



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 7 Term 3



Contents

Introduction	1
Recovery ATP Requirements	2
Recovery Teaching and Learning	6
Creating a Routine for Language Learning	6
Example 2 Week Cycle Routine and Lesson Activities for SP EFAL	7
Planner & Tracker: Cycle 1	9
Textbook References	9
Plan Your Lessons for Term 3 Cycle 1	12
Planner & Tracker: Cycle 2	13
Textbook References	13
Plan Your Lessons for Term 3 Cycle 2	16
Planner & Tracker: Cycle 3	17
Textbook References	17
Plan Your Lessons for Term 3 Cycle 3	20
Planner & Tracker: Cycle 4	21
Textbook References	21
Plan Your Lessons for Term 3 Cycle 4	24
Planner & Tracker: Cycle 5	25
Textbook References	25
Plan Your Lessons for Term 3 Cycle 5	28
Programme of Assessment	29
FAT 6 Stage 1 (example):	29
FAT 6 Stage 1 Rubric (example)	30
FAT 6 Stage 2 (example)	30
FAT 6 Stage 2 Report Rubric (example)	31
FAT 6 Stage 2 Poem Rubric (example)	32
FAT 7 Stage 3 (example)	33
FAT 7 Stage 3 Rubric (example)	34
FAT 8 (example)	35
FAT 8 Memorandum (example)	39
Example Theme (includes teaching for FAT 6 and FAT 7)	42
Grade 7 READING TEXT: Looking at poetry	66



Introduction

Dear Senior Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners' mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. South Africa needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

The DBE / NECT Recovery ATP Trackers Team



Recovery ATP Requirements

In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.

This summary is a cohesive list of all skills and content included in the Recovery ATP.

SUMMARY OF THE RECOVERY ATP: GRADE 7 TERM 3	
LISTENING & SPEAKING	
1 Understand and use the Listening Process, including:	<ul style="list-style-type: none">a Pre-Listening (Introduce the text)b During Listening (Note taking, interpreting, recognizing)c Post Listening (Answer questions, compare and contrast, summarize etc.)
2 Engage with different kinds of texts (information, literary, etc.) as follows:	<ul style="list-style-type: none">a Listen to the text for understandingb Discuss the structure, development of ideas, and language conventionsc Ask and answer questionsd Share ideas
3 Understand and use conventions for oral presentations, including:	<ul style="list-style-type: none">a Body languageb Language usec Registerd Tonee Voice projectionf Fluencyg Pronunciation
4 Understand and use reading conventions for Unprepared and Prepared Reading, including:	<ul style="list-style-type: none">a Use of voiceb Tonec Paced Adherence to punctuatione Body languagef Contact with audience
5 Understand and use reading conventions for group discussions, including:	<ul style="list-style-type: none">a Topic choiceb Sharing ideasc Taking turns and listening attentivelyd Filling gapse Use of discourse markers to sustain discussion

READING & VIEWING

1 Understand and use the Reading Process, including:

- a Pre-Reading (Introduce the text)
- b During Reading (Features of the text)
- c Post Reading (Answer questions, compare and contrast, evaluate, etc.)

2 Reading of a literary text

- a Focus on text features
- b Develop comprehension of:
 - Character
 - Action
 - Dialogue
 - Plot and conflict
 - Turning point
 - Background / milieu
 - The role of the narrator
 - Theme
 - Conclusion / ending

3 Reading of Poetry

- a Understand the key features of a poem
- b Understand internal structure, including:
 - Figures of speech
 - Imagery
 - Rhyme
 - Rhythm
- c Understand external features, including:
 - Lines
 - Words
 - Stanzas
 - Typography
 - Figurative meaning
 - Mood
 - Theme
 - Message

4 Understand and use strategies for Reading for Comprehension, including:

- a Skim for main ideas
- b Scan for supporting details
- c Make predictions
- d Visualise
- e Intensive read for comprehension, including:
 - The meaning of words
 - View of character
 - Fact and opinion
 - Implied meaning (inference)
 - Fact vs. opinion
 - Viewpoint of writer
 - Emotive/manipulative language

WRITING & PRESENTING

1 Understand and use Process Writing, including:

- a Preparing & Planning strategies (e.g. mind maps)
- b Drafting
- c Revision
- d Editing
- e Proof reading and presenting

2 Learn about and write Transactional Texts, for example: questionnaires/forms, dialogue, written interview, notice, agenda and agenda, newspaper article

3 Understand and use the conventions for writing Transactional Texts, including:

- a Requirements of format and style
- b Target audience, purpose and context
- c Correct information and content
- d Personal voice, tone, register
- e Word choice
- f Appropriate language use
- g Logical order of text
- h Main and supporting ideas
- i Sentence structure, length and type
- j Selection and use of visual design elements, including symbols, colour, placement (when required)

4 Learn about and write different Essays, for example: narrative, descriptive, reflective or argumentative

5 Understand and use the conventions for writing Essays, including:

- a Correct format and features
- b Main and supporting ideas
- c Logical progression of paragraphs to ensure coherence
- d Paragraph conventions
- e Personal voice and style including word choice, register and tone
- f Vivid descriptions when required
- g Correct language structures and conventions

LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a Personal and demonstrative pronouns
- b Common and proper nouns
- c Collective nouns
- d Concrete and abstract nouns
- e Adverbs of manner and time
- f Adjectives
- g Singular and plural
- h Comparatives and superlatives
- i Prepositions

2 Sentence Level Work

- a Tense
- b Direct and reported speech
- c Active and passive voice
- d Noun clauses
- e Adjectival and adverbial clauses
- f Compound and complex sentences
- g Sequential order
- h Order of importance
- i Persuasive and emotive language
- j Bias and prejudice
- k Stereotypes
- l Rhetoric devices

3 Punctuation & Spelling

- a Spelling patterns
- b Apostrophe
- c Capitalization
- d Comma
- e Full stop
- f Colon
- g Hyphen
- h Ellipsis
- i Quotation mark
- j Question mark
- k Exclamation mark

4 Word Meaning

- a Derivatives
- b Synonym
- c Antonym
- d Homonym
- e Roots of words
- f Figurative
- g Literal

5 Vocabulary in context



Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

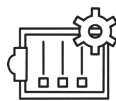
CAPS TIME ALLOCATION	GRADES 7-9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- Following this example routine and the example lesson activities will ensure that:
 - a** The CAPS time allocations for each component are correct
 - b** The CAPS skills and content requirements are met
 - c** There is a logical progression from receptive language to expressive language in every theme
 - d** Learners are supported through repetition and scaffolding
 - e** The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
 - a** A theme for each cycle. The ‘Planner & Tracker’ framework from page 9 includes suggested themes, texts and activities for all the approved LTSM.
 - b** The ‘Summary of the Recovery ATP’ on pages 2–5. For each lesson, please consider the specific skills and content that will be covered.

Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	Oral: introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	Listening: learners listen to text/teacher input, answer questions	30 minutes		30 minutes		
	2	L&S	Speaking: learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	Shared Reading Pre-Read: explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	Oral: teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	Shared Reading First Read: read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
	4	W&P	Teach and practice LSC: that will be used in writing task	30 minutes				30 minutes
		R&V	Shared Reading Second Read: re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
	5	R&V	Paired / Independent Reading: explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
2	1	R&V	Comprehension: explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	Shared Reading Post-Read: learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	Writing – Teach the Genre: tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes
		W&P	Writing – Planning: remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes
	3	W&P	Writing – Drafting: provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
		W&P	Writing – Editing: provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes
	5	W&P	Writing: Publishing & Presenting: model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes
		L&S	Oral Presentations: explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes	60 minutes			
				10 hours	1 hour	2 hours	3 h 30 min	3 h 30 min



Planner & Tracker: Cycle 1

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 1-2	CAPS SPECIFIED L&S Listening comprehension on how to fill in a form questionnaire Hold a discussion on the use of a questionnaire	CAPS SPECIFIED R&V Read a text on the importance of a questionnaire	CAPS SPECIFIED W&P Writes transactional text e.g.: fill in a form; questionnaire
<i>Interactive English</i> S.M.I.L.E.	Chapter 10: Waste not, want not (pg. 147) Questionnaires help us understand what people do and why which gives us important information that can help solve an issue. This chapter looks at waste and what can be done to solve issues like littering and pollution. Learners will discuss these issues and write their own questionnaire.	Activity 1 (pg. 148) – Have a discussion on the importance of questionnaires Activity 2 (pg. 149) – Listen to the discussion: Can a questionnaire help to solve the problem of litter and waste in our community?	Activity 3 (pg. 152) – Read a website article about how a questionnaire was used to start a clean-up project	Activity 7 (pg. 161) – Fill in a questionnaire
<i>English Today</i> Maskew Miller Longman	Chapter 10: Let's go to new places (pg. 125) In this chapter learners will find out why we use questionnaires and forms. They will learn how they work and how to fill them in correctly.	Activity 1 (pg. 126) – Listening comprehension on how to fill in a form questionnaire Activity 2 (pg. 127) – Talk about forms and questionnaires	Activity 3 (pg. 127) – Read a text on the importance of a questionnaire	Activity 10 (pg. 133) – Fill in a form
<i>Oxford Successful</i> Oxford University Press	Unit 10: Collecting information (pg. 179) In this unit learners will learn about questionnaires and why they are so useful. They will look at the content and structure of questionnaires and complete their own questionnaire.	Activity 6 (pg. 185) – Listen to text about questionnaires and answer questions Activity 11 (pg. 190) – Take part in a panel discussion on the usefulness of questionnaires	Activity 1 (pg. 180) – Read a text on the importance of a questionnaire and answer questions	Activity 8 (pg. 187) – Complete a questionnaire

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 1-2	CAPS SPECIFIED L&S Listening comprehension on how to fill in a form questionnaire Hold a discussion on the use of a questionnaire	CAPS SPECIFIED R&V Read a text on the importance of a questionnaire	CAPS SPECIFIED W&P Writes transactional text e.g.: fill in a form; questionnaire
<i>Spot on</i> Pearson Marang	Module 10: Let's party (pg. 109) This unit explores the topic of parties and celebrations by looking at how to gather information for the perfect party. Learners will look at how to hold a panel discussion, fill in a questionnaire and a form.	Activity 1.2 (pg. 11) – Hold a panel discussion Activity 4.4 (pg. 117) – Listen to a text on filling in forms and answer questions	Activity 2.1 (pg. 113) – Answer comprehension questions on the purpose of a questionnaire Activity 3.2 (pg. 114) – Fill in a questionnaire Activity 5.2 (pg. 119) – Fill in a form	
<i>Platinum</i> Maskew Miller Longman	Chapter 10: Questions for you This chapter looks at how questionnaires can be used to gather information. Learners will look at how questionnaires are used in different contexts e.g. in an interview to explore topics of health and fitness and the South African census. They will also learn how to write their own questionnaire.	Activity 3 (pg. 131) – Listen to an interview Activity 4 (pg. 132) – Discuss the use of a questionnaire	Activity 2 (pg. 128) – Read a questionnaire and answer questions Activity 5 (pg. 133) – Read an information text about questionnaires	Activity 6 (pg. 136) – Complete a questionnaire and fill it in
<i>Top Class</i> Shuter & Shooter	Unit 10: Winning the prize (pg. 122) We have to fill in forms or questionnaires for many reasons. In this unit we will look at the importance of filling in a form correctly.	Activity B (pg. 123) – Listen to how to fill in a form Activity C (pg. 123) – Hold a panel discussion on the use of forms	Activity C (pg. 127) – Read a magazine article on the importance of a signature and answer questions	Activity 1 (pg. 129) – Create your own competition entry form
<i>Via Afrika</i> Via Afrika	Unit 11: In my opinion (pg. 122) In this unit learners will learn about questionnaires and why they are so useful. They will look at the content and structure of questionnaires and complete their own questionnaire.	Activities 1, 2 & 3 (pg. 123) – Listen to text about questionnaires and hold a group discussion	Activity 4 (pg. 124) – Read a story about how a questionnaire helped someone	Activity 6 (pg. 128) – Make a mind-map about filling in forms and questionnaires Activity 7 (pg. 128) – Write a questionnaire

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 1-2	CAPS SPECIFIED L&S Listening comprehension on how to fill in a form questionnaire Hold a discussion on the use of a questionnaire	CAPS SPECIFIED R&V Read a text on the importance of a questionnaire	CAPS SPECIFIED W&P Writes transactional text e.g.: fill in a form; questionnaire
<i>Clever English</i> Macmillan South Africa	Unit 11: It's all black and white (pg. 125) In this unit learners will learn about the importance of questionnaires and filling in forms correctly. They will think about issues that influence their life at school and write a questionnaire related to these issues.	Activity 1 (pg. 125) - Have a panel discussion about forms	Activity 5 (pg. 129) - Read a passage on questionnaires and answer the questions that follow	Activity 9 (pg. 135) - Write own questionnaire

Plan Your Lessons for Term 3 Cycle 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	4	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
2		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
5		W&P	30 min	Writing: Publishing & Presenting		
		L&S	60 min	Oral Presentations		



Planner & Tracker: Cycle 2

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3-4	CAPS SPECIFIED L&S Listening to a drama Compile questionnaire	CAPS SPECIFIED R&V Read a literary text e.g.: youth drama; radio drama Read poetry	CAPS SPECIFIED W&P Writes longer text e.g.: dialogue; interview
<i>Interactive English</i> S.M.I.L.E	Chapter 11: Graffiti (pg. 164) Graffiti can be found all over cities in South Africa. In this chapter, learners will explore the topic of graffiti through a dialogue, drama, and poem. They will explore different viewpoints on the topic and write a dialogue based on the conclusion they come to after reading and listening to the texts.	Activity 2 (pg. 168) – Role play a drama	Activity 3 (pg. 170) – Read one act play about a graffiti gang at work Activity 4 (pg. 173) – Read a poem	Activity 7 (pg. 177) – Write an interview
<i>English Today</i> Maskew Miller Longman	Chapter 11: Celebrate women (pg. 137) In this chapter, you will look at famous South African women and think about how important women are in society. Learners will listen to and read a play about Miriam Makeba and write their own short play.	Activity 1 (pg. 138) – Listen to a radio play and make notes Activity 2 (pg. 139) – Compile and conduct a questionnaire	Activity 5&6 (pg. 141) – Read a play and answer questions Activity 10 (pg. 146) – Read a poem	Activity 8 (pg. 145) – Write a drama
<i>Oxford Successful</i> Oxford University Press	Unit 11: Sports and leisure in literature (pg. 193) In this unit learners will learn about different types of dialogue in different texts – in a drama or story. Learners will write their own dialogue.	Activity 1 (pg. 194) – Listen to a dialogue in a story	Activity 2 (pg. 196) – Read a drama and answer questions	Activity 7 (pg. 202) – Write a dialogue (between two people organising an event)

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3-4	CAPS SPECIFIED L&S Listening to a drama Compile questionnaire	CAPS SPECIFIED R&V Read a literary text e.g.: youth drama; radio drama Read poetry	CAPS SPECIFIED W&P Writes longer text e.g.: dialogue; interview
<i>Spot on</i> Pearson Marang	Module 11: Dreams CAN come true In this unit learners think about their dreams, they look at how people have achieved their dreams. They explore these topics by looking at interviews, cartoons and dramas. Learners are encouraged to think about what kind of characteristics these people have and use this knowledge to write an interview and role-play a dialogue.	Activity 4.2 (pg. 130) – Listen to an interview	Activity 5.1 (pg. 133) – Read a youth drama and answer questions Activity 6.1 (pg. 134) – Rap a poem	Activity 4.1 (pg. 128) – Write an interview
<i>Platinum</i> Maskew Miller Longman	Chapter 11: Women’s work or men’s work? (pg. 143) This chapter explores gender roles at home and in the workplace. This chapter encourages learners to challenge common gender role beliefs by looking at various interactions between woman and men in dialogues, dramas, and other texts. They will also write their own dialogue based on gender roles.	Activity 2 (pg. 144) – Listen to a dialogue Activity 3 (pg. 146) – Dramatise a dialogue	Activity 4 (pg. 148) – Read extracts from two dramas	Activity 5 (pg. 151) – Write a dialogue
<i>Top Class</i> Shuter & Shooter	Unit 11: Cracking crime (pg. 134) In this unit learners will be reading and dramatizing a radio drama about crime as well as doing a survey. They will also write a dialogue.	Activity A (pg. 135) – Listen to a radio drama Activity D (pg. 137) – Prepare to do a survey and compile a questionnaire	Activity E (pg. 139) – Read a radio drama Activity G (pg. 141) – Read and analyse a poem	Activity J (pg. 143) – Write a dialogue

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 3-4	CAPS SPECIFIED L&S Listening to a drama Compile questionnaire	CAPS SPECIFIED R&V Read a literary text e.g.: youth drama; radio drama Read poetry	CAPS SPECIFIED W&P Writes longer text e.g.: dialogue; interview
Via Afrika Via Afrika	Unit 12: What's going on? (pg. 132) This unit explores the topic of gathering information through investigations and interviews. Learners will listen to an interview, read a detective radio drama and poem and write their own radio script.	Activity 1 (pg. 132) – Listen to an interview (news presentation on water issues in a community)	Activity 5 (pg. 136) – Read a radio drama Activity 7 (pg. 138) – Read a poem	Activity 8 (pg. 139) – Write a script for a radio drama
Clever English Macmillan South Africa	Unit 12: Inspirations and aspirations (pg. 140) In this unit learners will explore the topic of improving a situation. This unit also focuses on dramas and what makes a good drama. Learners will listen to and read a drama and write their own dialogue.	Activity 3 (pg. 143) – Listen to a drama (family moving to a better neighbourhood) and answer questions Activity 5 (pg. 144) – Compile a questionnaire (what makes people unhappy in their neighbourhood)	Activity 7 (pg. 146) – Read a drama and answer questions Activity 9 (pg. 150) – Read a poem	Activity 10 (pg. 150) – Write an interview (16-year-old with paralysed parents)

Plan Your Lessons for Term 3 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
3		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
4		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Planner & Tracker: Cycle 3

Textbook References

NOTE: For this cycle, you may choose to use the **Example Lesson Plans** found at the end of this document.

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 5-6	CAPS SPECIFIED L&S Listening comprehension e.g.: written text; TV news; presentation	CAPS SPECIFIED R&V Read an informational text e.g.: how to write a notice/agenda/ minutes Comprehend written or visual texts e.g.; graphs	CAPS SPECIFIED W&P Write a longer transactional text e.g.: notice, agenda and minutes
<i>Interactive English</i> S.M.I.L.E	Chapter 12: Oceans of water (pg. 178) In this chapter learners will look at how important our natural sources of water are. They will look at how reading information and being able to organise meetings are an important part of initiatives.	Activity 1 (pg. 179) – Listen to a website article	Activity 3 (pg. 182) – Read visual/informational text on documents required for a meeting Activity 5 (pg. 188) – Read an advertisement	Activity 7 (pg. 177) – Write an interview Activity 8 (pg. 193) – Write the notice, agenda, and minutes of a meeting
<i>English Today</i> Maskew Miller Longman	Chapter 12: Busy school days (pg. 149) In this chapter learners will learn how to plan and run a meeting. They will write the notice and the minutes of a meeting.	Activity 1 (pg. 150) – Listen to information on how to hold a meeting	Activity 5 (pg. 152) – identify the features of a notice and agenda Activity 6 (pg. 153) – Read the minutes of a meeting	Activity 12 (pg. 158) – Write the agenda and minutes of a meeting
<i>Oxford Successful</i> Oxford University Press	Unit 12: Let's hold a meeting In this unit learners learn about organising and attending meetings. They learn practical skills like notetaking and writing the minutes and agenda of a meeting.	Activity 2.1 (pg. 210) – Listen to a TV news presentation	Activity 2 (pg. 211) – Read about agenda and minutes Activity 5 (pg. 215) – Read the minutes of a meeting	Activity 7 (pg. 219) – Write an agenda for a meeting Read a text on the importance of a questionnaire Activity 8 (pg. 221) – Write minutes of a meeting

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 5-6	CAPS SPECIFIED L&S Listening comprehension e.g.: written text; TV news; presentation	CAPS SPECIFIED R&V Read an informational text e.g.: minutes Comprehend written or visual texts e.g.; graphs	CAPS SPECIFIED W&P Write a longer transactional text e.g.: notice, agenda and minutes
<i>Spot on</i> Pearson Marang	Module 12: Save our Earth (pg. 137) We only have one Earth, and we need to protect it. In this module, learners learn about the process of discussing environmental matters through organising meetings and writing transactional texts. They develop their environmental vocabulary by looking at various informative and visual texts.	Activity 2.1 (pg. 140) – Listen to an environmental story and answer comprehension questions Activity 2.3 (pg. 141) – Hold a group discussion on various polluted water topics	Activity 3.1 (pg. 142) – Read and information text with visuals and answer comprehension questions	Formal Assessment Task (pg. 146) – Write an agenda Formal Assessment Task (pg. 147) – Write the minutes for a meeting
<i>Platinum</i> Maskew Miller Longman	Chapter 12: Read and succeed (pg. 158) In this unit learners learn about the importance of reading and advantages that come from being a strong reader. In this chapter, learners look at how they could organise events to improve reading skills in a primary school. They will do this by looking at how to brainstorm reading events, organise events and meetings and write organisational transactional texts like the minutes of meeting and notices.	Activity 158 (pg. 158) – Listen for information (news item) and answer questions	Activity 3 (pg. 159) – Read a news article (with visuals) and answer questions	Activity 4 (pg. 163) – Read and re-write a notice Activity 5 (pg. 164) – Write an agenda for a meeting Activity 7 (pg. 166) – Write minutes for a meeting

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 5-6	CAPS SPECIFIED L&S Listening comprehension e.g.: written text; TV news; presentation	CAPS SPECIFIED R&V Read an informational text e.g.: how to write a notice/agenda/ minutes Comprehend written or visual texts e.g.; graphs	CAPS SPECIFIED W&P Write a longer transactional text e.g.: notice, agenda and minutes
<i>Top Class</i> Shuter & Shooter	Unit 12: Fundraising can be fun (pg. 146) Knowing how to behave in meetings is an important part of life. In this unit, you will learn how to hold a meeting to raise money for your school: how to call a meeting, behave at a meeting and record what takes place.	Activity A (pg. 146) – Listen to a TV news presentation	Activity B (pg. 147) – Read about meetings	Activity F (pg. 151) – Write an agenda Activity H (pg. 152) – Write the minutes of a meeting
<i>Via Afrika</i> Via Afrika	Unit 13: Taking action (pg. 143) This unit looks at how to take steps to change something at school. Learners will listen to and read about how school learners made a plan to change something at their school. Learners will also learn how to write a notice, agenda and minutes of a meeting.	Activity 1 (pg. 143) – Listening comprehension (story)	Activity 3 (pg. 146) – Read an agenda for a meeting	Activity 4 (pg. 149) – Write the minutes of a meeting
<i>Clever English</i> Macmillan South Africa	Unit 13: School matters! (pg. 151) A meeting takes place when people get together to discuss issues and make important decisions. This unit will teach learners about meeting etiquettes and protocols and how to partake respectfully in a meeting. Learners will also learn practical skills like writing the notice, agenda and minutes of a meeting.	Activity 4 (pg. 159) – Listen to a sports news report	Activity 6 (pg. 161) – Read the minutes of a meeting Activity 8 (pg. 164) – Read a graph and answer questions	Activities 9&10 (pg. 165) – Write the notice and agenda for a meeting

Plan Your Lessons for Term 3 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	4	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
3		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
4		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Planner & Tracker: Cycle 4

Textbook References

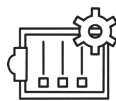
TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 7-8	CAPS SPECIFIED L&S Listen to and discuss current news based on an article Prepare/unprepared reading of a newspaper article aloud	CAPS SPECIFIED R&V Reading for information e.g: newspaper/magazine articles; written speech	CAPS SPECIFIED W&P Write a transactional text e.g.: newspaper article
<i>Interactive English</i> S.M.I.L.E	Chapter 13: 67 minutes for 46664 (pg. 195) This chapter looks at positive news and explores how news is written in the form of different articles and cartoons. Learners will write their own article.	Activity 1 (pg. 196) – Listen to news article being read Activity 3 (pg. 200) – Prepared reading aloud	Activity 4 (pg. 201) – Read a newspaper article	Activity 7 (pg. 206) – Write a newspaper article
<i>English Today</i> Maskew Miller Longman	Chapter 13: Save our natural heritage (pg. 161) In this chapter, you will read about plans to change a part of the environment. You will listen to and read articles and write your own article.	Activity 1&2 (pg. 162) – Listen to and talk about a newspaper article Activity 13 (pg. 171) – Read a newspaper article aloud	Activity 4 (pg. 164) – Read a speech and answer questions	Activity 10 (pg. 169) – Write a newspaper article
<i>Oxford Successful</i> Oxford University Press	Unit 13: News! (pg. 225) We get news in different ways. Learners will listen to and read news reports and discuss the topics in groups. This unit teaches learners how to talk about news and look at the language used in news. They will write their own newspaper article.	Activity 1 (pg. 226) – Listen to a news report Activity 2 (pg. 227) – Listen to and discuss current news Activity 4 (pg. 229) – Read a paragraph aloud (prepared) (sportsman)	Activity 5 (pg. 231) – Read a newspaper article for comprehension (sports facilities)	Activity 9 (pg. 236) – Write a newspaper article

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 7-8	CAPS SPECIFIED L&S Listen to and discuss current news based on an article Prepare/unprepared reading of a newspaper article aloud	CAPS SPECIFIED R&V Reading for information e.g: newspaper/magazine articles; written speech	CAPS SPECIFIED W&P Write a transactional text e.g.: newspaper article
<i>Spot on</i> Pearson Marang	Module 13: Sticky situations (pg. 149) In this unit learners will explore literal and figurative sticky stories – stories related to sticky things and stories about unpleasant situations. They will focus on facts vs. opinions, emotive language, stereotypes, bias and prejudice. They look at how these devices are used in newspaper articles and write their own newspaper article.	Activity 2.5 (pg. 154) – Listening for facts and points of view (news report) Formal Assessment Task (pg. 154) – Unprepared reading	Activity 1.2 (pg. 151) – Read a newspaper article for information and answer a comprehension test	Activity 4.3 & 4.4 (pg. 159) – Draft and write a newspaper article
<i>Platinum</i> Maskew Miller Longman	Chapter 13: Dangerous journeys (pg. 173) This chapter is about the dangerous journeys that many people make in southern Africa have to make. They look at the reasons people make these journeys and the conditions they have to endure by looking at newspaper articles and a novel extract. Learners will write their own newspaper article using the format and language knowledge they have learnt.	Activity 2 (pg. 174) – Listen to a newspaper article Activity 3 (pg. 176) – Read a newspaper article aloud (unprepared)	Activity 4 (pg. 177) – Read a newspaper article and answer questions	Activity 8 (pg. 184) – Write a newspaper article

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 7-8	CAPS SPECIFIED L&S Listen to and discuss current news based on an article Prepare/unprepared reading of a newspaper article aloud	CAPS SPECIFIED R&V Reading for information e.g.: newspaper/magazine articles; written speech	CAPS SPECIFIED W&P Write a transactional text e.g.: newspaper article
<i>Top Class</i> Shuter & Shooter	Unit 13: Learn now, chat later (pg. 157) In this chapter we will look at different views on whether cell phones should be used at school. Learners will work with newspaper and magazine articles, the language of persuasion and write their own newspaper article.	Activity A (pg. 157) – Discuss current news and views on cell phones at school Activity D (pg. 159) – Listen to a newspaper article Activity F (pg. 160) – Prepared reading aloud	Activity H & I (pg. 161) – Read a magazine article and answer questions	Activity O (pg. 167) – Write a news article
<i>Via Afrika</i> Via Afrika	Unit 14: Spotlight on cell phones This unit explores the topic of cell phones at school – learners will listen to and read different articles on this topic. They will learn about what makes a good newspaper article and write an article of their own.	Activity 1 (pg. 154) – Listen to a newspaper article Activity 3 (pg. 155) – Prepared reading	Formal Assessment Task (pg. 155) – Read an article for comprehension	Activity 4 (pg. 158) – Write a newspaper article
<i>Clever English</i> Macmillan South Africa	Unit 14: Yes, this is me! (pg. 170) This unit explores the topic of disabilities and encourages learners to think about how accommodating society and their school is towards people with disabilities. They will read and listen to articles about this topic and take note of the language used in these articles. They will write an article of their own using the new language devices they have learnt about.	Activity 3 (pg. 172) – Listen to an article about a partial deafness disability Activity 5 (pg. 174) – Prepared reading of a newspaper article	Activity 6 (pg. 175) – Read an article and answer questions	Activity 8 (pg. 179) – Write a newspaper article

Plan Your Lessons for Term 3 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
3		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
4		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Planner & Tracker: Cycle 5

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 9-10	CAPS SPECIFIED L&S Listening comprehension on procedural text e.g.: giving directions	CAPS SPECIFIED R&V Read literary text e.g.: youth novel; short story; drama	CAPS SPECIFIED W&P Writes a narrative/descriptive essay
<i>Interactive English</i> S.M.I.L.E	Chapter 14: Take Action! (pg. 209) This chapter looks at how to take action in your community, or at home. They will listen to directions, write down some instructions, read a short story and write a narrative essay.	Activity 1 (pg. 210) – Listen to directions Activity 2 (pg. 211) – Give instructions	Activity 3 (pg. 212) – Read a short story	Activity 8 (pg. 221) – Write a narrative essay
<i>English Today</i> Maskew Miller Longman	Chapter 14: Follow the stars (pg. 173) In this chapter, learners will find out more about the knowledge of stars and space, give directions and read and write a story.	Activity 1 (pg. 174) – Listen to a text on how people used stars for navigation and agriculture	Activity 4 (pg. 175) – Read a folk tale	Activity 6 (pg. 178) – Write a narrative essay
<i>Oxford Successful</i> Oxford University Press	Unit 14: Dancing through literature (pg. 239) This unit learners will explore the topic of dancing by looking at both creative and practical aspects of dance. They will practice listening to and giving instructions, read stories about dance and write their own narrative essay on dance.	Activity 4 (pg. 244) – Follow oral instructions and directions	Activity 1 (pg. 240) – Read an extract from a youth novel	Activity 10 (pg. 251) – Write a narrative essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 9-10	CAPS SPECIFIED L&S Listening comprehension on procedural text e.g.: giving directions	CAPS SPECIFIED R&V Read literary text e.g.: youth novel; short story; drama	CAPS SPECIFIED W&P Writes a narrative/descriptive essay
<i>Spot on</i> Pearson Marang	Module 14: Travel and transport (pg. 161) In this unit learners look at travel and transport modes in South Africa. They practise reading maps, timetables and listening to directions. They will write a narrative paragraph.	Activity 1.3 (pg. 163) – Listen to a story and follow a map while you listen	Activity 4.1 (pg. 168) – Read a bus timetable	Activity 6.1 (pg. 171) – Plan and write a narrative essay
<i>Platinum</i> Maskew Miller Longman	Chapter 14: Surviving the city (pg. 187) This chapter is about life in the big city. Learners will explore both the positive and negative aspects of a city. They learn about navigating the city.	Activity 4 (pg. 195) – Listen to directions	Activity 2 (pg. 188) – Read a comic strip story	Activity 3 (pg. 192) – Write a narrative essay
<i>Top Class</i> Shuter & Shooter	Unit 14: Lost... (pg. 170) In this unit learners will learn how to give a set of directions clearly. Learners will also explore poetry and write an essay.	Activity A (pg. 170) – Listen to directions	Activity D (pg. 172) – Read a passage and answer questions	Activity G (pg. 178) – Write a descriptive essay
<i>Via Afrika</i> Via Afrika	Unit 15: Going Places (pg. 165) In this unit learners will explore the topic of travel. They will look at directions, read a short story about a journey and write their own narrative essay about a journey, travel or directions.	Activity 1 (pg. 165) – Listen to a story about giving directions and answer questions	Activity 4 (pg. 167) – Read a short story about a journey through Africa	Activity 9 (pg. 171) – Write a narrative essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION TEXTBOOK WEEKS: 9-10	CAPS SPECIFIED L&S Listening comprehension on procedural text e.g.: giving directions	CAPS SPECIFIED R&V Read literary text e.g.: youth novel; short story; drama	CAPS SPECIFIED W&P Writes a narrative/descriptive essay
<i>Clever English</i> Macmillan South Africa	Unit 15: Mapping out! (pg. 183) In this unit learners are going to explore the topic of direction. They will look at how you can use direction to paint a vivid picture in your mind and use this to incorporate into creative writing. Learners will read directions and write a narrative essay.	Activity 3 (pg. 185) – Listen to a story about a boy getting lost and answer questions	Activity 4 (pg. 186) – Read a short story and answer the questions that follow	Activity 7 (pg. 192) – Write a narrative essay on a fantasy island

Plan Your Lessons for Term 3 Cycle 5

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
3		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
4		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Programme of Assessment

- There are 3 Formal Assessment Tasks (FATs) to be completed in Term 3.
- Example Assessment Tasks and Rubrics / Memoranda are provided in this document.
- These examples may be used as is or adapted for your context.

Note: The CREATIVE WRITING PROJECT (FAT 6 and FAT 7) has been implemented as a full cycle of lesson plans, together with the required rubrics. This is intended to demonstrate the flow and effectiveness of the suggested routine and generic lesson activities. It is suggested that this cycle be implemented in Weeks 5&6 of Term 3.

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	20 marks 30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks
FAT 8	RESPONSE TO LITERATURE Poem (10 marks) Drama (10 marks) Short Story (10 marks)	30 marks

FAT 6 Stage 1 (example):

Research (Objective: Learners do research on their project)

20 marks

- 1** Read through the information text, **Looking at poetry**, provided.
- 2** Now reread the text, researching the following questions. Write your answers down in your exercise book.
 - a** When did people first start creating poetry?
 - b** What are some reasons why ancient people created poems? What are some reasons people today write poems?
 - c** Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry?
 - d** Why don't poets have to follow grammar rules?
 - e** Name three kinds of poetry and give 1 fact about each type.

FAT 6 Stage 1 Rubric (example)

20 Marks

0-3	4-7	8-10
The learner has not read the information provided.	The learner has read and understood most of the information provided.	The learner has read all the information provided. The learner has understood and used the information to research the literary genre.
0-3	4-7	8-10
There is no understanding of the literary genre.	The learner shows a basic understanding of the genre: its different forms, language features, and what makes the genre different from other literary genres. The research is satisfactory.	The learner shows a comprehensive understanding of the genre, its different forms, the language features, and what makes it different from other literary genres. The research is thorough, shows comprehensive understanding and exceeds expectations.

FAT 6 Stage 2 (example)

Writing (Learners engage in the write-up of their project and a creative response)

30 marks

- 1 Learners must now turn their research into a **report. (10 marks)**
- 2 The report must contain the following process steps:
 - Planning
 - Drafting
 - Revising
 - Editing
 - Proofreading
 - Presenting
- 3 Learners must write a **creative response** and write their own **poem. (20 marks)**
- 4 They must choose one of the poetic forms and adhere to the stipulations for that form.
- 5 Learners should follow the same process when writing their poems.
 - Planning
 - Drafting
 - Revising
 - Editing
 - Proofreading
 - Presenting

FAT 6 Stage 2 Report Rubric (example)			
10 marks			
CONTENT	1	2	3
	The learner's report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner's report has/ or has attempted an introduction explaining what the research is about, the methodology used. There is some relevant information with insights and reasons for these judgements given. The report has/ or has attempted a conclusion.	The learner's report is interesting and well-written. The report has an introduction explaining what the project is about, the project's instructions and the methodology used. There is comprehensive information with evaluations and reasons to explain these judgements. There is a conclusion to the report.
STRUCTURE	1	2	3
	There is no title. The report has not used paragraphs. There is no logical structure.	The learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	0	1	2
	The report is not written in the correct style, using formal or factual language. The report is not in the present tense. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The report has attempted to use formal and factual language. The report is mostly written in the present tense. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report is written using formal and factual language. The report is written in the present tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 6 Stage 2 Poem Rubric (example)

20 marks

CONTENT and CREATIVITY	1-3	4-6	7-8
	Handling of topic weak. Shows no creativity	Handling of topic shows some creativity and originality, but an average response	Handling of topic shows creativity and originality
STRUCTURE and FEATURES	1-2	3-4	5-6
	Little or no understanding of the structure and language features required.	The poem has attempted to adhere to the requirements of the genre, the structure and language requirements, but some errors.	The poem follows the structures and requirements of the chosen form. Used the format to excellent effect.
PLANNING	1	2	3
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining making it challenging to understand the poem.	The learner has attempted to edit their work, but there are some aspects that need more editing.	The learner successfully edits their own work to produce an impressive creative response.

FAT 7 Stage 3 (example)

Oral Presentation (Learners do the oral presentation of their project)

20 marks

1 Prepare an oral presentation based on the research you did on poetry.

2 Your oral should:

- Use appropriate structure: introduction, body and conclusion
- Present central idea and supporting details
- Show evidence of research/ investigation
- Use appropriate body language and presentation skills, e.g. makes eye contact, volume

3 A suggested structure for your Oral Presentation is as follows:

- a** Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
- b** Body – part one: Share the main findings of your research
- c** Body – part two: Read your own poem
- d** Conclusion: Share the evaluation you made about poetry, as well as your evaluation of this experience, i.e.: completing a creative writing project

4 As part of the oral part of the project, you should also:

- Participate in discussions
- Give constructive feedback
- Maintain a discussion
- Show sensitivity to the rights and feelings of others

Listen to individual learners present their research reports and poems over Terms 3 and 4.

FAT 7 Stage 3 Rubric (example)					
20 marks					
CONTENT and STRUCTURE	1-3	4-6	7-9	10-12	13-15
	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and an evaluative conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION	1	2	3	4	5
	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner is well-prepared and presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

FAT 8 (example)	
Response to Literature	30 marks
Poem	10 marks
Drama	10 marks
Short Story	10 marks

QUESTION 1: POEM (10 MARKS)

Read the poem and answer the questions that follow.

Now that I'm grown-up

Looking back 1
 I don't know why it upset me so much:
 The names
 The teasing
 Not being invited along 5
 Not included in the chats
 Not hanging out together

If I'd known then what I know now
 That the popular kids at school sometimes have their own problems and only make others feel
 bad to make themselves feel better 10
 That the popular ones sometimes have to go home to their own pain and suffering
 That the popular ones...are only popular at school

But in the real world,
 nobody cares who was popular at school.

QUESTIONS

- 1** The speaker (the person who is 'talking') in this poem is: (choose the correct answer)
- a** the teacher
 - b** the one who was bullied
 - c** the bully (1)

Give a reason from the poem to justify your answer. (1)

- 2** What things did the other learners do to the speaker when they were at school? (2)

- 3** Refer to lines 5-7. How does the repetition of the word 'Not' emphasise how the speaker was treated at school? (1)

- 4 Now that the speaker is grown up, she understands why people bully. From the poem, give a reason why a person might bully someone else. (1)

- 5 Write down three consecutive words (three words next to each other) from the poem that shows that it was hard for the bully at home. (1)

- 6 How did the speaker feel when she was being bullied at school? How does the speaker feel now that she is out of school? (2)

- 7 If you know someone is being bullied at school, what would you do? (1)

[10]

QUESTION 2: DRAMA (10 MARKS)

Read the extract from the Drama and answer the questions that follow.

Ayanda: Are the kids in bed? We need to talk.

Mlungisi: Yes, they're both asleep. What's going on?

Ayanda: I am so worried about Lethu. Haven't you noticed?

Mlungisi: Yes, he's definitely not okay. He has been so quiet and withdrawn lately.

Ayanda: Exactly. And he doesn't want to go anywhere or do anything. You know, last weekend he didn't even want to go play soccer? That used to be his favourite thing. He loves his soccer!

Mlungisi: And his marks are dropping. His last Maths test he nearly failed.

Ayanda: He's got exams coming up in a few weeks and he isn't at all interested in studying or doing any work. I tried asking him about it today and he just shrugged and said everything was fine. But I'm really worried. He's stopped calling his friends and he doesn't seem to see anyone anymore. The other day, some of the kids from his class walked past the house and Lethu almost ran inside to get away from them. When I asked him about it, he ignored me, but he looked scared.

Mlungisi: You know how private he is? He's always liked to handle things by himself. Do you remember when he was little, and he broke his toy? He insisted on finding glue and fixing the whole thing all by himself!

Ayanda: Of course, I remember! There was glue on the carpet for months!

Mlungisi: Do you think we should let him try fix this problem himself? Something's telling me he needs our help here.

Ayanda: I think we should contact the school. He has such a great teacher. Maybe Mr Makhananda can help us.

Mlungisi: I'm so glad you said that. I'll call first thing in the morning and set up a meeting.

QUESTIONS

1 Why are Ayanda and Mlungisi worried about their son? (2)

2 What word tells us that they have two children? (1)

3 Why were Ayanda and Mlungisi surprised when Letheu did not want to go to soccer? (1)

4 From their conversation, what can you infer about the way Letheu usually studies and does his schoolwork? (2)

5 Lately Letheu has been: (choose the correct answer) (1)

- a social and outgoing
- b reserved and anxious
- c rude and arrogant

6 Why do you think Letheu ran inside when the kids from his school walked past his house? (1)

7 Do you think Letheu's parents are doing the right thing by calling his teacher? Why or why not? (If you think they are *not* doing the right thing, what do you think they should do?) (2)

[10]

QUESTION 3: SHORT STORY (10 MARKS)

Read the extract from a Short Story and answer the questions that follow.

Likhona, Nozi, Babalwa and I were sitting together at break. We had lots to talk about. First there was the big Natural Science test next week. Babalwa had already started studying and she was making the rest of us feel worried. Then, there was Siphokazi's party this weekend. We were all really excited! I was still trying to convince my mom that I needed new jeans for that. Also, we weren't sure if Zweli was coming. Nozi thought he was and if so, I definitely needed new jeans... and a new top! So much in my head!

Suddenly I was aware of something in the playground behind us. We all turned round. My heart sank. Not again. Bangizwe and his gang were following Sfiso as he walked across the playground. Sfiso was walking with his head down and his bag slung over his shoulders.

‘Oh, look who it is. Here’s Sfiso. How you doing, Sfiso? Any clever things you want to tell us today? You always know everything in class. Where are your clever ideas now?’ Bangizwe asked with a nasty sound in his voice.

Sfiso didn’t respond. He kept walking faster, trying to get away.

‘Didn’t you hear me?’ Bangizwe pushed Sfiso hard and he stumbled backwards. ‘I asked you what clever things you have to tell us. You think you’re better than everyone else. Here, give me your bag. I’ll see what clever kids have in their bag,’ Bangizwe jeered as he ripped the bag from Sfiso’s shoulders. ‘Let’s see what we’ve got today...?’

The gang of boys laughed cruelly and drew closer. They started to take all the books out and throw them one by one across the playground. Papers flew everywhere. Then they took his wallet and his lunch and started sharing out his food and his money between them. Sfiso was running up and down trying to collect his books. He looked like he was about to cry.

I looked at my friends. All of us just sat there, unmoving, watching.

‘We need to do something. This has been going on long enough,’ Likhona said shaking her head.

Nozi quickly replied, ‘No we don’t. It’s none of our business. I don’t want to get involved. I don’t want to be Bagizwe’s next target. You know what he’s like.’

‘What do you think?’ Likhona turned to me....

QUESTIONS:

1 What were the narrator and her friends discussing at break? (1)

2 What was happening in the playground behind them? (1)

3 ‘My heart sank’ is an expression. This expression means: (choose the correct answer) (1)

- a to feel sad
- b to feel sick
- c to feel excited

4 Do you think Bangizwe has bullied Sfiso before? Why or why not? (2)

5 What did Bangizwe do to Sfiso? (2)

6 Find a synonym for ‘unkindly’ in the text. (1)

7 How do you think Sfiso feels? (1)

8 What do you think Sfiso would want the other children in the playground to do? (1)

[10]

FAT 8 Memorandum (example)

QUESTION 1: POEM MEMO

1 The speaker (the person who is 'talking') in this poem is: (choose the correct answer)

a the teacher

b **the one who was bullied**

c the bully

(1)

Give a reason from the poem to justify your answer.

(1)

The speaker talks about the bad things that happened to her and how others treated her when she was at school.

2 What things did the other learners do to the speaker when they were at school? (2)

The bully/bullies called her names, they teased her, they never invited her out, they excluded her from social media and social gatherings. (Any 2)

3 Refer to lines 5-7. How does the repetition of the word 'Not' emphasise how the speaker was treated at school? (1)

The repetition of the word emphasises the many times she was bullied and excluded.

4 Now that the speaker is grown up, she understands why people bully. From the poem, give a reason why a person might bully someone else. (1)

A person might bully someone else because they feel bad about themselves and so they make themselves feel better by hurting/teasing/belittling someone else. / A person could be experiencing pain/hurt/abuse at home, so they bully someone else to get out their anger and pain.

5 Write down three consecutive words (three words next to each other) from the poem that shows that it was hard for the bully at home. (1)

'their own problems' or 'pain and suffering'

6 How did the speaker feel when she was being bullied at school? How does the speaker feel now that she is out of school? (2)

At school the speaker felt hurt/ignored/left out/sad.

Now she has moved on and realises that the things that happened to her at school are over and she is okay.

7 If you know someone is being bullied at school, what would you do? (1)

Own responses: Speak to the person / comfort the person / stand up for the person / tell a teacher / speak to an adult / other suitable response

[10]

QUESTION 2: DRAMA MEMO

- 1 Why are Ayanda and Mlugisi worried about their son? (2)
They are worried because he has been acting strangely. / Lethu is sad and quiet. / He doesn't want to do the things he loves. / He is not doing his schoolwork. / He is not seeing his friends. (Any 2)
- 2 What word tells us that they have two children? (1)
both
- 3 Why were Ayanda and Mlugisi surprised when Lethu did not want to go to soccer? (1)
Lethu has always loved playing soccer. / It's his favourite sport/activity.
- 4 From their conversation, what can you infer about the way Lethu usually studies and does his schoolwork? (2)
His parents are surprised that he nearly failed his test. Therefore I can infer that Lethu is a good student./ He works hard. / He studies for his tests and exams. / Lethu takes his schoolwork seriously. (Any 2 suitable answers)
- 5 Lately Lethu has been: (choose the correct answer) (1)
a social and outgoing
b rude and arrogant
c reserved and anxious ✓
- 6 Why do you think Lethu ran inside when the kids from his school walked past his house? (1)
He is scared of the children. / He is worried that he'll be hurt or teased or bullied or embarrassed. / Any suitable response.
- 7 Do you think Lethu's parents are doing the right thing by calling his teacher? Why or why not? (If you think they are not doing the right thing, what do you think they should do?) (2)
Own response: Yes, because this is serious. Children do not know how to handle these situations. Parents and teachers need to help. / No, sometimes parents make things worse by getting involved. The children must sort it out by themselves. / Any suitable response – must have a reason.

[10]

QUESTION 3: SHORT STORY MEMO

- 1 What were the narrator and her friends discussing at break? (1)
They were talking about the NS test. / Siphos party. / Who is coming to the party./ What they were going to wear. / Boys that they liked. (Any 1)
- 2 What was happening in the playground behind them? (1)
Bangizwe was teasing/bullying Sfiso.
- 3 'My heart sank' is an expression. This expression means: (choose the correct answer) (1)
a to feel sad ✓
b to feel sick
c to feel excited

- 4 How do you know Bangizwe has bullied Sfiso before? (2)
**He has done this before because the narrator’s heart sank and she said ‘Not again’.
/ Sfiso was already walking fast away from the bullies so he knew what was going to
happen. / Bangizwe said ‘Let’s see what we’ve got today’ – meaning he’s done this on
other days. Any other suitable response.**
- 5 What did Bangizwe do to Sfiso? (2)
**He followed him. / He teased him. He pushed/shoved him./ He took his bag. / He threw
everything out his bag. / He stole his food and money. (Any 2)**
- 6 Find a synonym for ‘unkindly’ in the text. (1)
cruelly
- 7 How do you think Sfiso feels? (1)
Own response: sad / scared/terrified / helpless / embarrassed / humiliated/ alone
- 8 What do you think Sfiso would want the other children in the playground to do? (1)
**Own response: He would want them to call a teacher. / He would want them to stop
Bangizwe. / He would want them to come and help him. / other suitable responses.**

[10]



Example Theme (includes teaching for FAT 6 and FAT 7)

- What follows is the lesson plans for a two-week theme.
- It is suggested that this theme be implemented in Weeks 5&6 of Term 3.
- All activities for the implementation of FAT 6 and FAT 7, the creative writing project, are embedded in this theme.

Term 3: Week 5 Lesson Plans (example)	
OVERVIEW	
THEME	Looking at poetry
THEME VOCABULARY	news broadcast, recognition, inspires, glitz and glamour, professional, collaborating, orally, genre, chants, prehistorical, slam poetry, rhyme, syllable, interpreted
LISTENING TEXT	Award winner
SHARED READING TEXT	Looking at poetry
LSC	Simple present and simple past

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)	
INTRODUCE THE THEME	
<p>1 Introduce the theme as follows: Explain to learners that in EFAL this term, they need to learn about genres of literature and do a project. Explain that we are going to be looking at poetry as a genre. We will learn about different kinds of poetry. In this cycle, we will be doing research on this genre. We will be writing a report. The skills of writing a research report can be used in other subjects and for other purposes.</p>	
ACTIVATE BACKGROUND KNOWLEDGE	
<p>2 Ask prompting questions to activate background knowledge:</p> <ul style="list-style-type: none"> a What do you know about poetry? b Why do people write poems? c What different types of poems do you know? d Do you know any poems? e What poems do you like? f Have you ever written a poem or a song? What was that experience like for you? 	
LSC: DEVELOP THEME VOCABULARY	
Teach learners new vocabulary using PATS (Point, Act, Tell, Say) and add to personal dictionaries. Do Word Level Work if appropriate.	
news broadcast	<p>Act out doing a news broadcast – hold a pretend microphone, sing a jingle and say: ‘Welcome to the news, where we will tell you all the important events of the day.’</p> <p>Tell learners that a news broadcast is a part of a television, radio, or internet channel show, where journalists show the news events of the day with the public.</p>

recognition	Act out giving a moment of recognition to a learner for something they've achieved. This can be a real achievement (something this learner has actually done), or you can make something up ('I'd like to recognise Diphoo for all the progress she's made in Natural Science this term').
	Tell learners that recognition is when you notice someone's achievements, and give them praise for these.
inspires	Tell learners that when something inspires you, it gives you ideas, it makes you feel big emotions, and helps you to create something.
	Say: The coach's passionate and emotional words inspire her team to work harder, to want to be a success and win the tournament.
glitz and glamour	Point to a picture of a red carpet, jewellery, fancy clothes, and people and an expensive-looking party.
	Tell the learners that 'glitz and glamour' is when there seems to be a lot of money, beauty, fame, and an exciting and glamorous lifestyle.
professional	Tell learners that to be professional is to keep your focus on the job, and to perform well in this job.
	Say: When Pam and Sam were waiters, they always wanted to eat some of the food in the restaurant because it looked so tasty! They had to remind each other to be professional and not mess around.
collaborating	Point to a picture of two people shaking hands or working together.
	Tell learners that collaborating means working with others and sharing ideas.
HOMEWORK	
1 Learners must complete their dictionary entries.	
2 Learners must learn the theme vocabulary.	

WEEK 5: MONDAY / DAY 1: LISTENING (30 minutes)
LISTEN TO...
<ul style="list-style-type: none"> • Read the following dialogue aloud to learners 3 times. • First read - read the text in Column 1 with expression and explain where necessary. • Second read - read the text and then read the 'think aloud' in Column 2 to show how we think and make meaning and make connections when we read. • Third read - read the text, and as you read, ask the questions in Column 3. Call on learners to answer the questions as you read.

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Award winner And to end tonight's news broadcast, we turn to music. Last night the 26th South African Music Awards, the SAMAs, were held. Ami Faku won the Best Female Artist of the Year award.	The news often has a happy story at the end. Oh, I've heard Ami Faku's music! She's great! I'm glad she won Best Female Artist!	What are the SAMAs? <i>The South African Music Awards.</i> Who won Best Female Artist? <i>Ami Faku</i>

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Ami Faku was born in 1993 in the township of Ezinyoka, in Gqeberha. She is a South African musician, performer and songwriter. At the age of 6, Faku developed a strong love for music and singing. She started singing at a house church, where her father was the pastor. Her music is influenced by church, reggae and hip hop. Faku rose to fame as a contestant on 'The Voice SA' in 2017 and shortly after, began getting recognition in the music industry. In 2020, she was named as the most streamed female artist in South Africa. To discuss her award and her music we now talk to Ami live.</p>	<p>I know many singers start singing in church. I wonder if her dad, the pastor, approved of her listening to reggae and hip hop? I think being a contestant in 'The Voice SA' helped to make her famous.</p>	<p>Where was Ami Faku born? <i>Ezinyoka, in Gqeberha</i> What were her musical influences? <i>Church music, reggae and hip hop</i></p>
<p>Ami, what inspires you and your songs? <i>What inspires me is definitely where I grew up, how I grew up. I like to think and write about the changes I'd like to see within the society. And I'd like to educate people about their circumstances. And to give hope, to a Black child. I want to motivate and make a difference. I want to tell the youth it's possible. With hard work and dedication, you can succeed. I feel like that's what I do and that's what I want to continue to do.</i></p>	<p>I wonder what her friends and family think about her now that she is famous? I think it's really good for famous people to have a positive message of hope.</p>	<p>What is the message Ami wants to send in her music? <i>A message of motivation and hope.</i></p>
<p>How does this feel to win this award, this being your very first SAMAs? <i>I'm so honoured. I'm so happy. I'm grateful. You know, we've come a long way as women. A lot of women fought for this, so I'm grateful to be able to be here today.</i></p>	<p>I think that in the past women did not win these awards.</p>	<p>How does Ami feel about winning the award? <i>She feels honoured, happy and grateful.</i></p>

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>All your fans see the glitz and the glamour of being a singer and a star. What have you learned and experienced that you didn't know before?</p> <p><i>It's a lot of work! I love singing but performing is hard work. You always have to be professional. There might be something wrong with the sound, or you feel tired, or you had a fight with someone, but you have to go out there and be professional and be great, because that's what the people want to see and that's what they deserve to see!</i></p>	<p>I never thought that performers think of it as work!</p> <p>I think it's interesting because singing and performing always looks like a lot of fun, but to be excellent takes lots of practice and hard work!</p>	<p>What has Ami learned about being a professional performer?</p> <p><i>It's a lot of hard work. Even if there are things that are not good, you still have to be the best performer.</i></p>
<p>When you want to create music, what do you do?</p> <p><i>I guess I have to be away from people. As a teenager, I spent a lot of time in my room, so that's how I get inspired - being alone and reflecting on life and where I am. I also need it to be calm around me.</i></p>	<p>I can connect to that. When I need to think and write, I also like to be alone.</p>	<p>Why does Ami like to be away from people when she writes music?</p> <p><i>She used to often be alone when she was young and she likes it to be calm around her.</i></p>
<p>You're collaborating with some great artists.</p> <p><i>Yes, I've worked with very talented musicians. I'd love to collaborate with an international star and sing in isiXhosa. When collaborations happen with international stars you find that it is always in English. I want to sing in isiXhosa on an international collaboration because I love my language and I am very proud of it. I think as Africans we must be proud of our languages.</i></p>	<p>Wow! That is great! I'd love to hear South African musicians, singing in South African languages with international stars.</p>	<p>What language is Ami proud of?</p> <p><i>isiXhosa</i></p>

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Where do you come up with the words and the ideas for your songs?</p> <p><i>For me it just happens. I like it when it's an unplanned session. If I feel I want to write, then I write. I have so many ideas and so many feelings I don't have to go deep to write. There are so many different things that affect us as people, My music is honest. It's based on touching people in a certain way.</i></p> <p>Well, Ami, I'm sure this is the beginning of many great things and many more awards. Thank you so much for being with us tonight.</p> <p><i>It's a pleasure and thanks for having me.</i></p>	<p>I wonder if Ami writes about things that happen in her life?</p> <p>I think you have to be brave to be able to share your stories with so many strangers.</p>	<p>Where does Ami get her ideas for her songs?</p> <p><i>She writes about things that happen to people and life around her.</i></p>

WEEK 5: TUESDAY / DAY 2: SPEAKING (30 minutes)
DISCUSS...
<ol style="list-style-type: none"> In groups or pairs, guide learners to discuss the listening text: Award winner Each learner must get a chance to complete these sentences with their own ideas about the listening text. Write the following discussion frame on the board: <ul style="list-style-type: none"> Award winner a This text was about... b In this text I learnt that... c I think this text is...because... d I think this text was written to help me think about ... Towards the end of the lesson, ask one group to share their answers with the class.

WEEK 5: TUESDAY / DAY 2: PRE-READING (30 minutes)	
TITLE	Looking at poetry
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections
PRE-READING ACTIVITY	
SCANNING THE TEXT	<ol style="list-style-type: none"> Read and explain the meaning of the title: Looking at poetry This text seems to be about learning more about poetry. I think we will learn about different types of poems. I wonder if we will read any poems? Maybe we will read South African poetry. I wonder if we will learn about old poems or new poems? Ask learners to scan the text and look for words they do not know. Ask for a few words and explain these to the class.

ASK PREDICTIVE QUESTIONS	<p>1 Ask learners predictive questions:</p> <ul style="list-style-type: none"> • What do you think this text will be about? • Why do you think that? • What does the picture help you understand? • What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?
HOMEWORK	
<p>1 Learners must add any new words and explanations to their personal dictionaries.</p> <p>2 Learners must read the text on their own if possible.</p>	

WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)	
<ul style="list-style-type: none"> • Teach learners new vocabulary using PATS (and add to personal dictionaries) • Do Word Level Work if appropriate. 	
LSC: DEVELOP THEME VOCABULARY	
orally	Tell learners that orally means when something is spoken rather than written down.
	Say: My grandmother always tells her stories orally. She makes us sit around her and then she tells them to us. She never reads them out of a book – I wonder how she remembers them!
genre	Tell learners that genres are different kinds or categories of things.
	Say: You can get many genres or kinds of books: horror, comedy, drama or romance.
chants	Act out doing a chant – teach the learners a simple chant. You speak the chant, and they copy after you. You could say, “We love learning yes we do! We love learning how ‘bout you?” and they repeat each line after you.
	Tell learners that a chant is a song that is sung using one note only, or in a simple rhythm.
prehistorical	Tell learners that prehistorical describes a time before history was written down by humans.
	Say: These dinosaur bones are prehistorical.
slam poetry	Point to a picture of a slam poet holding a microphone in front of a crowd. You could find this picture on Google.
	Tell learners that slam poetry is a kind of poetry. Slam poetry is written, and performed in front of a crowd and often the crowd gets involved in the performance. Slam poetry often forms part of a ‘poetry battle’, where poets compete against each other.
rhyme	Act out being a rapper, and making rhymes – pretend to hold a microphone, do a short dance move and rap: ‘I’m a poet, and I really, really know it!’
	Tell learners that when words rhyme, the words end with the same sound as each other. For example: cat and mat; shoe and flu.
syllable	Act out syllables by clapping while speaking the syllables of different words. For example, clap while saying the different syllables of the word ‘banana’ (ba-na-na). Do this with a few words.
	Tell learners that syllables are the different parts of the word made up by a single vowel sound and the consonants that surround each vowel. For example: Ba-na-na.

interpreted	Tell learners that when you interpret something, you decide what the meaning of the thing is.
	Say: My mom has interpreted my behaviour ever since I was a baby. She knows the meaning of everything I do!
HOMEWORK	
Learners must add any new words and explanations to their personal dictionaries.	

WEEK 5: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Looking at poetry
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make connections

FIRST READ

- Read the following information text: **Looking at poetry.**
- Read the **text** in Column 1 with expression and explain where necessary.
- Then read the **‘think aloud’** in Column 2 as indicated, to show how we think and make meaning and make connections when we read.

Text: Read	First Read: Think Aloud
<p>Looking at poetry People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. There are countless forms of these. One such genre is poetry.</p>	<p>I think that there are lots of different ways that people express themselves. Poetry is one of these ways.</p>
<p>The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry. Poetry was often recited at theatrical ceremonies. These poetic performances could be for different functions, including political, educational, spiritual and entertainment. Often drums were used to accompany the poets.</p>	<p>I can make a connection to the praise poets we see at some political functions. They use drama and music to express themselves. I see that this is an ancient tradition that has been passed down.</p>
<p>Today’s poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.</p>	<p>I wonder if today’s slam poets know they are following in an ancient tradition of performing poetry?</p>

Text: Read	First Read: Think Aloud
<p>Poems are not written in paragraphs – they are written in stanzas. And when we discuss poems, we talk about lines of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning. This genre is the poet’s way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.</p>	<p>I can see that when we talk about poetry, we use the language of poetry. I wonder if poets take a lot of time to arrange their words to best match their meaning.</p>
<p>1 Free verse: the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.</p> <p>Example of free verse:</p> <p>Winter where I live Where I live, we don’t get snow Or ice Or snowmen Or go sledding in Winter.</p> <p>Where I live, we get blue skies and tired sunshine We get soccer and strepsils hot chocolate in the evening We get exams in June.</p> <p>My winter is: Beanies and scarves Snuggling under my blanket watching <i>Uzalo</i> Seeing my breath in the morning chill.</p>	<p>I think the speaker in this poem is South African. These things sound like a South African winter to me!</p>
<p>2 Rhyming couplet: the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.</p> <p>Example of a rhyming couplet:</p> <p>Growing up I’m not a baby, don’t tell me what to do, I’m tired of being told things when I know what is true.</p> <p>I’m nearly thirteen, that seems very old, Do I have to know everything and always be bold?</p> <p>Maybe it’s okay to be young for a longer while... I think I’ll stay a kid ‘til I find my own style!</p>	<p>Oh, so this type of poem has to follow rules. I wonder if it’s hard to find rhyming words when you’re writing these couplets?</p>

Text: Read	First Read: Think Aloud
<p>3 Haiku: This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. Traditionally, Haikus were about nature. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.</p> <p>Example of a haiku:</p> <p>Exams, the answer My mind has gone blank! I learnt all this yesterday... And then – it comes back!</p>	<p>Wow, these rules are strict! I think you really have to plan a haiku very carefully, because you don't have a lot of space or syllables to express yourself.</p>
<p>Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so you the reader can bring your own ideas. And you can also write your own poetry - there is no 'wrong' way to do this!</p>	<p>I can make a connection, when I listen to songs I always have my own ideas about what the song is about. I think it is the same when reading poems.</p>

QUESTIONS	
<ul style="list-style-type: none"> • After reading the text, ask learners the following questions. • Call on several learners to share their responses (especially in the critical thinking questions, so a variety of ideas can be shared). 	
Recall questions	Responses
<p>What musical instrument did early African poets use in their performances?</p>	<p>Drums</p>
<p>What do we call a 'paragraph' in poetry?</p>	<p>A stanza</p>
<p>What do you call a poem that has no set structure?</p>	<p>Free verse</p>
Critical thinking	Possible responses
<p>What do you think is the most important reason for ancient poetry: explaining history, telling family stories or reminding the community of the customs and laws of society? Why?</p>	<p>Own answer with reason</p>
<p>Why do you think some poets prefer free verse and some prefer a structured form?</p>	<p>Own response</p>

INTRODUCE THE LSC IN CONTEXT

- Explain to learners that in this cycle, they will revise: **simple past and simple present tense**
- Explain this as follows:

Simple tenses

- **The simple present tense** tells us something that is happening right now. It can also be used for a statement that is true (a universal statement). It is used when presenting research on a topic.
- **The simple past tense** tells us when something has already happened. (Many past tense verbs are formed by adding -ed, but there are many exceptions. Some even stay the same in present and past tense! There are no rules to help learn these.)

Point out the following examples in the text:

1 'There are countless forms of these. One such genre is poetry.'

The simple present is used to present a true statement.

2 'The first poetry came before any writing.'

The simple past tense shows that these things happened in the past.

WEEK 5: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

TEACH AND PRACTICE THE USE OF THE LSC

- 1 Remind learners of the LSC that you introduced on Wednesday: simple past and simple present tenses.
- 2 Show the learners the LSC again in context. Here are some more examples:
 - a **'And when we discuss poems, we talk about lines of poetry, rather than sentences.'**
Simple present – stating a universal truth or fact.
 - b **'Early poetry was in the forms of chants and songs.'**
Simple past – stating that this is in the past.
- 3 Tell learners to copy the following **LSC note** in their books:

Simple tenses

- **The simple present tense** tells us something that is happening right now.
It can also be used for a statement that is true (a universal statement). It is used when presenting research on a topic.
- **The simple past tense** tells us when something has already happened.

- 1 Next tell learners to change the following into the **present tense**: (Note some sentences have more than one verb)
 - a Poets always chanted or sang their poems. (*Poets always chant or sing their poems.*)
 - b I wrote many poems when I was in love! (*I write many poems when I am in love!*)
 - c It was taking her a long time to get the right number of syllables. (*It takes her a long time to get the right number of syllables.*)
 - d He loved poetry, so he bought two poetry books. (*He loves poetry, so he buys two poetry books.*)
- 2 Change the following sentences into the **past tense**:
 - a They keep all their children's writing. (*They kept all their children's writing.*)
 - b I think all poems had to rhyme. But I am wrong! (*I thought all poems have to rhyme. But I was wrong!*)
 - c The slam poets speak and express their opinions with no fear. (*The slam poets spoke and expressed their opinions with no fear.*)
 - d I am reading so much poetry, and I am learning a lot about the genre. (*I read so much poetry and I learnt a lot about the genre.*)
- 3 Tell learners to write 2 sentences of their own: one using simple present and one using the simple past.
- 4 Correct this activity with the learners.

WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)	
TITLE	Looking at poetry
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections
SECOND READ	
<ul style="list-style-type: none"> • Read the information text: Looking at poetry the second time. • Read the text in Column 1 with expression. • Then read the 'think aloud' in Column 2 as indicated, to show how we think and make meaning and make connections when we read. 	
Text: Read	Second Read: Think Aloud
<p>Looking at poetry People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. There are countless forms of these. One such genre is poetry.</p>	<p>I can make a connection to other genres. They all started with stories being told orally, by word of mouth.</p>
<p>The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry. Poetry was often recited at theatrical ceremonies. These poetic performances could be for different functions, including political, educational, spiritual and entertainment. Often drums were used to accompany the poets.</p>	<p>I can make an evaluation that early societies used poetry for many practical reasons.</p>
<p>Today's poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.</p>	
<p>Poems are not written in paragraphs – they are written in stanzas. And when we discuss poems, we talk about lines of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning. This genre is the poet's way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.</p>	<p>Oh, I see how poets use structure to get their feelings and meanings across to their readers. I think using the sounds of words to make meaning is very interesting. I can make a connection to music. Sad songs have different rhythms and instruments to dance music and happy songs.</p>

Text: Read	Second Read: Think Aloud
<p>1 Free verse: the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.</p> <p>Example of free verse:</p> <p>Winter where I live Where I live, we don't get snow Or ice Or snowmen Or go sledding in Winter.</p> <p>Where I live, we get blue skies and tired sunshine We get soccer and strepsils hot chocolate in the evening We get exams in June.</p> <p>My winter is: Beanies and scarves Snuggling under my blanket watching <i>Uzalo</i> Seeing my breath in the morning chill.</p>	<p>Oh, I see how this poet has 'broken the rules'. She hasn't used correct sentences or punctuation. I see how this has helped 'create pictures using words'.</p>
<p>2 Rhyming couplet: the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.</p> <p>Example of a rhyming couplet:</p> <p>Growing up I'm not a baby, don't tell me what to do, I'm tired of being told things when I know what is true.</p> <p>I'm nearly thirteen, that seems very old, Do I have to know everything and always be bold?</p> <p>Maybe it's okay to be young for a longer while... I think I'll stay a kid 'til I find my own style!</p>	<p>I can connect to the speaker in the poem. I also sometimes feel grown up, but at the same time, sometimes still too young to know what to do.</p>

Text: Read	Second Read: Think Aloud
<p>3 Haiku: This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. Traditionally, Haikus were about nature. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.</p> <p>Example of a haiku:</p> <p>Exams, the answer My mind has gone blank! I learnt all this yesterday... And then – it comes back!</p>	<p>Wow, I can make a connection. This poet has captured a moment that I have also experienced – sitting in a test and forgetting the answer!</p>
<p>Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so you the reader can bring your own ideas. And you can also write your own poetry - there is no 'wrong' way to do this!</p>	<p>I think I have changed my idea about poetry. I used to think it was boring and for old people, but I can see that everyone can enjoy it.</p>
Questions	
<ul style="list-style-type: none"> • After reading the text, ask learners the following questions. • Call on several learners to share their responses (especially in the critical thinking questions, so a variety of ideas can be shared). 	
Recall questions	Responses
Why do people write poems?	To express emotions, to capture a moment in time, to tell stories
What ideas and content do slam poets often write and perform about?	Often political ideas
What is structure of a haiku?	3 lines: first line – 5 syllables, second line – 7 syllables third line – 5 syllables
Critical thinking	Possible responses
Which form of poetry – free verse, rhyming couplets or haiku – do you think is best? Why?	Own responses with reason
Why do you think the genre of poetry is still popular all these centuries later?	Own response
What would you like to write a poem about?	Own response
LEARNERS FORMULATE QUESTIONS	
<ul style="list-style-type: none"> • Ask learners to generate their own questions related to the text. • Learners must ask their partner their question and try answer each other's questions. • Call on a few learners to share their questions with the class. 	
HOMEWORK	
Learners must add any new words and explanations to their personal dictionaries.	

WEEK 5: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)**ORIENTATION TO INDIVIDUAL WORK**

- 1** Read the text, **Looking at poetry** again independently.
- 2** Answer the following questions in full sentences:
 - a** What musical instrument did early African poets use in their performances? (*drums*)
 - b** What do we call a 'paragraph' in poetry? (*a stanza*)
 - c** What do you call a poem that has no set structure? (*Free verse*)
 - d** What do you think is the most important reason for ancient poetry: explaining history, telling family stories or reminding the community of the customs and laws of society? Why? (*Learners' own answer with reason*)
 - e** Why do you think some poets prefer free verse and some prefer a structured form? (*learners' own response*)
 - f** Why do people write poems? (*to express emotions, to capture a moment in time, to tell stories*)
 - g** What ideas and content do slam poets often write and perform about? (*often political ideas*)
 - h** What is structure of a haiku? (*3 lines: first line – 5 syllables, second line – 7 syllables, third line – 5 syllables*)
 - i** Which form of poetry – free verse, rhyming couplets or haiku – do you think is best? Why? (*learners' own responses with reason*)
 - j** Why do you think the genre of poetry is still popular all these centuries later? (*own response*)

WORKING WITH INDIVIDUAL LEARNERS

- 1** Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
- 2** Use this time to listen learners read aloud.
- 3** Identify who the struggling learners are and work with them more to build their decoding skills.

Term 3: Week 6 Lesson Plans (example)**OVERVIEW**

THEME	Looking at poetry
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Report Poem
WRITING TOPIC	Write a report on the literary genre of poetry Write a creative response: a poem
ORAL PRESENTATION	Preparation For FAT 7

WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

- 1** Remind the learners that this cycle, we have been working on **making connections**.
 - Explain that sometimes when we make connections:
 - we think about how something from the text is like something from our own lives
 - we think about how something from the text reminds us of things we know about the world
 - we make connections between different texts we have read
 - Making connections is a key thinking and comprehension skill.
- 2** Model making a connection.
 - a** *'In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry.'*

I can make a connection from this text to things I've seen in the world. I have seen praise poets at political, cultural and religious events. It seems today's praise poets are continuing a long tradition from generations ago. They also use lots of expression and drama when reciting and performing their poems.

WORK WITH LEARNERS: (We do...)

- 1** Explain that now we will make a connection together.
- 2** Read out loud while learners follow along:

*'...Where I live, we get blue skies and tired sunshine
We get soccer and strepsils
hot chocolate in the evening
We get exams in June.*

*My winter is:
Beanies and scarves
Snuggling under my blanket watching Uzalo
Seeing my breath in the morning chill.'*
- 3** Ask learners: what things does the speaker experience during winter?
- 4** Listen to learners' ideas, like:
 - a** soccer and sore throats
 - b** exams
 - c** sunny, but not always hot days
 - d** watching TV under a blanket
- 5** Ask learners: Can you make a connection? Is this what you experience in your winters?
- 6** Listen to learners' ideas:
 - a** I can also connect because I also write tests/exams in June.
 - b** Where I live the sun also shines in winter, but not as hot as summertime.
 - c** My brother and I sometimes also get sore throats in winter and my mom puts Vicks on us and makes us eat oranges and take vitamins.
 - d** At my house, we each bring our own blanket to the TV. Sometimes we fight over what we're going to watch.

WEEK 6: MONDAY / DAY 1: POST-READING (30 minutes)	
TITLE	Looking at poetry
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making connections
POST-READ: SUMMARY	
<p>1 Use this summary frame to help learners complete a summary of the text: Looking at poetry</p> <p>2 Use the following summary frame: (Write the frame on the board.)</p> <p><i>This text is about...</i></p> <p><i>I think the author wrote the text so that...</i></p> <p><i>In the text I learnt...</i></p> <p><i>In this text, I can make a connection...</i></p> <p><i>I liked...because...</i></p> <p><i>Overall, I think the text is...</i></p>	

WEEK 6: TUESDAY / DAY 2: WRITING - TEACH THE GENRE (30 minutes)			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Report	To inform, educate and enlighten the reader on a topic, situation or event	<ul style="list-style-type: none"> Give a succinct title and add clear sub-titles. Start with an introduction (background, purpose and scope) Follow with the body (information / facts) End with a conclusion (evaluations, reason, example) 	<ul style="list-style-type: none"> Write in paragraphs with sub-headings Use clear and concise language Use simple present tense Use factual descriptions Use technical words
INTRODUCE THE GENRE			
<p>1 Explain that this cycle, learners will do their own research and then write a report.</p> <p>2 Explain that research means to find out more about a topic. Sometimes we do this by reading about it, or speaking to people, or by watching videos on the topic.</p> <p>3 Tell learners that once they have done their research, they will write the information that they find in the form of a report.</p> <p>4 A report is very carefully structured into headings and sections.</p> <p>5 When we write a report, we use the simple present tense. Our report presents findings that continue to be true or are unlikely to change. We call these universal truths.</p> <p>6 Give learners some idea of what they are going to do, by writing the sample text on the board, and showing it to them.</p>			

READ THE SAMPLE TEXT

Where do Grade 7s get their information from?

1 Introduction

This report is to understand where Grade 7s get their information about important issues in their communities, news, politics and the world around them from.

The report was researched by:

- Reading an article
- Giving 20 Grade 7s a questionnaire to complete
- Reading their answers in the questionnaires
- Putting together all the information from the questionnaires.

2 Findings

The questionnaires indicated the following information:

- 43% of Grade 7s get their information from their parents and teachers
- 27% of Grade 7s get their information from their friends
- 11% of Grade 7s get their information from social media
- 12% of Grade 7s get their information from Church
- 7% of Grade 7s get their information from newspapers

The article

The article said that most 13 year-olds got their information from their parents and friends. But it also said that those who had access to social media were very influenced by Facebook, YouTube and TikTok.

3 Conclusion

I make the evaluation that Grade 7 learners are very influenced by their parents. Friends also play an important role. In the Grade 7s questioned in this survey social media were not a major influence, but in other communities this might differ.

DISCUSS

- 1** What is the title?
- 2** What is the first heading?
- 3** What information is given under the first heading?
- 4** What is the second heading?
- 5** There are two sub-headings. What are they?
- 6** What information is given here?
- 7** What is the third heading?
- 8** What information is given here?
- 9** Do you think the report does its job, and tells the reader where Grade 7s get their information from?
- 10** Does the report give an evaluation about the findings on the influences on Grade 7s?
- 11** What evaluation is made?

WEEK 6: TUESDAY / DAY 2: WRITING - PLANNING (30 minutes)	
TOPIC	Write a report on the literary genre of poetry Write a Creative Response: Poem
GENRE	Report Poem
PLANNING STRATEGY	Answering questions
MODELLING: (I do...)	
<ol style="list-style-type: none"> 1 Introduce the writing topic. You are going to write a report on the literary genre of poetry. 2 Show learners that you think before you write. 3 Orally share some ideas: <i>I will write a report to share what I find out about poetry. I will write about the purpose of poetry and why people write poems. I will write about some of the specific words and language we use when we discuss poetry. I will write about the main features of one type of poem. I will make an evaluation about this type of poem, and I will write an example poem.</i> 4 Have the planning frame written on one side of the chalkboard. 5 Explain that we will do two planning activities. <ol style="list-style-type: none"> a For the report, we will plan by answering questions. b For the poem, we will also plan by answering questions. 6 Show learners how you plan by answering the questions for the report, and for their poem. 7 Do this on the other side of the chalkboard. 	
Planning Part 1: Report	Planning Part 1: Report
<ol style="list-style-type: none"> 1 What is the purpose of this report? 2 How will you research the topic? 3 When did people first start creating poetry? 4 What are some reasons why ancient people created poems? What are some reasons people today write poems? 5 Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry? 6 Why don't poets have to follow grammar rules? 7 Name three kinds of poetry. 8 Choose one type of poetry and explain more about it. 9 Make an evaluation about this type of poetry. Do you like it or not? Why? 	<ol style="list-style-type: none"> 1 The purpose of this report is to find out more about poetry. 2 I will research the topic by reading information texts about poetry and reading poems. 3 People first started creating poetry... 4 Ancient people wrote poems to.... Today people write poems to... 5 In the language of poetry we talk about ... and 6 Poets don't have to follow grammar rules because, ... 7 ..., ... and... are three kinds of poetry. 8 The type of poetry that I will explain is: The main features of this type of poem are: 9 My evaluation of this type of poetry is.... I like/ do not like it because...
Planning Part 2: Poem	Planning Part 2: Poem
<ol style="list-style-type: none"> 1 What is the topic of your poem? 2 What will you write about – tell the story/ content of your poem. 3 Which words / vocabulary will you use? 4 How do you feel about this topic? 5 What type of poem will you write? 	<ol style="list-style-type: none"> 1 The things I love 2 I will write about different people, places, food and activities that I love 3 special friends, beautiful open places, delicious chocolate, dancing to music 4 Makes me happy and relaxed 5 Rhyming couplet

LEARNERS PLAN: (You do...)	
Report	
<ol style="list-style-type: none"> 1 Remind learners that they can use the information in this week's Reading Text, Looking at poetry, and all the poems they have read to help them with their research and to help them write their reports. 2 Next, tell learners to turn and talk to with a partner about all the things they know about poems. 3 Show learners the planning frame on the chalkboard and tell them to use this frame to plan their report. 4 Hand out exercise books. 5 Tell learners to make their plans in their exercise books. 6 As learners work, walk around the room and help and guide learners where needed. 	
Poem	
<ol style="list-style-type: none"> 1 Tell learners that they are also going to do a Creative Response. They are going to write their own poem. 2 Show learners the planning frame on the chalkboard and tell them to use this frame to plan their poem. 3 Tell learners to make their plans in their exercise books. 	

WEEK 6: WEDNESDAY / DAY 3: WRITING - DRAFTING (60 minutes)	
TOPIC	Write a report on the literary genre of poetry Write a poem
Before class begins, rewrite the questions and responses on the board.	
Planning Part 1: Report	Planning Part 1: Report
<ol style="list-style-type: none"> 1 What is the purpose of this report? 2 How will you research the topic? 3 When did people first start creating poetry? 4 What are some reasons why ancient people created poems? What are some reasons people today write poems? 5 Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry? 6 Why don't poets have to follow grammar rules? 7 Name three kinds of poetry. 8 Choose one type of poetry and explain more about it. 9 Make an evaluation about this type of poetry. Do you like it or not? Why? 	<ol style="list-style-type: none"> 1 The purpose of this report is to find out more about poetry. 2 I will research the topic by reading information texts about poetry and reading poems. 3 People first started creating poetry... 4 Ancient people wrote poems to.... Today people write poems to... 5 In the language of poetry we talk about ... and 6 Poets don't have to follow grammar rules because, ... 7 ..., ... and... are three kinds of poetry. 8 The type of poetry that I will explain is: The main features of this type of poem are: 9 My evaluation of this type of poetry is.... I like/ do not like it because...
Planning Part 2: Poem	Planning Part 2: Poem
<ol style="list-style-type: none"> 1 What is the topic of your poem? 2 What will you write about – tell the story/ content of your poem. 3 Which words / vocabulary will you use? 4 How do you feel about this topic? 5 What type of poem will you write? 	<ol style="list-style-type: none"> 1 The things I love 2 I will write about different people, places, food and activities that I love 3 special friends, beautiful open places, delicious chocolate, dancing to music 4 Makes me happy and relaxed 5 Rhyming couplet

EXPLAIN THE DRAFTING FRAME

- 1 Explain that learners that for their **report**, they must turn each point in their plan into a sentence and that they need to structure their information correctly.
- 2 For their report, learners must remember to write in the simple present tense as the information they are presenting is always true.
- 3 Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.
- 4 Write the following frame on the chalkboard, and explain it to learners:

Title: A report on the literature genre of poetry

Introduction

Points 1 and 2

1 The purpose of this report is to...

2 The research was done by...

Findings

Points 3 and 4

1 The purpose of poetry

The purpose of poetry:

- In ancient times...
- Today...

Points 5 and 6

2 The language and rules of poetry

- When we discuss poetry, we talk about...
- When poets write they...

Points 7 and 8

3 Types of poetry

- There are different types of poetry.
- The type of poetry that I will explain is...
- The main features of this type are:
 - Xx
 - Xx

Conclusion

Point 9

My evaluation on this type of poetry is that...

I like / do not like it because...

Creative Response: Here is an example of this type of poem:

(Write your own poem and insert it here)

DRAFTING

- 1 Hand out learners' exercise books.

Report

- 1 Remind learners that they will write a report using the frame.
- 2 Remind learners to write in the simple present tense.
- 3 Instruct learners to write the date and heading: **Report: Draft**
- 4 Instruct learners to find their plan from Tuesday and think about their ideas.
- 5 Instruct learners to complete the writing frame using their plans.
- 6 Remind learners of the strategies they can use to help them.
- 7 Remind learners that they can use the information text, *Looking at poetry* and examples of poems to help them.

Poem

- 1 Remind learners that they will also write a poem.
- 2 Instruct learners to write the date and heading: Poem: **Draft**
- 3 Instruct learners to find their plan from Tuesday and think about their ideas.
- 4 Instruct learners to complete the draft using their plans.
- 5 As learners write, walk around the classroom and give help where needed.

HOMEWORK

If learners have not fully completed their draft, they must do so for homework.

WEEK 6: THURSDAY / DAY 4: WRITING - EDITING (30 minutes)**EDITING CHECKLIST**

*(Write this on the board
before class begins)*

Report

- 1 Did I use the proper format for my report? Have I structured the information under the correct headings?
- 2 Did I spell all words correctly?
- 3 Have I used the correct tense?
- 4 Does every sentence start with a capital letter?
- 5 Does every sentence end with a full stop?
- 6 Did I use some technical terms?
- 7 Did I make an evaluation at the end?
- 8 Does my report make sense?

Poem

- 1 Is my poem a free verse, rhyming couplet or haiku?
- 2 Did I follow the rules for my poem?
- 3 Is the spelling correct?

Examples of the report and the poem:**A report on the literature genre of poetry****Introduction**

- 1 The purpose of this report is to...
- 2 The research was done by...

Findings

- 1 The purpose of poetry
The purpose of poetry:
 - In ancient times...
 - Today...
- 2 The language and rules of poetry
When we discuss poetry, we talk about...
When poets write they...
- 3 Types of poetry
 - There are different types of poetry.
 - The type of poetry that I will explain is...
 - The main features of this type are:
 - Xx
 - Xx

	<p>Conclusion My evaluation on this type of poetry is that... I like / do not like it because...</p> <p>My poem: Things that make me happy There are so many beautiful things all around me That bring me joy and make me happy I've got lots of friends who make me smile They make sure I'm always in style We dance, we sing, we pretend we are stars And someone makes sure there's always a chocolate bar!</p>
--	---

WEEK 6: THURSDAY / DAY 4: WRITING - PUBLISHING AND PRESENTING (30 minutes)	
PUBLISHING	
Learners must remember to:	
<ol style="list-style-type: none"> 1 Give their report and their poem their own title. 2 Rewrite a neat copy of their report and poem, correcting any mistakes. If they have time - illustrate their poem by drawing a picture. 	
PRESENTING	
<ol style="list-style-type: none"> 1 The learners will share their report findings and their poems in their Oral Presentations (Task 7) over terms 3 and 4. 2 Collect learners' exercise books to mark the writing tasks (Task 6). See the guidelines and rubrics for the Report and the Creative Response in the Management Document. 3 When you are giving feedback on a learner's piece of writing: <ul style="list-style-type: none"> • Try to do it in good time so the feedback is relevant to the learner. • Always link your feedback to the writing requirements and the editing checklist. • Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing. 	

WEEK 6: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)	
EXPLAIN THE ORAL PRESENTATION (Task 7 – 20 marks)	
15 minutes	<ol style="list-style-type: none"> 1 For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project). 2 The learners need to use the reports they wrote and present their findings to the class. 3 They will also read their poems to the class. 4 For their orals, learners must structure their presentations as follows: (Write the following structure on the board.) <ol style="list-style-type: none"> a Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this? b Body – part one: Share the main findings of your research and any things you found interesting. c Body – part two: Read your own poem (with expression!) d Conclusion: Share the evaluation you made about poetry, as well as your evaluation of this experience.

	<p>5 Learners also need to be aware of their non-verbal presentation skills:</p> <ul style="list-style-type: none"> a Your voice projection should allow everyone in the class to hear what you are saying. b Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing. c You should maintain eye contact with your audience. d Your posture should be formal and upright. e You can use gestures if they add to the content of your speech. These might be especially effective when reading your Creative Response Introduction. <p>6 As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section:</p> <ul style="list-style-type: none"> • Participate in discussions • Give constructive feedback • Maintain a discussion • Show sensitivity to the rights and feelings of others
PREPARE YOUR ORAL	
15 minutes	<p>1 Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</p> <p>2 Ensure learners know that this is an Assessment Task for 20 marks.</p> <p>3 Ensure that learners know the structure of their presentations.</p> <p>4 Here are some sentence starters they can use: (Write these on the board.)</p> <p>Introduction: Today I will talk about... The research I did was on... My speech today concerns...</p> <p>Body: When I first heard about this project I felt / thought... I chose to focus on the ...form because... Something interesting I learnt doing this research is... I will now read my poem, entitled... I hope you will enjoy my poem. It's called...</p> <p>Conclusion: In conclusion... To sum up... Now that I've done this project, I can say that... After doing this project, I feel...</p> <p>5 Give learners time to plan their presentations and think about how they will read their poem in an effective way.</p>

ORAL PRESENTATIONS:	
25 minutes	<ol style="list-style-type: none"> 1 Remind the class that while learners are delivering their speeches: <ul style="list-style-type: none"> • Listen respectfully when someone is presenting. • Do not interrupt when someone is presenting. • Applaud when the speaker is finished. • Be open-minded and tolerant of ideas that are different to your own. • Give feedback that is thoughtful and positive. 2 Write on the board: <ul style="list-style-type: none"> • What did you like about the poem? • Why? 3 While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker. 4 Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes. 5 You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented.
FEEDBACK	
5 minutes	<ol style="list-style-type: none"> 1 After the oral presentations for the lesson have been presented, call on several learners to give feedback on the poems they enjoyed, and why they liked them.

Grade 7 READING TEXT: Looking at poetry

People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. There are countless forms of these. One such genre is poetry.

The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry. Poetry was often recited at theatrical ceremonies. These poetic performances could be for different functions, including political, educational, spiritual and entertainment. Often drums were used to accompany the poets.

Today's poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.

Poems are not written in paragraphs – they are written in **stanzas**. And when we discuss poems, we talk about **lines** of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning. This genre is the poet's way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.

Here are explanations of three different types of poems:

- 1 Free verse:** the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.

Example of free verse:

Winter where I live

Where I live, we don't get snow
Or ice
Or snowmen
Or go sledding
in Winter.

Where I live, we get blue skies and tired sunshine
We get soccer and strepsils
hot chocolate in the evening
We get exams in June.

My winter is:

Beanies and scarves
Snuggling under my blanket watching *Uzalo*
Seeing my breath in the morning chill.

2 Rhyming couplet: the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.

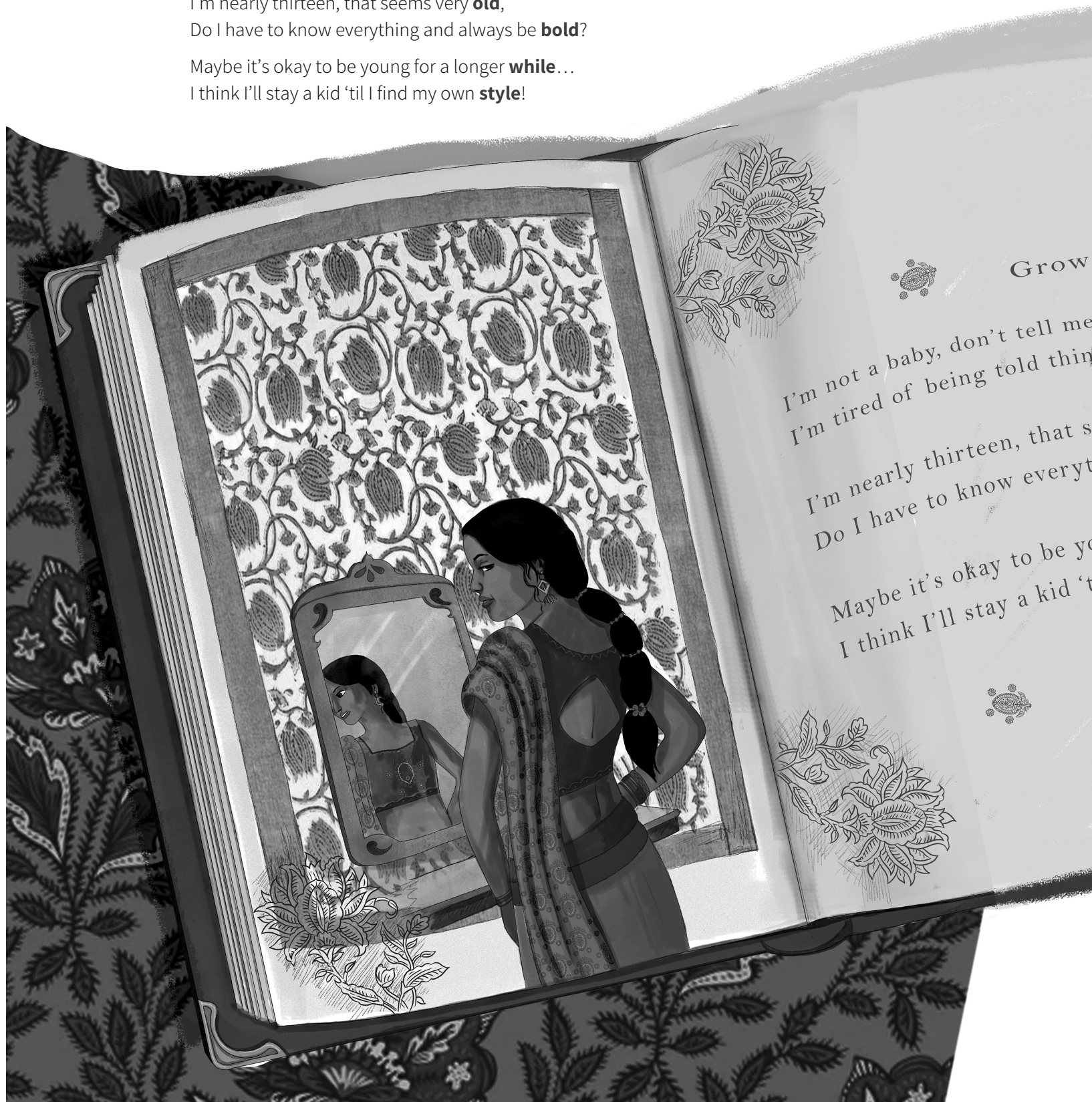
Example of a rhyming couplet:

Growing up

I'm not a baby, don't tell me what to **do**,
I'm tired of being told things when I know what is **true**.

I'm nearly thirteen, that seems very **old**,
Do I have to know everything and always be **bold**?

Maybe it's okay to be young for a longer **while**...
I think I'll stay a kid 'til I find my own **style**!



- 3 Haiku:** This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. Traditionally, Haikus were about nature. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.

Example of a haiku:

Exams, the answer

My mind has gone blank!
I learnt all this yesterday...
And then – it comes back!

Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so you the reader can bring your own ideas. And you can also write your own poetry - there is no 'wrong' way to do this!

