

Grade 7

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

Term 1

A Message from the NECT

NATIONAL EDUCATION COLLABORATION TRUST (NECT)

Dear Teachers

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

What is NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

What are the learning programmes?

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

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). The FSS helped the DBE trial the NECT Maths, Science and language learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Provincialisation Programme. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

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

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CONTENTS

1.	IMPORTANCE OF ROUTINES	4
2.	READING REMEDIATION	6
3.	READING SKILLS	16
4.	TEXT FEATURES	21
5.	LANGUAGE STRUCTURES AND CONVENTIONS	25
6.	PERSONAL DICTIONARY	29
7.	WRITING LESSONS	29
8.	CYCLE 1: WEEKS 1 & 2	30
9.	Cycle 1: Reading & Viewing Lesson 1	31
10.	Cycle 1: Reading & Viewing Lesson 2	37
11.	Cycle 1: Writing Lesson	43
12.	CYCLE 2: WEEKS 3 & 4	55
13.	Cycle 2: Reading & Viewing Lesson 1	56
14.	Cycle 2: Reading & Viewing Lesson 2	62
15.	Cycle 2: Writing Lesson	67
16.	CYCLE 3: WEEK 5 & 6	78
17.	Cycle 3: Reading & Viewing Lesson 1	79
18.	Cycle 3: Reading & Viewing Lesson 2	85
19.	Cycle 3: Writing Lesson	90
20.	CYCLE 4: WEEKS 7 & 8	101
21.	Cycle 4: Reading & Viewing Lesson 1	102
22.	Cycle 4: Reading & Viewing Lesson 2	107
23.	Cycle 4: Writing Lesson	111
24.	CYCLE 5: WEEKS 9 & 10	124
25.	Cycle 5: Reading & Viewing Lesson 1	125
26.	Cycle 5: Reading & Viewing Lesson 2	130
27.	Cycle 5: Writing Lesson	135

IMPORTANCE OF ROUTINES

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

TIMING

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

4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

NOTE ABOUT READING & VIEWING:

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

NOTE ABOUT WRITING & PRESENTING:

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

READING REMEDIATION

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

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

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

So how do children learn to read?

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

This means that when teaching reading, we must:

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

PHONEMIC AWARENESS AND PHONICS

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

	Phoneme (speech sound)	Grapheme (letter or group of letters representing the phoneme)	Example
Consonant Sounds			
1	/b/	b, bb	big, rubber
2	/d/	d, dd, ed	dog, add, filled
3	/f/	f, ph	fish, phone
4	/g/	g, gg	go, egg
5	/h/	h	hot
6	/j/	j, g, ge, dge	jet, cage, barge, judge
7	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique, cheque
8	/l/	l, ll	leg, bell
9	/m/	m, mm, mb	mad, hammer, lamb
10	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11	/p/	p, pp	pie, apple
12	/r/	r, rr, wr	run, marry, write
13	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14	/t/	t, tt, ed	top, letter, stopped
15	/v/	v, ve	vet, give
16	/w/	w	wet, win, swim
17	/y/	y, i	yes, onion
18	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, xerox, xylophone
Consonant Digraphs			
19	/th/ [not voiced]	th	thumb, thin, thing

20	/th/ [voiced]	th	this, feather, then
21	/ng/	ng, n	sing, monkey, sink
22	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23	/ch/	ch, tch	chip, match
24	/zh/	ge, s	garage, measure, division
25	/wh/ [with breath]	wh	what, where, when, why
Short Vowel Sounds			
26	/a/	a, au	hat, laugh
27	/e/	e, ea	bed, bread
28	/i/	i	if
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30	/u/	u, o	up, ton
Long Vowel Sounds			
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, train, day, they, eight, vein
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33	/ī/	i, i_e, igh, y, ie	find, right, light, fly, pie
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35	/ū/	u, u_e, uw	human, use, few, chew
Other Vowel Sounds			
36	/oo/	oo, u, oul	book, put, could
37	/ōō/	oo, u, u_e	moon, truth, rule
38	/ow/	ow, ou, ou_e	cow, out, mouse, house
39	/oy/	oi, oy	coin, toy
Vowel Sounds Affected by R			
40	/a [r]/	ar	car
41	/ă [r]/	air, ear, are	air, chair, fair, hair, bear, care
42	/l [r]/	irr, ere, eer	mirror, here, cheer
43	/o [r]/	or, ore, oor	for, core, door
44	/u [r]/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)

How to help learners with PHONICS

READING SKILL	WORD DECODING AND PHONICS
WHAT IS THIS?	This is the learner's ability to link the sound to a letter or a group of letters, and sound out or recognize a word.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. This is one of the main strategies that we use to read.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> 1. The learner cannot hear and/or identify sounds. 2. The learner struggles to read many words. 3. The learner says that he 'gets stuck on words'. 4. The learner works so hard to sound out words that he does not understand what he is reading.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Build in a quick spelling lesson once or twice a week. Focus on one specific sound/area of difficulty each week. 2. Identify a sound that learners seem to struggle with – use the table above to help you. 3. Then, write down a list of words that use the same sound, and go through the list with learners. Play sound specific phonics games. 4. Let them copy this list of words down, and study them for homework. 5. Remind them that the words all use the same sound, so this makes the words easier to learn. 6. Also make sure that learners understand the meanings of the words. 7. An example of this could be to do the 'air' sound: fair; hair; air; chair. 8. Try to display these 'word families' somewhere in the classroom.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Get pictures from magazines or brochures. Ask the group to sort these pictures by the first sound. 2. Write down and show the group a sound combination (e.g.: sh; th; sw; etc.) Ask the group to 'read' the sounds a few times. 3. Write the sound and different letters and sounds on small blocks of paper. Ask the group to build the word that you say, using the blocks of paper. 4. Write down words that use the targeted sound, and ask the group to break them up into sounds, and read each sound out loud. 5. Ask the group to write the words that you call out – make sure that the words all contain the targeted sound. 6. Let the group practice reading aloud and help individuals to sound out words as they get stuck. 7. Be patient and praise the group – some children need more time and practice to learn to read!

WORD RECOGNITION





- ‘High frequency’ words are words that occur frequently in text.
- Because these words appear so frequently, learners must be able to recognise them easily on sight.
- Below is a list of the 200 most frequently occurring words in the English language.
- This list is for your reference.

100 HIGH FREQUENCY WORDS IN ORDER				
the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an
NEXT 100 HIGH FREQUENCY WORDS IN ORDER				
water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	out	through	baby	town

took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Table from Masterson, J. Stuart, M. Dixon, M. & Lovejoy, S. (2003) Children's Printed Word Database: Economic and Social Research Council funded project, R00023406.

How to help learners with WORD RECOGNITION

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner's ability to read words on sight.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	<ol style="list-style-type: none"> 1. Learners who can read a large number of words automatically on sight will be more fluent and successful readers. 2. Certain words do not follow normal phonetic patterns and cannot be 'sounded out'
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> 1. The learner reads haltingly, and in a word-by-word manner. 2. The learner cannot recognise many high frequency words.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Make flashcards of the high frequency words. 2. Ask pupils to read four or five flashcards per day. 3. Show the first card to learners, say the word and use the word in a sentence. (High frequency words are simple words that learners are likely to know and are sometimes difficult to define, like: the, who, what. If the learner does not know the meaning of the word, provide the learner with a definition.) 4. Ask learners to read the word. 5. Tell learners to take a photograph of the word with their minds. They should try to remember the shape of the word, the length of the word, and what sound the word begins with. 6. Ask pupils to write the word, then outline the shape of the word e.g.   7. Ask learners to draw the shape of the word with their fingers – first on the table, and then in the air. E.g. shape  called  8. Go through all four or five words in this manner. 9. Next, flash the words to learners in a random order, and ask learners to read the word as they see it. 10. Go through all the words two or three times. 11. Each time the learners enter or leave the classroom, have them identify one word from the flashcard pile. 12. Display these words somewhere in the classroom for learners to see.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Give this group of learners their own set of small, clearly printed, flashcards with the high frequency words on them. In addition, give them a set of blank cards. 2. At the end of the day, send four or five cards home with the child, together with the same number of blank cards. 3. Tell the group to read them over a few times when they get home. 4. Ask the learners to look at the word on each card and copy the word on a blank card. 5. Once they have done this, tell the learners to shuffle their cards and then to lay them out on a face up. 6. Learners should then try to match up the teacher's printed card with their own written card 7. They must then display these words on a wall or somewhere at home, and they must try to read these words whenever they pass by. 8. Try to speak to the parent or guardian, and involve them in this process. 9. Be patient with the group, and praise them as they recognise new words.

VOCABULARY

- A learner’s spoken vocabulary is an excellent indicator of his or her reading level.
- In other words, a learner who has a large vocabulary is likely to be a good reader.
- In marginalised communities, or where learners are second or third language speakers, their vocabularies are likely to be limited.
- It is up to the teacher to try and enrich the vocabulary of these learners.

How to help learners with VOCABULARY

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner’s ability to understand and use many different words.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. The learner cannot understand what he reads if he does not understand the meaning of the words.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	1. The learner battles to speak about events in a way that makes sense. 2. The learner uses the same words over and over. 3. The learner struggles to find the correct word for what they want to say. 4. When reading, the learner does not understand some words. 5. The learner does not link words from a text to another text, or to real life.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	1. Clearly label as many items in the classroom in English as possible. 2. Have a theme section in the classroom where you display pictures and their English labels, or real objects and their English labels. 3. When you introduce words to the theme corner, try to use those words in context frequently during that week. 4. Don’t shy away from using more complex or technical words. Use these words in context and provide learners with the definition. 5. Encourage learners to try and use new words in context – try to implement some kind of reward system.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	1. Speak to the group about what you plan to do during the day. Use new words, ask the group to repeat the new words, ask the group questions which require the use of the new word in their answer. 2. Read different stories to the group – using new vocabulary in context. 3. Tell jokes and stories to the group – using new vocabulary in context. 4. Try to use a new word more than once, in different contexts. 5. Praise these learners when they manage to use a new word in context. 6. Encourage children to ask the meaning of any new word they hear and praise them when they do this.

FLUENCY

How to help learners with FLUENCY

READING SKILL	FLUENCY
WHAT IS THIS?	This is the ability to read with speed, accuracy and proper expression.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	Learners must be able to read fluently in order to understand what they read.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none">1. It takes the learner a long time to read a passage.2. The learner cannot read many words.3. The learner reads with no expression.4. The learner does not pause in the correct places.5. The learner moves his mouth when reading silently.6. The learner gets frustrated when reading.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none">1. Model fluent reading for the class at every opportunity.2. When reading any text aloud, make sure that you are well prepared, so that you can read the text smoothly, at a good pace, and with the proper intonation and inflection.3. Once you have read a text aloud, ask the class to read the same text with you. Keep reading at the same pace, and do not read in a sing-song rhythm.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none">1. Read aloud to the group whenever possible, so that they can hear fluent reading.2. Read aloud and let different learners follow with their fingers in the book.3. Read a short passage to the group, and then make them read the same passage immediately.4. Let each learner read individually. (if they are comfortable doing this) Say, "Stop". The learner must immediately look up from the page, but must continue to say the words that were read. This encourages learners to 'read on' – to let their eyes move ahead to the next words, even as they are reading other words aloud. See who can 'read' the most words once they have looked up from the page.5. Encourage the group and let learners know that you understand their frustration.6. Always ensure a learner is comfortable reading in front of their class mates. Avoid asking them to read in front their classmates if this causes them to be distressed/unhappy. Instead offer the learner the opportunity to read out loud one to one with yourself, perhaps at your desk.

COMPREHENSION

How to help learners with COMPREHENSION

READING SKILL	COMPREHENSION
WHAT IS THIS?	<p>This is the learner’s ability to understand and interpret what has been read. To properly comprehend, the learner must be able to:</p> <ol style="list-style-type: none"> 1. Decode what has been read. 2. Make connections between what has been read and what is already known. 3. Think deeply about what has been read.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	<ol style="list-style-type: none"> 1. Readers who have good comprehension are able to make decisions about what they have read – what is important, what is not important, etc. 2. Comprehension combines reading with thinking and reasoning – it is how we learn new things.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?	<ol style="list-style-type: none"> 1. The learner cannot recall details from the story. 2. The learner does not know the main idea of the story. 3. The learner cannot say what happened first, what happened next, and what happened last. 4. The learner cannot summarise the story. 5. The learner cannot say what a character’s thoughts or feelings are.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Explain the meaning of unknown words in the text to the class. 2. Ask the class different levels of questions. 3. Help the class to identify where in the text the answers can be found. 4. Model answers to comprehension questions. 5. Model how to think through the answers to complex questions. 6. When asking a complex question, allow learners to answer. Summarise and connect learners’ answers to form a full and ideal response.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Teach the group to read a short chunk of the text, and make sure they know what is going on before moving on. 2. Teach the group how to form mental pictures as the story is read. Read a part of a story to the group, and ask them to close their eyes and imagine it. Ask further questions to help the group, e.g.: Can you see the house? Did you remember the red door? Then read the next part of the text and so on. 3. Help the group to summarise what happened through questioning. E.g.: What happened first? Where were they? What happened next?

READING SKILLS

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

Analysing, evaluating and responding to texts	Analysing a text is the process of knowing the purpose of why the text was written, who the intended audience is, the type of language that has been used to achieve a purpose E.g. persuasive, emotive, manipulative language; bias, stereotype. Evaluating the text by comparing and contrasting it to similar texts.
Comparing and contrasting	Comparing two pieces of similar writing. E.g. reading two poems that both discuss love, perhaps with different viewpoints. Noticing how the poems are similar and in which ways they are different.
Clarifying	Clarifying is the ability to check that the text has been understood by answering certain questions, or by asking key questions or by repeating or summarising the most essential ideas in your own words, rephrasing and repeating the content.
Context clues	The context is important when trying to work out the meaning of specific words, or the general meaning of the text. The context is the story as a whole, the sentences that support the main idea, the main ideas of each paragraph, the setting, and the characters. All of these aspects can be used as clues when a reader is attempting to work out a portion of the story or even the meaning of one word.
Critical Language awareness	The ability to be aware of the choice of words and why they were selected by an author is part of critical language awareness. Knowing that the way a text has been written is just as important as what has been written. The authors own bias, choice of characters to represent a situation, gender bias, historical emphasis, all of these aspects determine how a reader learns. Interacting with a text is about being able to evaluate what the message and subtext or purpose of the article is.
Deducing meaning (analogies, comparisons)	Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind. Sometimes a comparison is used. One type of indirect comparison is a simile. The simile uses the words 'like' or 'as' to compare two things. Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar. Deducing meaning is the skill of working out what the message or meaning is really supposed to be.

Drawing conclusions	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.</p>
Dictionary skills	<p>Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.</p>
Evaluate	<p>Evaluating a text is when you give your own opinion and make a judgement about the information you have read.</p>
Fact and opinion	<p>In a story, the reader must think about the information that is factual and the information that is only the opinion or belief of someone else. Everyone has different opinions, but facts can be supported by witnesses, evidence, numbers, and experiments.</p> <p>Opinion is simply one way of viewing the world.</p> <p>E.g. It is 29 degrees outside today. This is a fact, temperature can be measured.</p> <p>It is a lovely sunny day. This is an opinion. Many people do NOT like hot weather, so they would not think a sunny day is lovely.</p> <p>My mom made meatballs for dinner. This is a fact.</p> <p>My mom made the most delicious meatballs for dinner. This is an opinion.</p>

Fluency	Fluency is the ability to read with reasonable accuracy – to pronounce words correctly, with correct emphasis on syllables and words. Fluency also includes the ability to recognise punctuation and apply appropriate reading techniques for specific punctuation marks. Fluency also implies the ability to read out loud for an audience, projecting the voice and making eye contact. The more fluent the reader becomes the more confident their reading becomes.
Inferring meaning	<p>When you infer, you figure something out that wasn't completely explained in the story. You make an inference when you use clues from the story and your own background knowledge to figure something out that the author doesn't directly tell you.</p> <p>How do we infer? Here are some examples:</p> <ul style="list-style-type: none"> • Think about what the author has written so far • Think about what you already know • Think about how the characters feel and what they have said • Use all the clues you can in the text to make a good guess • Think about where the events are taking place • Think about how the characters act • Put the pieces together • Make a conclusion by using words like: <p>I think.... This could mean.... Maybe...</p>
Interpreting cartoons	Cartoons are often drawn to bring a message. Political cartoons are popular in newspapers. To interpret the cartoon, ask what message is the artist trying to bring, who are the characters being drawn and what is the reason? These are skills of reading a cartoon.
Intensive Reading	Intensive Reading involves reading in details with specific learning aims and tasks.
Paraphrasing	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
Personal opinion	Based on the knowledge of what an opinion is and that opinions are neither right nor wrong, learners must be able to make personal judgements. Developing a personal opinion on a text must always be supported by valid reasons relating to the text.

<p>Predicting information</p>	<p>Predicting is not only a pre-reading strategy, it is an ongoing process that keeps the reader involved at every stage of the story, as he or she tries to figure out what will happen next, by making new predictions with the unfolding of each new event in the story. Predictions are made or revised as more information is gathered.</p> <p>How to predict (pre-reading)</p> <ul style="list-style-type: none"> • Read the title • Discuss the meaning of the title • Ask learners what they think the story will be about • Look at any illustrations • Discuss the illustrations • Ask learners what they think the story will be about, based on the illustrations • Ask learners to connect the illustrations and title to get a full idea • Ask learners to think about any similarities or differences between the title and illustrations • Ask learners what they think the story will be about now • Learners may discuss, draw or write about their predictions <p>How to predict (during reading)</p> <ul style="list-style-type: none"> • Pause during reading • Ask learners what they think will happen next, now that they have some idea of how the events are unfolding • Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas • Ask learners if their previous predictions were correct • Ask learners if they would like to change or revise their previous predictions as they read and gather more information
<p>Purpose of a text [to inform, persuade]</p>	<p>The writer has a reason for his or her work. Sometimes it is just to entertain the reader, for fun or pleasure. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic.</p> <p>Try to work out why the author has written the text. This will also help with identifying language structures used.</p> <p>E.g. if the purpose is to entertain, many adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.</p>
<p>Relating text to own experience</p>	<p>Trying to imagine that you are one of the characters often helps with comprehension. Sometimes the characters face similar situations to what the reader has been through. It is useful to find ways in which you have had the same thoughts, feelings or experiences as the person in the story.</p>

Scanning texts	<p>Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information To scan read do the following:</p> <ul style="list-style-type: none"> • Keep in mind all the time what you are searching for • Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers • Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs • Let your eyes run over a few lines of a text at a time • When you find the information you are looking for, then read that section in detail.
Sequence of events	<p>The sequence is the order in which the events take place. Often sequencing key words will be used. E.g. firstly; then; next; followed by; lastly. Sometimes the sequence of events can be tracked through the cause and effect chain. Because one event happened, there was a certain reaction to it. That then causes another event to happen.</p>
Skim reading	<p>Skimming is a way of quickly moving your eyes over a text, with the purpose of getting the main idea and general overview of the text.</p> <p>It is used in pre-reading to get a general idea of what is about to be read. How to skim read:</p> <ul style="list-style-type: none"> • Read the title • Read any subheading • Look at any illustrations • Read the introduction • Read the first paragraph completely • Read only the first sentence of all other paragraphs • Look for any words that may provide the most important information required: who? what? when? where? and how? • Read the last paragraph completely
Socio-political and cultural backgrounds of text and author	<p>The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across.</p> <p>Often it is useful to know a little about the author as it can help the reader to understand the story better.</p>
Summarise	<p>When we summarise we look for only the main ideas in each paragraph. The supporting sentences that prove the main idea are not important when summarising.</p>
Visualising	<p>To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p>
Vocabulary development	<p>Vocabulary development is adding to the amount of words you know. You can add to your vocabulary by reading new words and working out ways of understanding them, including using a dictionary or clues from the text.</p> <p>Vocabulary development includes learning about synonyms; antonyms; homophones; homonyms.</p>

FEATURES OF TEXT

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

Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way.
Character	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Characterisation	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Conflict	The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle. There are four major types of conflict: <ul style="list-style-type: none"> • Person against person: a problem between two characters • Person against self: a problem within the character’s own mind • Person against society: a problem between a character and an institution like a school or police force or a tradition • Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami
Dialogue	Dialogue is a word for conversation. When we read dialogue in a story, we are reading what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.

Emotive language	<p>Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.</p> <p>The use of the pronouns “We, us” makes the reader feel part of something.</p> <p>Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.</p>
Figurative language	<p>This includes figures of speech and idiomatic expressions.</p> <p>Figures of speech include alliteration; hyperbole; metaphor; onomatopoeia; simile; personification.</p>
Font types and sizes, the impact of font on comprehension	<p>Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.</p>
Genre	<p>Genre is the category or style of the book.</p> <p>E.g. mystery; fantasy; science-fiction; adventure; romance.</p>
Headings and captions	<p>Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.</p>
Hyperbole	<p>Hyperbole is the use of exaggeration for effect.</p> <p>E.g. My suitcase weighs a ton! I have told you a million times!</p>
Idioms and proverbs	<p>Idioms are part of figurative language. The ability to recognise common idioms is important, such as ‘The Midas touch’ or ‘Birds of a feather’ where the idiom has a deeper meaning, or wider context.</p>
Imagery	<p>Imagery is the ability of words to create a word picture in the reader’s mind. It often draws on the senses – sight, smell, taste, touch. Imagery should affect the reader on an emotional level if it is well written.</p>
Interjections	<p>An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion.</p> <p>E.g. Ah! Dear me! Oh gosh! Wow!</p> <p>Local colloquial interjections would include words like eish!</p>
Literal and figurative meaning	<p>The literal meaning of something (a word or a clause) is the exact meaning.</p> <p>What is said has a direct and clear meaning.</p> <p>E.g. He is extremely angry.</p> <p>The figurative meaning of something needs to be interpreted as the meaning is not clear straight away. Figurative language uses similes, metaphors and personification, or idioms to describe something using comparisons or pictures.</p> <p>For example: He is as angry as an electric storm.</p>

Main and supporting ideas	<p>The main idea (or often called the topic sentence) is what the paragraph is all about. The main idea or central point of the paragraph is the one sentence in the paragraph that has the most important information. The supporting ideas will be all the other sentences in the paragraph that prove, or agree with, or add more information to the main idea. The main idea can be anywhere in the paragraph, it might not be the first sentence, but often is.</p> <p>E.g. All a dog needs is love and food. Dog owners must care for their pets in many ways. Dogs need attention, they like to have a ball thrown for them and they like to go for walks. Some people give their dogs extra treats to eat like slices of meat. As long as a dog is fed and loved it will be a happy pet.</p> <p>The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.</p>
Metaphor	<p>The metaphor is figurative language most often used in poetry, where one object is said to be another. This creates a visual image.</p> <p>E.g. Her lips were red strawberries His heart was a feather blown by the wind</p>
Mood	<p>The mood of a poem or a story is what emotions the poet or author is trying to create. There are certain words that can be used to make the reader feel a certain way.</p>
Narrator	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <ul style="list-style-type: none"> a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.
Onomatopoeia	<p>Onomatopoeia are words which make a sound</p> <p>E.g. hiss; ping; buzz; splat; bang; zoom; sizzle</p>
Personification	<p>Personification is to give a non-living object life like qualities. This is also figurative language.</p> <p>E.g. The branches of the tree tore my jacket; the icy waves bit my toes</p>

Plot	The plot is the storyline. What actually happens in the story, from beginning to end. A plot usually runs in order, from the beginning, to a climax when the most exciting action happens and an ending. But sometimes a writer jumps around in time in the story. The plot usually builds up to a climax – this is the most tragic, or exciting, or frightening part of the story.
Purpose of a text (to inform, persuade)	The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.
Setting	The setting gives us an idea of the time when the story or drama happens, as well as where it takes place. The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.
Simile	A simile is a comparison between two objects using the key words as or like. It shows that something is similar, used to create a clear mental image E.g. His eyes were like knives; she was as tall as a giraffe
Theme and message	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.
Types of language: including: bias; prejudice; discrimination; stereotyping. How language and images reflect and shape values and attitudes.	Bias in writing is a writing style that will favour one group, thing, person or point of view over another. E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work. To identify prejudice in a text is an important reading skill, the reader must be able to identify if the author is using language which is creating an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another. Stereotyping is when the author states that a whole group of people think or behave the same way. Stereotyping is not true. The behaviour might represent the majority or a large part of the group, but never the whole group. E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.
Visual texts	Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.

LANGUAGE STRUCTURES AND CONVENTIONS

Abbreviations	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography</p>
Adjectives	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
Adverbs of manner	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly. Adverbs of manner usually end in –ly.</p>
Adverbs of place	<p>Adverbs of place are words which refer to a general place.</p> <p>E.g. Here; there; near; far.</p>
Adverbs of time	<p>Adverbs of time are words which refer to general time frames.</p> <p>E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.</p>
Acronyms	<p>A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word.</p> <p>E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters</p>
Auxiliary verbs	<p>Auxiliary verbs support the actual verb.</p> <p>E.g. is, are, were, was, am, have, has, had, be.</p> <p>They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb.</p> <p>E.g. We are walking to school.</p>
Clauses	<p>A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear.</p> <p>E.g. When it was raining. Because you were late. Before you go to bed.</p>
Concord	<p>The concord is when the subject and the verb in a sentence agree.</p> <p>E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food.</p> <p>Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is</p>

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

Phrases	<p>A phrase is not a complete sentence. It is a part of a sentence which does not include a subject or a verb. E.g. in the garden; at the park; behind the trees</p>
Prepositions	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
Pronouns	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards.</p> <p>Pronouns include he, him, his, she, her, I, me, my, you, us, we, they, them</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>
Sentences	<p>A group of words that is complete in itself and make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb.</p> <p>The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language. E.g. The boys were playing outside.</p> <p>A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence.</p> <p>Sentences fall into four groups. A command. "Go outside at once!" A question. "Where are you going?" A statement. "I am going outside." An exclamation. "I can't wait!"</p>
Spelling	<p>The process or activity of writing or naming the letters in a word. There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow.</p> <p>E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> • A short vowel sound like 'e' means the last consonant must be doubled before adding -ing. Pet – petting • A long vowel sound like 'ee' means the last constant stays single before adding -ing. Meet – meeting • "i before e except after c" • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add -ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities

Verbs	<p>The actions that are performed. E.g. run, smile, talk, and whistle. The verbs follow strict rules when the tenses change.</p> <p>E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung Verbs are the building blocks of most sentences.</p>
Verb Tenses	<p>Verbs determine what tense the sentence is written in. Simple present tense. I play tennis every week. Snakes are reptiles. Present continuous tense. She is watching the tennis game. Simple past tense. He woke up early and got out of bed. Past continuous tense. The children were sleeping in their beds. Past perfect tense. He had forgotten his keys. Simple future tense. We will teach the learners tomorrow. Future continuous tense. I will be working the whole day.</p>

PERSONAL DICTIONARY

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

WRITING LESSONS

The number of hours that you have for Writing & Presenting in a two-week cycle will depend on the total number of hours you have for EFAL. If you have 10 hours for EFAL, 3.5 of those hours will be for Writing & Presenting. If you have 8 hours for EFAL, 2.5 of those will be for Writing & Presenting.

If you have 3.5 hours of Writing & Presenting time then you will allow learners to complete the writing task in the text book AND follow the process writing lesson. If you have 2.5 hours of Writing & Presenting time then you will only allow learners to complete the process writing task in the Content Booklet.

- All process writing lessons follow a routine.
- The standard routine for a Gr 7 Writing lesson is as follows:

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

CYCLE 1

weeks

1 & 2

“The course of true love never did run smooth.”
- William Shakespeare, *A Midsummer Night’s Dream*

READING

CYCLE 1 Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short stories / folklore
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Background • Setting
Reading skills to be taught:	<ul style="list-style-type: none"> • Recognising titles, headings, illustrations • Recognising parts of a book such as title pages, index, chapters, glossary • Skimming • Scanning • Intensive reading • Inferring meaning and conclusions • Fact and opinion • Meaning of words • Visualisation

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Beware Bullies!	The personality potion	6
English Today	Tell Your Story	Story telling in Africa	13
Interactive English	Celebrating Me	Fables	7 & 8
Oxford Successful English	Our Stories	"Homecoming." Short Story	18
Platinum	Stories Every day	Animal tales form Africa	6
Spot On	I see you	Extract from the book: "Shirley, Goodness and Mercy"	4
Top Class	Gather Around the Fire	San Folk Tale: "The day man met fire"	5.6.7
Via Afrika English	Meet and Greet	Short Story: "Unexpected meeting"	11

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- that the focus for this short story / fable will be on setting and character

2. Explain that the setting is the time and the place in which a story takes place. It also includes the background of the story.

STUDY THE TITLE AND PICTURES, RECOGNISE TITLE, HEADINGS & ILLUSTRATIONS

1. Read the title.

2. Ask the learners to skim read the text, then ask:

- Does the title give any information about who the characters in the story will be?
- Does the title give any information about what might happen in the story?
- Do the pictures give any idea about the time period in which the story takes place?
- Does it look like it is modern times, or futuristic times or very long ago?
- What is it exactly in the picture that makes you decide on the time period?
- Does the picture give any information about the country in which the story might take place? If so, what is it in the picture that gives us that idea?
- Does either the heading or the picture give any clues about the culture or the religion of the characters?
- What did you notice about the clothing, or the background, or the buildings in the picture that might give clues about the setting? Remember setting is place and time.
- Does the picture give any clues about a very specific place where the story will unfold, e.g. an airport, a classroom, a hut, a river side?

PREDICT WHAT THE STORY IS ABOUT

1. Read the first paragraph out loud to the class.

2. Ask the learners what they think will happen in the story.

3. Tell the learners that they will talk to a partner for 3 minutes (one and a half minutes each) to share ideas on what they think will happen in the story.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

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

Name of Character	Personal qualities	Where do they live?	What are their actions or beliefs?
Peacock	unhappy discontented jealous		Complained a lot Was rude

6. After reading the text, ask the learners to help you complete the first two lines of this table. Either ask individual learners to come up to the board and fill in information or ask learners to raise their hands and tell you the information and you fill it in.
 - write down the names of the characters and key words that help you learn about the characters as you come across them when you read
 - to focus on the setting (the time and place that we learnt about in pre-reading) this often influences the characters' behaviours or actions, or beliefs
7. Read the story again to the learners, tell the learners to listen to the whole story, and imagine it in their heads.
8. Explain this is called visualisation. Tell the learners to close their eyes, listen to the story, and 'see' the pictures in their minds.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to scan the text for any new words themselves.
2. Tell learners to write down at least five words they do not understand
3. Tell the learners to:
 - read the whole sentence, the sentence above and below, and try to guess what the word could possibly mean
 - use a dictionary to look the word up to check how accurate their guesses were.

PARTNER READING: CHARACTERISATION, INTENSIVE READING

1. Tell the learners to:

- turn and read the story to a partner
- draw the table and fill it in as they read to each other – fill in the information that gives facts about all the characters (10 min)

2. Ask some (not all of the pairs) to report back on what they read and what they found out about the characters.

3. Ask some of the pairs to explain the meaning of two new words that they have learnt.

FACT AND OPINION

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

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today the learners will be answering questions about the story as a written response.
2. Read the comprehension questions out loud to learners.
3. Tell the learners to:
 - read the story again silently to themselves
 - tell them that as they do this, they should think about what the questions were and see if they can find any of the answers as they read
 - always answer questions in full sentences, with as much detail as possible
4. Read the comprehension questions out loud to learners once again.
5. Give learners 30 minutes to complete all questions, independently.
6. If there is enough time, ask individual learners to read their answers out loud to the class, once everyone has finished their writing.

CYCLE 1: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Short story
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Background • Setting • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Recognising titles, headings, illustrations • Recognising parts of a book such as title pages. • Skimming • Scanning • Intensive reading • Inferring meaning and conclusions • Meaning of words • Cause and Effect • Sequencing

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Bullies Beware!	Bullying is no laughing matter	9
English Today	Tell your story	"Tselane and the giant"	16.17
Interactive English	Celebrating Me	Song – poem	11
Oxford Successful English	Our stories	Parts of a book	14
Platinum	Stories Every day	"How Anansi became a spider"	9
Spot On	I see you	Skimming index pages	8
Top Class	Gather around the Fire	-	
Via Afrika English	Meet and Greet	-	

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - to open their textbooks to the correct page.
 - to remember what was taught in the previous lesson about character and the setting of a story.
2. Remind learners that the setting is the place and time period where events happen:
Ask the learners to think about:
 - where the place is
 - what the place looks like
 - when the events happen
3. Explain that the plot is how the story unfolds, how the events develop.
4. Explain that the moral is the lesson that can be learnt from the story. The moral can be a lesson on how to live life or a lesson on how to behave.
5. Tell the learners:
 - to follow how the plot unfolds and how one event leads to another
 - work out the moral or theme of the story.
 - write these words on the board "Plot"; "Moral"

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the story out loud.
2. Ask the learners:
 - Does the title mention the characters' names?
 - Does the title mention the place where the story takes place?

PREDICT WHAT THE STORY IS ABOUT

1. Tell learners to read the first paragraph out loud.
2. One learner can be selected to read to the class. Always select children who are more confident readers. Avoid selecting a child if it distresses them to read in front of the class.
3. Stop and ask:
 - Did the first paragraph give us any information about the setting: where and when events take place?
 - What do you think might happen to the characters in the story?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:

- open the textbook at the correct page
- listen for the moral of the story
- listen to the plot of the story and how events unfold

2. Read the whole story out loud to the class.

3. Tell the class to:

- read the story again to a friend
- write down words they do not understand
- work with a partner once they have read the story to each other and write down in number format what happened first, second, third, fourth and so on. This will give them a sequenced summary of events

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners to:

- re-read the sentences above and below the words that were written down that they did not understand
- work out what the word could mean, by replacing the word with a synonym and see if the replacement word makes sense in that sentence. Explain that if does, they are close to an accurate guess of the meaning. If not, they should use a dictionary to look up the correct meaning

READ THE TEXT AND DISCUSS CAUSE AND EFFECT

1. Read the story aloud again, and stop to discuss how one event triggered another.

2. Ask the learners:

- What happened as a result of the actions of any of the characters?
- What caused this one particular event to happen?
- What was the action or deed or event that made the next action happen?

MAKE INFERENCES

1. While reading, stop and ask learners:

- a. How does the setting impact events in the story?
- b. Why do you think _____ happened?
- c. How do you think the character felt?
- d. Why do you think the character made that decision?

SILENT READING

1. Instruct learners to read the story on their own, silently.
2. Tell learners to think about what they can learn from the story.
3. Ask the learners if there is a valuable lesson that can be applied to their life?
E.g. Do not be gullible; do not be stubborn; do not trust everyone?

POST READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that the learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Explain to the learners that they should skim read by allowing their eye to travel quickly over the words and only focus on the most important parts: the names of the characters, the setting and the main ideas or sentences of each paragraph.
4. Summarise or recap orally what the text was about.
5. Ask learners:
 - a. Who are the main characters in the text?
 - b. What is the setting for the text?
 - c. What is the plot summary? Give a brief overview of what happens.
 - d. How does the story end?
 - e. What did you like or dislike about this story? Why?
 - f. What do you think the main theme of this story is?
 - g. What do you think the writer wants us to learn or take away from this story?
6. Read the comprehension questions out loud to learners.
7. Explain the meanings of any questions that the learners do not understand.
8. Explain to learners how to complete the activity in their workbooks.
9. Give learners 30 minutes to complete the work independently.
10. Instruct learners to discuss their answers with a partner.

CYCLE 1: WEEKS 1 & 2

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a narrative/descriptive essay

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

Textbook	Theme	Page
Clever English	Bullies beware!	13
English Today	Tell your story	26
Interactive English	Celebrating ME	39
Platinum English	Stories every day	51
Spot On English	I see you	63
Successful English	Our stories	76
Top Class English	Gather round the fire	89
Via Afrika English	Meet and greet	101

GENRE: Short story

CAPS DESCRIPTION OF GENRE: Narrative writing is largely the presentation of a series of events in some meaningful order.

AUDIENCE: Grade 7 learners

PURPOSE: To tell a story based on personal experience

TEXT FEATURES

1. Essay format

- Introduction
- Body
- Conclusion

2. Images of sight, sound, smell, touch and sight

3. Punctuation

4. Past tense

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 130-180 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks

WORD BOXES:

happy, sad, excited, scared, worried, nervous, afraid, stressed, cross, glad, mad, loved, safe, shy, hurt, proud, lonely, thankful, when, where, happened, went, stayed, walked, ran, thought, mother, father, brother, sister.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will be able to identify the features of a short story: introduction, body, conclusion

TEACHER INPUT

1. Tell the learners:
 - a. Today we are going to write a narrative essay. This will be a story written about something that has happened to you.
 - b. We will write in the past tense.
 - c. When we write longer stories, we divide the writing into shorter paragraphs. The essay will have four paragraphs – an introduction which (will set the scene), two paragraphs as the body (which will tell us what happened) and a conclusion (which will tell us how it ended).
 - d. Each paragraph must have a topic sentence with supporting ideas.
 - e. We must join shorter sentences using conjunctions. This gives the writing cohesion.
 - f. When we write a narrative essay, we need to choose our words very carefully. We want the reader (or the person listening to your story) to be almost able to see the story in their head.
2. Ask learners to show you if they understand what you have said by showing a THUMBS UP/ THUMBS DOWN. If many learners give you a thumbs down, explain the instructions again.
3. Tell the learners you are now going to read them a piece of narrative text. Tell them you will read it twice. Tell the learners to close their eyes and to try and imagine the story in their minds.
4. Read the following story to the learners, twice;

I was walking home from school one hot Monday afternoon. I was tired and upset. I had been in a lot of trouble with Mr Mashile because I hadn't done my Maths homework. I knew he was going to phone my Grandmother.

I wasn't thinking carefully about where I was walking. I was near the house with the big black dog with the crazy eyes. That dog scared me. I always used to run as fast as I could past that house but that day I was thinking about Mr Mashile phoning my Grandmother.

All of a sudden I saw a black flash, heard a loud bark and felt the dog's sharp teeth bite into my leg. Oh the pain! The dog with the crazy eyes had jumped over the fence and had bitten me! That will teach me not to do my homework! I was in trouble with Mr Mashile. I had been bitten by the big black dog with the crazy eyes and now I was going home to face big trouble with my Grandmother. I wish I had done that stupid Maths homework!

5. Ask the learners the following questions:
 - a. The writer set the scene in the opening paragraph. Where does the story take place?
(Possible answer: Walking home from school.)

- b. Name some of the feelings the writer experienced in the story
(Possible answer: Tired and upset. It was a hot day so the writer could also have been feeling hot.)
- c. What happens in the middle of the story? This is what we call the body of the story.
(Possible answer: The writer forgot about the house with the dog because he was thinking about how much trouble he was in for not doing his homework. The dog jumped over the fence and bit him on the leg.)
- d. How does the writer describe the dog?
(Possible answer: "Big black dog with crazy eyes")
- e. What sounds did the writer hear?
(Possible answer: Loud bark.)
- f. How did writer describe the dog's teeth?
(Possible answer: Sharp)

6. Draw the following on the board, leaving out the suggested bullet points. Ask the learners to put their hands up and suggest what information might go in each block.

INTRODUCTION: Starts the story and tells us where the story takes place and tells us who the story is about.

- Walking home from school
 - Hot day
 - Tired and upset
 - In trouble
- } [possible answers]

PARAGRAPH 1: Tells us what the first things are that happen in the story

- Forgot to run past the house with the dog
 - Thinking about being in trouble
- } [possible answers]

PARAGRAPH 2: Tell us what happens next in the story

- Dog jumps over fence and bites the child [possible answer]

CONCLUSION: Tells us how the story ended

- Should have done my homework [possible answer]

7. Read over the above with the learners.

MODELLING THE SKILL



20 MINUTES

OUTCOMES

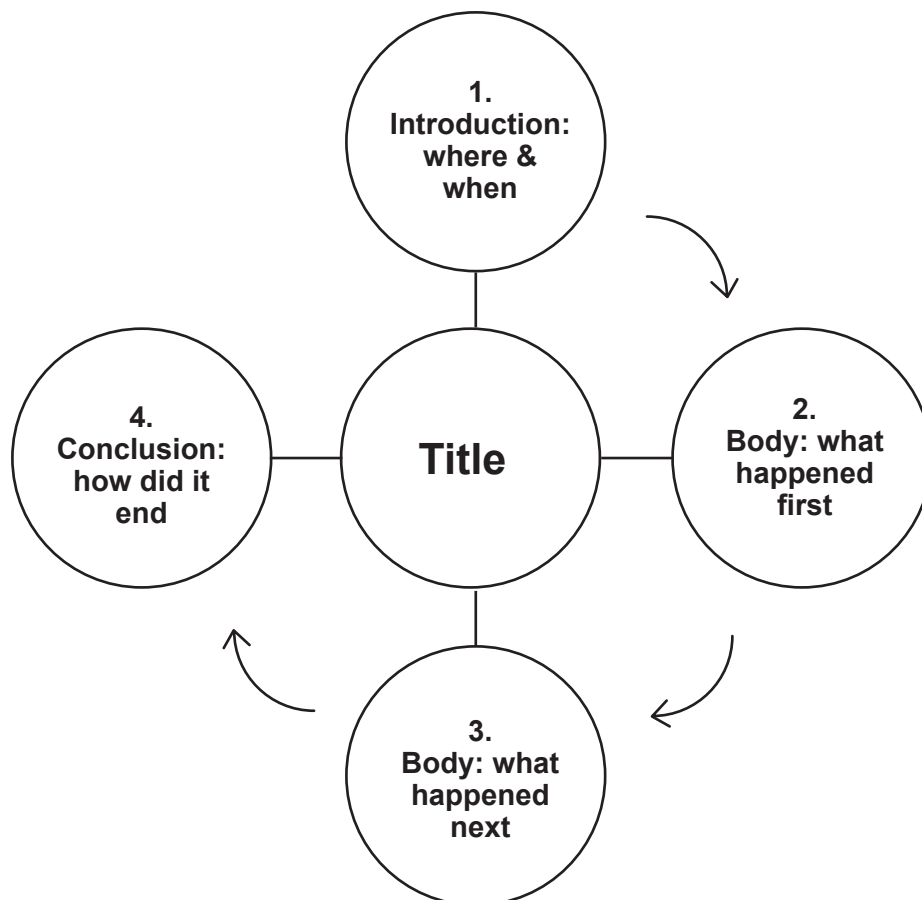
The learner will understand what a mind map is and how to use a mind map to plan a narrative essay.

TEACHER INPUT

1. Say:

- a. Today I am going to show you how to write a story about an event that happened to me. I must write about my own life because **WRITERS WRITE WHAT THEY KNOW**.
- b. I must write about one thing because **WRITERS ZOOM INTO SMALLER MOMENTS**.
- c. I should include how I felt to make my writing more interesting.
- d. Let me think about what I want to write because **WRITERS THINK BEFORE THEY WRITE**.
- e. I must use my own ideas because writing is about putting my ideas into words.
- f. I will write about when my sister nearly drowned.
- g. First, I must plan my story. I will use a mind map to plan.

2. Draw the following on the chalkboard:

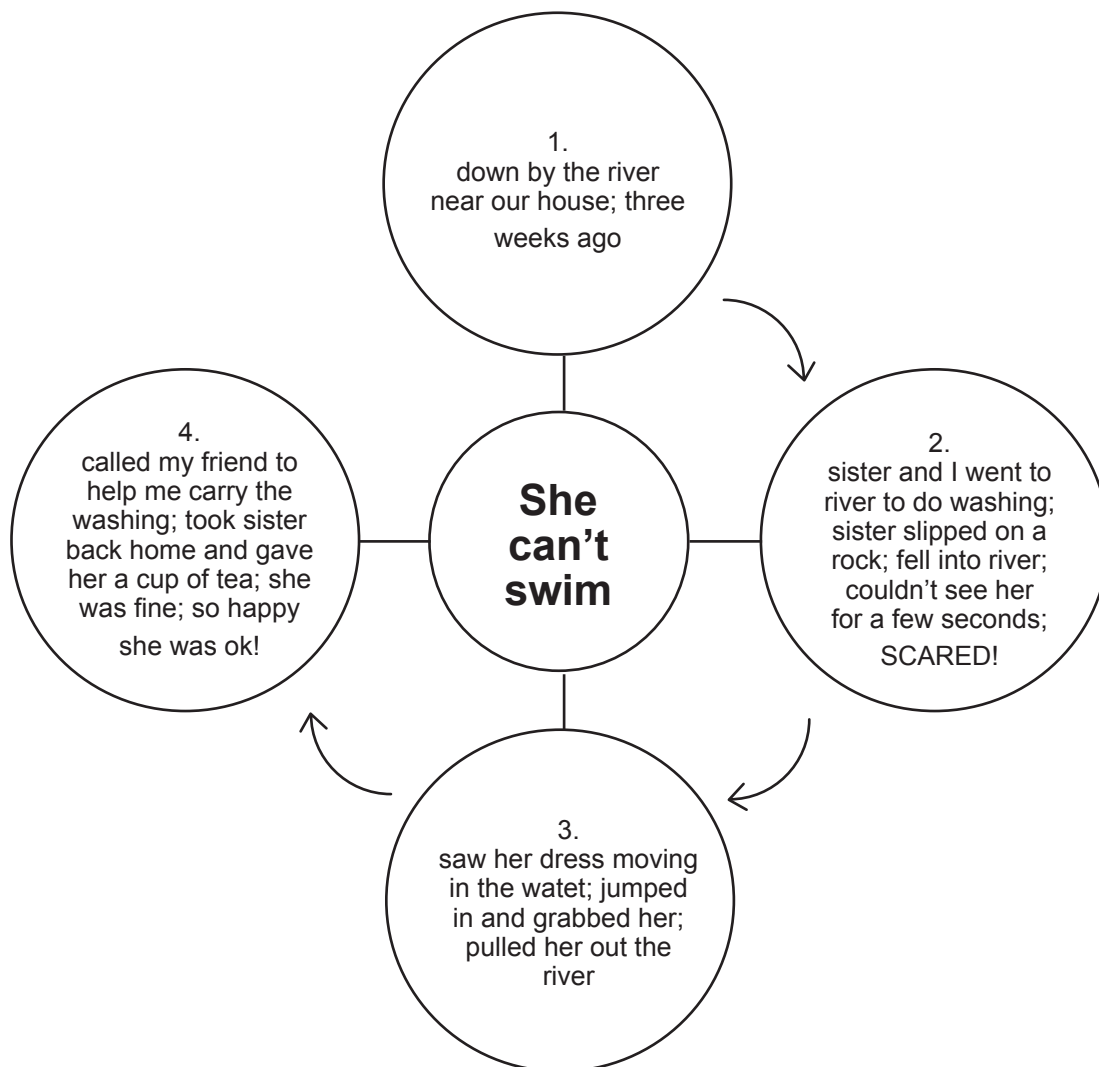


3. Tell the learners:

- a. This is called a mind map.
- b. This is used to help plan stories.
- c. We only need to use words or phrases on the mind map.
- d. I am going to put the following ideas on my mind map:

- In my introduction I must set the scene. I must say WHERE and WHEN the story happened. I will write 'down by the river near our house' and 'three weeks ago'
- In my body I must say WHAT HAPPENED FIRST. I will write 'sister and I went to river to do washing; sister slipped on a rock; fell into the river; couldn't see her for a few seconds – scared!'
- Then I must say WHAT HAPPENED NEXT. I will write 'saw her dress turning in the water; jumped in and grabbed her; pulled her out the river.'
- Lastly I must say how it ended. I will write 'called my friend to help me carry the washing; took my sister back home; gave her a cup of tea; she was fine; so happy she was ok!'

4. The completed mind map might look like this:



Read through the completed mind map with the learners.

PLANNING



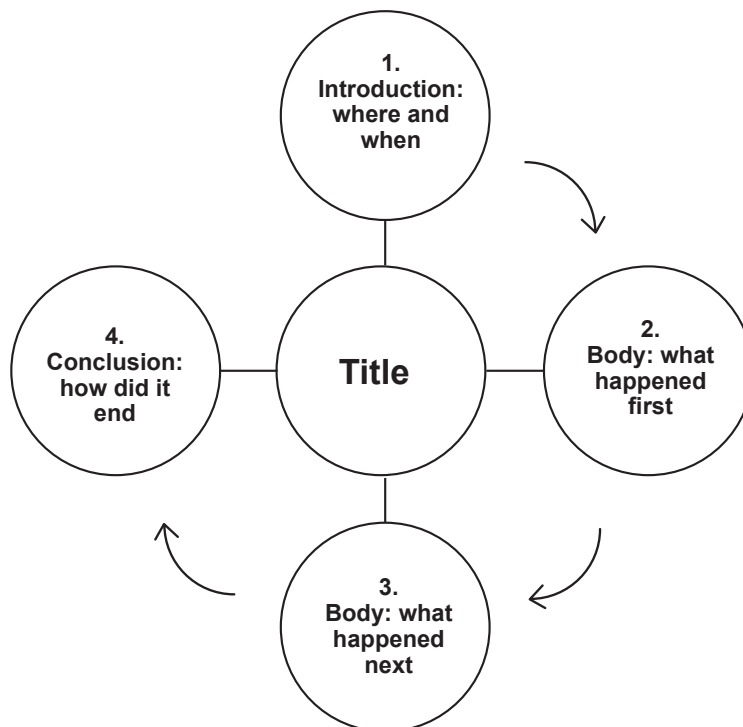
30 MINUTES

OUTCOMES:

The learners will complete a plan for writing a narrative essay.
The learners will use a mind map as their planning strategy.

TEACHER INPUT

1. Remind learners that **WRITERS PLAN BEFORE THEY WRITE**.
2. Draw the following mind map on the chalkboard:



3. Tell learners that now they are going to plan their own stories.
4. Tell learners to close their eyes and think of something that happened to them, because **WRITERS THINK BEFORE THEY WRITE**.
5. Remind learners to choose something that really happened to them because **WRITERS WRITE WHAT THEY KNOW**.
6. Remind learners to use an introduction, a body (2 paragraphs) and a conclusion.
7. Also tell learners to **ZOOM INTO SMALLER MOMENTS** - only write about one event.
8. Tell learners to plan their own narrative essays, using a mind map.

LEARNER ACTIVITY

1. Learners draw the mind map in their books.
2. Learners think about the story they want to tell.
3. Learners complete their own mind map using key words only.
4. Learners work independently.
5. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of a narrative essay.

TEACHER INPUT

1. Tell learners to start working on the first draft of their narrative essays, just as you did with your essay.
2. They must use the key words in their mind maps to write their stories.
3. Remind learners that **WRITERS USE RESOURCES TO WRITE WORDS**.
4. Remind learners to use conjunctions (joining words) to make sure their stories flow smoothly.
5. Write the following on the chalkboard:

CRITERIA

1. Has the mind map been used correctly?
2. Has past tense been used?
3. Is the writing 130-180 words long?
4. Have words that describe feelings been used?
5. Does the story have a title?
6. Is there a clear introduction?
7. Is there a clear conclusion?
8. Does the body of the story have two paragraphs?
9. Is the punctuation correct?
10. Are there any spelling mistakes?

6. Read over the criteria with the learners and explain that they will be assessed against these criteria.
7. Walk around while the learners are completing their activity and help any learners who need support. If some are finding it difficult to get started they can **TURN AND TALK** to share their ideas with a partner.
8. Hold **MINI CONFERENCES** with groups of learners, giving guidance, encouragement and praise.
9. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

LEARNER ACTIVITY

1. Learners write their first drafts based on their mind maps, keeping the criteria in mind.
2. Let the learners work independently.
3. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF EDIT their essays using the checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their stories because WRITERS SELF-EDIT. Tell learners that to 'edit' means to check for and correct any mistakes in their work.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1	Has the mind map been used correctly?		
2.	Is the story written in the past tense?		
3.	Is the story 130-180 words long?		
4.	Have words that describe feelings been used?		
5.	Does the story have a title?		
6.	Is there a clear introduction?		
7.	Is there a clear conclusion?		
8.	Does the body of the story have two paragraphs?		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		

LEARNER ACTIVITY

1. Learners to read over the checklist and make any corrections that need to be made on the draft copy of their narrative essay.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

- The learners will write a neat and final draft of their narrative essays.
- The learners will read their essays to the group.
- The learners will hand in their work for formal assessment.

TEACHER INPUT

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

LEARNER ACTIVITY

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

COMPLETED EXAMPLE 

She Can't Swim!


Three weeks ago, my sister and I went down to the big river near our house. It was a warm, sunny day - a good day for doing washing. We had decided to help my mother as she had so much house work that day.

As we got down to the river and started the washing, my sister slipped on a rock and fell into the river! I couldn't see her for a few seconds and I was very scared! The river was flowing so fast because there had been lots of rain.

After a little while, I saw her pink dress moving in the water so I jumped in and grabbed her. Luckily I was able to pull her light body out of the river. I laid her gently on the river bank and called her name, "Tumi, Tumi!"

I called my friend to help me carry the washing and we took my sister back home. I gave her a cup of warm tea and she felt better. I was so happy that nothing more serious had happened to her.

Word count: 178

ASSESSMENT 						
RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Used mind map correctly	Two or more of the required format requirements are missing.	0-3	Learner has tried to use the mind map effectively. One of the suggestions in the mind map may have been left out. It is clear that learner has planned his/her essay.	4-6	Learner has used the mind map perfectly. Learner has used all the suggestions in the mind map. The learner has used the planning process to improve his/her work each step of the way.	7-10
Spelling and grammar	Learner's sentences do not make sense. Writing is very difficult to read. Spelling is poor; some words are not recognisable. The tenses are mixed up.	0-3	Learner has written grammatically correct sentences. However, some of the sentences may be simplistic. Most words can be recognised but there are some spelling errors. The story is written in the past tense.	4-6	Learner has written grammatically correct sentences. In some places learner has used advanced sentence structure. No spelling errors have been made. The story is written in the past tense.	7-10
Story	Story does not have a title. The story isn't written in paragraphs. The topic is unoriginal. No attempt to use "feelings" words has been made. The story is shorter than 130 words	0-3	The story has a title. An attempt at an introduction, body of two paragraphs and a conclusion has been made. The story is interesting. An attempt at using "feelings" words has been made. The story is 130-180 words long.	4-6	The story has a title. The story has an introduction, body of two paragraphs and a conclusion. The story is interesting. Good "feelings" words. The story is 130-180 words long.	7-10
Teacher's comments: What I really like about _____ _____ _____ I think you could improve _____ _____ _____ Total: /30 Date: _____ Signature: _____						

“Cowards die many times before their deaths; the valiant never taste of death but once.”

– William Shakespeare, Julius Caesar

cycle 2

weeks

3 & 4

READING

CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Poems
Features of text to be taught:	<ul style="list-style-type: none">• Key features of poems such as:• Internal structures of poems – figures of speech: imagery: rhyme: rhythm• External structures of poems – lines: stanzas: typography• Mood• Theme and message• Figurative meanings• Rhyme• Rhythm
Reading skills to be taught	<ul style="list-style-type: none">• Independent reading• Meaning of words• Predicting information• Skim Reading• Visualising

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	On the Right Track	"The Railway Cat" poem	20, 21
English Today	Fun and Games	"Bongani's secret"	23, 24
Interactive English	Celebrating Me and You	"Black and white" poem	23
Oxford Successful English	The Language of Feelings	"Education is cool" poem	31
Platinum	New Experiences	Recognising parts of a book	16
Spot On	Poetry Fun	The slavery of spelling	17
Top Class	The sun, the moon and the stars	Recognising parts of a book	15
Via Afrika English	My dream	"My dream" poem	22

LESSON OUTLINE

PRE READING

20 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to turn to the correct page and to read the title of the poem.
2. Read the first line of the poem.
3. Ask the learners:
 - Does this create a picture in their minds?
 - What do they imagine?
 - What feelings do they have?
4. Explain that many poems are supposed to draw feelings out of the reader.
5. Write some key words on the board that the learners can select from to start to identify the vocabulary of emotions.
6. Explain that this is the mood of the poem.

STUDY THE PICTURES

1. If there are pictures in the book, tell the learners to look at the pictures if there are no pictures, cut out some pictures from a magazine and display these on the board.
2. Ask the learners if these pictures make them think of any words.
3. Write all of the words the learners suggest on the board.
4. Ask the learners:
 - what made them think of that word when they looked at the picture?
 - how this made them feel?

PREDICT WHAT THE POEM IS ABOUT, DISCUSS MESSAGE

1. Explain that a stanza or a verse is a grouping of sentences. Almost like a paragraph in a novel or story, but it is called a stanza or verse in poetry.
2. Read the first verse aloud to the class.
3. Ask the learners:
 - What do you think the message of the whole poem is supposed to be?
 - What is the poet trying to tell the reader?

READING

40 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES, DISCUSS MOOD, RHYME & RHYTHM

1. Tell the learners:

- to open their textbooks to the correct page
- to skim read the poem
- to identify the mood of the poem - The way we feel when we read the poem. 'happy, sad excited'
- to pay attention to rhyme and rhythm of poetry and how that contributes to the mood

2. Read the poem aloud to the learners. Tell the learners to try and build a picture in their minds of what is happening in the poem while the poem is being read.

3. Ask the learners if they understand all the vocabulary and pronunciation. Do they have any questions?

4. Tell the learners to:

- write down the last word of each line
- circle the words that rhyme, or sound the same because they have the same ending sounds

5. Ask the learners:

- What effect does the rhyme create?
- Does it make the poem sound happier, or funnier, or more serious, or more exciting?

6. Tell the learners to write down all the words they can think of that would also rhyme with the last word of each line.

E.g. around; sound; found; ground; mound; wound

DISCUSS FIGURATIVE LANGUAGE

1. Place learners in groups of four.

2. Tell the learners to choose one learner to read the poem aloud to their group.

3. Ask the learners:

- Have you ever felt the same way the poet feels?
- When did you feel that way and what made you feel that way?

4. Tell learners that poets use techniques to create feelings. These techniques are called Figurative language tools.

5. Write this table on the board and explain the figures of speech.

Figures of speech	Definitions	Examples
Similes	A phrase that compares one thing to another, using the words like or as.	She is like a red rose. She smells as sweet as a red rose.
Metaphor	A phrase that makes you imagine that one object is the same as another, or has the same qualities as something else.	My sister is a tiger when she gets angry.
Idiom	A group of words with a special meaning.	She moves at a snail's pace [meaning she moves slowly].
Personification	Making an object sound like it has human qualities.	The sun kissed their bodies
Alliteration	Using the same letter or sound at the beginning of words.	The bees buzzed in the bushes.
Onomatopoeia	A word that makes a sound.	Buzz, hiss, bang.

6. Tell the learners to:

- Work together in their groups of four
- One learner must copy the table from the board onto a piece of paper but leave out the examples given on the board.
- Look for examples of figures of speech in the poem we are reading and fill them in on the table

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to:

- write down any words they did not understand
- Read the line or the whole stanza and try to work out the meaning of the word from the rest of the information in the line or stanza.
- Look closely at the word. Is there any part of the word that you do recognise? Can you work out the meaning from this part?
- Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean
- Substitute a synonym – a word that could mean exactly the same into that space
- Then read the line or stanza using the synonym

2. Ask the learners if it kept the same meaning? If not, then check in a dictionary to see what the word really means.

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell learners to answer the questions in the textbook about the poem.
2. Read the questions to the learners.
3. Show learners where to find the answers in the poem.
4. Explain what certain terms mean.
E.g. quote means copy words directly from the poem.
5. Tell learners to complete the questions in their workbooks.
6. Give learners 30 minutes to do this.
7. If there is time, allow learners to read their answers aloud to the class.

Cycle 2: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR AND 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none">• Key features of poems such as:• Internal structures of poems – figures of speech; imagery; rhyme; rhythm• External structures of poems – lines; stanzas; typography• Mood• Theme and message• Figurative meanings• Rythm
Reading skills to be taught:	<ul style="list-style-type: none">• Reading for a purpose• Skimming• Scanning• Intensive reading• Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	On the Right Track	"The fast track" poem	21, 22
English Today	Fun and Games	"Windy Day" imagery in poetry	27
Interactive English	Celebrating Me and You	Poems on celebrations	25
Oxford Successful English	The Language of Feelings	Parts of a poetry book	34
Platinum	New Experiences	Read a poem	20
Spot On	Poetry Fun	"Say you well"	18
Top Class	The Sun, the moon and the stars	Reading a poem	16
Via Afrika English	My Dream	2x poems: "The Sun" ; "February Twilight"	27

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to:

- Turn to the correct page
- Listen to the poem as you read it aloud for the class
- Tell the learners to read the poem again to each other in pairs

STUDY THE TITLE AND PICTURES, SKIM READ THE POEM

1. Read the title to the class.

2. Tell learners to skim read the poem again.

3. Ask the learners to tell you what they think the poem is about.

4. Tell learners to look at the picture.

5. Ask the learners:

- Does the picture give us any clues about the mood of the poem?
- Is it going to be a scary poem, a happy poem?
- Looking at the picture, would you change the title of the poem?
- If so, what new title would you give the poem, based on the clues in the picture?

PREDICT WHAT THE POEM IS ABOUT, DISCUSS MOOD

1. Tell learners to:

- read the first stanza out loud as a class
- write key words that give clues about the mood of the poem.

2. Describe the mood of the poem, based on your reading of the first stanza and the key words the poet has used.

3. Ask the learners to think of the other words the poet could use in the poem to make us feel a certain way

READING

30 MINUTES

INTRODUCE THE POEM AND POETRY FEATURES

1. Tell the learners to open the textbook at the correct page.
2. Read the whole poem out loud as a class.
3. Encourage learners to find a rhythm or a beat when reading poetry.
4. Tell learners to read it a second time out loud as a class.
5. Ask the learners to find one line in the poem that really made the mental picture come alive in their head.
6. Ask the learners to write down that line in their books?
7. Ask the learner to underline the words in that line that made the picture more powerful
8. Tell the learners to discuss with a friend what made their chosen line powerful. Was it:
 - adjectives
 - verbs
 - a simile
 - personification
 - onomatopoeia
9. Tell learners to:
 - write down all the adjectives in the first two stanzas in their workbook
 - notice how adjectives add more information to the writing

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to:
 - work out the meanings of any words they don't understand by reading the line above and below and trying to work out what it could possibly mean
 - check their guesses/suggestions by looking the word up in a dictionary

READ THE POEM AND MAKE PREDICTIONS

1. Tell learners to read the poem again and as a group of four, write an ending (final stanza) that is different.
2. Call learners together as a group and ask the learners to read out their alternative endings.

ORAL COMPREHENSION, READ FOR A PURPOSE

1. Ask the learners:
 - Did you enjoy the poem? Why or why not?
 - Have you ever felt the same way the poet felt, if so, where were you and what had happened to you?
 - What is your opinion of the main character in the poem?
 - Did you like him or her, say why or why not?
 - Would you like to read more poems by the same author?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell learners:

- Read the questions on the poem to yourself
- Read the poem again to yourself silently, while scanning for some of the answers
- Put a light pencil cross next to any answers you might have found
- Turn and talk to your partner, each giving the answer to your questions, see how many answers you have in common
- Answer the questions yourself in your workbook

2. Give learners 30 minutes to complete the writing / questions independently.

3. Give learners the following additional question to answer in their workbooks: What is the main theme/message of the poem?

CYCLE 2: WEEKS 3 & 4

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Creative writing: Own poem

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

Textbook	Theme	Page number in Textbook
Clever English	On the right track	16
English Today	Fun and games	27
Interactive English	Celebrating Me and YOU	41
Platinum English	New experiences	53
Spot On English	Poetry fun	65
Successful English	The language of feelings	78
Top Class English	The sun, the moon and the stars	91
Via Afrika English	My dream	103

WRITING

GENRE Poetry

CAPS DESCRIPTION OF GENRE: Write about observations and experiences, follow a structure, use poetic language and allow poetic licence.

AUDIENCE: Grade 7 learners

PURPOSE: Experience the richness of language

TEXT FEATURES:

1. Synonyms
2. Alliteration

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 130-180 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks
3. The following poem (printed copies or written on the chalk board):

Hard to do and sometimes
Overwhelming,
My terrible teacher gives us horrible homework
Every single day!
Writing, reading, rubbing my eyes
Oh, I'm as tired as a dog!
Really, don't you think...
Kids need a bit of a break?

(Adapted from Ken Nesbitt, poetryforkids.com)

WORD BOXES:

Dogs: dependable, loyal, man's best friend, friendly, furry, paws, bark, wagging tail

Rain: storm, clouds, lightning, raindrops, rainbow, drought, water, droplets, wet, flood

Birds: fly, nests, wings, free, beaks, trees, eggs, flap, flock, dove, pigeon,

Love: kiss, true, forever, mine, only, heart, tears, lonely, valentine,

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learner will know what an acrostic poem is.

TEACHER INPUT

1. Write the following poem on the board.

Hard to do and sometimes
Overwhelming,
My terrible teacher gives us horrible homework
Every single day!
Writing, reading, rubbing my eyes
Oh, I'm as tired as a dog!
Really, don't you think...
Kids need a bit of a break?

(Adapted from Ken Nesbitt, poetryforkids.com)

2. Read through the poem with the learners and explain any words that they may not understand.

3. Tell the learners:

- a. This is called an acrostic poem. An acrostic poem is a poem in which the first letter of each line spells out a word. (Write the words "acrostic poem" on the board.)
- b. The word HOMEWORK is written down the side. It is the first letter of each line of the poem.
- c. Not all poems have to rhyme.
- d. This poem has used language in other ways to make it sound interesting. One of the ways is by using something called alliteration and assonance. (Write the word "alliteration" and "assonance" on the board.)
- e. We will look at how to use alliteration and assonance a little later.
- f. We are going to try and write an acrostic poem together about SCHOOL.
- g. We are going to use a frame to plan our poem, after that we will write the poem.
- h. WRITERS PLAN BEFORE THEY WRITE.

4. Draw the following on the board:

LETTER	WORDS BEGINNING WITH THAT LETTER
S	
C	
H	
O	
O	
L	

Cycle 2 Writing

5. Ask learners for words that make them think about school and write them onto the frame. Ask them to try and think of words starting with the letters s; c; h; o; o; l
6. The completed example might look something like this:

LETTER	WORDS BEGINNING WITH THAT LETTER
S	super, sentences, so, school, sums.
C	cool, clever, can, crowds, computers, classes
H	high school, headmaster, homework
O	on time, oranges, old books
O	oh!
L	love, long, lunch, lots

7. Tell the learners:
 - a. The words we have just found are examples of alliteration and assonance.
 - b. Alliteration is when we repeat the First consonant sound of the word to create sound patterns.
Consonants are the letters of the alphabet that are not vowels e.g. b, c, d, f, g, h, j, k, l...
 - c. Assonance is where we repeat the vowel sound of the word to create sound patterns. The vowels are:
a, e, i, o, u.
8. Ask the learners:
 - a. Look at the acrostic poem "HOMEWORK". Give me some examples of alliteration in the poem.
(Possible answer: terrible teacher / horrible homework)

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learners will understand how to write an acrostic poem.

TEACHER INPUT

1. Say:

- a. We are now going to write an acrostic poem together.
- b. We are going to use our ideas about SCHOOL to write the poem.
- c. Some of the lines of the poem can be sentences or phrases.
- d. At least one line of the poem must use alliteration or assonance.

2. Write the following on the board:

S
C
H
O
O
L

3. Ask the learners for ideas and write them on the board.

4. Remind them that they are looking for ideas that start with each letter of the word SCHOOL.

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

School is super cool!
School stinks!
Computer lessons are fun.
Headmaster Tshabalala has a loud voice.
Homework is a headache.
Oh! What fun it is to see my friends!
On time I must always be.
Let's try our best each day.

6. Using the learners' ideas, write an acrostic poem. Your example might look something like this:

School is super cool
Computer classes can make me clever
Homework is fun, every day
On time I must be, never late
Oh! How I enjoy coming to school
Lots to learn and do!

7. Have the learners read the poem aloud to the class.

8. Ask the learners to find an example of alliteration or assonance in the poem they have just written.

PLANNING



30 MINUTES

OUTCOMES:

The learners will brainstorm words to write an acrostic poem.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Write the following words on the board:

Summer sun
Rain drops
Furry friends
Mother's love

3. Tell the learners:
 - a. These are the topics you can use to write your poems.
 - b. You will use a planning frame to start your planning.
 - c. There are some ideas in the word boxes on each topic because WRITERS USE WORD BOXES.
 - d. Draw a planning frame in your book. It will look like this:
(Draw this on the board for the learners.)

LETTER	WORDS BEGINNING WITH EACH LETTER

4. Fill your chosen topic in on the planning frame. Your example might look like this:

LETTER	WORDS BEGINNING WITH EACH LETTER
R	
A	
I	
N	

5. Fill your ideas in on the frame you have drawn in your book.

LEARNER ACTIVITY

1. Learners complete the frame using key words only.
2. Learners work independently.
3. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write the first draft of their acrostic poem.

TEACHER INPUT

1. Tell learners to start working on the first draft of their acrostic poems.
2. They must use their key words and put them into phrases or sentences.
3. Remind learners that **WRITERS USE RESOURCES TO WRITE WORDS**.
4. Write the following on the chalkboard:

CRITERIA

1. Is the poem set out correctly?
2. Does each line start with a word using the correct letter of the topic word?
3. Is alliteration or assonance used at least once in the poem?
4. Is the poem about the topic?
5. Does the poem have a title?
6. Are there any spelling mistakes?

5. Read over the criteria with the learners and explain that they will be assessed against these criteria.
6. Walk around and help any learners who need support. If some are finding it difficult to get started they can **TURN AND TALK** to share their ideas with a partner.
7. Hold **MINI CONFERENCES** with groups of learners, giving guidance, encouragement and praise.
8. If learners need help with the spelling or the meaning of a new word, they should bring you their personal dictionary and you can write it in there.
9. **ENCOURAGE** learners as you walk around.

LEARNER ACTIVITY

1. Learners write their first drafts based on their planning, keeping the criteria in mind.
2. Learners work independently.
3. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners that they will peer-edit their poems because WRITERS PEER-EDIT.
2. Remind learners that to 'edit' mean to check and correct any mistakes in the writing.
3. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Is the poem set out correctly?		
2.	Does each line start with a word using the correct letter of the topic word?		
3.	Is alliteration or assonance used at least once in the poem?		
4.	Is the poem about the topic?		
5.	Does the poem have a title?		
6.	Are there any spelling mistakes?		

LEARNER ACTIVITY

1. Tell learners to read over each other's poems. Check them against the checklist and write in pencil the corrections that need to be made.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

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

The learners will read their poems to the group.

The learners will illustrate their poems and display them on the classroom wall.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their poems, using the edited draft and then to illustrate them.
2. Thank the class for all their efforts in developing their writing skills.

LEARNER ACTIVITY

1. Learners neatly re-write and illustrate their poems.
2. Learners read their poems to the class.

COMPLETED EXAMPLE

After the rains

Rainbow spreads across the sky

Another afternoon in Africa

Isn't it beautiful?

Now, at last, the day is cooler

CYCLE

3

WEEKS

5 & 6

“If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?”

– William Shakespeare, *The Merchant of Venice*

READING

Cycle 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama [one act]
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme • Dialogue
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Predicting • Infer meaning of unfamiliar words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Communication / Miscommunication	Drama: "cell phones drive me crazy"	31
English Today	Everyone is Welcome	Magazine Article: "my leg for my brother"	36. 37
Interactive English	Celebrating....	Drama One Act: "The Happy Club"	41. 42
Oxford Successful English	Speak About it!	Drama: extract from the play "The Crossing"	45.46.47
Platinum	What's on Television	Reading a T.V drama script [Episode from 'The ways of the world']	32
Spot On	To the Rescue	Drama script "Courage"	28
Top Class	Acting the Part	Play "Return of the Wattled Cranes"	29.30.31
Via Afrika English	Lights, camera, action	Drama texts from One Act Plays	34.35

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT, DISCUSS CHARACTERS & CONFLICT

1. Tell the learners to open to the correct page.
2. Ask the learners to scan the text and write down the names of the three characters and one characteristic for each character.
3. Ask the learners to choose one of the characters whose name they wrote down and scan the text for more information about that character. Ask:
 - a. What sort of things does this character like?
 - b. How does he or she dress?
 - c. Where does he or she live?
 - d. What does he or she hope for or want to achieve?
4. Explain that conflict is the part of the story when the tension is being explained. It can be a situation that creates a conflict, an external event, (something that has happened) or an internal personal struggle (feelings of guilt or shame) that is making the character have conflict. E.g. a choice between doing the right or wrong thing.
5. Ask the learners:
 - Can you think of any conflict in your own life? e.g. a fight with your brother/sister

STUDY THE TITLE AND PICTURES, DISCUSS SETTING

1. Tell learners to read the title.
2. Ask the learners if the title give us any clues about the setting or characters?
3. Tell the learners to look at the pictures, and ask:
 - Do they give us more information about what to expect?
 - Do the pictures give us more information about the types of characters we will meet? Their gender, age, or the background of the characters?

THE STRUCTURE OF A PLAY / SCRIPT / DRAMA

1. Tell learners to skim the page and notice that a play or script is written differently than a story. It has dialogue.
2. Explain that dialogue is:
 - the conversation between the characters
 - the exact words the character says is the dialogue.
 - set out by first stating the character's name, and sometimes a brief description either about the character; or how he or she is feelin; or an action he or she must take; or a facial expression. Tell the learners that these are called stage directions and are followed by the **exact words** the character is supposed to say
3. Explain that a narrator is the person telling the story.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- to open the textbook at the correct page
 - that reading dialogue is very different to reading a story
 - to look at the text
- a. find an example of stage directions
b. find an example of dialogue

2. Explain to the learners that:

- when you read dialogue, you need to read it as if you are the character
- you need to pretend to be the character, and use expression and voices that would suit the character – almost as though you are acting it out when you are reading
- you only read out loud the exact words the character says - not the stage directions

3. Select one learner for each character, and instruct the learners to read the script out loud to the class.

UNDERSTANDING THE CONTEXT AND WORDS:

1. Ask the learners:

- Were there any parts of the play you did not understand?
- Were there any events or situations that did not make sense to you?

2. Encourage a class discussion where other learners can explain what they understood or how they interpreted the events.

3. Tell the learners to use a dictionary to look up words or terms that they did not understand and give them five minutes to do this.

READ THE TEXT, MAKE PREDICTIONS ABOUT CHARACTERS, CRITICAL LANGUAGE AWARENESS

1. Read the play a second time; choose a new group of learners to read it aloud as before.

2. Ask the learners to work in pairs and ask each other the following questions:

- What did you think of the characters?
- Which one of the characters do YOU most identify with and why?
- Did the characters behave as you would have expected, or did they react differently to events?
- Would you have behaved the same way as the characters if you were in the same situation?
- Would you have made a different decision? If so, explain what and how.
- What part of the script made you feel the most nervous / excited / anxious / happy?
- Why did you feel that way at that part of the script?

3. Tell the learners to choose one character and to look at the choice of words the playwright uses for that character.

4. Ask the learners:

- Did the words influence the story or how the reader felt?
- How did the actions (stage directions) of the character add value to the story?
- Was there any conflict, external, personal, moral? If so, what was it? How was it resolved?

READ THE TEXT, MAKE INFERENCES

1. Ask the learners if they had to write the next scene for the script, what would happen to the characters next?
2. Explain that this scene must follow the story line and follow what we know about how each character would behave.

SILENT READING

1. Instruct learners to read the script again on their own, silently.
2. Tell the learners that as they do this, they should imagine that they are the director of the script. Ask them which classmates they would choose to act as each character?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK AND ANSWER ADDITIONAL QUESTIONS

1. Recap the events of the script by asking:
 - a. Who were the main characters?
 - b. What challenge did they have to face?
 - c. What did they do to resolve their conflict?
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Read the text out loud to learners.
5. Explain that learners should think about the questions as you read.
6. Read the comprehension questions out loud to learners once again.
7. Explain to learners how to complete the activity in their workbooks.
8. Write down the following question on the board. Tell learners to copy down the questions and answer them in their workbooks. These are in addition to the questions in the text book.
 - a. Does this play remind you of anything in your own life? How is it similar? How is it different?
 - b. Did you enjoy reading this play? Why or why not?
9. Give learners 30 minutes to complete their work independently.
10. Instruct learners to TURN and TALK and discuss their answers with a partner.

Cycle 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOURS 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<p>Key features of a poem:</p> <ul style="list-style-type: none"> • Internal structures of a poem: figures of speech: imagery: rhyme: rhythm • External structures of a poem: lines: stanzas: typography • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Scanning • Intensive reading • Predicting • Infer meaning of unfamiliar words • Critical language awareness

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Communication / Miscommunication	Poem: "preteen pretext"	33
English Today	Everyone is welcome	Poem: "A friend like me"	38
Interactive English	Celebrating...	Poem: "Christmas"	44, 45
Oxford Successful English	Speak about it!	Poem: "Sets of two and their silence"	51
Platinum	What's on Television	Poem: "Early to bed"	38
Spot On	To the Rescue	Film Review 127 Hours	30
Top Class	Acting the Part	Poem: "School visit"	35, 36
Via Afrika English	Lights, Camera, Action	Poem: "The show must go on"	38

PRE-READING

30 MINUTES

INTRODUCE THE TEXT, DISCUSS RHYTHM AND STANZAS

1. Tell the learners:

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

2. Explain that:

- a poem always has a rhythm, almost like the beat of a song
- this rhythm helps the reader to feel the mood of the poem and also to identify which words rhyme
- a poem is written in stanzas. A stanza is a group of sentences, almost like a paragraph in a novel or story

STUDY THE TITLE AND PICTURES, DISCUSS THEME AND MOOD

1. Read the title.

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

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

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

5. Instruct learners to look at the pictures.

6. Ask the learners:

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

PREDICT WHAT THE POEM IS ABOUT

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

2. Tell the learners to:

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

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES, SCAN FOR VERBS AND FIGURATIVE LANGUAGE

1. Tell the learners to:
 - open the textbook at the correct page
 - read the poem out loud together as a class
 - follow the rhythm of the poem by adding expression to their voices
2. Explain that a verb is a 'doing word' - a word used to describe an action.
3. Tell the learners:
 - to work together with a partner and write down all the verbs they can find in the poem.
4. Ask the learners:
 - Do you understand all the verbs?
 - Are there any verbs you do not understand?
5. Tell the learners
 - look closely at the word. Is there any part of the word that you recognise. Can you work out the meaning from this part?
 - Think about the whole poem and what is happening in the poem. Make a guess as to what the word could mean
6. Tell the learners to read the poem out loud again to their partner, putting emphasis on the verbs. Ask the learners:
 - Does second reading make this meaning clearer?
 - Does this second reading create a better rhythm?
 - Identify any onomatopoeia in the poem. (Explain that onomatopoeia are sound words like 'bang' 'pop' 'hoot' 'whoosh')
 - Can they identify any figurative language/comparisons in the poem? Discuss these

PERSONAL OPINIONS; RELATING TO THE STORY FROM PERSONAL EXPERIENCES.

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

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today, learners will think about the poem.
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Read the poem out loud to learners. Explain that learners should think about the questions as you read.
5. Read the comprehension questions out loud to learners once again.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.

CYCLE 3: WEEKS 5 & 6

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a dialogue

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

Textbook	Theme	Page number in Textbook
Clever English	Communication / Miscommunication	17
English Today	Everyone is welcome	32
Interactive English	Celebrating	44
Platinum English	What's on television?	55
Spot On English	To the rescue!	68
Successful English	Speak about it!	81
Top Class English	Acting the part	92
Via Afrika English	Lights, camera, action!	104

WRITING

GENRE: Dialogue

CAPS DESCRIPTION OF GENRE: : Reflect a conversation between two or more people.

AUDIENCE: Grade 7 learners

PURPOSE: Reflect conversation as it occurs, directly from speaker's point of view.

TEXT FEATURES:

1. Characters
2. Punctuation
3. Format
4. Verbs and adverbs

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 1 page

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks

WORD BOXES

surprised, nervous, sad, scared, worried, sorry, shouting loudly, whispering, school, test, homework, friends, play, run, shout, fun, cross, lonely, excited, brave, cheerful, exhausted, embarrassed, furious, happy, annoyed, irritated, lazy, mean, naughty

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learner will be able to say what dialogue is

The learner will be able to recognise dialogue

The learner will be able to use punctuation when writing dialogue

TEACHER INPUT

1. Tell the learners:

- a. Today we are going to be writing dialogue.
(Write the word “dialogue” on the board.)
- b. Dialogue is a conversation between two or more people.
- c. When you and your friends are talking, you are having a dialogue.
- d. When we write dialogue, we use the actual words spoken by the people talking.
- e. Because dialogue is written down, the writer must use punctuation and other clue words carefully to show the reader how the words are said.

2. Write the following sentence on the board:

I can't deal with Cynthia any longer.

3. You are now going to get the learners to read the sentence using different expressions

4. Ask the learners to: “Please read this sentence as if you are....”

- a. Very cross
- b. Laughing
- c. Very scared
- d. Very sad
- e. Nervous

5. Say:

- Can you see how the sentence's meaning changes depending on how you say it?

6. Draw the following two punctuation marks on the board:

!

?

7. Ask the learners to name these two punctuation marks. Label them on the board.

!

Exclamation mark

?

Question mark

8. Tell the learners:

- a. An exclamation mark is used at the end of a sentence where the writer wants to show strong feelings like excitement or feeling cross.
- b. A question mark is used at the end of a question sentence.
- c. When we speak, how we use our voice will often tell the listener how we are feeling.

9. Ask the learners: "What kinds of feelings can your voice show?" Write them on the board. (Possible answers could be: anger, fear, surprise, love, nervousness, loneliness, sadness, happiness, excitement)

10. Tell the learners:

- to write three sentences in their workbooks
- to use either a question mark or an exclamation mark to show how the sentence should be read
- to ask a friend to read your sentences out loud, changing their expression according to the punctuation mark used. Their expression must also show how they are feeling.
- to guess the feeling in each sentence your friend reads to you.

MODELLING THE SKILL

30 MINUTES

OUTCOMES:

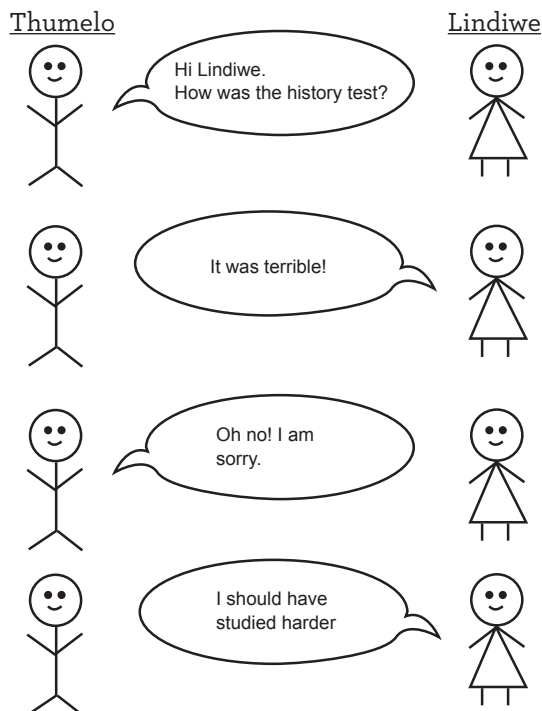
The learner will be able to write a short piece of dialogue.

TEACHER INPUT

1. Say:

- I am going to show you how we write dialogue.
- Dialogue is set out in a special way. It is not the same as writing a story.
- Dialogue can happen between more than two people but today we are only going to write dialogue that happened between two people.
- Look at the following conversation (a big word for talking) between Thumelo and Lindiwe

2. Draw the following on the board:



3. Tell the learners:

- This is a conversation between Thumelo and Lindiwe.
- We are going to take the words from the speech bubbles and write them as dialogue.
- Dialogue is always set out in a certain way.
- We show who is talking first and then what they are saying.
- We use punctuation.
- We use words to show the feelings in the voice.

4. Choose two learners to read the dialogue out loud.

5. Write the following on the board:

Thumelo: Hi Lindiwe. How was the History test?
 Lindiwe: It was terrible!
 Thumelo: Oh no! I am sorry.
 Lindiwe: I should have studied harder.









6. Tell the learners:

- We write the speakers' (the people who are talking) names on the left hand side of the page.
- We follow that with a colon (:)
- We then write the EXACT words of the speaker
- Each time a new person speaks, we start on a new line.
- We can then add words in brackets to show how the speaker might be speaking. For example, when Lindiwe says "I should have studied harder", she might have been feeling sad. We can show it this like this:

Thumelo: Hi Lindiwe. How was the History test?
 Lindiwe: It was terrible!
 Thumelo: Oh no! I am sorry.
 Lindiwe: **(sadly)** I should have studied harder.

- We have put how the speaker is feeling in brackets after the colon.

7. Draw the following on the board:

<u>Lerato</u>		<u>Tumi</u>
	Hi Tumi. What do you have for lunch?	
	A jam sandwich, I hate jam!	
	Oooh! I love jam!	
	Do you want to eat my sandwich?	

8. Ask the learners to write the dialogue in their books.

PLANNING



30 MINUTES

OUTCOMES:

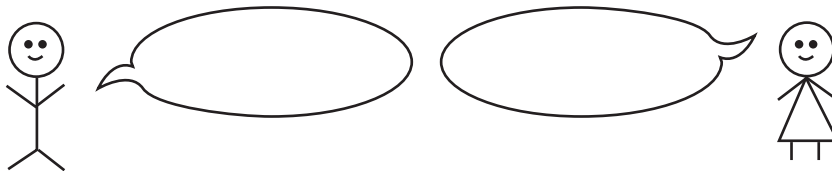
The learners will plan their dialogues by filling in speech bubbles.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Remind learners that WRITERS WRITE WHAT THEY KNOW.
3. Remind learners that WRITERS USE WORD BOXES.
4. Write the following words on the board:

WHO?
WHERE?
WHAT?

5. Tell the learners:
 - a. Decide **who** the two characters are going to be in your dialogue.
 - b. Decide **where** your characters are (at school, the shop, at home, at a friend's house)
 - c. Decide **what** your dialogue will be about.
 - d. Draw the following speech bubbles in your books. You will need to draw them at least 15 times.



LEARNER ACTIVITY

1. Learners write: WHO:
WHERE:
WHAT:

In their workbooks and fill in their ideas

2. Learners draw the characters and speech bubbles in their work books.
3. Learners work independently, filling in the speech bubbles with conversation.
4. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of their dialogues.

TEACHER INPUT

1. Tell learners to start working on the first draft of their dialogues.
2. They must take the words from their speech bubbles and put them in the correct format.
3. Remind learners that **WRITERS USE RESOURCES TO WRITE WORDS**.
4. If learners need help with the spelling or the meaning of a new word, they should bring you their personal dictionary and you can write it in there.
5. Write the following on the chalkboard:

CRITERIA

1. Are the characters' names on the left side of the page?
2. Each person's words start on a new line?
3. Is the name followed by a colon?
4. Have words showing feelings been put in brackets after the colon?
5. Is punctuation correct?
6. Are there any spelling mistakes?
7. Is dialogue a page in length?

6. Read over the criteria with the learners and explain that they will be assessed against these criteria.
7. Walk around and help any learners who need support. If some are finding it difficult to get started they can **TURN AND TALK** to share their ideas with a partner.
8. Hold **MINI CONFERENCES** with groups of learners, giving guidance, encouragement and praise.

LEARNER ACTIVITY

1. Learners write their first drafts based on their planning, keeping the criteria in mind.
2. Learners work independently.
3. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will PEER EDIT and SELF EDIT their dialogues using the checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their dialogues because WRITERS SELF-EDIT.
2. Tell learners that they will then peer-edit their dialogues because WRITERS PEER-EDIT.
3. Remind the learners that to 'edit' means to check for and correct any mistakes in their writing
4. Write this checklist onto the chalk-board.

LEARNER ACTIVITY

	Checklist	Yes	No
1.	Are the characters' names on the left side of the page?		
2.	Do each person's words start on a new line?		
3.	Is the name followed by a colon?		
4.	Have words showing feelings been put in brackets after the colon?		
5.	Is punctuation correct?		
6.	Are there any spelling mistakes?		
7.	Is dialogue a page in length?		

1. Tell the learners to read over their own dialogue and check it against the checklist. Make corrections if necessary
2. Tell learners to read over each other's dialogues. They should check it against the checklist and say what (if any) corrections need to be made.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

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

The learners will read their dialogues in pairs.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their dialogues using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.

LEARNER ACTIVITY

1. Learners neatly rewrite their dialogues.
2. Learners “act” out their dialogues to the class in pairs.

COMPLETED EXAMPLE

MRS LUTHULI: Good morning Siphso. How are you today?

SIPHO: Good morning Mrs Luthuli. I am fine thanks, and you?

MRS LUTHULI: I am collecting in the homework from yesterday. Please could you give me your work?

SIPHO: (seeming surprised) Oh no! It is not in my bag. I must have left it on the table at home.

MRS LUTHULI: Really? Well, then Siphso, could you tell me what your story was about?

SIPHO: (looking nervous) Hmmm, I can't really remember.

MRS LUTHULI: (sternly) Siphso, I don't think you wrote a story!

SIPHO: (feeling sorry) No, Mrs Luthuli, I didn't.

MRS LUTHULI: Siphso, I am very cross that you lied to me. You need to go to the headmaster and explain yourself to him. He will send you to detention on Friday afternoon. Next time, if you are not able to do your homework I expect you to be honest with me.

SIPHO: Yes, Mrs Luthuli. I am very sorry. I will do the homework tonight and give it to you in the morning.

MRS LUTHULI: Thank you, Siphso. This is your last chance!

SIPHO: Yes, Mrs Luthuli. I promise I will do it.

CYCLE 4

weeks

7 8 8

“Uneasy lies the head that wears the crown.”
– William Shakespeare, *Henry IV*

READING

Cycle 4: Reading and Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short stories / Folktales
Features of text to be taught:	<ul style="list-style-type: none"> • Main and supporting ideas • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Skim reading • Drawing conclusions • Intensive reading • Scanning • Inferring meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	A bird in the hand	"The Dove who spoke the truth"	44, 45
English Today	Playing Tricks	Extract from the story "Not so soon"	47, 48
Interactive English	Together ...	Folklore: "Duiker saves chief KhamaT"	58, 59
Oxford Successful English	Voices From Africa	Short stories	62, 63
Platinum	Myths of the Sun	Myths about the sun	45
Spot On	Going to Town	Reading adverts	41
Top Class	Friends, false and true	"Brer Rabbit falls down the well"	41
Via Afrika English	Telling Stories	A Chinese Folktale	45

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- today the genre we will be reading is a myth or folktale
- in a myth or folktale, the fantasy world can be real. E.g. Magic mirrors, animals that talk, spirits that advise or warn, help from gods or mythical creatures are all real in folktales
- Most myths or folktales remove the setting from the real world
- Most folktales have a strong message or theme

2. Go through all the relevant text features with the learners.

STUDY THE TITLE, PICTURES AND INTRODUCTION SENTENCES

1. Read the title.

2. Ask the learners:

- Did the title mention any of the characters?
- Did the title mention a setting – where the events take place?

3. Read only the first 3 sentences to the learners and ask:

- Did these sentences tell you when the events happened?
- What punctuation marks can you see?

4. Explain that:

- It is very important to pay attention to punctuation as you read
- A capital letter starts a sentence and is also used for names of people or places
- A full stop indicates the end of a sentence
- When you read the three sentences – you should read from the capital letter to the full stop. Stop, take a deep breath, and read from the next capital letter to the next full stop. Do this for three sentences.

5. Tell the learners to read the three sentences again.

6. Tell the learners to work in pairs and to look at the picture and ask each other the following questions:

- Does the picture tell you more about the characters you will read about?
- Does the picture help you to visualise the setting, where the events take place?
- Does the picture help you to imagine what will happen in the story?

PREDICT WHAT THE STORY IS ABOUT

1. Tell the learners to scan the story and give them the following instructions:

- look for the names of characters
- look for capital letters - let your eye speed across the words, don't read them, just stop when you see a capital letter, then check if it is the name of a character
- remember characters can be people or animals

2. Ask the learners:

- Who do you think the hero of the story will be?
- Who do you think will be the bravest character in this story?
- Who do you think the bad person or character in the story is going to be?

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to:
 - open their textbooks at the correct page
 - skim read the text and look for the main idea and supporting sentence in the first paragraph
 - skim read each paragraph and find the most important sentence in each paragraph
2. Tell learners to notice the structure of the story and the punctuation used in the story, especially the following:
 - paragraphs are made up of many sentences
 - paragraphs are separated from each other by a space or a skipped line
 - inverted commas are used for direct speech
 - capital letters are used at the start of a sentence
 - exclamation marks are used to show strong feelings, or to emphasise a point
3. Select individual learners to read a paragraph out loud to the class.
4. Stop after each paragraph has been read and ask another learner to summarise in their own words what that paragraph was about.
5. Tell learners to look for the most important sentence in that paragraph. Ask:
 - What makes that it is the most important sentence?
 - Do all the other sentences give more information to support that one sentence?
6. Ask the next learner to read the next paragraph and repeat the same exercise.
7. Write each main sentence on the board as suggested by the learners.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Remind learners that most textbooks will have a glossary box. This explains some of the words that are more difficult.
2. Tell learners to read the sentence above and the sentence below to look for clues as to what a difficult word might mean.
3. Tell learners that they can also use a dictionary to help them understand words if necessary.

DISCUSS CAUSE AND EFFECT, INFERRING MEANING

1. Tell the learners to read the story and notice how one event causes another one to happen.
2. Use a life example to show how cause and effect is part of what happens every day. E.g. Sam watched a late night soccer game, so Sam failed his exams. Trace the cause and effect - write this on the board:
 - Sam stayed up late to watch a movie
 - Because he stayed up late, he didn't wake up on time the following morning
 - Because he was running late, he missed his transport
 - Because he missed his transport, he arrived late at school
 - Because he arrived late at school he missed the lesson
 - Because he missed the lesson, he failed his exams
3. Now tell learners: use the story you have just read and make a list in your own workbooks as above to show the cause and effect in the story.

4. Ask the learners to look out for what event happened first which caused the next event to happen?
5. Tell learners to turn and talk to their partner to see if their lists were similar.

SILENT READING

1. Instruct learners to read the story on their own, silently.
2. Tell learners to look out for examples of cause and effect as they do this.

POST-READING

45 MINUTES

REVISION OF STORY:

BRIEFLY REVISE THE STORY WITH AN ORAL COMPREHENSION BEFORE THE WRITTEN COMPREHENSION.

1. Ask learners:

- Who are the main characters in the text?
- What is the setting for the text?
- Summarise the plot of the story – give a brief overview of what happens.
- How does the story end?
- What did you like or dislike about this story? Why?
- What do you think the main theme of this story is?
- What do you think the writer wants us to learn or take away from this story?

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Read the comprehension questions out loud to the learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Explain to learners how to complete the activity in their workbooks.
4. Give learners 30 minutes to complete the work independently.
5. Instruct learners to TURN and TALK and discuss their answers with a partner.

READING

Cycle 4: Reading and Viewing Lesson 2

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> • Key features of poems: • Internal structures: figures of speech; imagery; rhyme; rhythm • External structures of poems: lines; stanzas; typography • Figurative meaning • Mood • Theme and message
Reading skills to be taught	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Infer meaning of unfamiliar words • Visualisation • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	A bird in the Hand	Poem: "A broken wing"	46, 47
English Today	Playing Tricks	Riddles in poetry	54
Interactive English	Together ...	Poem – song "Doo be Doo"	61
Oxford Successful English	Voices from Africa	Poem: "Elephant"	71, 72
Platinum	Myths of the Sun	Poem: "A Song of Morning"	47
Spot On	Going to Town	A friendly letter	46
Top Class	Friends false and true	Poem: Breaking the Rules	44
Via Afrika English	Telling stories	Poetry	51

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners:

- to turn to the correct page in the text book
- that we will examine figures of speech such as imagery, personification and similes in this poem. Remind learners what each of these is.
- to notice how figures of speech make a poem more meaningful

STUDY THE TITLE AND PICTURES

1. Read the title out loud.

2. Ask the learners:

- What can we expect from the title?
- What would we predict the poem to be about?

3. Tell the learners to look at the pictures:

- Ask them to describe what they see in the pictures.
- Do they give us any more information?
- Do the pictures build on what you expect the poem to be about?

ANALYSE THE EXTERNAL STRUCTURE OF THE POEM -

1. Tell learners to look carefully at how the poem is laid out. Ask learners the following:

- a. How many lines does the poem have?
- b. How many stanzas (verses) does the poem have?
- c. Is there any special font used? What could be the reason for this?
- d. How is the structure of a poem different from a story?
- e. Can you give a reason for this?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:
 - open the textbook to the correct page
 - listen for the imagery as you read the poem
2. Tell learners that imagery is the way the poet makes you visualise the poem. Imagery is often portrayed best through similes. Similes are comparisons between two objects using the key words like or as. Similes help create a picture in your mind.

E.g. Her lips were as red like strawberries.
His coat was as black as the night.
3. Explain that personification can also make you picture the image far better. Personification is when you give non-living objects human qualities.

E.g. The tree waved its branches in greeting.
The blankets cuddled me, hugging me in their warm embrace.
4. Tell learners to look out for any of these figures of speech when you read the poem.
5. Read the poem out loud to the learners and tell them to follow. Pay attention to correct pronunciation of words. Read the poem a second time out loud.
6. Read the lines of the poem that create the clearest imagery. Discuss the imagery, pointing out if it is a simile or personification. Discuss what is being compared and why they are being compared.
7. Ask the learners:
 - What image or picture does that line create in your mind?
 - Which words made you enjoy the poem most? Why?
8. Ask the learners to write down in their workbooks an example of a simile or personification from the poem.
9. Tell the learners to **TURN AND TALK** to a partner. Discuss the following:
 - What were the two things being compared in the simile?
 - How were those two things the same?
 - Why were they being compared?
 - Did you think it was a good comparison?
 - Can you think of anything else that the poet could have used to make the comparison?
 - Can you make up your own simile to replace the one in the poem?

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask the learners if there are any words that do they not understand.
2. Tell the learners:
 - Read the line of poetry just above and below this word, to help you work out what the word might mean
 - Try to replace the word with a synonym to see if it makes sense
 - Use your dictionary to check how accurate you were

SILENT READING

1. Instruct learners to read the poem one last time to themselves silently.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today learners will answer questions in written format.
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Remind learners to always give as much detail as possible in their answers, the more detail they give the clearer it is how well they understood the poem.
5. Explain to learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.

CYCLE 4: WEEKS 7 & 8

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a letter

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

Textbook	Theme	Page Number in Textbook
Clever English	A bird in the hand	20
English Today	Playing tricks	33
Interactive English	Together	46
Platinum English	Myths of the sun	58
Spot On English	Going to town	71
Successful English	Voices from Africa	83
Top Class English	Friends false and true	96
Via Afrika English	Telling stories	106

GENRE Friendly / Informal letter

CAPS DESCRIPTION OF GENRE: A friendly / informal letter is written in a friendly / informal tone. It can be used to send news and often expresses emotion.

AUDIENCE: Grade 7 learners

PURPOSE: A friendly / informal letter is used to share news with someone that you know well.

TEXT FEATURES

1. Format:

- a. Address
- b. Date
- c. Dear...
- d. Introduction, body, conclusion

2. Simple language

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 110-120 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbook

WORDBOXES

holiday, train, bus, visit, cousins, city, travel, beach, village, granny, grandfather, family, play, swim, fishing, shopping, car, went, away, travelled, fun, enjoyed, stayed, overnight, movies, love, miss, brother, sister, baby

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will know how to write an informal letter.

TEACHER INPUT

1. Tell the learners:

- a. Today we are going to write a friendly / informal letter.
- b. Friendly / informal letters are letters that we might write to friends and family telling them about our news.
- c. These letters are written in simple informal language.
- d. Even though letters are not written very often anymore (most people send an email or a text), it is still important to know how to write a letter.
- e. Letters are laid out in a particular way. Today we will look at how they are laid out

2. Tell the learners:

- a. Today we will write a letter to a friend.
- b. You always start an informal letter with 'Dear ...'
- c. We will write about things that really happened because **WRITERS WRITE WHAT THEY KNOW**.
- d. We are going to write about the school holidays.

3. Ask the learners:

- a. What did you do on your last school holiday?
- b. Did you go anywhere special?

4. Write the learners' answers on the board. It may look something like this:

To my granny

The farm

To Johannesburg

Went fishing

To my cousin's

Worked on the farm

Went to Durban

Did a school project

5. Tell the learners:

- a. When you are writing your informal letter you should follow the layout I am going to show you.
- b. Remember **WRITERS WRITE WHAT THEY KNOW** so choose something you know to write about.
- c. The body of your letter should contain the following features: introduction, first paragraph, second paragraph, conclusion

6. Write the following on the chalkboard. Discuss what information may go in each section

Introduction: Ask general questions or make a general comment.

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

2nd paragraph: Other smaller news about your holiday. [Supporting ideas]

Conclusion: That you miss them or that they should visit soon.

7. Say:

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

8. Write the following example on the chalk board:

- write only the layout to start - address, date, name, introduction, first paragraph, second paragraph, conclusion, greeting and name.
- once you have shown the basic layout add the rest of the details

	<p>[ADDRESS] 19 Dlamini Road Sweetwaters Durban 2091</p> <p>[DATE] 15 February, 2016</p>
<p>[NAME] Dear Imitha.</p> <p>[INTRODUCTION] How was your holiday? Mine was wonderful.</p> <p>[FIRST PARAGRAPH] I went to visit my granny at the beach. I swam in the sea a few times. The weather was hot and sunny which was perfect for swimming. She also has four dogs and I played with them every day. It was such fun!</p> <p>[SECOND PARAGRAPH] After I visited my granny, I went to Johannesburg. That was also lots of fun. I visited my friends who live there. The shops in Johannesburg are amazing and we did lots of shopping. On one of the days we even went to Gold Reef City. It has a huge theme park and I went on some scary rides!</p> <p>[CONCLUSION] I still miss you lots since you moved away. I would love to come and visit you soon.</p> <p>[GREETING] Kind regards.</p> <p>[NAME] Cindy</p>	

9. Read over the example with the learners.

10. As you read the letter, remind the learners of the following layout features of a friendly / informal letter:

- a. Writer's address on the right hand side.
- b. Date below the address.
- c. Write Dear....
- d. Write the content of your letter with an introduction, body and conclusion.
- e. End your letter with "Kind regards"
- f. Write your name underneath.

MODELLING THE SKILL



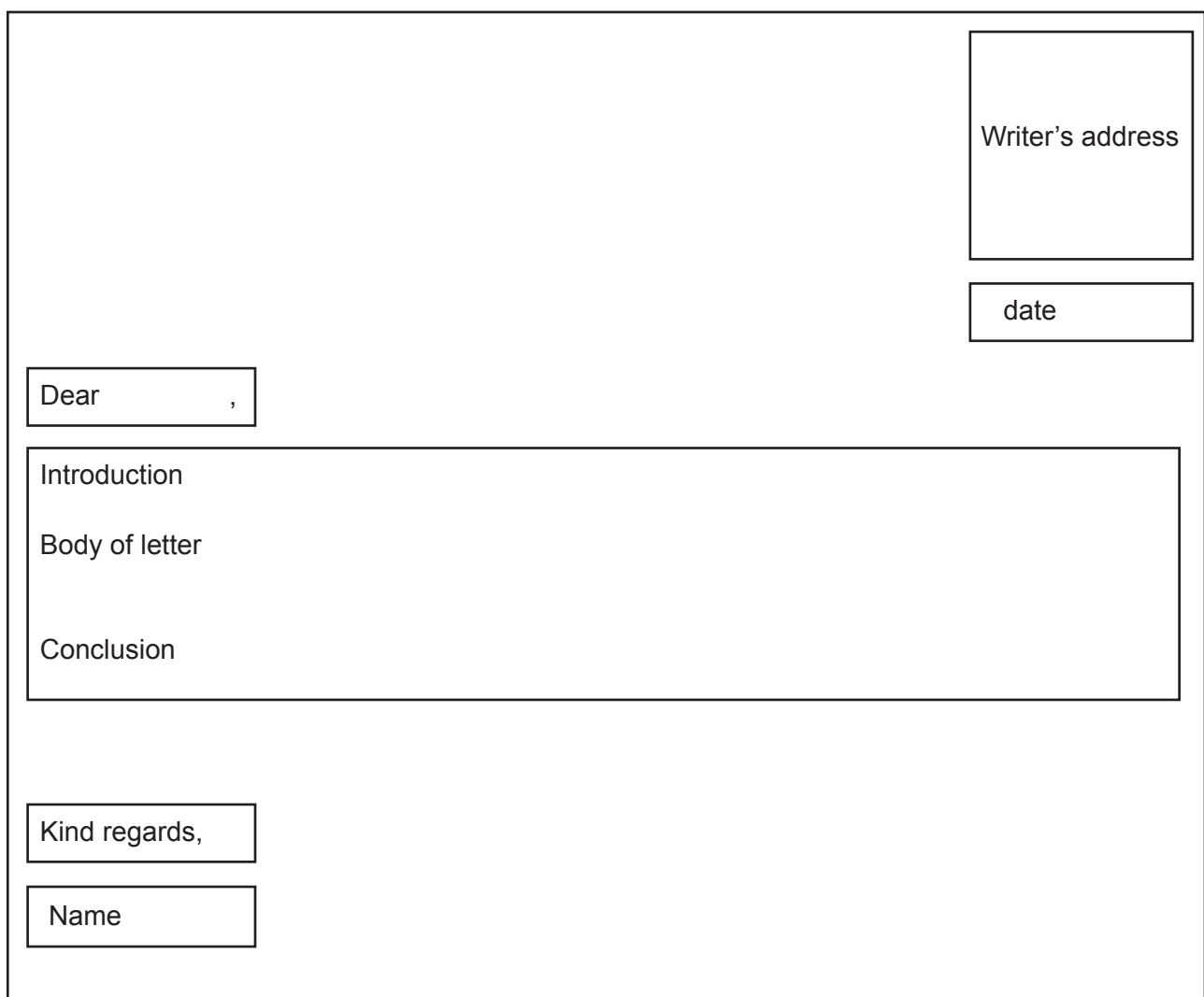
20 MINUTES

OUTCOMES:

The learners will be able to write the correct layout for an informal letter

TEACHER INPUT

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



Cycle 4 Writing

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

	3B Makula Street Ivory Park 1689
	12 September 2016
Dear Granny,	
Introduction	
Body of letter	
Conclusion	
Kind regards,	
Busi	

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

8. Tell learners:

- a. When we write a letter we need to think about our audience (who we are writing to).
- b. Let's pretend we were writing a letter to our granny to tell her about our holiday.
- c. How do you think we would start this letter?

9. Ask the learners for examples.

10. Write them on the chalkboard.

11. You may want to give them a first example.

12. Some ideas could be:

- a. Hello granny. I hope you are feeling better after your fall.
- b. I can't believe the school holidays are already over and that I am back at school.
- c. I hope you and my cousins are well.

PLANNING



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners:

- a. You are going to write a letter about your holiday.
- b. Use the planning grid you have drawn in your book to do the format of the letter. This would be the address, dates etc.

2. Re-draw this on the chalkboard:

Introduction: Ask general questions or make a general comment.

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

2nd paragraph: Other smaller news about your holiday. [Supporting ideas]

Conclusion: That you miss them or that they should visit soon.

3. Tell learners to use this breakdown to plan the content:

- introduction
- first paragraph
- second paragraph
- conclusion

4. Remind learners that WRITERS WRITE WHAT THEY KNOW.

LEARNER ACTIVITY

1. Allow learners time to plan the content of their letter in their workbooks.
2. Let the learners work independently.
3. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

The learners will write a first draft of their letters.

TEACHER INPUT

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

CRITERIA

1. The writer's address is on the right.
2. The date is under the writer's address.
3. The letter is addressed to someone.
4. There is a clear introduction.
5. There is a clear conclusion.
6. The language is simple.
7. The main idea of the letter is clear.
8. The letter has a name at the end.
9. The punctuation is accurate.
10. The spelling is accurate.
11. It is 110-120 words long.

3. Read over the criteria with the learners and explain that they will be assessed against these criteria.
4. Walk around and help any learners who need support. If some are finding it difficult to get started they can TURN AND TALK to share their ideas with a partner.
5. Hold MINI CONFERENCES with groups of learners, giving guidance, encouragement and praise.
6. ENCOURAGE learners as you walk around.
7. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

LEARNER ACTIVITY

1. Learners write the first draft of their letter based on their planning, keeping the criteria in mind.
2. Learners work independently.
3. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF EDIT their letters using the checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their letters because WRITERS SELF-EDIT.
2. Remind learners that to 'edit' means to check their work for mistakes and make corrections.
3. Write this checklist onto the chalk-board.

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

LEARNER ACTIVITY

1. Learners read over checklist and their work and make any corrections that need to be made.

REWRITING & PRESENTING**20 MINUTES****OUTCOMES:**

- The learners will write a neat and final draft of their letters.
- The learners will read letters.
- The learners will display their writing on the classroom wall.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their letters using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.
3. Once a few learners have read their letters aloud, find a place to display the whole class's work on the classroom wall.

LEARNER ACTIVITY

1. Learners neatly rewrite their letters.
2. A few learners read their letters to the class.

COMPLETED EXAMPLE

19 Dlamini Road
Sweetwaters
Durban
2091
15 February, 2016

Dear Imitha,

How was your holiday? Mine was wonderful.

I went to visit my granny at the beach. I swam in the sea a few times. The weather was hot and sunny which was perfect for swimming. She also has four dogs and I played with them every day. It was such fun!

After I visited my granny, I went to Johannesburg. The shops in Jo'burg are amazing and we did lots of shopping. One day we even went to Gold Reef City. It has a huge theme park and I went on some scary rides!

I still miss you lots since you moved away. I would love to come and visit you soon.

Kind regards,
Cindy

Word count: 117

CYCLE 5



“ The lady doth protest too much, me thinks. ”
– William Shakespeare, Hamlet

READING

Cycle 5: Reading and Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short Stories
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Reading intensively • Reading for information and purpose • Visualisation • Fact and opinion • Skimming • Scanning

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Trunks and Tusks	Big Ellie saves a little one	55
English Today	In the Spotlight	An Extract from "Hi Zoleka"	59.60
Interactive English	Celebrating Us	Short story "A blank Canvas"	74, 75
Oxford Successful English	Friends and Relationships Matter	Extract from "The magistrate's daughter"	81, 82
Platinum	Pictures and Words	Extract from "The Hook"	63
Spot On	Please Leave a Message	Article – read for information "Africa, fastest growing Mobile Market"	52
Top Class	The Power of Nature	"Lila and the secret of Rain"	51, 52
Via Afrika English	Paws and Claws	Short story	56

LESSON OUTLINE

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell learners that today we are going to read a text with a narrator.
2. Explain that:
 - the narrator is the person who is telling the story from his or her viewpoint
 - narrators can be one of the characters in the story, or just an all seeing all knowing voice
 - as they read, they should work out the role of the narrator
 - the narrator helps the reader get a picture in his or her mind – visualise the story.

STUDY THE TITLE AND PICTURES

1. Read the title to the learners
2. Ask the learners the following questions:
 - Do you understand all the words in the title? (if they do not, clearly explain the words)
 - Does the title give you an idea about the setting – where does the story take place?
 - Does the title introduce any main characters?
3. Tell the learners to look at the pictures and then ask the following questions:
 - Do the pictures help you to imagine details about the setting or the character?
 - Do the pictures show any facial expressions of characters?
 - Can you predict some of the plot based on the clues that you see in the picture?

PREDICT WHAT THE STORY IS ABOUT

1. Tell the learners to read the first paragraph and skim the rest of the text then TURN AND TALK to a partner to share ideas on what they think will happen in the story.
2. Write these questions on the board to guide the learners in their discussions.
 - What do you think might happen next?
 - How do you think the plot will unfold?
 - What do you think the characters will do?
 - How would YOU react if you were the character in the story?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:

- open the textbook at the correct page
- listen for the voice of the narrator as the text is read to you.

2. Ask the learners:

- Who is telling the story?
- Is it one of the characters who is explaining how the plot develops?
- Is it an 'all seeing' 'other' person who is narrating the story?

READ THE TEXT, SCAN FOR CHARACTERS:

1. Read the story out loud. Select a few learners who are comfortable reading in front of the class to read sections of the text aloud to the class.

2. Tell learners to scan the text to see who the characters are.

3. Draw a table with these headings on the board.

E.g.

Character	What I know	Narrators' information
Archie Garland	School boy	son of village blacksmith good at sports tall and handsome
Magistrates daughter		Beautiful Wealthy Snob

4. Tell the learners to:

- get a pen and paper
- read the story to themselves for a second time
- as they read the second time they should make a list of the characters and what they know/ learn about them.

COMPARE AND CONTRAST WITH PEERS:

1. Tell learners to turn and talk – they should compare their table to the one their partner has made.

2. Tell learners to think about these questions:

- Do you have the same information?
- Were there details that you missed out?

3. Tell the learners to read the story again with their partner, and find more information for their tables.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners:

- After reading the story three times as instructed above, you should have been able to work out the meanings of most words
- If there are any words you still don't understand, use a dictionary to help you.

DISCUSS FACT AND OPINION

1. Explain the difference between fact and opinion. Facts can be supported by evidence, witnesses etc. Everyone has their own personal opinion.

E.g.

It is 29 degrees outside today. This is a fact, temperature can be measured.

It is a lovely sunny day. This is an opinion. Some people do not like the hot weather, so they would not think that a sunny day is lovely.

2. Ask the learners the following questions:

- a. Find two facts in the text and write them in your work book.
- b. Find two opinions in the text and write them in your work book.
- c. Explain how you know each is a fact/opinion.

POST-READING**45 MINUTES****BEFORE THE POST READING COMPREHENSION DO AN ORAL COMPREHENSION TO REFRESH**

Oral comprehension:

1. Read the text aloud to the learners
2. Ask learners:
 - Who are the main characters in the text?
 - What is the setting and the background for the text?
 - Summarise the plot of the story – give a brief overview of what happens.
 - How does the story end?
 - What did you like or dislike about this story? Why?
 - What do you think the main theme of this story is?
 - What do you think the writer wants us to learn or take away from this story?
 - Is there any conflict in the text?

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Read the comprehension questions out loud to learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Tell learners: Read the text again now that you have heard the questions, and this time, think of finding the answers as you read.
4. Explain to learners how to complete the activity in their workbooks.
5. Give learners 30 minutes to complete the work independently.
6. Instruct learners to TURN and TALK and discuss their answers with a partner.
7. Try to mark at least one set of answers per cycle to identify which learners are coping and which are not.

Cycle 5: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	Key features of a poem: <ul style="list-style-type: none"> • Internal structures of a poem: figures of speech: imagery: rhyme: rhythm • External structures of a poem: lines: stanzas: typography • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Reading for meaning • Scanning for important information • Predicting information • Deducing meaning • Personal Opinion • Intensive Reading • Inferring meaning

PLANNER AND TRACKER TABLE

TEXTBOOK	Independent Reading Activity	TEXT	PAGE
Clever English	Trunks and Tusks	Poem: "The elephant in the room"	58
English Today	In the Spotlight	Poem: "When I am full of silence"	67
Interactive English	Celebrating Us	Poem: "Colours"	76
Oxford Successful English	Friends and Relationships Matter	Short story part 2	86. 87
Platinum	Pictures and Words	Poem	57. 58
Spot On	Please Leave a message	-	
Top Class	The Power of Nature	Poem: "Drought"	55
Via Afrika English	Paws and Claws	Poem: "The Dog"	60
		Poem: "Gus, the theatre Cat"	

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to turn to the correct page in their textbook
- that in these poetry lessons they will be revising the basic structures of poetry. E.g. stanzas, lines, rhyme, rhythm.

STUDY THE TITLE AND PICTURES

1. Read the title.

2. Ask the learners if the title helps you to understand the theme or the message of the poem?

3. Tell the learners to look at the pictures and ask these questions:

- Do the pictures also give an idea of the theme of the poem?
- Do the pictures draw out any emotions or moods - what emotions do you feel?

4. Tell learners to TURN AND TALK to discuss the answers to these questions with a partner.

PREDICT WHAT THE STORY IS ABOUT

1. Explain what a stanza is.

- A stanza is a group of lines or sentences almost like a paragraph in a story, a stanza can also be called a verse.

2. Tell the learners to skim read the first stanza.

3. Ask the learners:

- Are there any key words like verbs that give clues as to what the poem is about?
- What do you think the poem is going to be about – what do you think the theme is and is it a positive message or a negative message?
- Write down the key words that give you clues about the message.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:
 - open the textbook at the correct page
 - count how many stanzas are in this poem
 - count how many lines are in each stanza
 - look for the last word in each line
2. Ask the learners to tell you these words and then write them underneath each other onto the chalkboard. Ask the learners to write them in their workbooks as well.
3. Ask the learners:
 - Can you see a rhyme pattern?
 - Is it a rhyming couplet, where two words rhyme then the next two rhyme?
 - Does line one rhyme with line three, and line two rhymes with line four?
 - Does the poem have a rhyme scheme or pattern where the first, third and fourth word rhyme?
 - Write down the rhymes scheme for your poem (E.g. AABB; ABAB; AABAAB, etc)
 - Show the learners, using the words written on the board, how to work out the rhyming scheme for the poem being studied. (E.g. AABB, ABAB, AAB,AAB etc)

READ THE POEM:

1. Tell the learners that they will work in pairs.
2. Give the learners the following instructions:
 - Read the poem to a partner – you should each have a turn to do this.
 - Explain the meaning of any unfamiliar words to each other – do this using context clues
 - Look for and write down any similes or personification (explain what these are if learners have forgotten).
3. Choose and write down one figure of speech (simile or personification) in their workbook.
 - Write down what is being compared to what
 - What is similar - why are they being compared?
4. Ask the learners if the poem has a serious message or if it was just to describe something beautiful?
5. Tell learners that with their partner, they should:
 - Share their opinions
 - Find out if they enjoyed the poem. Why or why not?
6. Instruct learners to ask each other these questions:
 - Have you ever experienced what the person in the poem is describing?
 - If so, tell your partner about your experience, and then let them tell you.

SILENT READING

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

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today, learners will give written responses to the poem.
2. Read the comprehension questions out loud to learners.
3. Explain the meanings of any questions that the learners do not understand.
4. Read the poem out loud to learners. Explain that learners should think about the questions as you read.
5. Read the comprehension questions out loud to learners once again.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.
9. Mark their answers to determine who has understood and who has not.

CYCLE 5: WEEKS 9 & 10

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write a descriptive essay

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

Textbook	Theme	Page number in Textbook
Clever English	Trunks and tusks	23
English Today	In the spotlight	35 & 36
Interactive English	Celebrating US	49
Platinum English	Pictures and words	60 & 61
Spot On English	Please leave a message	73
Successful English	Friends and relationships matter	86
Top Class English	The power of nature	97 & 98
Via Afrika English	Paws and claws	110

WRITING

GENRE: Descriptive essay

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

AUDIENCE: Grade 7 learners

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

TEXT FEATURES:

1. Essay format

- Introduction
- Body
- Conclusion

2. Adjectives

3. Adverbs

4. Images of sound, hearing, taste, touch

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 130-180 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks

WORD BOXES

remember, forget, memory, dream, wish, hope, pray, think, happy, sad, always, beautiful, pretty, fun, enjoyable, tiny, huge, colourful, exciting, carefully, wonderful, patiently, green, blue, red, yellow, far, near.

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

The learners will know that a descriptive essay uses adjectives and adverbs to create images.

TEACHER INPUT

1. Tell the learners that we are going to write a descriptive essay.
2. Say:
 - a. A descriptive essay is an essay where the writer writes using words to paint pictures.
 - b. The writer uses many adjectives. (words that describe the noun)
 - c. The reader can almost see, taste, hear and smell exactly what is happening in the story.
 - d. The writer chooses his or her words very carefully to make the pictures clear.
 - e. Let's think about a plate of food.
 - f. Close your eyes. I want you to see it in your mind. What it looks like, smells like.
 - g. I want you to imagine you are eating from that plate. What does it taste like and feel like in your mouth?
3. Write the following on the board:

WHAT DOES IT LOOK LIKE?	WHAT DOES IT SMELL LIKE?	WHAT DOES IT FEEL LIKE?	WHAT DOES IT TASTE LIKE?

4. Ask learners for their ideas.
5. Write them on the board.
6. You may end up with something that looks like this:

WHAT DOES IT LOOK LIKE?	WHAT DOES IT SMELL LIKE?	WHAT DOES IT FEEL LIKE?	WHAT DOES IT TASTE LIKE?
<ul style="list-style-type: none"> • Colourful • Piled high • Steaming • Thick and hot 	<ul style="list-style-type: none"> • Spicy • Like frying vetkoek • Makes my mouth water • Sweet 	<ul style="list-style-type: none"> • Crunchy • Soft • Hot • Cold 	<ul style="list-style-type: none"> • Sweet • Salty • Spicy • Tasty • Burnt • Sour

7. Tell the learners that these descriptive words are called adjectives and adverbs. They help the writer to paint the picture with words

8. Say:

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

E.g. The food is spicy

Food = noun spicy = adjective

b. Remember that when a word is describing a verb, it is called an adverb.

E.g. The girl walked quickly

walked = verb quickly = adverb

c. These describing words help us get a clearer picture of what the writer is saying.

d. For example: I could say, "I took an apple out of my bag and I bit into it." Or I could say, "I took the cold, red apple out of my school bag and bit into it hungrily."

e. Can you see how adjectives and adverbs help to make the picture clearer?

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learners will be able to use adverbs and adjectives to add interest to their writing.

TEACHER INPUT

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

2. Write the following on the chalkboard:

I was sitting on the side of the road when I saw a lady crossing over to the other side. She was carrying a bag. She was looking down and did not see the taxi coming from the other side. The driver of the taxi managed to avoid her by swerving but ended up crashing into a building. Luckily he was not hurt.

3. Ask the learners the following questions and write their answers on the board.

- a. What could the lady look like? (Possible answer: old, wearing a green dress)
- b. What could be in the bag? (Possible answer: groceries)
- c. What could the taxi look like? (Possible answer: white)
- d. What kind of building could the taxi have crashed into? (Possible answer: the post office)
- e. What could the name of the street be? (Possible answer: Vilakazi street)

4. Rewrite the story adding the learners' ideas. It could look like this:

I was sitting on the side of Vilakazi street when I saw an old lady in a green dress crossing over to the other side. She was carrying a bag of groceries. She was looking down and did not see the white taxi coming from the other side. The driver of the taxi managed to avoid her by swerving but ended up crashing into the post office. Luckily he was not hurt.

5. Read over the new example with the learners. See if they would like to add any more details.

6. Ask the learners the following questions:

- a. How were you sitting? (possible answer: quietly)
- b. How was the lady crossing the road? (possible answer: rushing, slowly, looking at her phone)
- c. How was the taxi driving (possible answer: speeding)

7. Ask the learners to re-write the story with the added information in their workbooks

PLANNING



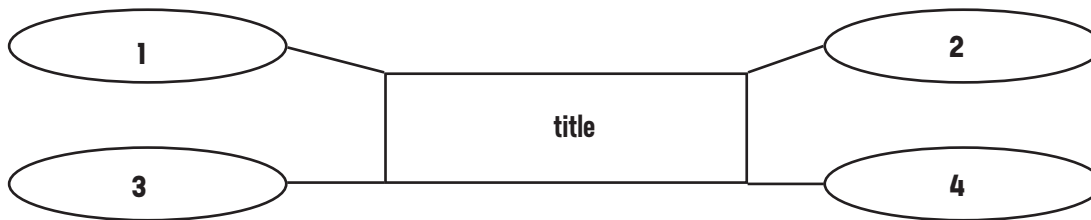
30 MINUTES

OUTCOMES:

The learners will plan to write their dialogues.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Remind learners that WRITERS WRITE WHAT THEY KNOW.
3. Remind learners that WRITERS USE WORD BOXES.
4. Tell the learners:
 - a. They are going to write a descriptive essay called "A Day to Remember".
 - b. They are going to start with a planning mind map.
 - c. They should draw the following in their books, it should take up a whole page of their book:



5. Write the following on the board:

Paragraph 1: Write three sentences about how the day started. Describe the setting [where, what, who, when?].

Paragraph 2: Write four sentences about the first thing that happened.

Paragraph 3: Write four sentences about the next thing that happened.

Paragraph 4: Write three sentences about how the day ended. You can say whether you enjoyed the day or not and give a reason.

6. Remind the learners that paragraphs should have one main sentence (topic sentence) with supporting ideas.
7. Say to the learners:
 - a. Close your eyes.
 - b. I want you to think about a day that you will never forget.
 - c. It could be a day where something exciting, happy or sad happened.
 - d. I want you to think back to how that day started.

- e. Did you know it was going to be a day you would never forget?
- f. Think about all the things that happened that day.
- g. Who was with you?
- h. Where were you?
- i. What details can you remember?
- j. What feelings did you feel?

LEARNER ACTIVITY

1. Learners to open their eyes and, without talking to anyone ,fill in their ideas on their mind maps.
2. Learners to write descriptive words because WRITERS ZOOM INTO DETAILS.
3. Learners work independently.
4. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners they are going to write the first draft of their descriptive essays based on their mind maps.
2. Remind learners to use conjunctions in their paragraphs to make sure their writing flows smoothly.
3. Write the following on the chalkboard:

CRITERIA

1. The essay has a title.
2. The essay has an introductory paragraph.
3. The essay has 2 middle paragraphs.
4. The essay has a concluding paragraph.
5. The essay is written with adjectives and adverbs.
6. The writer has tried to paint a picture with words.
7. The writer has tried to use words to show smell, hearing, sight and sound.
8. Punctuation is accurate.
9. Spelling is accurate.
10. 130-180 words long

4. Read over the criteria with the learners.
5. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

LEARNER ACTIVITY

1. Learners must now write a first draft of their essays based on the criteria.
2. Learners work independently.
3. Set a time limit to keep learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners they are going to PEER EDIT each other's work using the following checklist. Remind the learners that to 'edit' means to check their work for mistakes and make corrections.
2. Write the following on the chalkboard:

	Checklist	Yes	No
1.	Does the essay have a title?		
2.	Is there an introductory paragraph?		
3.	Does the essay have middle 2 paragraphs?		
4.	Is there a concluding paragraph?		
5.	Has the writer used adjectives and adverbs?		
6.	Has the writer tried to paint a picture with words?		
7.	Has the writer tried to use words to describe smell, sound, touch and sight?		
8.	Is the punctuation accurate?		
9.	Is the spelling accurate?		
10.	Is the essay 130-180 words long?		

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Tell learners to TURN AND TALK about any corrections that need to be made.
2. Learners to make the corrections on the draft copy.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write a neat and final draft.
The learners will read their essays.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their essays using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.

LEARNER ACTIVITY

1. Learners neatly rewrite their essays.
2. A few learners read their essays to the class.

COMPLETED EXAMPLE 

A Day to Remember

It was so cold when I arrived at the market to set up for my first day. Everybody was as busy as bees. I had many wooden carvings to sell such as bowls and keyrings.

My first customer was an old man with patched trousers. He was making jokes and bought a small heart shaped keyring for his granddaughter. After that I had many happy customers who came to my stand. I felt proud of everything I had made.

There was a big panic later in the day. Somebody stole a cell phone charger from a stall while nobody was watching. The bad thief ran away through the busy crowd and could not be caught. Luckily nobody was hurt.

At the end of the day I felt exhausted but happy. I had sold many items and made enough money to buy groceries for the week. I really enjoyed my day at the market and will definitely be back to sell more carvings next week!

Word count: 167