

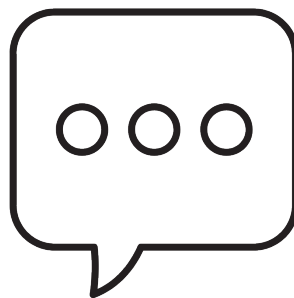


**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# **Planner & Tracker for Recovery ATP**

## **First Additional Language: English**



### **Grade 9 Term 3**



# Contents

<b>Introduction</b>	<b>1</b>
<b>Recovery ATP Requirements</b>	<b>2</b>
<b>Recovery Teaching and Learning</b>	<b>5</b>
Creating a Routine for Language Learning	5
Example 2 Week Cycle Routine and Lesson Activities for SP EFAL	7
<b>Planner &amp; Tracker: Cycle 1</b>	<b>9</b>
Textbook References	9
Plan Your Lessons for Term 3 Cycle 1	11
<b>Planner &amp; Tracker: Cycle 2</b>	<b>12</b>
Textbook References	12
Plan Your Lessons for Term 3 Cycle 2	16
<b>Planner &amp; Tracker: Cycle 3</b>	<b>17</b>
Textbook References	17
Plan Your Lessons for Term 3 Cycle 3	20
<b>Planner &amp; Tracker: Cycle 4</b>	<b>21</b>
Textbook References	21
Plan Your Lessons for Term 3 Cycle 4	25
<b>Planner &amp; Tracker: Cycle 5</b>	<b>26</b>
Textbook References	26
Plan Your Lessons for Term 3 Cycle 5	29
<b>Programme of Assessment</b>	<b>30</b>
FAT 6 Stage 1 (example)	30
FAT 6 Stage 1 Rubric (example)	31
FAT 6 Stage 2 (example)	31
FAT 6 Stage 2 Report Rubric (example)	32
FAT 6 Stage 2 Introduction to a Short Story Rubric (example)	33
FAT 7 Stage 3 (example)	34
FAT 7 Stage 3 Rubric (example)	35
FAT 8 (example)	36
FAT 8 Memorandum (example)	41
<b>Example Theme (includes teaching for FAT 6 and FAT 7)</b>	<b>44</b>
Shared Reading Text: Short Stories: a brief escape	69
Independent Reading Text: With friends like these, who needs enemies?	71



# 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: LISTENING & SPEAKING

### 1 Engage with different kinds of texts (information, literary, etc.) as follows:

- a** Listen to the text for understanding
- b** Discuss the structure, development of ideas, and language conventions
- c** Ask and answer questions
- d** Share ideas

### 2 Understand and use conventions for oral presentations, including:

- a** Body language
- b** Language use
- c** Register
- d** Tone
- e** Voice projection
- f** Fluency
- g** Pronunciation

### 3 Understand and use appropriate structures for oral presentations, for example:

- a** Introduction, body, conclusion
- b** Storytelling – the conventions of a story

### 4 Understand and use reading conventions for Unprepared and Prepared Reading, including:

- a** Use of voice
- b** Tone
- c** Pace
- d** Adherence to punctuation
- e** Body language
- f** Contact with audience

## SUMMARY: 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:
  - Plot and conflict
  - Turning point
  - Background / milieu
  - The role of the narrator
  - Theme
  - Conclusion / ending

## SUMMARY: READING & VIEWING

### 3 Reading of Poetry

- a** Understand the key features of a poem
- b** Understand internal structures, 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)

## SUMMARY: WRITING & PRESENTING

### 1 Understand and use Process Writing, including:

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

### 2 Learn about and write Transactional Texts, for example: dialogue, brochure, blog, poster, advertisement, review

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

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

### SUMMARY: WRITING & PRESENTING

- 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

### SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

#### 1 Word Level Work

- a** Concrete and abstract nouns
- b** Conjunctions and transitions
- c** Adjectives
- d** Verbs
- e** Pronouns – interrogative, demonstrative, indefinite
- f** Proper nouns
- g** Gerunds
- h** Complex nouns

#### 2 Sentence Level Work

- a** Tense
- b** Sentence types
- c** Paragraph types: descriptive, choice, classification
- d** Voice
- e** Clauses and phrases
- f** Procedural, spatial order, order of importance, concluding paragraph

#### 3 Punctuation & Spelling

- a** Spelling patterns

#### 4 Word Meaning

- a** Paronyms
- b** Polysemes
- c** Homonyms
- d** Homophones
- e** Literal and figurative meaning
- f** Alliteration
- g** Assonance
- h** Consonance
- i** Personification
- j** Onomatopoeia
- k** Pun
- l** Synonym
- m** Antonym
- n** One word for a phrase

#### 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:

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 2–4. 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	<b>Oral:</b> introduce theme, activate background knowledge, teach theme vocabulary	30 min	30 min			
		L&S	<b>Listening:</b> learners listen to text/teacher input, answer questions	30 min		30 min		
	L&S	<b>Speaking:</b> learners discuss listening text/teacher input	30 min		30 min			
	R&V	<b>Shared Reading Pre-Read:</b> explain the text features, learners skim and scan text, make predictions	30 min			30 min		
	LSC	<b>Oral:</b> teach theme vocabulary, word level work	30 min	30 min				
2	3	R&V	<b>Shared Reading First Read:</b> read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 min			30 min	
		W&P	<b>Teach and practice LSC:</b> that will be used in writing task	30 min				30 min
	R&V	<b>Shared Reading Second Read:</b> re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 min			30 min		
	R&V	<b>Paired / Independent Reading:</b> explain text features, learners complete reading and comprehension activities	60 min			60 min		
	R&V	<b>Comprehension:</b> explicitly teach learners to use a comprehension strategy	30 min			30 min		
2	1	R&V	<b>Shared Reading Post-Read:</b> learners complete an activity related to text	30 min			30 min	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
	2	W&P	<b>Writing – Teach the Genre:</b> tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 min				30 min
		W&P	<b>Writing – Planning:</b> 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 min				30 min
	3	W&P	<b>Writing – Drafting:</b> 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 min				60 min
	4	W&P	<b>Writing – Editing:</b> 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 min				30 min
		W&P	<b>Writing: Publishing &amp; Presenting:</b> 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 min				30 min
5	L&S	<b>Oral Presentations:</b> 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 min		60 min			
				<b>10 hours</b>	<b>1 hour</b>	<b>2 hours</b>	<b>3 h 30 min</b>	<b>3 h 30 min</b>



# Planner & Tracker: Cycle 1

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S Listen to a negotiation scene between two people	CAPS SPECIFIED R&V Read a literary text, e.g.: Drama Comprehend a visual text, e.g.: Cartoon	CAPS SPECIFIED W&P Writes a transactional text, e.g.: Dialogue
<i>Interactive English S.M.I.L.E</i>	<b>Chapter 1: Extinction (pg. 175)</b> In this theme learners learn about extinction and the importance of using convincing language to get a message across. They also learn about negotiation and writing wills and testaments.	<b>Activity 1 (pg. 177)</b> – Role-play a negotiation between a lawyer and his client	<b>Activity 4 (pg. 183)</b> – Read a poem and explain how it is similar to a novel <b>Activity 5 (pg. 185–187)</b> – Read a visual text (poster) and answer questions	<b>Activity 8 (pg. 191)</b> – Write a last will and testament (191)
<i>English Today Maskew Miller Longman</i>	<b>Chapter 14: Creating Order (pg. 201)</b> In this theme learners should learn about how societies create and maintain order. They also learn about why order is important and how we order ourselves in everyday life.	<b>Activity 3 (pg. 206)</b> – Retell Roof's dilemma as a story (re-tell a negotiation scene as a story)	<b>Activity 1&amp;2 (pg. 202–205)</b> – Read an extract from a play and answer questions	<b>Activity 4 (pg. 207)</b> – Write a dialogue between a politician and a voter
<i>Oxford Successful Oxford University Press</i>	<b>Unit 10: The road ahead</b> In this theme learners learn about negotiation skills and how to use them to reach consensus. They also learn about legal documents (wills and testaments) and the language associated with them.	<b>Activity 1 (pg. 178)</b> – Listen to a negotiation scene about how the contents of a will are decided upon	<b>Activity 11 (pg. 189)</b> – Read cartoons for comprehension	<b>Activity 8 (pg. 185)</b> – Write a will and testament <b>Activity 7 (pg. 185)</b> – Write a poem
<i>Spot on Pearson Marang</i>	<b>Module 10: 'Til death do us part (pg. 85)</b> Learners learn about the negotiation and what constitutes a good negotiation. They also learn about wills and testaments.	<b>Activity 1.1 (pg. 86)</b> – Listen to a negotiation scene about organising a funeral	<b>Activity 5.1 (pg. 90)</b> – Reads a political cartoon for information (Activity 3.1 – read a humorous will)	<b>Activity 6.1 (pg. 91)</b> – Write a will and testament

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S Listen to a negotiation scene between two people	CAPS SPECIFIED R&V Read a literary text, e.g.: Drama Comprehend a visual text, e.g.: Cartoon	CAPS SPECIFIED W&P Writes a transactional text, e.g.: Dialogue
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 10: Making important decisions (pg. 135)</b>	<b>Activity 3 (pg. 135)</b> – Listen to a negotiation between two sisters on what they will each inherit from their uncle	<b>Activity 6 (pg. 138)</b> – Read and study a cartoon	<b>Activity 11 (pg. 142)</b> – Write a will
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 10: The circle of life (pg. 130)</b> In this unit you will see how the process of living and dying are like a circle that never ends. You will look at negotiation skills, as well as learning the importance of having a will. You will write a will and testament yourself.	<b>Activity A (pg. 130)</b> – Listen to a dialogue <b>Activity B (pg. 132)</b> – Talk about wills and testaments	<b>Activity C (pg. 132)</b> – Read a will and testament	<b>Activity F (pg. 138)</b> – Write your own will and testament
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 11: Getting what you want (pg. 126)</b> In this unit learners will learn about the process of negotiation and wills. They will focus on developing skills like listening carefully, controlling their emotions and explaining their point of view. They will also read and write a will and testament.	<b>Activity 1 (pg. 128)</b> – Listen to a dialogue and hold a discussion <b>Activity 2 (pg. 129)</b> – Listen to a will and discuss it	<b>Activity 4 (pg. 132)</b> – Read and view a will and testament	<b>Activity 5 (pg. 134)</b> – Write a will and testament
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	<b>Unit 11: I bequeath (pg. 136)</b> Learners explore the topic of negotiation and what happens after someone dies. This unit focuses on the features and outcomes of a negotiation are. Learners also look at what happens before and after someone dies, reads and writes a will and testament.	<b>Activity 1 (pg. 137)</b> – Listen to a dialogue <b>Activity 2 (pg. 138)</b> – Role play a negotiation	<b>Activity 3 (pg. 141)</b> – Read a last will and testament <b>Activity 5 (pg. 142)</b> – Read cartoons	<b>Activity 6 (pg. 147)</b> – Use a template to write your own will

## 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		
	5	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
R&V		30 min	Shared Reading Post-Read			
2	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
		W&P	30 min	Writing – Editing		
	4	W&P	30 min	Writing: Publishing & Presenting		
5	L&S	60 min	Oral Presentations			



# Planner & Tracker: Cycle 2

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 11: Ecotourism (pg. 193)</b> All about eco-tourism and applying to jobs that are in that sector.	<b>Activity 1 (pg. 194)</b> – Listen to an interview	<b>Activity 2 (pg. 196)</b> – Read and discuss a CV and covering letter <b>Activity 3 (pg. 199)</b> – Read a literary text (short story on an obnoxious tourist)	<b>Activity 7 (pg. 208)</b> – Write a covering letter and a CV
<i>English Today</i> Maskew Miller Longman	<b>Chapter 11: The world of work (pg. 159)</b> This theme is based on the world of work. Teaches learners to think carefully about their futures and how decisions they make now can impact this. Also learn practical skills like writing a CV, covering letter and how to find a career choice.	<b>Activity 1 (pg. 160)</b> – Listen to an interview	<b>Activity 5 (pg. 166)</b> – Read an account (young man who had to leave school) and a diagram (first job decision) and answers questions <b>Activity 6 (pg. 168)</b> – Read a short story about conflict resolution	<b>Activity 3 (pg. 163)</b> – Write a covering letter and a CV



TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Listen to an information text	CAPS SPECIFIED R&V Reads for information Reads a literary text	CAPS SPECIFIED W&P Writes a transactional text based on a literary text that has been read, e.g.: blog; brochure; review; advertisement; poster
Oxford Successful Oxford University Press	<b>Unit 11: Looking ahead (pg. 193)</b> Unit 11 focuses on the many options we have in life and how we use these options. The options we choose, determine the quality of life we enjoy. Grade 9 is an important year because you need to start thinking about what lies ahead.	<b>Activity 2 (pg. 196)</b> – Listen to an interview	<b>Activity 4 (pg. 197)</b> – Read an autobiography <b>Activity 9 (pg. 203)</b> – Read a visual text (cartoon) and written advertisements	<b>Activity 8 (pg. 202)</b> – Write a covering letter and a CV
Spot on Pearson Marang	<b>Module 11: Working to the rhythm of the beat (pg. 95)</b> Choosing a job is an important decision in your life. Some of you might decide to leave school at the end of this year and others may take up part-time work while you are still in school. You will learn how to write a CV and a letter of application. You will also learn about emotional intelligence: the ability to notice, understand and control your emotions as well as understand the emotions of others.	<b>Activity 1.1 (pg. 96)</b> – Listen to an interview	<b>Activity 3.1</b> – Read a visual information text (illustration with tables) (based on EQ and IQ) <b>Activity 5.1</b> – Read a short story (about how attitude can change your perception of a job)	<b>Task (pg. 100)</b> – Write a covering letter and a CV

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 11: Dare to dream (pg. 145)</b> We all have dreams for our lives. Some people dream of following a career. Others dream of having an adventure such as travelling to a new country, or climbing a mountain, or running a marathon. What dreams do you dare to dream? If you could choose any career, what kind of work would you choose and how would you prepare for it? Some people have dreams of doing something unusual with their lives. They are prepared to do a lot of work to achieve this. Some of them even take risks.	<b>Activity 8 (pg. 154)</b> – Discuss an example of a curriculum vitae	<b>Activity 3 (pg. 147)</b> – Read an extract from a novel ( <i>The No.1 Ladies' detective agency</i> ) <b>Activity 4 (pg. 150)</b> – Read a newspaper article (how part-time jobs can lead to other opportunities)	<b>Activity 9 (pg. 156)</b> – write a covering letter and a CV
<i>Top Class</i> Shuter & Shooter	<b>Unit 11: The world of work (pg. 143)</b> In this unit you will be looking at what work a young person can do to make extra money. We will also look at how to write a covering letter for a job and also how to write a CV. These skills will be useful to you throughout your life.	<b>Activity A (pg. 143)</b> – Talk about interviews <b>Activity B (pg. 143)</b> – Listen to an interview	<b>Activity E (pg. 145)</b> – Read a story and answer questions <b>Activity G (pg. 148)</b> – Read an advertisement for comprehension	<b>Activity I (pg. 152)</b> – Write a covering letter and a CV

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Listen to an information text	CAPS SPECIFIED R&V Reads for information Reads a literary text	CAPS SPECIFIED W&P Writes a transactional text based on a literary text that has been read, e.g.: blog; brochure; review; advertisement; poster
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 12: Doing what it takes (pg. 140)</b> In Grade 9, you are getting close to the end of your school career. You might be interested in finding part-time work or joining a club. Even if you don't, you need to know how to compile a CV and covering letter for a job or admission to a club. You will work with the idea of applying for a position in a school's after-care centre.	<b>Activity 1 (pg. 142)</b> – Discuss the importance of a CV <b>Activity 2 (pg. 142)</b> – Listen to an interview and discuss	<b>Activity 4 (pg. 142)</b> – Read a novel extract and answer questions	<b>Activity 5 (pg. 146)</b> – Compile a CV <b>Activity 6 (pg. 147)</b> – Write a covering letter
<i>Clever English</i> <i>Macmillan South Africa</i>	<b>Unit 12: Get ready (pg. 151)</b> Soon learners will enter the adult world and face some challenges. Then, you will have to look for a job. You should apply for that job in a professional manner. This is one of the first responsibilities of being a grown-up. In this unit we are going to help you prepare for these challenges.	<b>Activity 1 (pg. 153)</b> – Listen to an interview	<b>Activity 5 (pg. 158)</b> – Read a passage and answer the questions	<b>Activity 8 (pg. 162)</b> – Write your own CV

## 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		
		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		
2	1	R&V	30 min	Comprehension		
		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		
		W&P	30 min	Writing – Editing		
		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 NUMBER & WEEKS	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Novel; Short Story; Folklore; Myth; Legend; Fable	CAPS SPECIFIED W&P Writes a creative essay, e.g.: descriptive; narrative
<i>Interactive English S.M.I.L.E</i>	<b>Chapter 12: Mother Earth (pg. 210)</b> Chapter looks at how Mother Earth has been portrayed in folktales and legends. Also, looks at how to present arguments in favour of protecting Mother Earth.	<b>Activity 2 (pg. 213)</b> – Prepare and hold a formal debate (topic: one person can make a difference to the environment)	<b>Activity 3 (pg. 215)</b> – Read a folklore based on the creation myth	<b>Activity 8 (pg. 224)</b> – Write a creative essay (what have we done to Mother Earth?)
<i>English Today Maskew Miller Longman</i>	<b>Chapter 12: The need for speed (pg. 173)</b> Chapter is about speedskating. Learning debating skills and how to present arguments.	<b>Activity 7 (pg. 180)</b> – Hold a class debate	<b>Activity 11 (pg. 185)</b> – Answer questions about a folktale (folktales convey a lesson)	<b>Activity 8 (pg. 182)</b> – Write an argumentative essay
<i>Oxford Successful Oxford University Press</i>	<b>Unit 12: Making choices (pg. 207)</b> People are different so we often have differing opinions on subjects. A debate is a formal public discussion where two people or two teams of people argue their point of view. Work with a partner and discuss where you think debates take place. Share your discussion with the class and count all the different places you managed to identify. Talk about what you imagine the topic of the debate will be in the photograph of our Parliament.	<b>Activity 2 (pg. 209)</b> – Participate in a class debate (whether poverty is directly responsible)	<b>Activity 10 (pg. 221)</b> – Read an extract from a novel (how an opinion can affect someone's life)	<b>Activity 8 (pg. 219)</b> – Write a narrative essay (on story of my life, if only I had chosen differently, I have a dream)

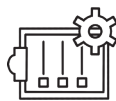
TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Novel; Short Story; Folklore; Myth; Legend; Fable	CAPS SPECIFIED W&P Writes a creative essay, e.g.: descriptive; narrative
<i>Spot on</i> <i>Pearson Marang</i>	<b>Module 12: Good planets are hard to find (pg. 104)</b> Each and every one of us is responsible for the future of this earth and environmental awareness has become more and more prominent lately. In this module you will focus on debating techniques and will be introduced to some lovely texts about the environment.	<b>Activity 1.3 (pg. 105)</b> – Participate in a debate (on a range of environmental issues)	<b>Activity 2.1 (pg. 106)</b> – Read a short story about the environment.	<b>Activity 4 (pg. 108)</b> – Write a descriptive essay
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 12: Highfliers (pg. 161)</b> In this chapter, you will explore the literal and figurative meaning of <b>high fliers</b> . You will focus on debating: listening to arguments, reading part of a debate, structuring your own argument and taking part in a formal debate. You will also read two legends and a poem. You will write your own legend, in the form of a narrative or descriptive essay.	<b>Activity 5 (pg. 168)</b> – Take part in a formal debate	<b>Activity 6 (pg. 170)</b> – Read a legend	<b>Activity 9 (pg. 175)</b> – Write a narrative essay (magical feature on a character)

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Novel; Short Story; Folklore; Myth; Legend; Fable	CAPS SPECIFIED W&P Writes a creative essay, e.g.: descriptive; narrative
<i>Top Class Shuter &amp; Shooter</i>	<b>Unit 12: The wishes of women</b> Women and girls make up more than half of the world's population. However, sometimes they are not treated the same, or given the same respect as men and boys. In this unit, learners will hear different views about how women should be treated and debate this issue. They will also read folklore and poetry, before writing a reflective essay about some of your views.	<b>Activity A (pg. 156)</b> – Listen to a debate on the radio <b>Activity C (pg. 158)</b> – Take part in a debate (beauty pageants)	<b>Activity E (pg. 160)</b> – Read a folklore	<b>Activity I (pg. 165)</b> – Write a reflective essay
<i>Via Afrika Via Afrika</i>	<b>Unit 13: Looking after the planet (pg. 151)</b> This unit is all about looking after the planet. A big part of looking after the planet is conserving its resources. Learners will listen to a radio debate, take note of the words, tone and voice of each speaker. They will take part in a debate. Learners will then explain their views, ideas, thoughts and feelings in a reflective essay.	<b>Activity 1 (pg. 152)</b> – Listen to a radio debate <b>Activity 2 (pg. 154)</b> – Participate in a debate	<b>Activity 4 (pg. 155)</b> – Read a fable	<b>Activity 6 (pg. 157)</b> – Write a reflective essay
<i>Clever English Macmillan South Africa</i>	<b>Unit 13: Pandora's box (pg. 168)</b> This unit uses the Pandora's box to explore debate processes and myths. A debate can sometimes get quite heated and can open up a Pandora's box full of contentious views. Learners will take part in a debate, read a myth about Pandora's box and write a narrative essay.	<b>Activity 1 (pg. 171)</b> – Hold a debate (girls playing sport like rugby)	<b>Activity 2 (pg. 173)</b> – Read a myth and answer questions	<b>Activity 5 (pg. 179)</b> – Write a narrative essay based on a myth

### 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		
		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		
2	1	R&V	30 min	Comprehension		
		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		
		W&P	30 min	Writing – Editing		
		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		





# Planner & Tracker: Cycle 4

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama; Short Story; Youth Novel Reads poetry	CAPS SPECIFIED W&P Writes a review
<i>Interactive English S.M.I.L.E</i>	<b>Chapter 13: Sustainability (pg. 227)</b> Learn about sustainability.	<b>Activity 2 (pg. 232)</b> – Plan and write a speech on environmental problems and solutions.	<b>Activity 3 (pg. 233)</b> – Read an extract from a novel <b>Activity 4 (pg. 236)</b> – Read a poem	<b>Activity 8 (pg. 240)</b> – Write an invitation and a reply
<i>English Today Maskew Miller Longman</i>	<b>Chapter 13: A friend indeed (pg. 188)</b> Discrimination against rape victims and HIV and AIDS sufferers. You will learn about conflict. Learn about how an audience receives a message.	<b>Activity 6 &amp; 7 (pg. 192)</b> – Listen to the tone of a speech and discuss the speech <b>Activity 11 (pg. 196)</b> – Deliver a prepared speech (Does my community do enough to support people living with HIV?)	<b>Activity 3 (pg. 191)</b> – Read an extract from a novel and answer questions <b>Activity 14 (pg. 198)</b> – Read a poem and answer questions	<b>Activity 8 (pg. 193)</b> – Design an invitation and reply card

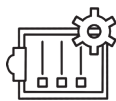
TEXTBOOK	TEXTBOOK CHAPTER NUMBER	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama; Short Story; Youth Novel Reads poetry	CAPS SPECIFIED W&P Writes a review
Oxford Successful Oxford University Press	<b>Unit 13: Talk through your differences (pg. 224)</b> People are all different. We have different appearances, fashion sense, interests, religious beliefs, political memberships, and so on. One event that united the people of South Africa was when Nelson Mandela became the first democratically elected president. You were probably not born at the time but you may have heard stories from your parents, siblings or grandparents, or been taught at school about events that took place then.	<b>Activity 8 (pg. 237)</b> – Prepare a speech (traditional remedies vs. modern medicines)	<b>Activity 2 (pg. 227)</b> – Read and analyse a short story extract <b>Activity 13 (pg. 240)</b> – Read a poem	<b>Activity 10 &amp; 11 (pg. 238)</b> – Write an invitation and acceptance letter
Spot on Pearson Marang	<b>Module 13: Artful (pg. 113)</b> Art and design products surround us. The world of art and design is fascinating and imaginative. In this module you will have the opportunity to explore this world. You will listen to a speech by a cartoonist and prepare and present your own speech. You will read and understand various texts that focus on the theme of art. You will also read an invitation to a gallery exhibit and will then be able to design your own invitation.	<b>Formal Assessment Task (pg. 115)</b> – Deliver a prepared speech (on visual things you enjoy)	<b>Activity 4.1 (pg. 118)</b> – Read a visual text for comprehension (cartoon)	<b>Activity 5.1 &amp; 5.2 (pg. 119)</b> – Design an invitation and acceptance letter (school event or birthday party)

TEXTBOOK	TEXTBOOK CHAPTER NUMBER	CAPS SPECIFIED L&S Oral presentation	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama; Short Story; Youth Novel Reads poetry	CAPS SPECIFIED W&P Writes a review
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 13: Identity (pg. 177)</b> There are many different aspects that make up each individual person's identity. In a country like South Africa, forming a clear idea of your identity can be complicated. In this chapter you will look at a speech made by an important person in our country and study its message. You will also learn how to write and reply to an invitation to an event.	<b>Activity 3 (pg. 179)</b> – Prepare a speech (one aspect of your identity that is important to you)	<b>Activity 4 (pg. 180)</b> – Read an extract from a short story (girl moves to city and does not want to go back to her village) <b>Activity 5 (pg. 182)</b> – Read a poem and answer questions (identity in South Africa)	<b>Activity 8 (pg. 186)</b> – Write an invitation and an acceptance note
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 13: Going places (pg. 169)</b> We all use transport: Private or public transport is an important part of our lives. In this unit, learners will listen to a speech encouraging us to take public transport, do research on people's preferred means of travel, and present your findings. Learners will also read a story and design an invitation to a party.	<b>Activity C (pg. 172)</b> – Deliver a prepared speech (transport)	<b>Activity D (pg. 172)</b> – Read an extract from a youth novel (Boy attempts to hotwire moms car) <b>Activity E (pg. 175)</b> – Read a poem	<b>Activity G (pg. 178)</b> – Write an invitation card (celebrate buying a new car)
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 14: Rain and more rain (pg. 161)</b> This unit is all about rain and floods. Learners will explore the relationship between language and power. The language people use can reveal a lot about their beliefs and attitudes. Learners will explore this relationship by listening to a speech, research and present their own speech, read an extract from a novel and write their own invitation.	<b>Activity 1 (pg. 163)</b> – Listen to a speech (prominent member who is visiting an area devastated by a flood) <b>Activity 2 (pg. 164)</b> – Present a prepared speech	<b>Activity 4 (pg. 165)</b> – Read a novel extract and answer questions <b>Activity 5 (pg. 168)</b> – Read and discuss a poem	<b>Activity 6 (pg. 171)</b> – Design and create an invitation and acceptance card <b>Formal Assessment Task (pg. 171)</b> – Write a CV and covering letter

TEXTBOOK	TEXTBOOK CHAPTER NUMBER	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Clever English Macmillan South Africa</i>	<b>Unit 14: The world is your oyster (pg. 185)</b> This unit focuses on how to captivate your audience in both speaking and writing. Learners look at speaking techniques and how to develop strong characters in their writing. They also write an invitation.	<b>Oral presentation</b>  <b>Activity 2 (pg. 188)</b> – Give an oral presentation (prepared speech)	<b>Reads literary text, e.g.: Drama; Short Story; Youth Novel</b> <b>Reads poetry</b>  <b>Activity 3 (pg. 191)</b> – Read a novel extract <b>Activity 7 (pg. 194)</b> – Read a poem	<b>Writes a review</b>  <b>Activity 8 (pg. 187)</b> – Write a wedding invitation and acceptance note

## 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		
		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		
2	1	R&V	30 min	Comprehension		
		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		
		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Planner & Tracker: Cycle 5

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Storytelling	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama Reads poetry	CAPS SPECIFIED W&P Writes a transactional text, e.g.: email
<i>Interactive English</i> S.M.J.L.E	<b>Chapter 14: Go Green (pg. 243)</b> This chapter explores the theme of going green. Learners engage with different texts related to going green and write their own interview.	<b>Activity 1 (pg. 244)</b> – Take turns to tell a story of your choice	<b>Activity 3 (pg. 248)</b> – Read an extract from a drama <b>Activity 4 (pg. 250)</b> – Read a poem	<b>Activity 8 (pg. 257)</b> – Write an interview
<i>English Today</i> Maskew Miller Longman	<b>Chapter 14: Creating order (pg. 201)</b> The way in which we organise the world. How politics and voting works in different countries.	<b>Activity 3 (pg. 206)</b> – Retell Roof's dilemma as a story (re-tell a scene as a story) (206)	<b>Activity 1&amp;2 (pg. 202-205)</b> – Read an extract from a play and answer questions <b>Activity 10 (pg. 213)</b> – Read and discuss a poem (SA's first democratic elections)	<b>Activity 11 (pg. 213)</b> – Write an agenda and minutes (quarterly sports meeting)
<i>Oxford Successful</i> Oxford University Press	<b>Unit 14: Tell your story (pg. 243)</b> Each of us has different attitudes about various things in life. Sometimes people can be very critical of other people's opinions or behaviours. Use the photograph on the right as a starting point to talk to your partner about your personal feelings regarding food and body image.	<b>Activity 1 (pg. 245)</b> – Tell a story	<b>Activity 2 (pg. 242)</b> – Read a poem for comprehension (poem about protective parents) <b>Activity 6 (pg. 250)</b> – Read a dialogue from a drama	<b>Activity 8 (pg. 254)</b> – Write different types of paragraphs (procedural, order of importance and concluding paragraph)

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Storytelling	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama Reads poetry	CAPS SPECIFIED W&P Writes a transactional text, e.g.: email
Spot on Pearson Marang	<b>Module 14: Safety (pg. 121)</b> The world is full of dangers, which have the potential to harm us as well as our loved ones. An awareness of these dangers and the steps we need to take for our own personal safety are vital to our day-to-day survival. Do you know anyone who has done something careless like drinking dirty water or stepping into the road without looking first? Safety is everyone's responsibility.	<b>Activity 1.2 (pg. 122)</b> – Role play a dialogue (two siblings fighting)	<b>Activity 3.1 (pg. 124)</b> – Read a text intensively (article on how to treat burns)	<b>Activity 4.2 (pg. 125)</b> – Draw up your own pie chart (different injuries that have taken place)
Platinum Maskew Miller Longman	<b>Chapter 14: Courageous people (pg. 191)</b> We often think that heroes are larger than life – fictional characters who fly around in capes, or who have special abilities that help them to perform impossible acts. But a real hero is someone who is brave and shows courage when his or her life is difficult. A hero can also be a person who helps somebody else when they need it most. There are thousands of South African heroes, but we always need more of them. In this chapter, you will look at how you can be a hero in your own way too.	<b>Activity 3 (pg. 194)</b> – Plan, practise and present a story	<b>Activity 4 (pg. 195)</b> – Read a drama extract (parent fights back against HIV stigma at child's school) <b>Activity 7 (pg. 199)</b> – Identify features in a poem	<b>Activity 8 (pg. 201)</b> – Write a dialogue

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S Storytelling	CAPS SPECIFIED R&V Reads literary text, e.g.: Drama Reads poetry	CAPS SPECIFIED W&P Writes a transactional text, e.g.: email
<i>Top Class Shuter &amp; Shooter</i>	<b>Unit 14: Grandparents are great (pg. 183)</b> Because our grandparents and elders have lived a long time, they have wonderful stories to tell. In this unit, you will tell each other stories that you have heard and write the dialogue for a role play. You will then write the agenda and minutes of a meeting.	<b>Activity A (pg. 183)</b> – Discuss stories, their structure and present your own story	<b>Activity B (pg. 184)</b> – Read a drama (fishing with granddad) <b>Activity C (pg. 187)</b> – Read a poem	<b>Activity F (pg. 191)</b> – Write an agenda for a meeting <b>Activity I (pg. 191)</b> – Write a dialogue
<i>Via Afrika Via Afrika</i>	<b>Unit 15: The stories we tell (pg. 174)</b> This unit is focused on storytelling. All over the world people tell stories. This unit will teach learners about different storytelling strategies and features. Learners will tell their own story, read a story and write a dialogue.	<b>Activity 1 (pg. 175)</b> – Complete a storytelling diagram <b>Activity 2 (pg. 176)</b> – Tell a story	<b>Activity 5 (pg. 181)</b> – Read a poem and answer questions	<b>Activity 7 (pg. 186)</b> – Write a dialogue
<i>Clever English Macmillan South Africa</i>	<b>Unit 15: Relationships (pg. 201)</b> This unit explores the relationships we develop in our lives. This unit explores the theme of relationships through the discussion of the one-act play and the poetry that will feature later in this unit. Learners will also look at the aspects and characteristics of stories and story-telling and write a dialogue of their own.	<b>Activity 1 (pg. 204)</b> – Create and present a dialogue in groups	<b>Activity 2 (pg. 206)</b> – Read a dialogue and answer questions <b>Activity 3 (pg. 208)</b> – Read a poem	<b>Activity 5 (pg. 210)</b> – Write a dialogue



## 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		
		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		
2	1	R&V	30 min	Comprehension		
		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		
		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, **Short Stories: a brief escape**, provided.
- 2** Now reread the text, researching the following questions. Write your answers down in your exercise book.
  - a** When did the short story start to become a popular genre?
  - b** What caused the public to start to be aware of short stories and appreciate them?
  - c** Who is said to be the founder of the modern short story?
  - d** List the characteristics of a short story.
  - e** How is a short story the same and different from a novel?
  - f** Why do you think having some conflict is important in a story?
  - g** What is a narrative arc?
  - h** List the 5 points in the narrative arc.
  - i** How can reading stories help us develop our language skills?
  - j** How can stories help people with their memory skills?
  - k** Why does reading stories build our imagination and creativity?
  - l** How can stories give people problem solving skills and maybe empathy?

<b>FAT 6 Stage 1 Rubric (example)</b>		
<b>20 Marks</b>		
<b>0-3</b>	<b>4-7</b>	<b>8-10</b>
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.
<b>0-3</b>	<b>4-7</b>	<b>8-10</b>
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.

<b>FAT 6 Stage 2 (example)</b>
<b>Writing (Learners engage in the write-up of their project and a creative response)</b>
<b>30 marks</b>
<p><b>1</b> Learners must now turn their research into a <b>report. (10 marks)</b></p> <p><b>2</b> The report must contain the following process steps:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>3</b> Learners must write a creative response : an introduction to a short story. (20 marks)</p> <p><b>4</b> The responses must show an understanding of the genre, its structure and its language features.</p> <p><b>5</b> Learners should follow the same process when writing their introduction to a short story.</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>

## 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.

<b>FAT 6 Stage 2 Introduction to a Short Story Rubric (example)</b>			
20 marks			
<b>CONTENT and CREATIVITY</b>	<b>1-3</b>	<b>4-6</b>	<b>7-8</b>
	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
<b>STRUCTURE and FEATURES</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
	Little or no understanding of the structure and language features required.	The introduction to a short story has attempted to adhere to the requirements of the genre, the structure and language requirements, but some errors.	The introduction to a short story has the required elements: the setting (time and place); the main character; and the conflict are introduced. Appropriate descriptive language and narrative style are used.
<b>PLANNING</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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 introduction to a short story.	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 short stories.**

**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 short stories, 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 Creative Response: Introduction to a short story
- d** Conclusion: Share the evaluation you made about short story, 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 short stories over Terms 3 and 4

<b>FAT 7 Stage 3 Rubric (example)</b>					
<b>20 marks</b>					
<b>CONTENT and STRUCTURE</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
	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.
<b>FLUENCY and EXPRESSION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	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.

<b>FAT 8 (example)</b>	
<b>Response to Literature</b>	<b>30 marks</b>
Poem	10 marks
Drama	10 marks
Short Story	10 marks

**QUESTION 1: POEM (10 MARKS)**

Read the poem and answer the questions that follow.

**Have you heard...?**

I heard some information  
 Seems crazy but it's true.  
 Kwezi likes Thembisa  
 And Vusi's got someone new.

I also heard an interesting fact  
 About our teacher in the class  
 She was married to an Arabian prince  
 Way back in her past!

And did you know the earth is flat?  
 I'm not sure how that can be...  
 But I read it all on Facebook  
 So that's proof enough for me.

There're aliens living in our neighbourhoods.  
 There are cameras in our streets.  
 We're being watched all the time –  
 Be careful whom you meet!

There's so much news around us,  
 We have to read all the views.  
 Papers, online, Instagram...  
 Or is it all just fake news?

**QUESTIONS:**

- 1 What is the news about Kwezi and Vusi? (1)  
 \_\_\_\_\_
- 2 What information does the speaker find out the teacher? (1)  
 \_\_\_\_\_
- 3 Why does the speaker say you must be careful whom you meet? (1)  
 \_\_\_\_\_



- 4 This poem has: (choose the right answer) (1)  
a a regular rhyme scheme  
b no regular rhythm or rhyme scheme  
c a regular rhythm and rhyme scheme.

- 5 What is the connotation (suggestion, implication) of words like 'fact' and 'proof'? How do you feel about information when these words are used? (2)

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- 6 Tone is the feeling behind the way something is said.  
What is the tone of the poem? (How do you think the speaker is feeling in this poem?) (1)

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- 7 Why is it dangerous to spread rumours or fake news? (1)

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- 8 There is a lot of information available these days. What can you do to make sure that the 'news' and 'information' you read and hear is real and not fake news? (2)

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[10]

## QUESTION 2: DRAMA (10 MARKS)

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

[A clear winter's Saturday morning. Sindi and Asabonga are walking to their soccer practice. They are each carrying their sports bag.]

Sindi: (Punching the air with her fist)

I'm so excited for the match today! I've heard that the team from eMbalenhle are terrible. Half their players have no skills and can't play!

Asabonga: (Turning to face Sindi with a surprised expression)

What? I heard the opposite! I heard they have super skills! I was so stressed because I'm hoping to impress Coach and get chosen for the District Championship. I really want her to pick me, but I'm not sure if my talents will show if the opposition are so good.

Sindi: Where did you hear that? I heard my brother talking with his friends about the team. I just believed what they said.

Asabonga: Oh, but your brother does usually know what he's talking about, especially when it comes to sport! I can't remember where I heard my information. I think someone in the changerooms said she saw it on Facebook.

Sindi: Hmmm... I guess we'll see the truth when we're on the field.

Asabonga: You know, my mom was talking about fake news the other day.

Sindi: What's that?

Asabonga: Well, kind of like what we were just saying. Clearly, the eMbalenhle team can't be both good *and* bad, so one of us has got misinformation, fake news. But listen to this, some people start false rumours and spread fake news on purpose.

Sindi: Why would anyone do that?

Asabonga: Well, sometimes politicians want people to believe certain things about the opposition so that they get more support and votes. Or companies will put misinformation on social media so that the public will buy a certain product.

Sindi: Wow! That's really bad!

Asabonga: I know. And these days, people just believe everything they read. So many people think stuff on Facebook is real news, when it's actually opinions and rumours with no proof. And then things go viral and spread and then everyone thinks it's true.

Sindi: *(Turning and walking onto the soccer field)*

Well, here we are. I guess we're about to see which of us got fake news about eMbalenhle! And by the way, good luck with impressing Coach! I'm sure you'll be great out there, regardless of the opposition!

**QUESTIONS:**

- 1 What different information do Sindi and Asabonga have about the soccer team from eMbalenhle? (2)  


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- 2 Why was Asbonga worried that the team are very skilled? (1)  


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- 3 What can you infer about Sindi and Asabonga's friendship? (1)  


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- 4 What is fake news? Why do people spread false information? (2)  


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- 5 Find a synonym in the text for 'opponent'. (1)  


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- 6 Find an antonym in the text for 'wonderful'. (1)  


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- 7 Why do you think fake news spreads so quickly on social media? (2)  


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**[10]**

### QUESTION 3: SHORT STORY (10 MARKS)

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

It all started with the stupid Facebook post.

Busi and I were scrolling through Facebook. We were looking at everyone's feed and seeing who had been doing what this weekend and who everyone was hanging out with. I was curious to see Olwethu's page. Olwethu was the cutest guy in school and I had liked him for months. Finally, we got to spend time together last week because we were both helping to sell tickets for the school show. We'd really got along well and we laughed a lot. Just before we said goodbye, Olwethu asked if I'd like to hang out with him again, but maybe not at school next time! I was over the moon! I actually couldn't believe it. What did he see in me?

When we got to Olwethu's Facebook page I stopped in shock! There he was, for the whole world to see, with his arm around the most beautiful girl I had even seen! She looked older than him and she was perfect! Her skin, her hair, her smile. And her clothes were gorgeous. And he looked so happy with her! Why did he say he wanted to be with me when he obviously was with someone else? And someone much more beautiful than me? I felt so humiliated!

Busi looked at me and shook her head. 'I thought he was a decent guy. I didn't think he was a player who would mess you around,' she said trying to console me.

'But I like him so much and I really thought he liked me!' I choked. 'What am I going to do? I can never compete with perfection like that?'

'I know Zobuhle, we can do a make-over!' Busi suggested. 'If that's what he likes, we can copy her style and show him!'

I was quite terrified at the thought, but I didn't know what else to do!

Busi got to work. She styled my hair. Then we raided her older sister's wardrobe and make-up and I got dressed up. I looked completely different! The clothes and make-up felt strange. It didn't feel like me at all. I didn't really like how I looked in the mirror.

Busi stood back to admire her work. 'There! Now you look more like Olwethu's style! I know, let's take a picture of you with my brother and post it. Then Olwethu will think your time together meant nothing and you've got your own boyfriend!' she declared with confidence.

Despite my doubts, I went along with her plan. Her brother agreed and we posted a picture of the two of us with his arm around me.

About an hour later, I got a message from Olwethu:

*Hi, I just saw your post. I'm afraid I completely misread your signals the other day. I thought we were really getting on and I was so looking forward to hanging out with you again. I loved your sense of humour and the way you were so natural. Not like my cousin from Jo'burg who wears so much make-up she looks fake! She came to visit on the weekend, and she is so into her looks, it's all she can think about. It was so boring spending time with her. I didn't realise you had a boyfriend and were so into your style. I really liked you just as you are! I feel so stupid.*

I didn't know what to do! I was about to ask Busi, but her advice hadn't been great the first time. With my heart thumping, I dialled Olwethu's number.

'Hi, Olwethu, it's me. I just read your message. I guess both of us need to stop believing everything we see online! Pictures don't always tell the truth! I would love to get together in person and explain everything!'

**QUESTIONS:**

- 1 How did Zobuhle (the main character / narrator) feel about Olwethu? (1)  
\_\_\_\_\_
- 2 Why was she so shocked when she saw his Facebook post? (1)  
\_\_\_\_\_
- 3 What was Busi's plan to get back at Olwethu? (1)  
\_\_\_\_\_
- 4 The expression 'over the moon' means: (choose the correct answer) (1)  
**a** scared and anxious  
**b** suspicious and doubtful  
**c** extremely happy
- 5 Busi is a good friend to Zobuhle. Do you think this statement is **true or false**?  
Give a reason for your answer. (1)  
\_\_\_\_\_
- 6 *I didn't think he was a **player** who would mess you around...*  
The word 'player' in this sentence is an example of: (choose the correct answer) (1)  
**a** slang  
**b** formal language  
**c** persuasive language
- 7 Why is it dangerous to believe everything you see online? (2)  
\_\_\_\_\_
- 8 What do you think is the message of this story? (1)  
\_\_\_\_\_
- 9 Suggest a suitable title for this story. (1)  
\_\_\_\_\_

**[10]**

## FAT 8 Memorandum (example)

### QUESTION 1: POEM MEMO

- 1 What is the news about Kwezi and Vusi? (1)  
**Kwezi likes Thembisa and Vusi's got a new boy/girlfriend.**
- 2 What information does the speaker find out the teacher? (1)  
**The teacher used to be married to an Arabian prince.**
- 3 Why does the speaker say you must be careful whom you meet? (1)  
**The speaker thinks we are all being watched all the time. / The speaker thinks there are aliens, so your neighbour might be an alien.**
- 4 This poem has: (choose the right answer) (1)
  - a a regular rhyme scheme
  - b no regular rhythm or rhyme scheme
  - c **a regular rhythm and rhyme scheme.**
- 5 What is the connotation (suggestion, implication) of words like 'fact' and 'proof'? How do you feel about information when these words are used? (2)  
**The words imply that what I am reading is real and true. If I see these words, it makes me believe the information. / any other suitable answer.**
- 6 Tone is the feeling behind the way something is said.  
What is the tone of the poem? (How do you think the speaker is feeling in this poem?) (1)  
**light-hearted / cheerful / happy to spread the news/rumours / other suitable answers**
- 7 Why is it dangerous to spread rumours or fake news? (1)  
**People will believe lies. / People can get hurt. / People's reputations can be ruined. / People may act and do something foolish or dangerous. / other suitable answers**
- 8 There is a lot of information available these days. What can you do to make sure that the 'news' and 'information' you read and hear is real and not fake news? (2)  
**Don't believe everything you read and hear. You need to know where the information came from. / You need to read more and see if others are saying the same thing. / Look at trustworthy websites and news groups. / Think if someone is wanting you to react in a certain way, e.g. buy something, join something, spend money, vote or follow a cause. / any suitable response.**

[10]

### QUESTION 2: DRAMA MEMO

- 1 What different information do Sindi and Asabonga have about the soccer team from eMbalenhle? (2)  
**Sindi was told the team are bad; Asabonga heard the team is excellent.**
- 2 Why was Asbonga worried that the team are very skilled? (1)  
**She was hoping to impress her Coach and get picked for the championships. She is worried she won't be able to show her talent.**
- 3 What can you infer about Sindi and Asabonga's friendship? (1)

**They are close and know each other well. E.g. Asabonga knows Sindi's brother knows about sport. / They support each other. / They are comfortable with each other.**

- 4 What is fake news? Why do people spread false information? (2)  
**Fake news is false information / lies. People start rumours or spread lies to get others to react: to agree with them, to buy something, to join them, etc**
- 5 Find a synonym in the text for 'opponent'. (1)  
**opposition**
- 6 Find an antonym in the text for 'wonderful'. (1)  
**terrible**
- 7 Why do you think fake news spreads so quickly on social media? (2)  
**On social media, it's very easy to pass something on. You can just forward an article and send it to many people instantly. / People believe what they read. So many people just believe everything they see online and 'like' it or share it believing it to be true. / Nobody checks the information online is true. / other suitable answers**

[10]

### QUESTION 3: SHORT STORY MEMO

- 1 How did Zobuhle (the narrator) feel about Olwethu? (1)  
**She liked him. / She was interested in him. / She wanted to date him. / She was excited that he asked her out.**
- 2 Why was she so shocked when she saw his Facebook post? (1)  
**He was with another person, but she thought he liked her.**
- 3 What was Busi's plan to get back at Olwethu? (1)  
**She wanted to show Olwethu that Zobuhle was gorgeous, had her own boyfriend and didn't need him.**
- 4 The expression 'over the moon' means: (choose the correct answer) (1)  
**a** scared and anxious  
**b** suspicious and doubtful  
**c** extremely happy
- 5 Busi is a good friend to Zobuhle. Do you think this statement is **true or false**?  
Give a reason for your answer. (1)  
**Own answer with reason:**  
**True – she is sorry that Zobuhle is upset. She wants to help her. She thinks her plan will help fix the situation.**  
**False – she is not helping the situation by setting up this lie. She is making Zobuhle do things that don't feel right.**
- 6 *I didn't think he was a **player** who would mess you around...*  
The word 'player' in this sentence is an example of: (choose the correct answer) (1)  
**a** slang  
**b** formal language  
**c** persuasive language

- 7 Why is it dangerous to believe everything you see online? (2)  
**Pictures don't always represent the truth. People can take a picture that only shows part of something or changes the truth. / People can use photoshop to make things and people look different to how they are in real life. / other suitable answer**
- 8 What do you think is the message of this story? (1)  
**Own response: Don't believe everything you see online. / Trust who you are and be true to yourself. / other suitable response**
- 9 Suggest a suitable title for this story. (1)  
**Own answers: must be connected and appropriate for the extract**

**[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	<b>Short stories: a brief escape</b>
THEME VOCABULARY	fan, express, process, inspiration, therapeutic, perspective, legends, mythology, folklore, and fables, oral traditions, printed reading materials, entertain, narrator, characters, plot, conflict
LISTENING TEXT	Why I write
SHARED READING TEXT	<b>Short stories: a brief escape</b>
LSC	Simple present and simple past
INDEPENDENT READING TEXT	<b>With friends like these, who needs enemies?</b>

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)
<b>INTRODUCE THE THEME: Focus on short stories</b>
<p><b>1 Introduce the theme as follows:</b></p> <ul style="list-style-type: none"> <li>• Explain to learners that in <b>EFAL</b> this term, they need to learn about <b>genres of literature</b> and do a project.</li> <li>• Explain that we are going to be looking at <b>short stories</b> as a genre. We will learn about different kinds of short stories.</li> <li>• In this cycle, we will 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.</li> </ul>
<b>ACTIVATE BACKGROUND KNOWLEDGE</b>
<p><b>1</b> Ask prompting questions to activate background knowledge:</p> <ol style="list-style-type: none"> <li><b>What do you know about short stories?</b></li> <li><b>Why did people in the past and why do people still write short stories?</b></li> <li><b>What different types (categories) of short stories do you know?</b></li> <li><b>Do you know any particular short stories?</b></li> <li><b>Have you ever read or written a short story? What was that experience like for you?</b></li> </ol>
<b>LSC: DEVELOP THEME VOCABULARY</b>
Teach learners new vocabulary using <b>PATS</b> (Point, Act, Tell, Say) and add to personal dictionaries. Do <b>Word Level Work</b> if appropriate.



<b>fan</b>	<b>Act</b> out being a fan of something – pretend to get excited, smile, wave your arms at someone, jump up and down and say, ‘I’m such a fan, can I get a selfie with you?’
	<b>Tell</b> learners that a fan is a person who is very interested a sport or hobby, or is very interested someone who does that sport or hobby.
<b>express</b>	<b>Tell</b> learners that express means to make your thoughts, feelings and ideas known to others.
	<b>Say:</b> I express my happiness in my big smile!
<b>process</b>	<b>Tell</b> learners that a process is all the actions you do in order to achieve a goal, or make something.
	<b>Say:</b> Cooking can be quite a process. I have to buy everything, chop everything, cook everything and only then I can eat!
<b>inspiration</b>	<b>Act</b> out being inspired – hold your heart, smile and clap and say ‘Wow, what an inspiration! Now I feel like my mind and heart are so full of ideas of what I can do!’
	<b>Tell</b> learners that an inspiration is a person, event, action or thought that influences your thinking, feelings or ideas in a positive and curious way, and causes you to do something new or different.
<b>therapeutic</b>	<b>Tell</b> learners that therapeutic describes when something is healing.
	<b>Say:</b> Speaking to my friends can be therapeutic, they help me understand what I’m feeling when I’m struggling.
<b>perspective</b>	<b>Act</b> out holding an object and looking at it from different perspectives: from above, below, far away, close up, left and right. Comment on how the object looks slightly different from each perspective.
	<b>Tell</b> learners that perspective means seeing something from a particular point of view
<b>HOMEWORK</b>	
Learners must complete their dictionary entries. Learners must learn the theme vocabulary.	

**WEEK 5: MONDAY / DAY 1: LISTENING (30 minutes)**

**LISTEN TO...**

- 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.

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Why I write</b> A woman is sitting at an outdoor coffee shop. She stands up as she sees someone coming towards her.</p> <p><b>Lindiwe:</b> Hi, Ms Ngcobo. Thank you so much for meeting me.</p> <p><b>Thando:</b> Oh please, call me Thando! You make me feel old.</p> <p><b>Lindiwe:</b> Okay, Thando. I'm such a fan of your writing. It really is an honour.</p> <p><b>Thando:</b> Always happy to meet a fan. Now, is this just a coffee chat? You sounded quite serious over the phone. Why did you want to speak to me?</p>	<p><b>I don't think</b> these two people know each other. They seem to be meeting for the first time. <b>I wonder</b> what Lindiwe wants to talk about?</p>	<p>What does Thando Ngcobo do for a living? <i>(she is a writer)</i></p>
<p><b>Lindiwe:</b> Well, it's about possibly making more fans! (laughs) You know I teach English at Ntambeni High, just down the road?</p> <p><b>Thando:</b> Yes. I have the greatest respect for teachers.</p>	<p>Oh, Lindiwe is a teacher! <b>I wonder</b> what she wanted to talk about?</p>	<p>What is Lindiwe's job? <i>(she's a teacher at Ntambeni High)</i></p>
<p><b>Lindiwe:</b> Well, I'm finding it increasingly difficult to get my learners to read and to enjoy reading. Too often it just feels like schoolwork and something we need to get through. There's no joy!</p>	<p>Oh, her learners don't enjoy reading! <b>I wonder</b> what Thando will think about this?</p>	<p>What is Lindiwe's challenge with her learners? <i>(her learners don't enjoy reading)</i></p>
<p><b>Thando:</b> Oh, that is terrible! Reading and writing should always bring joy! For me, writing is my voice in the world. I can express my views, play with ideas, go to new places, make characters do what I want...it's such fun!</p> <p><b>Lindiwe:</b> When you are writing a story, where do you start? What's your process?</p>	<p>Wow, she makes writing sound so powerful and exciting!</p>	<p>Why does Thando enjoy writing? <i>(it brings her joy/ she can express herself / she can be creative / learn about new places/ have fun)</i></p>

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Thando:</b> Well, I don't always follow the same process. Sometimes my stories are based on reality, things that have happened to me or people I know. So, my inspiration is from life! I start with the outline of a plot, an incident, or a conflict and I develop it from there.</p> <p><b>Lindiwe:</b> That could be quite therapeutic – writing allows you to change reality and make the ending to your satisfaction! Make the irritating people suffer!</p>	<p><b>I think</b> lots of stories are probably inspired by real life events. But it's pretty cool to be able to make things go as you want.</p>	<p>Why can writing be therapeutic (healing or make you feel better)? <i>(the writer is in control and can do what she wants with the characters and the events, and so on)</i></p>
<p><b>Thando:</b> Exactly! And other times, it's more about the situation and personality of a certain character. You know writing allows me to get inside someone's head. I get to experience life from a totally different perspective in terms of age, race, gender, nationality. I do a lot of research for my characters to make sure I'm creating a world that is believable.</p> <p><b>Lindiwe:</b> When you talk about your stories you are so passionate!</p>	<p><b>Wow, I never thought</b> about this. <b>I think</b> it would be very interesting to imagine life from a different perspective.</p>	<p>Why do writers do research when they're writing? <i>(to make their characters and their settings, etc believable)</i></p>

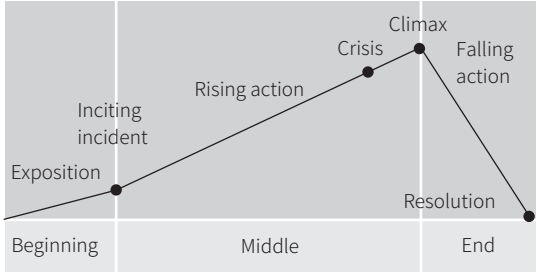
<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Thando:</b> I am passionate. I believe that reading should take you places, teach you things, make you think about other people and their situations, see the world through others' eyes, question your own ideas and choices. You know, computer games and YouTube and TikTok are all fine and there's lots of fun stuff out there, but we don't really engage with them. They're all set up and we are just passive receivers. For me, reading is just the start. Readers take the ideas from the page and extend them into our own lives and experiences. We use our brains and heart to read. We use our imagination. We can see new places and people in our mind's eye. We can have opinions, and cheer for one character and hate another. We laugh. We cry.</p>	<p><b>Hmm, I think</b> all people should be this passionate about their work! <b>I can connect</b> to this. When I'm reading a great story, I get very involved. I always feel sad when I finish the story and have to close the book!</p>	<p>Why does Thando believe that when we read we are more actively engaged than being on a screen? <i>(reading uses our brains and heart and imagination and emotions. We feel attached or react to characters and their situations.)</i></p>
<p><b>Lindiwe:</b> Hmm, maybe we're reading the wrong stories in class..? <b>Thando:</b> You know, a great author said, 'If you don't like to read, you haven't found the right book.' So maybe it is about your learners finding the genre or an author they love. Everyone's different. I'm really not into Sci-Fi, but it's all my partner reads!</p>	<p><b>I can connect</b> to this. I love novels and fiction, but my cousin loves non-fiction and biographies. Each to their own!</p>	<p>Thando quoted an author. What does that author believe about enjoying reading? <i>(you have to find the right book or you won't enjoy reading)</i></p>
<p><b>Lindiwe:</b> Would you consider coming to talk to my learners? I think it would be so wonderful for them to meet a real author and see reading from your perspective. <b>Thando:</b> I'd love to! Maybe I'll get myself some new fans!</p>	<p><b>Oh, I think</b> this is a great idea! <b>I wonder</b> if the learners will become fans?</p>	<p>Where did Lindiwe invite Thando to come speak? <i>(at her school to her learners)</i></p>

WEEK 5: TUESDAY / DAY 2: SPEAKING (30 minutes)	
<b>DISCUSS...</b>	
<b>1</b>	In groups or pairs, guide learners to <b>discuss</b> the listening text: <b>Why I write</b>
<b>2</b>	Each learner must get a chance to complete these sentences with their own ideas about the listening text.
<b>3</b>	Write the following discussion frame on the board: <b>Why I write</b> <b>a This text was about...</b> <b>b In this text I learnt that...</b> <b>c I think this text is...because...</b> <b>d I think this text was written to help me think about ...</b>
<b>4</b>	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	<b>Short stories: a brief escape</b>
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections
<b>PRE-READING ACTIVITY</b>	
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>Read and explain the meaning of the title: <b>Short stories: a brief escape</b></li> <li>This text seems to be about learning more about short stories. <b>I think</b> we will learn about the history of short stories. <b>I wonder</b> if we will read any short stories? Maybe we will read some South African stories. <b>I wonder</b> what is the difference between a short story and a novel? How short does a short story have to be?</li> <li>Ask learners to scan the text and look for words they do not know.</li> <li>Ask for a few words and explain these to the class.</li> </ol>
ASK PREDICTIVE QUESTIONS	<ol style="list-style-type: none"> <li>Ask learners predictive questions: <ul style="list-style-type: none"> <li>What do you think this text will be about?</li> <li>Why do you think that?</li> <li>What does the picture help you understand?</li> <li>What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?</li> </ul> </li> </ol>
<b>HOMEWORK</b>	
<b>1</b>	Learners must add any new words and explanations to their personal dictionaries.
<b>2</b>	Learners must read the text on their own if possible.

<b>WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)</b>	
<ul style="list-style-type: none"> <li>• Teach learners new vocabulary using PATS (and add to personal dictionaries)</li> <li>• Do <b>Word Level Work</b> if appropriate.</li> </ul>	
<b>LSC: DEVELOP THEME VOCABULARY</b>	
<b>legends, mythology, folklore, and fables</b>	<b>Act</b> out legends, mythology, folklore and fables – pretend to gather the learners close around a fire, and pretend that you’re about to tell a story, ‘Once upon a time / Kwasukasukela...’
	<b>Tell</b> learners that legends, mythology, folklore and fables are all stories that are passed down by word of mouth, through generations. They teach us, explain things about life, and entertain those who are listening.
<b>oral traditions</b>	<b>Tell</b> learners that oral traditions are when cultural stories, history and information are passed down from one generation to the next.
	<b>Say:</b> My family is full of oral traditions. Every time we get together, my grandmother tells us stories about the people that came before us.
<b>printed reading materials</b>	<b>Point</b> to all the books and posters in your classrooms that have printed words.
	<b>Tell</b> learners that printed reading materials are when text and words are printed out using a machine. By printing, many more of the same text can be made more quickly than writing by hand.
<b>entertain</b>	<b>Tell</b> learners that to entertain means to keep others interested and having fun.
	<b>Say:</b> My uncle loves to entertain me when I visit. He tells me jokes and funny stories!
<b>narrator</b>	<b>Tell</b> learners that the narrator is someone who tells the story.
	<b>Say:</b> The doctor was the narrator in that book, because he told us the story of what happened in the hospital.
<b>characters</b>	<b>Tell</b> learners that characters are the people in the story, play or movie.
	<b>Say:</b> There were so many characters in that story: the mom, the dad, the dog, the granny and the little girl.
<b>plot</b>	<b>Tell</b> learners that the plot is the story-line of the book, play or movie.
	<b>Say:</b> Even though I haven’t watched the movie, Thumi explained the plot to me so well. Now I understand what happened even though I didn’t watch it!
<b>conflict</b>	<b>Act</b> out a conflict – hold up your fists, and pretend to have an argument.
	<b>Tell</b> learners that a conflict is when there are bad feelings or tension between people.
<b>HOMEWORK</b>	
Learners must add any new words and explanations to their personal dictionaries.	

WEEK 5: WEDNESDAY / DAY 3: FIRST READ (30 minutes)	
TITLE	<b>Short Stories: a brief escape</b>
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make connections
FIRST READ	
<ul style="list-style-type: none"> <li>Read the following information text: <b>Short stories: a brief escape</b></li> <li>Read the <b>text</b> in Column 1 with expression and explain where necessary.</li> <li>Then read the <b>'think aloud'</b> in Column 2 as indicated, to show how we think and make meaning and make connections when we read.</li> </ul>	
Text: Read	First Read: Think Aloud
<p><b>Short stories: a brief escape</b> The history of the short story Short-form storytelling can be traced back to ancient legends, mythology, folklore, and fables found in communities all over the world. Some of these stories existed in written form, but many were passed down through oral traditions.</p>	So all stories started in this way. <b>I think</b> humans have always needed to tell stories.
<p>The popularity of short stories grew when printed reading materials became popular. In the early 1900s, newspaper and magazine editors began publishing stories as entertainment, in addition to the more serious news stories and articles. People started to look forward to the short, plot-driven narratives. Anton Chekhov is often recognised as a founder of the modern short story. Short stories come in all kinds of categories, these include, action, science fiction, adventure, romance, comedy, crime, detective, and mystery.</p>	So technology changed things. <b>I can make a connection.</b> Today's technology, like YouTube, has also changed the way we communicate and tell stories.
<p>A short story is fiction. It's written to entertain. Although a short story has much in common with the longer novel, it is written with much greater precision as much has to happen in a short period.</p>	Oh, so the short story and the novel are similar, but the author has to be much more to-the-point because it's short!
<p>The short story has the following characteristics:</p> <ul style="list-style-type: none"> <li>A narrator who tells the story. This narrator can be one of the characters (first-person narration), or it can be an 'outside' voice (third person narration).</li> <li>A few characters, as there is not much time to get to know too many people.</li> <li>The story, or the plot, which has to begin quickly as there is not much time for the story to unfold.</li> <li>Some kind of conflict or problem that needs to be resolved at the end.</li> </ul>	I always like first-person narration, because then I can get inside the character's head and hear their thoughts.

Text: Read	First Read: Think Aloud
<p>The short story usually follows a structure. This is called the narrative arc.</p> <ul style="list-style-type: none"> <li>The first part is the introduction (or the exposition). In the introduction, we meet the main character. We also find out where and when the story is set.</li> <li>The second part is called the rising action. Here, a problem or conflict is introduced. The problem grows and grows, until something has to happen.</li> </ul>	<p>Oh, <b>I see</b> that lots happens in the introduction. The writer has to make sure the reader know what's going on because there's not a lot of time.</p>
<ul style="list-style-type: none"> <li>The third part is called the climax. This is the turning point in the story. This is where the most important or biggest thing in the story happens.</li> </ul>	
<ul style="list-style-type: none"> <li>The fourth part is called the falling action. This is where things calm down, and the different parts of the story begin to work out.</li> <li>The fifth and last part of the story structure is called the resolution. This is where the story ends – we see what finally happens, and how and where the characters are after the main events. Sometimes the characters have learnt a lesson or change as a result of the events.</li> </ul>	<p>Sometimes I'm disappointed at the end. I hoped it would end differently.</p>
<p><b>The Narrative Arc</b></p>  <p>The diagram illustrates the Narrative Arc as a line graph. The x-axis represents the story's progression, divided into three sections: Beginning, Middle, and End. The y-axis represents the intensity of the action. The arc starts at a low point in the Beginning section, labeled 'Exposition'. It rises through the Middle section, passing through 'Inciting incident' and 'Rising action', reaching a peak at 'Crisis' and 'Climax' in the End section. From the peak, it descends through 'Falling action' and ends at a low point labeled 'Resolution'.</p>	<p><b>I think</b> this diagram is a good way to visualise the story. I connect with this because I like seeing things and learning visually in pictures.</p>
<p>Listening to and reading stories can be enjoyable. But we can also learn some very important skills from stories!</p> <ul style="list-style-type: none"> <li>Stories can help us with a new language and help our language development. As we read or listen to a story, we hear and learn new words. Often the meaning becomes clear from the context of a story.</li> <li>Stories can teach us how to solve problems. Most stories have a problem or conflict that needs to be solved. Very often, these problems are similar to some of the problems we experience in our own lives. Stories can give us ideas about how to resolve our problems.</li> </ul>	<p><b>I can make a connection</b> to the problem solving. I once read a story about two sisters fighting and how they worked it out. The next time I argued with my sister, I thought about the story and it helped us resolve our problem!</p>



Text: Read	First Read: Think Aloud
<ul style="list-style-type: none"> <li>• Stories help us to develop our memory skills. In order to understand and enjoy a story, we have to remember who the characters are, the details of the setting, and all the events in the story! Sometimes, we have to think really hard to remember all the details. This helps us to develop our memory skills.</li> <li>• Stories can help us to develop our creativity and imagination! We often hear stories about places we have never been to, or about things that we have never experienced. But we can use our imaginations to try and visualise the place or experience. The more we try to imagine things, the better we become at it. We can also try to imagine what happens next in the story.</li> </ul> <p>So, from now on, if you are given the chance to listen to or to read a story, take it! Remember how many important skills you are developing without even thinking about it!</p>	<p>Oh, <b>I never thought</b> that I needed my memory to keep the story in my head as I read. I guess it's very important or else the plot won't make sense!</p>

QUESTIONS	
<ul style="list-style-type: none"> <li>• After reading the text, ask learners the following questions.</li> <li>• Call on several learners to share their responses (especially in the critical thinking questions, so a variety of ideas can be shared).</li> </ul>	
Recall questions	Responses
What made the short story popular about 100 years ago?	The printing press because stories were now published and accessible in newspapers and magazines.
What is the purpose of the short story?	To entertain
How many parts make up the structure of the short story?	5: introduction/exposition, rising action, climax, falling action, resolution
Critical thinking	Possible responses
Which do you think is more important: learning language skills or problem solving? Why?	Own response with reason
Which is your favourite category: action, science fiction, adventure, romance, comedy, crime, detective, or mystery? Why?	Own response with reason

## 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 ‘The short story usually follows a structure.’

The simple present is used to present a true statement.

#### 2 ‘Some of these stories **existed** in written form...’

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

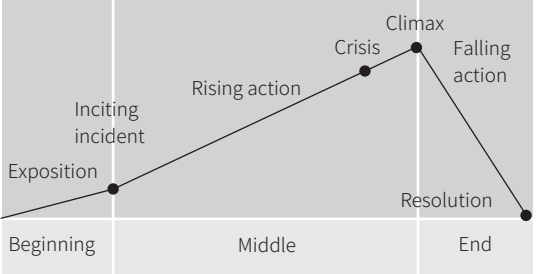
- 1 Remind learners of the LSC that you introduced on Wednesday: simple past and simple present tenses.
- 2 Show the learners the LSC again in context. Here are some more examples:
  - a ‘In the introduction, we **meet** the main character.’  
Simple present – stating a universal truth or fact.
  - b ‘The popularity of short stories **grew** when printed reading materials **became** popular.’  
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 Storytellers often told their tales around a fire. (*Storytellers often tell their tales around a fire.*)
  - b We didn’t know who wrote these short stories. (*We don’t know who writes these short stories.*)
  - c It was taking me a long time to read the novel unlike the short story which was quick! (*It takes me a long time to read the novel unlike the short story which is quick!*)
  - d He loved short stories, so he bought a collection by South African authors. (*He loves short stories, so he buys a collection by South African authors.*)Change the following sentences into the past tense:
  - e They keep all their children’s writing. (*They kept all their children’s writing.*)
  - f I think all short stories have a moral at the end, but I am wrong! (*I thought all short stories had a moral at the end. But I was wrong!*)
  - g Short stories are popular with people of all ages. (*Short stories were popular with people of all ages.*)
  - h I am reading so many stories, and I am learning a lot about the genre. (*I read so many stories and I learnt a lot about the genre.*)
- 2 Tell learners to write 2 sentences of their own: one using simple present and one using the simple past.
- 3 Correct this activity with the learners.

WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)	
TITLE	<b>Short stories: a brief escape</b>
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections
SECOND READ	
<p>Read the information text: <b>Short stories: a brief escape</b> the second time.            Read the <b>text</b> in Column 1 with expression.            Then read the <b>'think aloud'</b> in Column 2 as indicated, to show how we think and make meaning and make connections when we read.</p>	
Text: Read	Second Read: Think Aloud
<p><b>Short stories: a brief escape</b>            The history of the short story            Short-form storytelling can be traced back to ancient legends, mythology, folklore, and fables found in communities all over the world. Some of these stories existed in written form, but many were passed down through oral traditions.</p>	<p><b>I can visualise</b> people all sitting around a fire, listening to the dramatic storyteller.</p>
<p>The popularity of short stories grew when printed reading materials became popular. In the early 1900s, newspaper and magazine editors began publishing stories as entertainment, in addition to the more serious news stories and articles. People started to look forward to the short, plot-driven narratives. Anton Chekhov is often recognised as a founder of the modern short story. Short stories come in all kinds of categories, these include, action, science fiction, adventure, romance, comedy, crime, detective, and mystery.</p>	<p>This genre covers many areas. <b>I think</b> there's something for everyone! My favourite is comedy and family drama.</p>
<p>A short story is fiction. It's written to entertain. Although a short story has much in common with the longer novel, it is written with much greater precision as much has to happen in a short period.</p>	<p><b>I wonder</b> if any authors write both novels and short stories? They would have to be skilled at both styles.</p>
<p>The short story has the following characteristics:</p> <ul style="list-style-type: none"> <li>• A narrator who tells the story. This narrator can be one of the characters (first-person narration), or it can be an 'outside' voice (third person narration).</li> <li>• A few characters, as there is not much time to get to know too many people.</li> <li>• The story, or the plot, which has to begin quickly as there is not much time for the story to unfold.</li> <li>• Some kind of conflict or problem that needs to be resolved at the end.</li> </ul>	<p><b>I can make a connection</b> to when we write narrative essays. We also need conflict in our stories!</p>

Text: Read	Second Read: Think Aloud
<p>The short story usually follows a structure. This is called the narrative arc.</p> <ul style="list-style-type: none"> <li>The first part is the introduction (or the exposition). In the introduction, we meet the main character. We also find out where and when the story is set.</li> <li>The second part is called the rising action. Here, a problem or conflict is introduced. The problem grows and grows, until something has to happen.</li> </ul>	<p><b>I visualise</b> the climax like a kind of explosion! The plot gets more and more intense and then something blows up!</p>
<ul style="list-style-type: none"> <li>The third part is called the climax. This is the turning point in the story. This is where the most important or biggest thing in the story happens.</li> </ul>	
<ul style="list-style-type: none"> <li>The fourth part is called the falling action. This is where things calm down, and the different parts of the story begin to work out.</li> <li>The fifth and last part of the story structure is called the resolution. This is where the story ends – we see what finally happens, and how and where the characters are after the main events. Sometimes the characters have learnt a lesson or change as a result of the events.</li> </ul>	
<p><b>The Narrative Arc</b></p>  <p>The diagram illustrates the Narrative Arc as a line graph. The x-axis is divided into three sections: Beginning, Middle, and End. The y-axis represents the intensity of the plot. Key points on the graph are: Exposition (at the start of the Beginning section), Inciting incident (at the end of the Beginning section), Rising action (a line that slopes upward through the Middle section), Crisis (at the end of the Middle section), Climax (the highest point of the graph, at the end of the Middle section), Falling action (a line that slopes downward through the End section), and Resolution (at the end of the End section).</p>	
<p>Listening to and reading stories can be enjoyable. But we can also learn some very important skills from stories!</p> <ul style="list-style-type: none"> <li>Stories can help us with a new language and help our language development. As we read or listen to a story, we hear and learn new words. Often the meaning becomes clear from the context of a story.</li> <li>Stories can teach us how to solve problems. Most stories have a problem or conflict that needs to be solved. Very often, these problems are similar to some of the problems we experience in our own lives. Stories can give us ideas about how to resolve our problems.</li> </ul>	<p><b>I can make a connection</b> to learning new words. If I read a word in a story, it helps me to know what the word means and how to use it.</p>

Text: Read	Second Read: Think Aloud
<ul style="list-style-type: none"> <li>• Stories help us to develop our memory skills. In order to understand and enjoy a story, we have to remember who the characters are, the details of the setting, and all the events in the story! Sometimes, we have to think really hard to remember all the details. This helps us to develop our memory skills.</li> <li>• Stories can help us to develop our creativity and imagination! We often hear stories about places we have never been to, or about things that we have never experienced. But we can use our imaginations to try and visualise the place or experience. The more we try to imagine things, the better we become at it. We can also try to imagine what happens next in the story.</li> </ul> <p>So, from now on, if you are given the chance to listen to or to read a story, take it! Remember how many important skills you are developing without even thinking about it!</p>	<p>Once I saw a movie of a story I had read. I didn't enjoy the movie, because the characters looked totally different to how I had imagined them. I preferred my version!</p>

### Questions

- 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
Who is said to be the creator of the modern short story?	Anton Chekhov
What is the difference between the novel and the short story?	They are similar, but the short story has to be more precise and get to the point quickly.
How does reading stories help develop our memory skills?	We have to remember all the details about the plot, characters and so on as we read in order to make sense of what we're reading.
Critical thinking	Possible responses
Why do you think conflict is such an important feature in a short story?	Makes it dramatic. / Gives the story tension, otherwise it would be boring. / We want to see how the conflict ends and what happen. / Own responses.
Why do you think humans have the need to tell stories?	Own responses

### LEARNERS FORMULATE QUESTIONS

- 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** Learners must read the text, Short stories: a brief escape again independently.
- 2** Learners must also read the example of a short story, ***With friends like these, who needs enemies?***
- 3** Learners must answer the following questions based on the texts:
- 4 *Short stories: a brief escape***
  - a** What made the short story popular about 100 years ago? (*The printing press because stories were now published and accessible in newspapers and magazines.*)
  - b** What is the purpose of the short story? (*To entertain*)
  - c** How many parts make up the structure of the short story? (*5: introduction/exposition, rising action, climax, falling action, resolution*)
  - d** Which do you think is more important: learning language skills or problem solving? Why? (*Own response with reason*)
  - e** Which is your favourite category: action, science fiction, adventure, romance, comedy, crime, detective, or mystery? Why? (*Own response with reason*)
  - f** Who is said to be the creator of the modern short story? (*Anton Chekhov*)
  - g** What is the difference between the novel and the short story? (*They are similar, but the short story has to be more precise and get to the point quickly.*)
  - h** How does reading stories help develop our memory skills? (*We have to remember all the details about the plot, characters and so on as we read in order to make sense of what we're reading.*)
  - i** Why do you think conflict is such an important feature in a short story? (*Makes it dramatic. / Gives the story tension, otherwise it would be boring. / We want to see how the conflict ends and what happens. / Own responses.*)
  - j** Why do you think humans have the need to tell stories? (*Own responses*)
- With friends like these, who needs enemies?***
  - a** Why did Thulisiwe spend a lot of time alone in her room? (*She was shy and didn't have friends.*)
  - b** Why was Thulisiwe shocked when Zipho invited her to hang out with them at break? (*She didn't think that they knew her name or who she was. / They were popular and she was not.*)
  - c** What was Zipho and Mbali's plan? (*They wanted to steal Mr Bakone's phone and blame Thulisiwe.*)
  - d** Zipho and Mblai are: (choose the correct answer)
    - i** proud
    - ii** dishonest (✓)
    - iii** friendly
  - e** How did Abongile save his sister? (*He told the principal that he had seen Thulisiwe and Mbali together at break, but Zipho hadn't been with them. The principal worked out what was going on.*)

**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	<b>Short stories: a brief escape</b>
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Report Introduction to a short story
WRITING TOPIC	Write a report on the literary genre of short stories Write a creative response: an introduction to a short story
ORAL PRESENTATION	Preparation For FAT 7

WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)
MODELLING: (I do...)
<p><b>1</b> Remind the learners that this cycle, we have been working on <b>making connections</b>.</p> <ul style="list-style-type: none"> <li>• Explain that sometimes when we make connections:</li> <li>• we think about how something from the text is like something from our own lives</li> <li>• we think about how something from the text reminds us of things we know about the world</li> <li>• we make connections between different texts we have read</li> <li>• Making connections is a key thinking and comprehension skill.</li> </ul> <p><b>2</b> Model making a connection.</p> <p><b>a</b> <i>'Her mother always told her to be friends with her brother, Abongile, but he was so irritating! He either teased her or just ignored her existence.'</i></p> <p>I can make a connection from this text to the situation in my life. I have a brother and a sister. I love them both, but we are not always friends! We often irritate each other or tease each other. My mom always says we must be nice and kind, but sometimes it's hard!</p>
WORK WITH LEARNERS: (We do...)
<p><b>1</b> Explain that now we will make a connection together.</p> <p><b>2</b> Read out loud while learners follow along: <i>'Thulisiwe walked behind the principal, <b>her heart thumping and her head spinning</b>. She couldn't believe what was happening.'</i></p> <p><b>3</b> Ask learners: How is Thulisiwe feeling? Why is she feeling like this? Can you connect to this feeling? Have you ever experienced this feeling in your body? When?</p> <p><b>4</b> Listen to learners' ideas, like:</p> <p><b>a</b> I can connect to this feeling, one night, there was a big crash and I woke up with such a fright! I thought my heart would jump out my chest!</p> <p><b>b</b> This reminds me when I was caught by my teacher skipping class and I felt like this when she caught us.</p> <p><b>c</b> I can make a connection to feeling like this. When I was little, I got lost and I couldn't find my mom in the shop. I went all dizzy and was so scared.</p>

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

WEEK 6: TUESDAY / DAY 2: WRITING – TEACH THE GENRE (30 minutes)			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Report</b>	To inform, educate and enlighten the reader on a topic, situation or event	<ul style="list-style-type: none"> <li>Give a succinct title and add clear sub-titles.</li> <li>Start with an introduction (background, purpose and scope)</li> <li>Follow with the body (information / facts)</li> <li>End with a conclusion (evaluations, reason, example)</li> </ul>	<ul style="list-style-type: none"> <li>Write in paragraphs with sub-headings</li> <li>Use clear and concise language</li> <li>Use simple present tense</li> <li>Use factual descriptions</li> <li>Use technical words</li> </ul>
INTRODUCE THE GENRE			
<p><b>1</b> Explain that this cycle, learners will <b>do their own research</b> and then write a <b>report</b>.</p> <p><b>2</b> Explain that research means to <b>find out more about a topic</b>. Sometimes we do this by <b>reading about it</b>, or <b>speaking to people</b>, or by <b>watching videos</b> on the topic.</p> <p><b>3</b> Tell learners that once they have done their research, they will write the information that they find in the form of a <b>report</b>.</p> <p><b>4</b> A report is very carefully structured into headings and sections.</p> <p><b>5</b> When we write a report, we use the <b>simple present tense</b>. Our report presents findings that continue to be true or are unlikely to change. We call these universal truths.</p> <p><b>6</b> 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 9s get their information from?

#### **1 Introduction**

This report is to understand where Grade 9s get their information about important issues in their communities, news, politics and the world around them from.

The report was researched by:

- Giving 25 Grade 9s in my school a questionnaire to complete.
- Reading an article
- Watching a documentary about social media

#### **2 Findings**

The questionnaires indicated the following information

- 36% of Grade 9s get their information from their friends
- 34% of Grade 9s get their information from their parents and teachers
- 18% of Grade 9s get their information from social media
- 6% of Grade 9s get their information from newspapers
- 6% of Grade 9s get their information from Church

The article

The article said that most 14 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.

The documentary

The documentary showed the huge power and influence that social media has over teenagers. Teenagers are influenced and informed by what they see on social media and they usually believe the information and images they see on the online platforms.

#### **3 Conclusion**

I make the evaluation that Grade 9 learners are mostly influenced by their friends. But their parents and teachers also play an important role. For the Grade 9s 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 three 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 9s get their information from?
- 10** Does the report give an evaluation about the findings on the influences on Grade 9s?
- 11** What evaluation is made?

<b>WEEK 6: TUESDAY / DAY 2: WRITING – PLANNING (30 minutes)</b>	
TOPIC	Write a report on the literature genre of short stories Write a Creative Response: an introduction to a short story
GENRE	Report Introduction to a short story
PLANNING STRATEGY	Answering questions
<b>MODELLING: (I do...)</b>	
<p><b>1</b> Introduce the writing topic. You are going to write a report on the literary genre of short stories.</p> <p><b>2</b> Show learners that you <b>think before you write</b>.</p> <p><b>3</b> Orally share some ideas: <i>I will write a report to share what I find out about short stories. I will write about how they became popular and why, the purpose of short stories and why people created them. I will find out some of the characteristics of short stories. I will write about how reading can help us develop many skills. As a creative response I will write my own introduction to a short story.</i></p> <p><b>4</b> Have the planning frame written on one side of the chalkboard.</p> <p><b>5</b> Explain that we will do two planning activities.</p> <p><b>a</b> For the report, we will plan by answering questions.</p> <p><b>b</b> For the introduction, we will also plan by answering questions.</p> <p><b>6</b> Show learners how you plan by answering the questions for the report, and for the introduction.</p> <p><b>7</b> Do this on the other side of the chalkboard.</p>	
<b>Planning Part 1: Report</b>	<b>Planning Part 1: Report</b>
<p><b>1</b> What is the purpose of this report?</p> <p><b>2</b> How will you research the topic?</p> <p><b>3</b> When did the short story start to become a popular genre?</p> <p><b>4</b> What caused the public to start to be aware of short stories and appreciate them?</p> <p><b>5</b> List the characteristics of a short story.</p> <p><b>6</b> Why do you think having some conflict is important in a story?</p> <p><b>7</b> What is a narrative arc?</p> <p><b>8</b> List the 5 points in the narrative arc.</p> <p><b>9</b> How can reading stories help us develop other skills?</p> <p><b>10</b> Make an evaluation about this literary genre? Do you like it or not? Why? Do you think it is important for us to read short stories? Why or why not?</p>	<p><b>1</b> The purpose of this report is to find out more about short stories.</p> <p><b>2</b> I will research the topic by reading information texts about short stories and reading examples of short stories.</p> <p><b>3</b> Short stories became popular...</p> <p><b>4</b> People started to enjoy them...</p> <p><b>5</b> The characteristics of the short story are...</p> <p><b>6</b> Conflict is an important aspect because...</p> <p><b>7</b> The structure of a short story is...</p> <p><b>8</b> The narrative arc starts with...</p> <p><b>9</b> When we read stories, we can develop many skills such as...</p> <p><b>10</b> My evaluation of this type of literary genre is... I like/do not like it because... I think it is/is not important for us to read....because...</p>
<b>Planning Part 2: Introduction to a short story</b>	<b>Planning Part 2: Introduction to a short story</b>
<p><b>1</b> What is the setting of your story: the place and the time it happens?</p> <p><b>2</b> What is the weather like?</p> <p><b>3</b> Who is your main character: name, age, appearance, etc?</p> <p><b>4</b> What is the conflict that your character is facing?</p>	<p><b>1</b> Soweto, a busy road, sound of traffic and taxis, in a house, a summer afternoon</p> <p><b>2</b> Hot, sun blazing in through the window</p> <p><b>3</b> Ntombi is 15 years old, tall, braided hair,</p> <p><b>4</b> She is crying because her parents have just told her her arranged marriage to Nkanyezi in 3 years' time has been finalised.</p>

<b>LEARNERS PLAN: (You do...)</b>	
<b>Report</b>	
<b>1</b>	Remind learners that they can use the information in this week's Reading Text, <b>Short stories: a brief escape</b> , and all the short stories they have read to help them with their research and to help them write their reports.
<b>2</b>	Next, tell learners to turn and talk to with a partner about all the things they know about short stories.
<b>3</b>	Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their report.
<b>4</b>	<b>Hand out exercise books.</b>
<b>5</b>	Tell learners to make their plans in their exercise books.
<b>6</b>	As learners work, walk around the room and help and guide learners where needed.
<b>Introduction to a short story</b>	
<b>7</b>	Tell learners that they are also going to do a Creative Response. They are going to write their own introduction to a short story.
<b>8</b>	Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their introduction to a short story.
<b>9</b>	Tell learners to make their plans in their exercise books.

<b>WEEK 6: WEDNESDAY / DAY 3: WRITING – DRAFTING (60 minutes)</b>	
TOPIC	Write a report on the literature genre of short stories Write an introduction to a short story
Before class begins, rewrite the questions and responses on the board.	
<b>Planning Part 1: Report</b>	<b>Planning Part 1: Report</b>
<b>1</b> What is the purpose of this report?	<b>1</b> The purpose of this report is to find out more about short stories.
<b>2</b> How will you research the topic?	<b>2</b> I will research the topic by reading information texts about short stories and reading examples of short stories.
<b>3</b> When did the short story start to become a popular genre?	<b>3</b> Short stories became popular...
<b>4</b> What caused the public to start to be aware of short stories and appreciate them?	<b>4</b> People started to enjoy them...
<b>5</b> List the characteristics of a short story.	<b>5</b> The characteristics of the short story are...
<b>6</b> Why do you think having some conflict is important in a story?	<b>6</b> Conflict is an important aspect because...
<b>7</b> What is a narrative arc?	<b>7</b> The structure of a short story is...
<b>8</b> List the 5 points in the narrative arc.	<b>8</b> The narrative arc starts with...
<b>9</b> How can reading stories help us develop other skills?	<b>9</b> When we read stories, we can develop many skills such as...
<b>10</b> Make an evaluation about this literary genre? Do you like it or not? Why? Do you think it is important for us to read short stories? Why or why not?	<b>10</b> My evaluation of this type of literary genre is... I like/do not like it because... I think it is/is not important for us to read....because...
<b>Planning Part 2: Introduction to a short story</b>	<b>Planning Part 2: Introduction to a short story</b>
<b>1</b> What is the setting of your story: the place and the time it happens?	<b>1</b> Soweto, a busy road, sound of traffic and taxis, in a house, a summer afternoon
<b>2</b> What is the weather like?	<b>2</b> Hot, sun blazing in through the window
<b>3</b> Who is your main character: name, age, appearance, etc?	<b>3</b> Ntombi is 15 years old, tall, braided hair,
<b>4</b> What is the conflict that your character is facing?	<b>4</b> She is crying because her parents have just told her her arranged marriage to Nkanyezi in 3 years' time has been finalised.

## 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 short stories**

#### **Introduction**

*Points 1 and 2*

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

#### **Findings**

*Points 3, 4, 5, 6, 7, 8 and 9*

##### **1 General information**

- Stories are became popular in .....
- People started enjoying and appreciated them because ...

##### **2 Characteristics of short story**

Short stories have the following characteristics:

- Conflict is important because ...

##### **3 Structure of a short story**

- The structure is called the .....
- The 5 points in the structure are: ...

##### **4 Developing other skills**

- Reading stories helps us to develop...
- We develop these by...

#### **Conclusion**

*Point 10*

- My evaluation on this literary genre is that...
- I like / do not like it because...
- I think we should/should not read \_\_\_\_\_ in school because ...

**Creative Response:** Here is an example of an introduction to a short story:

*(Write your own Introduction and insert it here)*

DRAFTING
<p><b>1</b> Hand out learners' exercise books.</p> <p><b>Report</b></p> <p><b>1</b> Remind learners that they will write a report using the frame.</p> <p><b>2</b> Remind learners to write in the simple present tense.</p> <p><b>3</b> Instruct learners to write the date and heading: <b>Report: Draft</b></p> <p><b>4</b> Instruct learners to find their plan from Tuesday and think about their ideas.</p> <p><b>5</b> Instruct learners to complete the writing frame using their plans.</p> <p><b>6</b> Remind learners of the strategies they can use to help them.</p> <p><b>7</b> Remind learners that they can use the information text, <i>Short stories: a brief escape</i> and examples of short stories to help them.</p> <p><b>Introduction to a short story</b></p> <p><b>1</b> Remind learners that they will also write a Creative Response introduction to a short story.</p> <p><b>2</b> Instruct learners to write the date and heading: <b>Introduction: Draft</b></p> <p><b>3</b> Instruct learners to find their plan from Tuesday and think about their ideas.</p> <p><b>4</b> Instruct learners to complete the draft using their plans.</p> <p><b>5</b> As learners write, walk around the classroom and give help where needed.</p>
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	
<p><i>(Write this on the board <b>before</b> class begins)</i></p>	<p><b>Report</b></p> <p><b>1</b> Did I use the proper format for my report? Have I structured the information under the correct headings?</p> <p><b>2</b> Did I spell all words correctly?</p> <p><b>3</b> Have I used the correct tense?</p> <p><b>4</b> Does every sentence start with a capital letter?</p> <p><b>5</b> Does every sentence end with a full stop?</p> <p><b>6</b> Did I use some technical terms?</p> <p><b>7</b> Did I make an evaluation at the end?</p> <p><b>8</b> Does my report make sense?</p> <p><b>Introduction to a short story</b></p> <p><b>1</b> Have I described the place, time and weather in my introduction?</p> <p><b>2</b> Have I introduced my main character and given some details?</p> <p><b>3</b> Have I indicated what the conflict/tension is going to be in the story?</p> <p><b>4</b> Does my writing make my reader want to read the rest of the story to see what happens?</p> <p><b>5</b> Is the spelling and punctuation correct?</p>
	<p><b>Examples of the report and the introduction:</b></p> <p><b><u>A report on the literature genre of short stories</u></b></p> <p><b><u>Introduction</u></b></p> <p><b>1</b> The purpose of this report is to...</p> <p><b>2</b> The research was done by...</p>

	<p><b>Findings</b></p> <ol style="list-style-type: none"> <li><b>1</b> General information <ul style="list-style-type: none"> <li>• Stories are became popular in .....</li> <li>• People started enjoying and appreciated them because ...</li> </ul> </li> <li><b>2</b> Characteristics of short story <p>Short stories have the following characteristics:</p> <ul style="list-style-type: none"> <li>• Conflict is important because ...</li> </ul> </li> <li><b>3</b> Structure of a short story <ul style="list-style-type: none"> <li>• The structure is called the .....</li> <li>• The 5 points in the structure are:...</li> </ul> </li> <li><b>4</b> Developing other skills <ul style="list-style-type: none"> <li>• Reading stories helps us to develop...</li> <li>• We develop these by...</li> </ul> </li> </ol> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• My evaluation on this literary genre is that...</li> <li>• I like / do not like it because...</li> <li>• I think we should/should not read _____ in school because ...</li> </ul>
	<p><b>Introduction to a short story: Destiny?</b></p> <p><i>As Ntombi sat in her room everything looked normal. Her bed was there. Her clothes were there. The sun was streaming in on this beautiful hot summer's day. Everything sounded normal. She could hear traffic outside and taxis hooting and calling to pedestrians, radios booming and someone singing. But nothing was normal. Her parents had just come in to tell her the devastating news: her arranged marriage was finalised. She was to marry Nkanyezi when she turned 18 and go and live with him. She had heard them talking before, but she never thought this would actually happen! What about her studies? What about her dreams? What about her friends and her life? What if she didn't want to get married? Did she just have to accept this, or did she have any choice in her future?</i></p>

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

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"> <li><b>1</b> For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project).</li> <li><b>2</b> The learners need to use the reports they wrote and present their findings to the class.</li> <li><b>3</b> They will also read their introductions to the class.</li> <li><b>4</b> For their orals, learners must <b>structure their presentations</b> as follows: (Write the following structure on the board.) <ol style="list-style-type: none"> <li><b>a Introduction:</b> 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 short stories, what did you think / feel about this?</li> <li><b>b Body</b> – part one: Share the main findings of your research and any things you found interesting.</li> <li><b>c Body</b> – part two: Read your own Creative Response Introduction of your short story (with expression!)</li> <li><b>d Conclusion:</b> Share the evaluation you made about short stories, as well as your evaluation of this experience</li> </ol> </li> <li><b>5</b> Learners also need to be aware of their <b>non-verbal presentation skills</b>: <ol style="list-style-type: none"> <li><b>a</b> Your <b>voice projection</b> should allow everyone in the class to hear what you are saying.</li> <li><b>b</b> Your <b>pace</b> should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.</li> <li><b>c</b> You should maintain <b>eye contact</b> with your audience.</li> <li><b>d</b> Your <b>posture</b> should be formal and upright.</li> <li><b>e</b> You can use <b>gestures</b> if they add to the content of your speech. These might be especially effective when reading your Creative Response Introduction.</li> </ol> </li> <li><b>6</b> As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section: <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Give constructive feedback</li> <li>• Maintain a discussion</li> <li>• Show sensitivity to the rights and feelings of others</li> </ul> </li> </ol>
PREPARE YOUR ORAL	
15 minutes	<ol style="list-style-type: none"> <li><b>1</b> Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</li> <li><b>2</b> Ensure learners know that this is an Assessment Task for 20 marks.</li> <li><b>3</b> Ensure that learners know the structure of their presentations.</li> <li><b>4</b> Here are some sentence starters they can use: (Write these on the board.)</li> </ol>

	<p><b>Introduction:</b>          Today I will talk about...          The research I did was on...          My speech today concerns...          When I first heard about this project I felt / thought...</p> <p><b>Body:</b>          Something interesting I learnt doing this research is... I will now read my Creative Response Introduction, entitled...          I hope you will enjoy my Creative Response Introduction. It's called...</p> <p><b>Conclusion:</b>          In conclusion...          To sum up...          Now that I've done this project, I can say that...          After doing this project, I feel...</p> <p><b>5</b> Give learners time to plan their presentations and think about how they will read their Creative Response Introductions in an effective way.</p>
<b>ORAL PRESENTATIONS:</b>	
25 minutes	<p><b>1</b> Remind the class that while learners are delivering their speeches:</p> <ul style="list-style-type: none"> <li>• Listen respectfully when someone is presenting.</li> <li>• Do not interrupt when someone is presenting.</li> <li>• Applaud when the speaker is finished.</li> <li>• Be open-minded and tolerant of ideas that are different to your own.</li> <li>• Give feedback that is thoughtful and positive.</li> </ul> <p><b>2</b> Write on the board:</p> <ul style="list-style-type: none"> <li>• What did you like about the Creative Response Introduction?</li> <li>• Why?</li> <li>• Would you like to read the rest of this story and see what happens?</li> </ul> <p><b>3</b> While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.</p> <p><b>4</b> Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.</p> <p><b>5</b> 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.</p>
<b>FEEDBACK</b>	
5 minutes	<p><b>1</b> After the oral presentations for the lesson have been presented, call on several learners to give feedback on the Creative Response Introductions they enjoyed the most, and why they liked them.</p>



## Shared Reading Text: Short Stories: a brief escape

### THE HISTORY OF THE SHORT STORY

Short-form storytelling can be traced back to ancient legends, mythology, folklore, and fables found in communities all over the world. Some of these stories existed in written form, but many were passed down through oral traditions.

The popularity of short stories grew when printed reading materials became popular. In the early 1900s, newspaper and magazine editors began publishing stories as entertainment, in addition to the more serious news stories and articles. People started to look forward to the short, plot-driven narratives. Anton Chekhov is often recognised as a founder of the modern short story. Short stories come in all kinds of categories, these include, action, science fiction, adventure, romance, comedy, crime, detective, and mystery.

A short story is fiction. It's written to entertain. Although a short story has much in common with the longer novel, it is written with much greater precision as much has to happen in a short period.

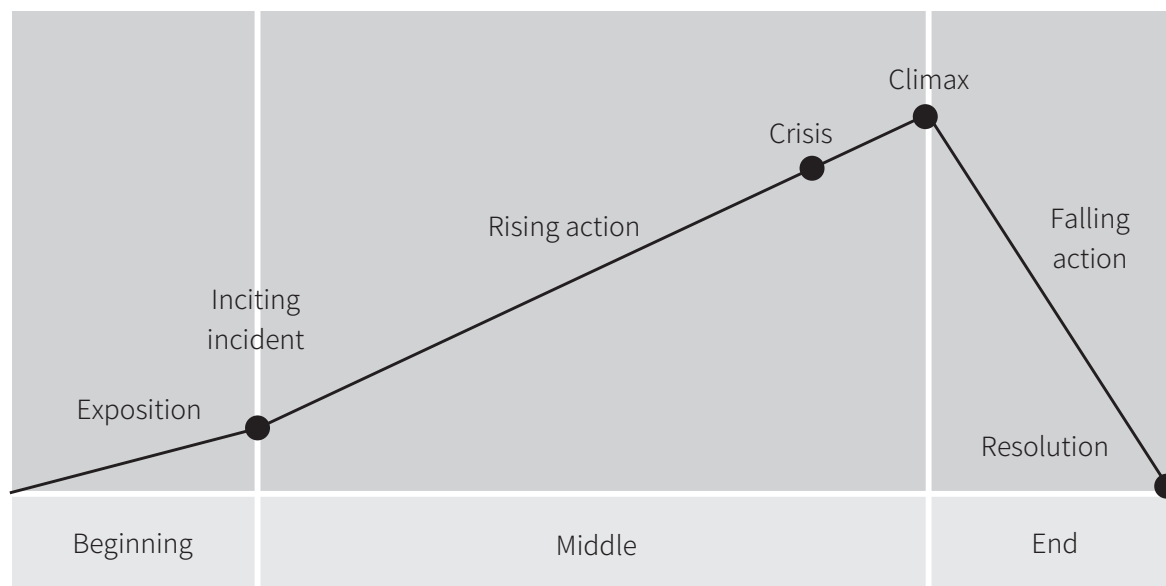
The short story has the following **characteristics**:

- A **narrator** who tells the story. This narrator can be one of the characters (first-person narration), or it can be an 'outside' voice (third person narration).
- A few **characters**, as there is not much time to get to know too many people.
- The story, or the **plot**, which has to begin quickly as there is not much time for the story to unfold.
- Some kind of **conflict** or problem that needs to be resolved at the end.

The short story usually follows a **structure**. This is called the **narrative arc**.

- The first part is the **introduction** (or the exposition). In the introduction, we meet the main character. We also find out where and when the story is set.
- The second part is called the **rising action**. Here, a problem or conflict is introduced. The problem grows and grows, until something has to happen.
- The third part is called the **climax**. This is the turning point in the story. This is where the most important or biggest thing in the story happens.
- The fourth part is called the **falling action**. This is where things calm down, and the different parts of the story begin to work out.
- The fifth and last part of the story structure is called the **resolution**. This is where the story ends – we see what finally happens, and how and where the characters are after the main events. Sometimes the characters have learnt a lesson or change as a result of the events.

## THE NARRATIVE ARC



Listening to and reading stories can be enjoyable. But we can also learn some very important skills from stories!

- Stories can help us with a new language and help our language development. As we read or listen to a story, we hear and learn new words. Often the meaning becomes clear from the context of a story.
- Stories can teach us how to solve problems. Most stories have a problem or conflict that needs to be solved. Very often, these problems are similar to some of the problems we experience in our own lives. Stories can give us ideas about how to resolve our problems.
- Stories help us to develop our memory skills. In order to understand and enjoy a story, we have to remember who the characters are, the details of the setting, and all the events in the story! Sometimes, we have to think really hard to remember all the details. This helps us to develop our memory skills.
- Stories can help us to develop our creativity and imagination! We often hear stories about places we have never been to, or about things that we have never experienced. But we can use our imaginations to try and visualise the place or experience. The more we try to imagine things, the better we become at it. We can also try to imagine what happens next in the story.

So, from now on, if you are given the chance to listen to or to read a story, take it! Remember how many important skills you are developing without even thinking about it!

## **Independent Reading Text: With friends like these, who needs enemies?**

Thulisiwe was a shy girl. She wished she had friends, like the popular girls Zipho and Mbali. Most days, she'd come home from school and just spend time alone in her room. Her mother always told her to be friends with her brother, Abongile, but he was irritating! He either teased her or just ignored her existence.

One day at school, Zipho and Mbali approached her.

'Come hang out with us at break, Thuli,' Zipho said. Thulisiwe was shocked. They actually knew her name!

'I'd love that!' she replied. When the bell rang for break, Mbali found her, and they sat and they ate their lunch together watching some Grade 8 kids play soccer.

'Where's Zipho' she asked.

'Actually, we need you,' Mbali said, winking. 'Mr Bakone always leaves his cell phone on his desk and Zipho's going to take it! You just stay here with me, and you can help!

Thulisiwe's heart started beating. She was getting a very bad feeling. Everything about this felt wrong. She felt she should get up and leave, but she didn't want to upset her new friends and ruin her chances with them.

After break they all filed back into Maths class. Thulisiwe saw Zipho look at Mbali with a big grin on her face and nod. As they were settling down, the principal came into the class.

He turned and addressed the class. 'Does anyone know where Mr Bakone's phone is? It went missing at break.'

Zipho stood up quickly. 'I saw Thulisiwe in the classroom at break, sir!' she said pointing at Thuli.

The principal looked at Thulisiwe and shook his head.

'Come with me please, Thulisiwe' he said sternly.

Thulisiwe walked behind the principal, her heart thumping and her head spinning. She couldn't believe what was happening. She had been set up. No one would believe her over popular Zipho! Everyone would think she was the thief. Suddenly Abongile came out of his classroom and walked up to her.

'Are you best friends with Mbali now, Sis?' he asked. 'I didn't know you hung out with the cool kids. I saw you sitting with her at break. But I didn't see her best friend, Zipho...?'

The principal looked at Thulisiwe. He looked at Abongile. Then he turned around and marched straight back to the classroom.

Thulisiwe nearly collapsed with relief.

'Abs! Thank you! I nearly got myself into terrible trouble! Thank you for standing up for me!'

# A GUIDE TO THE SHORT STORY

## CATEGORIES - SOMETHING FOR EVERYONE



## ESSENTIAL COMPONENTS OF A SUCCESSFUL SHORT STORY!

1. Narrator & characters



2. Plot & setting



4. Action

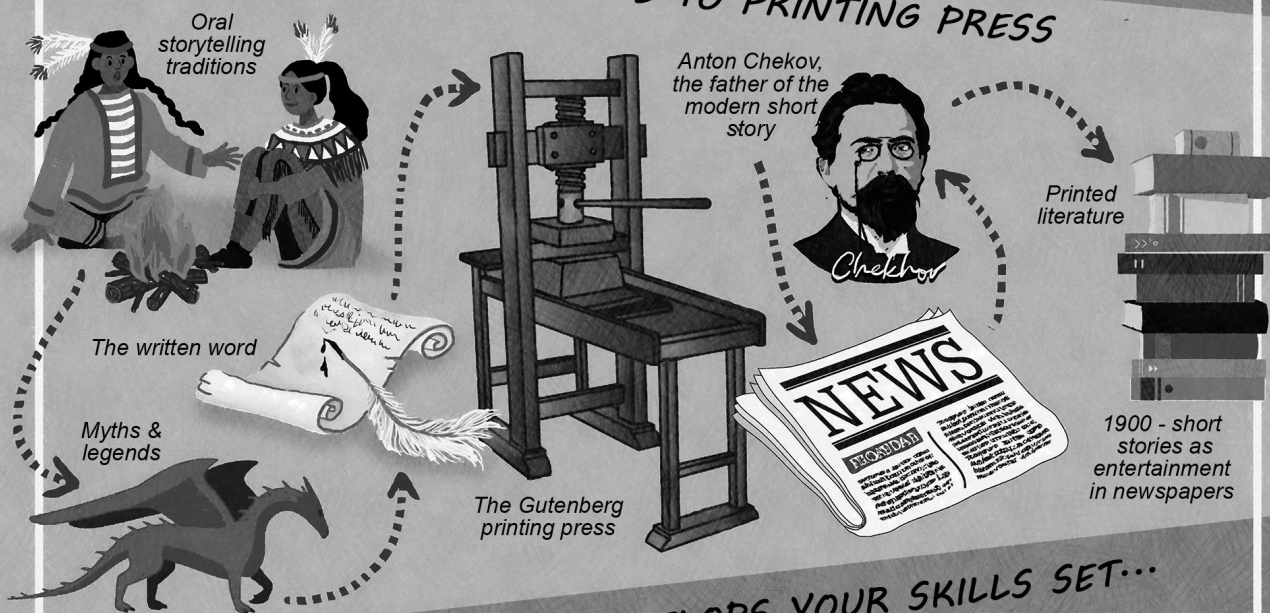


5. Resolution

3. Conflict



## HISTORY; FROM FIRESIDE TO PRINTING PRESS



## READING SHORT STORIES DEVELOPS YOUR SKILLS SET...

Language development      Creativity & imagination  
 Problem solving      Memory skills