LOOKING AT BACKGROUND INFORMATION:

1. Share any background information you have about the author with the learners. E.g. what nationality the author is, what the author's life experiences are.

2. Tell learners to:

   a. Discuss among themselves what they know about the author and about the book.
   b. Make predictions by looking at the title, the pictures, and from skim reading the first and last paragraphs.

PREDICT WHAT THE TEXT MIGHT BE ABOUT

1. Tell the learners to turn and talk to each other to briefly share ideas on how they think the story will unfold, or develop. Ask the learners:

   a. What do you think is going to happen to the characters?
   b. What do you think the climax of the story will be?

READING   30 MINUTES

INTRODUCE THE TEXT

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

2. Select a few learners to read the text.

3. Organize the reading in the following manner:

    a. Tell one learner to read the role of the narrator and one learner for each character.
    b. If there is dialogue, reading in this way makes the story come alive, as if each character is
       an individual.

4. Explain that quotes are lines or dialogue that need to be said exactly as written. These are
    the words of the character in the story.

5. Ask learners to find a quote by one of the characters that tells us about the personality / mood
    of that character. (E.g. is the character angry, kind, impatient, happy, sad, etc.)

SKIMMING AND SCANNING

1. Tell learners to:

    a. Skim read the first paragraph, to get an overview of the main idea of the paragraph, of what
       the paragraph might be about.
    b. Read the paragraph in detail, word for word, focusing on the meaning and message of
       each sentence.

2. Tell learners to repeat that process for the whole short story.

3. Tell the learners to ask themselves the following questions:

    a. What do I know now?
    b. What words did I notice that gave me clues as to what is happening?
    c. What is the main idea?

4. Tell the learners to:

    a. Read the paragraph intensely, word for word.
    b. Look for anything they can learn about each character, the setting and the mood.

5. Explain to the learners that this process builds concentration:

    a. Skim reading creates a visual image – like a black and white drawing.
    b. The second reading gives more details – it is like colouring the black and white drawing in
       with lots of colours.

EXAMINING TEXT FEATURES:

1. Tell the learners to try to imagine being a specific character.

2. Ask the learners:

a. How would you feel?
b. How would you react to the things that happen in the story?
c. Who are your friends, you enemies, your family?
d. How old are you?
e. What is your job?
f. What do you look like?
g. Where do you live?

3. Tell learners to think about the climax or height of the action in the story. Ask the learners:

   a. How did the plot develop?
   b. What was the conflict?
   c. How did the characters get involved in the conflict?
   d. How did the characters solve their problems?

4. Remind learners that a conflict can be a conflict between two people, or between one person and his or her conscious, or between one person and the society or institution.

5. Ask learners:

   a. Can you work out what the message, or meaning of the story was?
   b. Was the author trying to teach us something more meaningful about life?
   c. Who is the author's target audience for this message? Adults? Teenagers?

6. Separate the class into smaller groups, and each group must read through the story / extract / novel again listening for the following features:

   a. Plot
   b. Character
   c. Conflict
   d. Resolution

7. Tell learners to scan for any colloquial words.

8. Remind learners that colloquialisms are words that only a special group of people would use. For example, only South Africans would use words like braai, short left, veld, takkies, lekker, robot (for traffic light), etc.

9. Explain that these words are colloquialisms and not slang words; they are part of a nation, a culture or a group of people and are socially and formally acceptable words.

10. Ask the learners to discuss the following questions in their groups:

    a. Does the use of colloquialisms make the characters more believable and more real?
    b. How would the use of colloquialisms make the character more believable?
    c. What colloquialisms do you use in your everyday speech?

11. Tell learners to identify if the story has been told in the first or third person. Ask the learners:

    a. Is the main character saying "I" - telling the story from his own perspective?
    b. Are the pronouns "he", "she", and "they" used? This means it's a third person perspective – somebody else is telling the story.
    c. Do the lines above or below the word give us any clues?

POST-READING   45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Read the comprehension questions out loud to the learners.

2. Discuss possible answers to any questions that the learners are struggling to understand.

3. Explain to learners how to interpret certain questions, based on the question format.

4. Remind learners that if a question asks for you to quote, then you must find the answer directly in the story, word for word.

5. A quote is when you copy exactly what an author or character has said.

6. Give learners 30 minutes to answer the questions independently.

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:	• Internal structure of a poem: figures of speech/imagery, rhyme, rhythm • External structure of a poem • Figurative meaning • Mood • Theme • Message
Reading skills to be taught:	• Predicting information • Inferring meaning • Implied meaning • Context clues

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	New Media Matters	Extract from a novel	224
Top Class English	People need People	Poem: Lean on me	215
English Today	Live up to the Brand	Stereotype and Bias	238
Interactive English	Wise Up … about health	Poetry written by children	286
Spot On	Facing our Fears	-	
Oxford Successful English	Talk About it	Read a cartoon	282
Clever English	Make your Mark	Poem: A place for me	239
Via Afrika	From the past to the present	Poem: Boy on a swing	211

LESSON OUTLINE

PRE-READING	30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners that in this lesson we will read a poem.

2. Ask learners to turn to the correct page in the textbook.

SKIMMING AND SCANNING

1. Read the title of the poem out loud to the class and ask learners to brainstorm what this means to them. Ask the learners:

   a. Can you relate to the title?
   b. Does it stir up any emotions in you? If so, what emotions?
   c. Does the title immediately make a mental picture pop into your mind? If so, what is the picture you get?
   d. Does the title make you feel excited, nervous, happy, sad, worried? If so, why?
   e. Which words specifically in the title make you feel that way?

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

   a. Do the pictures support that idea you had when you first read the title, or have you changed your mind and your opinion, now that you have seen the pictures?
   b. Do the pictures stir up any other connections for you?
   c. Based on the pictures, have you ever been in a similar place, or maybe you have had the same or a similar experience?
   d. Can you predict what the character is about to experience?

PREDICTING INFORMATION

1. Tell the learners to work in pairs and try to write the first four lines of the poem based on what they have learnt from the title and the pictures.

READING   30 MINUTES

INTRODUCE THE POEM

1. Read the poem out loud to the class.

2. Tell learners to listen very carefully to pronunciation.

3. Explain that in poetry the way words are pronounced is vital, because this influences the rhyme and rhythm of a poem.

FEATURES OF THE POEM

1. Tell the learners to notice rhyme scheme, figures of speech such as alliteration, similes, metaphors, and personification.

2. Ask learners to work out if the poet was writing in a literal or figurative style. Explain that:

    a. Literal would be when the poet says exactly what he / she means.
    b. Figurative is when the poet almost disguises the meaning of the words in idioms, metaphors, personification and other poetry devises.
    c. Figurative meanings are more difficult to work out, as they are more descriptive and you have to ask questions to work out the deeper meaning.

3. Tell the learners to read through the poem a second time, as a whole class.

4. Instruct learners to:

    a. Get into groups of 4 – 6.
    b. Read the stanza aloud as a group.
    c. Identify, name and explain any figurative devices in the stanza they are analysing
    d. Brainstorm the literal and figurative meaning of one stanza (distribute the stanzas).

5. Give each group a turn to present their answers to the class.

MOOD OF THE POEM

1. Ask the learners:

    a. Have you ever felt or experienced what the poet describes in the poem?
    b. Can you identify the mood of the poem – is it optimistic, happy, positive, or sad, pessimistic, depressing, lonely, etc.?

2. Tell the learners:

    a. Mood can often be created by the use of similes, metaphors and alliteration.
    b. Mood is also created by the rhyme and rhythm.
    c. Some rhyme schemes are more upbeat and seem happier, because of the way you read the poem.
    d. A rhyming couplet creates a happy carefree mood, because it almost sounds musical, as the last two words of every line rhyme.
    e. An almost musical beat is created by the rhyme scheme of aa, bb, cc, dd.
    f. A more serious mood is created when the poet writes in free style.

3. Ask learners to get back into their groups and discuss which factors determined the mood of the poem they are studying.

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.
   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

POST-READING   45 MINUTES

COMPLETE THE COMPREHENSION QUESTIONS FROM THE TEXTBOOK

1. Read the questions to the learners.

2. Discuss any questions which learners do not understand.

3. Draw learner's attention to the line or stanza in the poem where the answer can be found.

4. Tell learners to use the poem as a starting point to develop their own opinions on a topic or subject.

5. Tell learners to answer the questions in a workbook.

WRITING ✍
CYCLE 2: WEEKS 3 & 4
PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER
ACTIVITY: Writing an email

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

Textbook	Theme	Page number in tracker
Clever English	Make your mark	232
English Today	Live up to the brand	231
Interactive English	About Health	278
Platinum English	New media matters	217
Spot On English	Facing our fears	181
Successful English	Talk about it	275
Top Class English	People need people	209
Via Afrika English	From the past to the present	202

GENRE: Email

CAPS DESCRIPTION OF GENRE: To inform and maintain a relationship

TITLE OF WRITING TASK: Write a email.

AUDIENCE: Grade 9s

PURPOSE: Emails are used to communicate electronically and quickly.

TEXT FEATURES:

1. Tone can be formal or informal
2. Format is according to layout on computer with:
   • Recipient's address
   • Subject line
3. Writing has introduction, body and conclusion.

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 90-100 words

RESOURCES REQUIRED:

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

WORD BOXES

permission, late, excuse, allow, assignment, homework, project, apologise, extension, finish, time, dear, sincerely, thank you, difficult, explain, reason, working, complete, problem

TEACHING THE GENRE 🎭   20 MINUTES

OUTCOMES:
The learners will learn how to set out an email.
The learners will understand the uses of emails.

TEACHER INPUT

1. Tell the learners:

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

2. Explain to the learners:

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

3. Say:

   a. You are going to write an email to one of your teachers to ask if you can hand some work or a project in late.
   b. You are going to also send the email to the principal of the school.

4. Write the following example on the chalkboard:
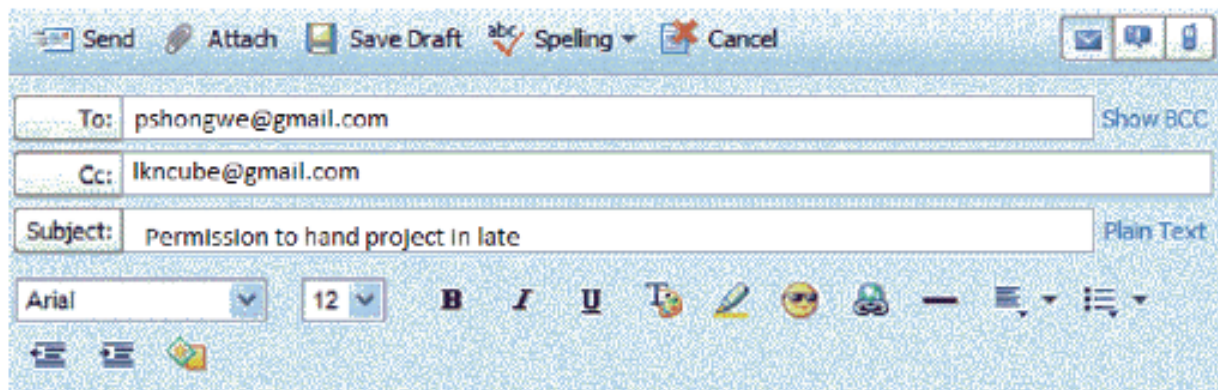
Dear Miss Shongwe

I am writing to ask permission to please hand our LO project in a bit later.

The LO project is supposed to be handed in on Friday. As you know, it is a group project but we have been having a few problems trying to get our group together because Mpho has not been at school.

We have made a plan to go to Mpho's house on Saturday to finish the project.

I know that you don't usually allow work to be handed in late but I am hoping you will give us a little extra time because Mpho has been sick.

Yours sincerely
Thandi Ngema

5. Read over the example with the learners.

6. Say:

  • In the first address line, where it says "To:", this is where we put the address of the main person we are writing to.
  • In this example it is addressed to Miss Shongwe, the LO teacher.
  • In the second address line, where it says "Cc:", this is where we would put the address or addresses of anyone else we would like to share this email with.
  • In this example it is addressed to Mr Ncube, the principal.

7. Tell learners that the content of an email should follow a format similar to a letter. Write the following structure on the board.

  a. Greeting
  b. Introductory paragraph
  c. Paragraph 1
     Paragraph 2
  d. Conclusion
  e. Greeting
  f. Name

8. Ask learners to help you think what might write for each of these and write the suggestion on the board. It may look something like this:

  a. Greeting:
     Dear Mrs Moeketsi
  b. Introductory paragraph:
     I am writing to thank you for helping my daughter Zanele.
  c. main body (there might be more than one 'body' paragraph)
     Paragraph 1
     Last week Zanele was very worried about her maths test, she was finding the work very difficult. Thank you for spending extra time with her and helping her to understand the work.
     Paragraph 2
     Zanele wrote her test on Friday and go 82%. She was very pleased!
  d. Conclusion:
     Thank you for all your help.
  e. Greeting:
     Kind regards
  f. Name:
     Mrs Tjempe

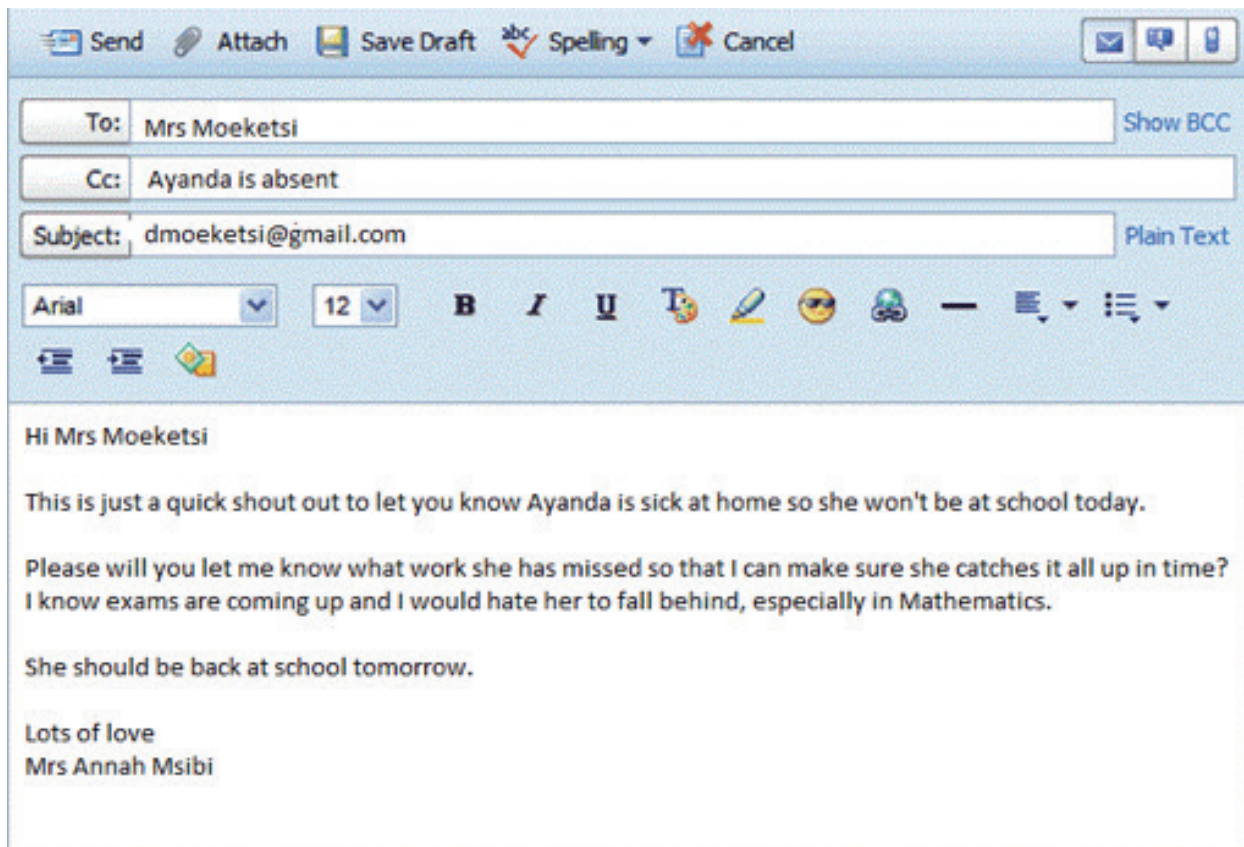## MODELLING THE SKILL ▭👤   30 MINUTES

OUTCOMES:
The learner will learn how to edit an email with errors.

TEACHER INPUT

1. Say:

   • I am now going to write an example of an email on the chalkboard.
   • The email will have some mistakes on it.
   • Look carefully at what I am writing.
   • When I am finished, you are going to help me correct the email.

2. Write the following example on the chalkboard:

📧 Send	📎 Attach	💾 Save Draft	🔤 Spelling ▼	❌ Cancel		✉ 💬 📱

To: Mrs Moeketsi   Show BCC

Cc: Ayanda is absent

Subject: dmoeketsi@gmail.com   Plain Text

Arial   ▾   12 ▾   **B**   *I*   U̲   🎨   🖍   😎   👥   —   ☰▾   ☷▾

Hi Mrs Moeketsi

This is just a quick shout out to let you know Ayanda is sick at home so she won't be at school today.

Please will you let me know what work she has missed so that I can make sure she catches it all up in time? I know exams are coming up and I would hate her to fall behind, especially in Mathematics.

She should be back at school tomorrow.

Lots of love
Mrs Annah Msibi

3. Say:

• Let's look at this example and find all the mistakes.
• We will correct the mistakes as we go.
• There are format mistakes and mistakes in the way it is written.
• Remember that this kind of email should be written in a formal or semi-formal tone.

4. Go through the email step by step with the learners and make the corrections.

5. The following errors need to be pointed out to the learners:

 • **To: Mrs Moekets**i is incorrect.
   It should be her email address: dmoeketsi@gmail.com
 • **Cc: Ayanda is absent** is incorrect.
   This should be left blank because this email is not being shared with anyone else
 • **Subject: dmoeketsi@gmail.com** is incorrect.
   This should be the subject of the email: "Ayanda is absent"
 • **Hi Mrs Moekets**i is incorrect.
   This is too informal. It should read "Dear Mrs Moeketsi"
 • **This is just a quick shout out to let you know Ayanda is sick at home and won't be at school today** is incorrect.
   This is too informal. It would be more correct if it read: "This is just a short note to let you know Ayanda is sick at home and won't be as school today."
 • **Lots of love** is incorrect.
   This is too personal. A more suitable greeting would be: "Yours sincerely"

6. The corrected email may look something like this:
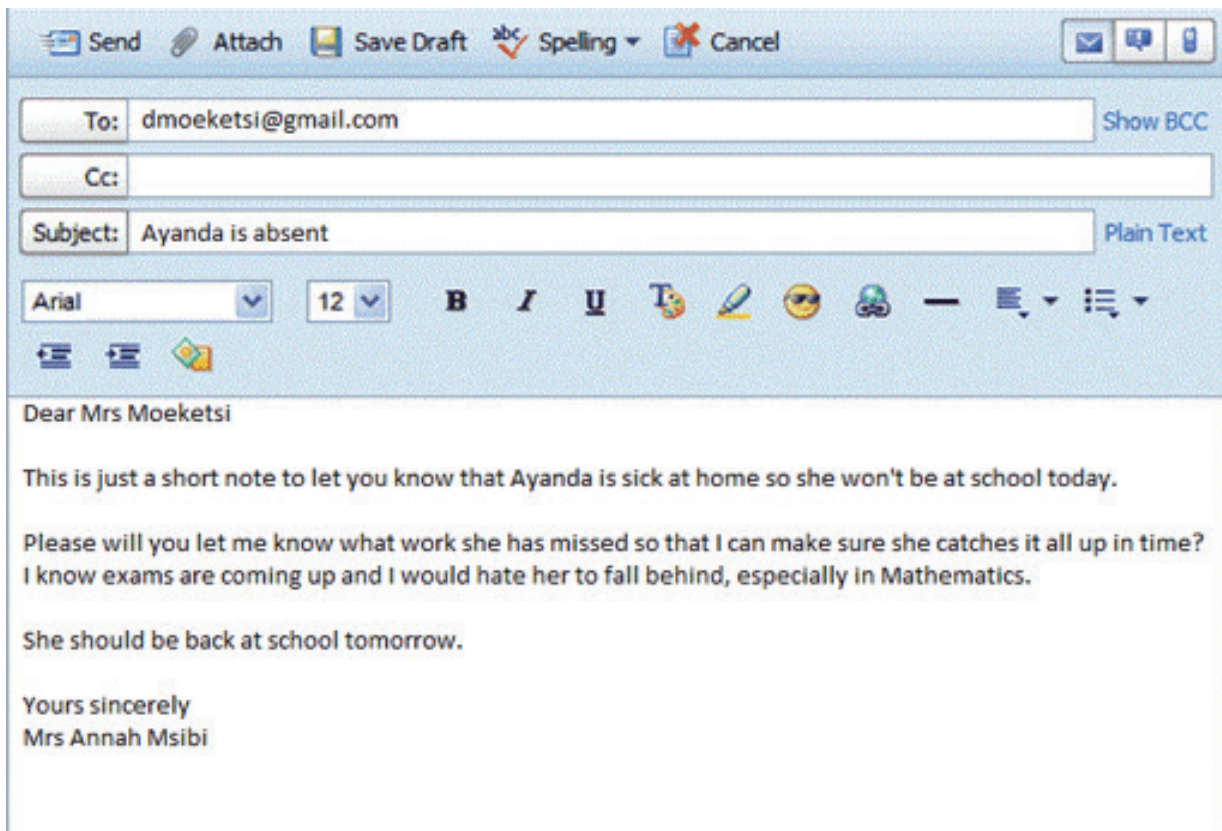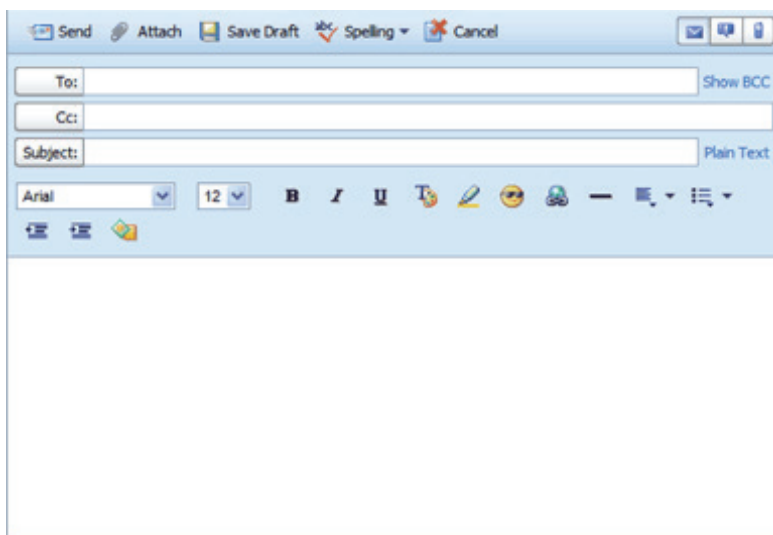
PLANNING	30 MINUTES

OUTCOMES:
The learners will plan the format of their email on a planning template.
The learners will plan the content of their emails in paragraphs on the planning template.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.

2. If possible give learners this printed template:

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

To:	
Cc:	
Subject:	

4. Remind learners that they are going to be writing an email to one of their teacher's asking if they may hand in an assignment, homework or project late.

5. Tell learners:

• Fill in the email address of the teacher you are sending the email to.
• Fill in the principal's address.

• Fill in the subject line.

6. Tell learners to plan the contents of their email by writing keywords under the following
     headings:

     a. Greeting:
     b. Introductory paragraph:
     c. Paragraph 1:
        Paragraph 2:
     d. Conclusion:
     e. Greeting:
     f. Name:

LEARNER ACTIVITY

1. Tell learners to plan their emails.

2. Allow learners to work independantly.

3. Set a time limit to keep learners on task.

DRAFTING ✎📏   30 MINUTES

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

TEACHER INPUT

1. Tell learners they are going to write the first draft of their emails based on their planning templates.

2. Write the following on the chalkboard:

CRITERIA

1. There is an address.
2. There is a Cc address.
3. There is a subject line.
4. The email starts "Dear…"
5. The email is written in a formal tone.
6. The email states its' reason in the introduction.
7. The email has a middle (body) where the writer gives reasons.
8. The email has a conclusion.
9. The writer signs off at the end.
10. Punctuation is accurate.
11. Spelling is accurate.
12. 90-100 words in length

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Tell learners to write their first draft of their emails based on the criteria.

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. Set a time limit to keep learners on task.

EDITING & REVISING   20 MINUTES

OUTCOMES:
The learners will now self-edit using checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their emails because WRITERS SELF-EDIT.

2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1	Does my email have an address?		
2.	Does my email have a Cc address?		
3.	Does my email have a subject written in the subject line?		
4.	Does my email start with "Dear…"?		
5.	Is my email written in a formal tone?		
6.	Does my email state its' reason in the introduction?		
7.	Does my email have a middle (body) where I give reasons?		
8.	Does my email have a conclusion?		
9.	Do I sign off the email at the end?		
10.	Is the punctuation accurate?		
11.	Is the spelling accurate?		
12.	Is it 90-100 words long?		

LEARNER ACTIVITY

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

REWRITING & PRESENTING   20 MINUTES

OUTCOMES:
The learners will write their final drafts.
The learners will present their final drafts and display on classroom walls.
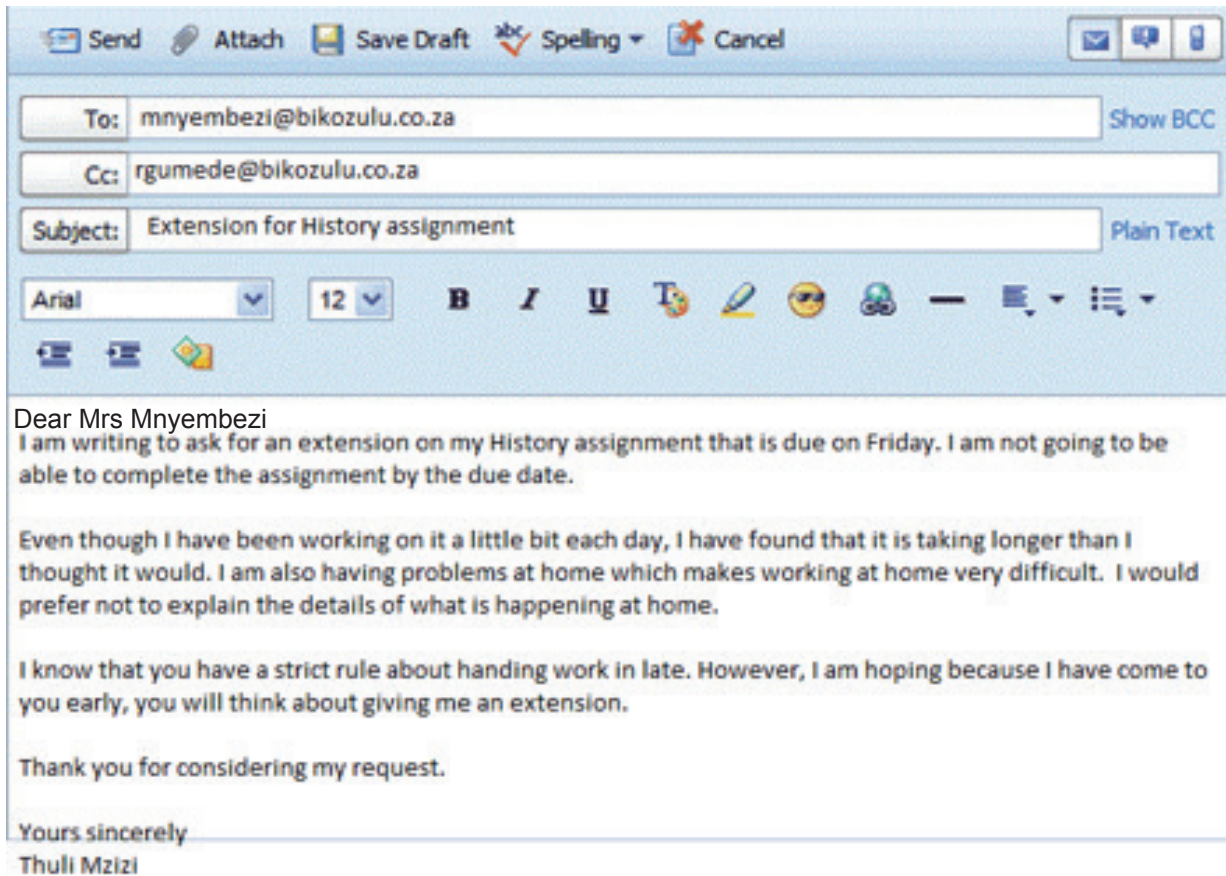
TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their emails, using the edited draft.

2. Thank the class for all their efforts in developing their writing skills.

3. Ask learners to display their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly rewrite their emails.

2. Learners read their emails to their partners and then display them on the classroom walls.

COMPLETED EXAMPLE 👍

Send | Attach | Save Draft | Spelling ▾ | Cancel

To: mnyembezi@bikozulu.co.za   Show BCC

Cc: rgumede@bikozulu.co.za

Subject: Extension for History assignment   Plain Text

Arial | 12 | **B** *I* U

Dear Mrs Mnyembezi
I am writing to ask for an extension on my History assignment that is due on Friday. I am not going to be able to complete the assignment by the due date.

Even though I have been working on it a little bit each day, I have found that it is taking longer than I thought it would. I am also having problems at home which makes working at home very difficult. I would prefer not to explain the details of what is happening at home.

I know that you have a strict rule about handing work in late. However, I am hoping because I have come to you early, you will think about giving me an extension.

Thank you for considering my request.

Yours sincerely
Thuli Mzizi

Cycle 3
Weeks
5 & 6

"It was a bright cold day in April, and the clocks were striking thirteen."
– 1984, George Orwell

READING
Cycle 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Extract from a novel [Some text books have selected to focus on poetry again in this section.]
Features of text to be taught:	• Character • Action • Dialogue • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	• Skimming • Scanning • Visualisation • Implied meaning • Intensive reading • Making inference • View point of writer • Fact and opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	In praise of Africa	A praise poem	233
English Today	Reaching your goals	Poem: Let no-one steal your dreams	247
Interactive English	Wise up ... about consumer rights	Poems [various]	–
Spot On	Passionate about poetry	Extract from: The poet	196
Oxford Successful English	Unheard voices	Poem: Lament for a dead cow	291
Clever English	Memories	Extract from: The open window	251
Via Afrika	Making Choices	Extract from: Blue train to the moon [activity 4]	220

LESSON OUTLINE

PRE-READING	30 MINUTES

INTRODUCE THE TEXT

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

2. Tell learners that in this lesson we will read a youth novel or short story.

REVISING THE COMPONENTS OF A SHORT STORY

1. Remind learners that a story includes the following elements: characters, dialogue, plot, setting, conflict, narrator, theme, timeline.

2. Revise these in detail – read through each of these aspects from the text features at the beginning of this booklet. Explain again to learners what each of these elements involves.

3. Tell learners to be aware of these as they read the story.

4. Remind the learners of the purpose and structure of a short story or youth novel.

STUDY THE TITLE OF THE NOVEL

1. Ask the learners:

    a. Does the title itself mention any characters or the setting?
    b. Does the title already create a mental image in your head? If so, brainstorm words that immediately come to mind. Brainstorm any words connected to the way the title made you feel.
    c. Did the title bring any other ideas to your mind?
    d. Does the title itself include any words that you do not understand? If so, either look them up in a dictionary, or try to work the word out.

STUDY THE PICTURES

1. Explain that pictures can help us understand more about the characters or story.

2. Ask the learners:

    a. Where do you think this story going to take place?
    b. If there are any characters in the picture, how are they dressed? What does that tell us about them, where they live, or what kind of people they might be?
    c. Do they have any objects with them, like a suitcase, or jewellery, and what does this tell us about them?

READING 30 MINUTES

INTRODUCE THE TEXT

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

SKIMMING AND SCANNING

1. Tell learners to:

   a. Skim through the text – look for names of characters and places.
   b. Look for words that they might not understand so that these can be discussed and explained before the text is read.
   c. Skim read the first and last paragraphs to get an overview of the events of the story.

2. Next, ask different learners to volunteer to read one paragraph each. They should read the paragraph aloud to the class.

**SUMMARISING, EXAMINING PLOT AND CONFLICT AND DEVELOPING OPINIONS**

1. As the learners read the story, stop after each paragraph and ask:

   a. What has happened so far?
   b. What do you think it is about to happen?
   c. Who are the main characters so far, and what do we know about them?
   d. What do we know about their personalities; living arrangements; social status; challenges?
   e. Do you agree with how the character is reacting to the events?
    f. Could the character have reacted differently, and if so, how?

VISUALISING AS A READING STRATEGY

1. Tell learners to try to visualise, to picture a movie of the story, as it unfolds.

2. Then tell learners to imagine that they are one of the characters in the story. Ask the following:

   a. Pretend that you are participating in the plot – how would you respond or react to the unfolding events?
   b. How are you feeling?
   c. Where are you doing?

3. Next, ask learners about their own opinions:

   a. Have your opinions changed as the story developed?
   b. If so, why? Was it new information you discovered which made you change your mind or opinion?

4. Ask the learners if any of them can relate to the characters:

   a. Have you ever felt the same way as the characters feel?
   b. Have you ever been in the same or a similar situation?
   c. If so, how did you deal with the situation?

PLOT ANALYSIS AND REFLECTION

1. Tell learners to read the whole story again to themselves, from beginning to end.

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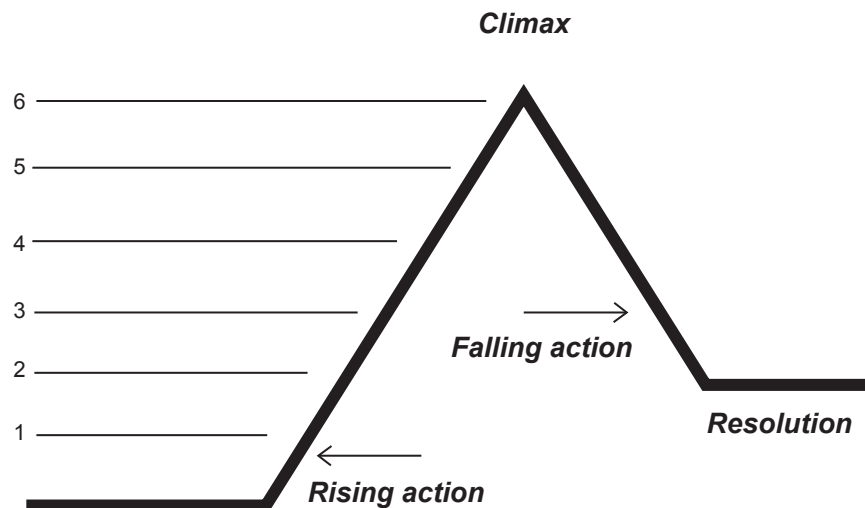
3. Ask the learners to copy the diagram from the board into their books and to work in pairs to fill in the different parts of the story. (They may need more or less lines on their diagram depending on the events in the story they are reading).

4. 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

READ THE COMPREHENSION QUESTIONS

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

2. Remind learners to find most answers in the story. However, some questions ask for their opinions and these answers have to come from them. Remind learners that opinion answers must be justified with logical, thoughtful reasons.

3. Remind learners to look at the mark allocation.

4. Read all the questions out loud to the learners and discuss any question styles that the learners feel unsure about.

5. Tell learners to answer the questions individually in their work books.

READING
Cycle 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	**1 HOUR 45 MINUTES**
What text must be read?	A poem
Features of text to be taught:	• Personification • Alliteration • Assonance • Onomatopoeia • Mood • Tone
Reading skills to be taught:	• Skimming • Scanning • Making inferences • Implied meaning • Personal opinion • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	In praise of Africa	Extract from: The Old Woman	235
English Today	Reaching your goals	Short Story: It's my life	249
Interactive English	Wise up … about consumer rights	A security video tells a story	303
Spot On	Passionate about poetry	How to eat a poem	201
Oxford Successful English	Unheard voices	Extract from: Animal Farm	295
Clever English	Memories	Poem: Memories	253
Via Afrika	Making Choices	Poem: The pool players	224

LESSON OUTLINE

PRE-READING	30 MINUTES

INTRODUCE THE TEXT

1. Tell learners that in this lesson we will read a poem.

2. Ask learners to turn to the correct page in the textbook.

SKIMMING AND SCANNING

1. Tell learners to read the title of the poem and to think about what the poem is about, based on the title.

2. Brainstorm with the class – write down any words, any associated ideas, or any events that immediately come to mind when hearing the title of the story.

3. The words can be descriptive, or concrete nouns, or emotions. Whatever ideas the title brings, write those key words on the board for the class.

4. Now tell learners to look at the pictures and add any more words or ideas that come to mind, if they picture created new or extra ideas, feelings, and word associations.

5. Look at the words on the board. Ask the learners what they think the mood and tone of the poem will be based on the words written on the board.

PREDICT WHAT THE POEM MIGHT BE ABOUT

1. Ask learners:

   a. Can you suggest what the poet is going to try to tell you?
   b. What will the message of the poem be? Why do you think this?

READING   1 HOUR

FEATURES OF THE POEM

1. Tell learners to read the poem aloud to one another in a group of 4 - 6 learners.

2. Remind learners that figures of speech are often found in poetry

3. Draw the following table on the board:

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration		
Assonance		
Onomatopoeia		
Personification		

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

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

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration	Repetition of the 1st consonant sound	She sell sea shell on the sea shore
Assonance	Repetition of the vowel sound	The rain in Spain
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss
Personification	Giving a non-living object human qualities	The trees waved their arms

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

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Alliteration	Repetition of the 1st consonant sound	She sell sea shell on the sea shore	
Assonance	Repetition of the vowel sound	The rain in Spain	
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss	
Personification	Giving a non-living object human qualities	The trees waved their arms	

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

8. Tell learners to TURN and TALK to a friend and compare the figures of speech they found and discuss what the figures of speech mean.

9. Explain to learners that sometimes poets use diction (words) to create pictures in poems. Read the poem and make a list of powerful/striking words or phrases that paint a picture in your mind or add colour (detail) to the poem.

10. Draw the following table:

Word/phrase	Meaning	Explain the effect of this choice of word/phrase
Giggling	Laughing in an excited, silly way	Creates a happy, silly fun mood. Makes me think of little girls playing and laughing and having fun.

11. Ask learners to choose five words or phrases from the poem that help to paint a picture in your mind. Tell them to fill them in on the table and to work out the meaning of the word and the effect of the word in the poem.

MOOD OF THE POEM

1. Ask the learners what mood the poet is trying to create?

2. Next, ask learners to find words in the poem which really capture or create that mood.

3. Thirdly, ask the learners to summarise the poem.

4. Point out that most texts are written in past tense, but that poetry is often written in present tense, as if the events were happening right now.

5. Ask the learners to try and memorise the first two stanzas of the poem.

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.

WRITING
CYCLE 3: WEEKS 5 & 6
PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER
ACTIVITY: Obituary

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

Textbook	Theme	Page number in textbook
Clever English	Memories	247
English Today	Reaching your goals	245
Interactive English	About Consumer Rights	295
Platinum English	In praise of Africa	231
Spot On English	Passionate about poetry	193
Successful English	Unheard voices	289
Top Class English	Fighting for the soul of our planet	221
Via Afrika English	Making choices	215

GENRE: Obituary

CAPS DESCRIPTION OF GENRE: To commemorate and inform others of someone's death.

TITLE OF WRITING TASK: Write an obituary

AUDIENCE: Grade 9s

PURPOSE: A notice to tell others of someone's death and details of their funeral.

TEXT FEATURES:

1. Format
2. Formal language

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 90-100 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Examples of obituaries if available

WORD BOXES

> deceased, family, illness, suddenly, peacefully, passed away, beloved, survived, struggle, missed, mourned, born, parents, children, funeral, celebrate, church.

TEACHING THE GENRE   20 MINUTES

OUTCOMES:
The learners will learn the purpose of an obituary.
The learners will learn the structure and content of an obituary.

TEACHER INPUT

1. Tell the learners that today they will write an obituary.

2. Say:

   a. An obituary is a notice that is written after someone has died.
   b. Although it is not something we like to talk about, writing an obituary is an important skill to learn.
   c. An obituary is usually put in the newspaper.
   d. An obituary lets others know about someone's death and about the details of the funeral.

3. Say:

   a. An obituary is written in formal language.
   b. An obituary is written giving specific details about the person who has died.
   c. We call a person who has died, the deceased.

4. Write the word deceased on the chalkboard.

5. Write the following on the chalk board and say:

   • An obituary has the following information in it:

   1. Full names of deceased
   2. Birth place
   3. Birth and death dates
   4. Main family members left behind
   5. Date, time and place of funeral
   6. Some information about the deceased

6. Read over these points with the learners.

7. Say:

   • This is the information that is found in all obituaries.

8. Write the following on the chalkboard:

> Annah Ncube, 59, passed away on Wednesday 21 September 2019 in Polokwane, Limpopo. She was born on May 25, 1960 in Polokwane, Limpopo to Lucas and Thembi Khoza. She is survived by her daughter Jane. The funeral service will be held at the Cathedral of Sacred Heart on Saturday 24 September at 11am. Annah was a dedicated teacher and loving mother. She passed away suddenly after a short illness. She will be missed by all who knew her.

9. Read over the example with the learners.

10. Ask:

   • What was the full name of the deceased?
     (Annah Ncube)
   • Where was she born?
     (Polokwane, Limpopo)
   • What date was she born?
     (25 May 1960)
   • What date did she die?
     (21 September 2019)
    • Which family members has she left behind?
     (A daughter, Jane)
    • What are the details of the funeral?
      (It will take place at the Cathedral of Sacred Heart on 24 September at 11am)
    • What work did the deceased do?
    (She was a teacher)

MODELLING THE SKILL   30 MINUTES

OUTCOMES:
The learners will learn how to write and obituary.

TEACHER INPUT

1. Write the following information on the chalkboard:

- Deceased: Victor David Dlamini
- Born: 21 January 1947, Johannesburg, Gauteng
- Died: 3 October 2019, Johannesburg, Gauteng
- Parents: Blessing and Thabo Dlamini
- Family: Wife: Lindiwe
  Children: Sibusiso, Selo
- Funeral: Bryanston Methodist Church, Saturday 8 October 2019, 9am
- Jazz musician

2. Say:

 • Using the information on the chalkboard, we are going to write an obituary.

3. Ask:

 • What information should we start with?
   (Deceased's Name)

4. As the learners answer your questions, write their answers on the chalkboard to form an obituary.

5. Ask the learners the following questions to help you demonstrate the writing of an obituary:
a. Can you work out how old the deceased would have been?
(Death date minus birth date)
b. When did he pass away?
c. Where did he pass away?
d. Who were his parents?
e. When was he born?
f. Where was he born?
g. What family has he left behind?
h. What was he known for?
i. What are the funeral details?

6. The completed obituary may look like this:

Victor David Dlamini, 69, passed away on 3 October 2019 in Johannesburg, Gauteng. He was born to Blessing and Thabo Dlamini on 21 January 1947 in Johannesburg. He is survived by his wife Lindiwe and his children Sibusiso and Selo. He was a well-known Jazz musician and will be missed by all who knew him. The funeral will take place at the Bryanston Methodist Church on Saturday 8 October 2019 at 9am.

PLANNING ✤   30 MINUTES

OUTCOMES:
The learners will plan the content of their obituary on the planning template.

TEACHER INPUT

1. Tell the learners they are now going to plan to write an obituary.

2. Remind learners that WRITERS PLAN BEFORE THEY WRITE.

3. Draw the following table on the chalkboard:

Full names of deceased	
Birth place	
Place of death	
Date of birth	
Date of death	
Parents of deceased	
Family left behind	
Place, date and time of funeral	
3 facts about the deceased	

4. Tell the learners to draw the above table in their workbooks.

5. Say:

   a. You are now going to make up some details that you will use to write your obituary later.
   b. Fill the details in on the table you have drawn in your book.

LEARNER ACTIVITY

1. Allow learners time to do planning.

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 obituary.

TEACHER INPUT

1. Tell learners they are going to write the first draft of their obituary based on their
   planning templates.

2. Write the following on the chalkboard:

CRITERIA

1. The deceased's full name is written.
2. Place of birth is written.
3. Date of birth is written.
4. Place of death is written.
5. Date of death is written.
6. Parent/parents of deceased are named.
7. Family of deceased are named.
8. Place of funeral is named.
9. Date of funeral is written.
10. Time of funeral is written.
11. Formal language is used.
12. Punctuation is accurate.
13. Spelling is accurate.
14. 90-100 words in length

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3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Tell learners to write their first draft of their obituaries based on the criteria.

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. Set a time limit to keep learners on task.

EDITING & REVISING ✍ 20 MINUTES

OUTCOMES:
The learners will PEER-EDIT their obituaries 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 obituary have the deceased's full name?		
2.	Is the place of birth stated?		
3.	Is the date of birth stated?		
4.	Is the place of death stated?		
5.	Is the date of death stated?		
6.	Are the parents of the deceased named?		
7.	Are the surviving family members of the deceased named?		
8.	Is the place of the funeral named?		
9.	Is the date of the funeral stated?		
10.	Is the time of the funeral stated?		
11.	Is formal language used?		
12.	Is the punctuation accurate?		
13.	Is the spelling accurate?		
14.	Is it 90-100 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 obituaries.
The learners will present their work by displaying it on the classroom wall.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their obituaries, using the edited draft.

2. Thank the class for all their efforts in developing their writing skills.

3. Ask learners to display their final drafts, once they have shared them with their peers.

LEARNER ACTIVITY

1. Learners neatly rewrite their obituaries.

2. Learners read their obituaries to their partners and then display them on the classroom walls.

COMPLETED EXAMPLE 👍

Jane Gugu Dlamini, 79, passed away on Monday 15 August 2019 in Tshwane, Gauteng. She was born on April 25, 1937 in Bloemfontein, Orange Free State to Edwin and Temperance Ndlovu. She is survived by her children Victor Dlamini and Bheki Dlamini. The funeral service will be held at the Tshwane United Methodist Church on Saturday 27 August at 11am. Jane worked tirelessly for the poor in her community. She passed away peacefully in her sleep after a long struggle with diabetes. She will be missed by all who knew her.

(91 words)

Cycle 4 weeks 7 & 8

"It's much better to do good in a way that no one knows anything about it."

– Anna Karenina, Leo Tolstoy

READING
Cycle 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Extract from a novel – reading for comprehension
Features of text to be taught:	• Character • Action • Plot • Conflict • Characterisation • Dialogue • Background • Setting • Narrator • Theme
Reading skills to be taught:	• Skimming • Scanning • Visualisation • Inferring meaning • Context clues • Predicting information • Personal opinion • Relating text to own experience.

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Platinum English	Learning for the future	More than just a gardener	245
English Today	Revision and exam prepara-tion	Comprehension: Sport and recreation	263
Interactive English	Wise up… About exams	Comprehension: Crocodile Burning	319
Spot On	Quiet, please! Exams in pro-gress	Practice comprehension	212
Oxford Successful English	Exam Revision	Poem: Sometimes when it rains	305
Clever English	Rewind and fast forward	Drama: Woza Albert	269
Via Afrika	Let's revise	Reading for comprehension	231
Top Class	Revision for exams	Extract from: The Pearl	237

LESSON OUTLINE

PRE-READING   30 MINUTES

INTRODUCE THE TEXT

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

2. Tell learners that in this lesson we will read an extract from a story.

SKIMMING AND SCANNING

1. Remind learners that titles and pictures often give clues about what the extract is going
   to be about. Tell learners that it is always useful when reading the title and looking at the
   pictures, to immediately write down words that come to mind, whether the words are
   abstract nouns (the feelings that started to immediately stir in you) or adjectives.

2. Explain that this is building their vocabulary and also helping them to begin to relate to the
   text.

3. Tell the learners that the title:

   a. Often already gives information on who or where, thereby giving an idea of both character
      and setting.
   b. Can also already create a mood for the story.

4. Tell the learners that pictures:

   a. Help the reader build on the images that they create in their head.
   b. Can also sometimes take away from what we have already created in our head. E.g. we
      may have imagined a character to look different to the picture.

5. Ask learners to look at the picture and ask the following questions:

   a. Can you see anything in this picture which would help you to decide where this story
      takes place?
   b. Do you have any idea of the age or gender of any of the characters in the story, based
      on the picture?
   c. Can you determine the mood of the story, based only on the picture? Look at the facial
      expressions of the person in the picture.

PREDICT WHAT THE STORY IS ABOUT

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

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

3. Stop and ask the learners:

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

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

READING   30 MINUTES

INTRODUCING THE TEXT

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

FEATURES OF A STORY / EXTRACT / COMPREHENSION PIECE

1. For exam preparation, remind learners that most genres will have the following elements and that learners should try to identify them as they begin reading the story:

   a. Plot: the events in the story or play, also called the story line.
   b. Setting: where and when the story unfolds. The physical location and also the time period.
   c. Conflict: the disagreement between the characters, or even in one character's heart – external or internal conflict.
   d. Narrator: the one who tells the story. The narrator can be one of the characters in the story and is then called the 'first person narrator.' Or it can be a third person narrator – an ever present narrator who sees all and knows all of the other characters thoughts and movements.
   e. Characters: take special note of their names, personality types, appearances and social circumstances.
   f. Moral: a lesson that can be learned from a story or experience.
   g. Mood: the emotions the author is trying to create. E.g. happy, sad, gloomy, optimistic, pessimistic.
   h. Theme: the message the author wants to convey. This could be about love, friendship, loyalty, betrayal, hope, revenge, forgiveness, perseverance, endurance.
   i. Dialogue: the conversation between characters. A play or drama consists entirely of dialogue, whereas a poem, novel or short story may have some dialogue, or none at all.

VISUALISING

1. Tell learners:

   a. To visualise the events and characters as they read the story.
   b. It is useful to imagine yourself as being one of the characters. This makes the story come alive and feel more real. It also encourages you to think about identifying the ideas, actions, decisions of the characters.

INTRODUCE THE TEXT AND TEXT FEATURES

1. Read the whole story out loud with the class, selecting a different learner to read each paragraph. (only select learners who are comfortable reading aloud.)

2. After each paragraph has been read, select a learner to summarise the main events or main ideas of the story so far.

3. Ask the learners to comment on how the characters are feeling at each point in the story.

4. Ask the learners to comment on the choices or decisions the characters are making as they read each paragraph.

5. Ask learners what effect these choices or decisions might have on the rest of the story.

6. Tell the learners to put themselves in the position of the characters and say whether they would be making the same decisions or different ones.

7. Tell the class to skim read the story again.

8. Ask the leaners:

   a. What is the plot of this story?
   b. What is the setting of this story?
   c. Is there a conflict in this story? If yes, between who?
   d. Does the story have a narrator? If yes – what type of narrator and what is his/her function in the extract?
   e. Who are the characters and what do you learn/know about them?
    f. Does the story have a moral or teach you a lesson? If yes, what is this lesson and why do you say this?
   g. What is the mood of the story? How does it make you feel? What emotive words have been used to create this mood?
   h. What is the theme of the story?
    i. Is there any dialogue in this story? If yes, what does the dialogue tell you about the characters?

THOUGHTS AND OPINIONS – FINDING FACTS AND DEVELOPING OPINIONS

1. Tell the learners to:

a. Develop opinions and thoughts of their own in reaction to the plot of the story, the development of events.
b. Be an involved reader – that means feel what the characters are feeling, or imagine what you would do if you were in the same situation.
c. Always read a story at least twice. Reading a second time will give you a detailed view of all the events, characters, settings and conflicts. Reading a story for a third time is also very useful.

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.
   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.

2. Use a dictionary to look up the meaning of the word.

SILENT READING

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

POST READING   45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.

2. Read the comprehension questions to the class.

3. Take note of the mark allocation and explain how detailed the answers must be.

4. Explain any questions learners do not understand. Allow class members to suggest possible answers.

5. Instruct the learners to write answers in their workbooks.

READING
Cycle 4: Reading and Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Extract from a novel – reading for comprehension
Features of text to be taught:	• Revision of key features, conventions and structures
Reading skills to be taught:	• Revision of skills of skimming, scanning, visualisation, main ideas

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Platinum English	Learning for the future	Extract from: Tolly – Hero of Hanover Park	247
English Today	Revision and exam prepara-tion	Reading a Graph	264
Interactive English	Wise up… About exams	Poem: Mannequin	321
Spot On	Quiet, please! Exams in pro-gress	-	
Oxford Successful English	Exam Revision	Novel: The Pearl	308
Clever English	Rewind and fast forward	Boy on a Swing	271
Via Afrika	Let's revise	-	
Top Class	Revision for exams	Extract from a play: Lungile	239

LESSON OUTLINE

PRE-READING   30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

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

STUDY THE TITLE AND PICTURES

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

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

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

PREDICT WHAT THE STORY IS ABOUT

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

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

3. Stop and ask the learners:

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

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

READING   30 MINUTE

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell learners to:

   a. Open to the correct page in the textbook.
   b. Read the whole story to themselves.
   c. Turn and talk to their peer, and summarise in their own words what the whole story was about.

2. Explain that in the summary they must include:

   a. Who were the main characters in this story?
   b. Where did it take place – time and venue (setting)?
   c. How did the plot unfold, what was the climax of the story?
   d. What was the theme?
   e. Was there a message that the author was trying to communicate?

READ THE TEXT AND DISCUSS CAUSE AND EFFECT

1. Select learners to read the story aloud one paragraph at a time.

2. Tell learners to notice how one event causes another one to happen.

3. Ask learners what caused this one event to happen?

4. What was the action or deed or event that made the next action happen?

5. What was the effect or the result?

TURN AND TALK AND READ

1. Tell the class to read the story again to each other in pairs.

2. Tell learners to discuss their OWN opinions and thoughts. To help them do this – write the following questions on the board.

   a. Did you enjoy the story, tell your partner why or why not?
   b. Which character did you like the most? Explain why.
   c. Which character did you like the least? Explain why.
   d. Have you ever been in a similar situation?
   e. Have you ever had the same feelings as the characters?

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.

WRITING
CYCLE 4: WEEKS 7 & 8
PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER
ACTIVITY: Argumentative Essay

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Rewind and fast forward	263
English today	Revision and exam preparation	259
Interactive English	About exams	312
Platinum English	Learning for the future	243
Spot On	Quiet, please! Exams in progress	207
Successful English	Exam revision	303
Top Class English	Revision for exams	233
Via Afrika English	Let's revise	228

GENRE: Argumentative essay.

CAPS DESCRIPTION OF GENRE: Argumentative essays present an argument for or against something.

TITLE OF WRITING TASK: Write an argumentative essay.

AUDIENCE: Grade 9s

PURPOSE: Argumentative essays are written to present an argument for or against a subject that the writer feels strongly about.

TEXT FEATURES:

1. Essay format
   • Introduction
   • Body
   • Conclusion
2. Opinions
3. Emotive language
4. Persuasive language

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 210-250 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks

WORD BOXES

> fact, agree, disagree, better, think, reasons, explain, important, believe, know, opinion, explain, prove, moreover, in addition, firstly, secondly, lastly. facts, statistics, quote, certain, obviously, clearly.

TEACHING THE GENRE   20 MINUTES

OUTCOMES:
The learners will learn about argumentative essay writing.

TEACHER INPUT

1. Tell the learners that today they are going to write an argumentative essay.

2. Say:

   a. An argumentative essay is an essay where the writer presents a point of view about something that he or she believes strongly in.
   b. The writer tries to convince the reader that his or her point of view is right.
   c. The writer chooses his or her words carefully to try and make us think the same way as they do.

3. Say:

   a. The writer's argument can be either for something or against something.
   b. Look at these statements:

4. Write the following on the chalkboard:

> • Girls are better at Mathematics than boys.
> • Girls should not be allowed to play football.
> • You should have to take classes before you are allowed to have a baby.

5. Tell learners that these are statements around which someone could write an argument.

6. Ask:

   • Who agrees that "Girls are better at Mathematics than boys?"
   • Who agrees that "Girls should not be allowed to play football?"
   • Who agrees that "You should have to take parenting classes before you are allowed to have a baby?

7. Say:

   a. Can you see how these statements can divide our opinions?
   b. When we want to convince someone that our point of view is right in an essay, we call this kind of essay an argumentative essay.
   c. In an argumentative essay you do not have to put both points of view across.
   d. In an argumentative essay you are trying to convince the reader that your point of view is correct.

8. Say:

   a. When writing an argumentative essay, you start with a strong opening sentence giving your opinion.
   b. You need to keep the same opinion throughout the whole essay.
   c. You need to try and convince the reader of your point of view.
   d. You need to give a whole lot of different ideas to support your argument.

9. Tell learners that to convince people of our argument we use persuasive devices. These could be:

   • include quotes from respected people
   • ask rhetorical questions
   • state statistics
   • provide evidence

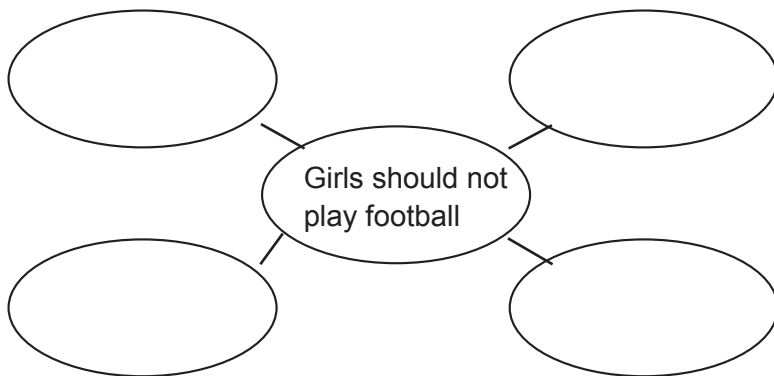## MODELLING THE SKILL   20 MINUTES

OUTCOMES:
The learners will learn how to plan an argumentative essay using a mind map.

TEACHER INPUT

1. Draw the following on the chalkboard:
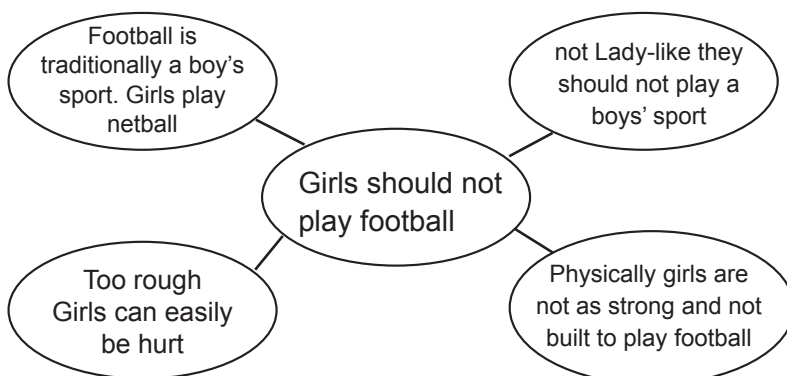
Girls should not
play football

2. Say:

• Let's pretend we were going to write an argumentative essay about this topic: "Girls should not play football."

3. Ask:

• What could some of the reasons be that I would have this opinion?

4. Write the learners' ideas on the mind map on the chalkboard.

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

Football is traditionally a boy's sport. Girls play netball

not Lady-like they should not play a boys' sport

Girls should not play football

Too rough Girls can easily be hurt

Physically girls are not as strong and not built to play football

6. Say:

    a. An argumentative essay is written just like all other essays with an introduction, a body made up of a number of paragraphs, and a conclusion.

    b. With an argumentative essay, you start your introduction with a strong statement that will let the reader know what your essay is going to be about, and what your opinion is.

7. Ask:

    • If we were writing the essay "Girls should not play football", what could be an example of an opening sentence for the introduction?

8. Write the learners' ideas down on the chalkboard. An example could be: "There are many things that girls should do, but playing football is NOT one of them."

9. Ask learners to help you write a sentence using a persuasive device. E.g.

    • 'Only 5.6% of all club soccer players are women'
    • 'Official results show there are 12 men for every one women taking part in soccer'

| PLANNING	30 MINUTES

OUTCOMES:
The learners will plan their argumentative essay using a mind map.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.

2. Tell learners that they are going to write an argumentative essay about one of the following topics:

3. Write the following on the chalkboard:

1. Parents are out of touch with the youth.
2. School puts too much pressure on us.
3. All teenagers should own a cell phone.

4. Tell learners that they are going to choose one of these topics to write their essay about.

5. Have learners draw the following in their books:

Paragraph 1

Introduction

Paragraph 2

Topic

Conclusion

Paragraph 3
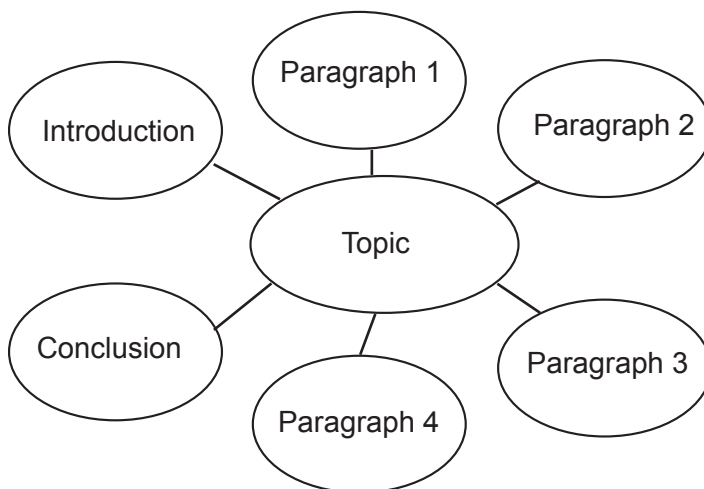
Paragraph 4

6. Say :

• Using the mind map you have drawn, come up with your main arguments for your essay.
• Write KEYWORDS ONLY.

7. Write the following on the chalkboard:

Introduction: State your opening opinion strongly.
Paragraph 1: Write your first reasoned argument to support your opinion.
Paragraph 2: Write your second reasoned argument to support your opinion.
Paragraph 3: Write your third reasoned argument to support your opinion.
Paragraph 4: Write your fourth reasoned argument to support your opinion.
Conclusion: Close with a strong, clear statement stating opinion again.

LEARNER ACTIVITY

1. Tell learners to choose a topic and fill in their ideas on their mind maps.

2. Let the learners work independently.

3. Set a time limit to keep learners on task.

DRAFTING	30 MINUTES

OUTCOME
The learners will write a first draft of their argumentative essays.

TEACHER INPUT

1. Tell learners they are going to write the first draft of their argumentative essays based on their mind maps.

2. Write the following on the chalkboard:

CRITERIA

1.   The essay has a title.
2.   The essay has an introductory paragraph with a clear viewpoint.
3.   The essay has middle paragraphs each with a new argument to support the topic.
4.   The essay has a concluding paragraph with a strong statement to support the topic.
5.   The writer has used a variety of arguments to support his/her viewpoint.
6.   The writer has used at least two persuasive devices in the essay. 6. Punctuation is accurate.
7.   Punctuation is accurate.
8.   Spelling is accurate.
9.   4-7 paragraphs long
10. 210-250 words long

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Tell learners to write their first draft of their argumentative essays based on the criteria.

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. Set a time limit to keep learners on task.

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 with a clear viewpoint?		
3.	Does the essay have middle paragraphs each with a new argument to support the topic?		
4.	Is there a concluding paragraph with a strong statement supporting the topic?		
5.	Has the writer used a variety of arguments to support his/her viewpoint?		
6.	Are there at least two persuasive devices in the essay?		
7.	Is the punctuation accurate?		
8.	Is the spelling accurate?		
9.	Is the essay 4-7 paragraphs long?		
10.	Is the essay 210-250 words long?		

LEARNER ACTIVITY

1. Tell learners to TURN AND TALK about any corrections that need to be made.

REWRITING & PRESENTING   30 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 👍

All teenagers should have cell phones

I think that in 2019 having a cell phone is not a luxury. I think it is important for all teenagers to have a cell phone. The reasons are safety, teaching responsibility, educational reasons and convenience. Many parents think this is untrue but I am going to explain my thinking.

Isn't your child's safety the most important thing to you? Giving your child a phone for use in an emergency is probably one of the main reasons you give your child a cell phone. Not been able to reach your child, especially when they are out at night, is a parents' worst fear. If your child has a cell phone, they can contact you if they are in trouble or contact emergency services like the police. Giving your child a cell phone can save your child's life.

Some parents think having a cell phone is too much of a responsibility. Giving a teenager a cell phone will show them you trust them and they will prove to you that they are able to take care of it. Having a cell phone gives a teenager a sense of pride and freedom and they will treasure this and so will look after it carefully.

A cell phone also has many educational apps and access to the internet which is helpful. This is especially important when there is no internet access at home. Having internet access is very important to do well at school.

Finally, a cell phone is a useful way to stay in touch. This can be just to say "Hello" or to talk about daily plans or change of plans.

I think having a cell phone is a necessity and will benefit both teenager and parent.

(247 words)