

Grade 8

**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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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:

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

NOTE ABOUT READING & VIEWING:

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

NOTE ABOUT WRITING & PRESENTING:

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

READING REMEDIATION

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

The biggest challenges that you will face 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 Diagraphs			
19	/th/ [not voiced]	th	thumb, thin, thing

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

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

How to help learners with PHONICS

READING SKILL	WORD DECODING AND PHONICS
WHAT IS THIS?	This is the learner's ability to link the sound to a letter or a group of letters, and sound out or recognise a word.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. This is one of the main strategies that we use to read.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING 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 targeted sound and different letters and sounds on small blocks of paper. Ask the group to build the word that you say, using the blocks of paper. 4. Write down words that use the targeted sound, and ask the group to break them up into sounds, and read each sound out loud. 5. Ask the group to write the words that you call out – make sure that the words all contain the targeted sound. 6. Let the group practice reading aloud and help individuals to sound out words as they get stuck. 7. Be patient and praise the group – some children need more time and practice to learn to read!

WORD RECOGNITION





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

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

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

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

How to help learners with WORD RECOGNITION

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner's ability to read words on sight.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	<ol style="list-style-type: none"> 1. Learners who can read a large number of words automatically on sight will be more fluent and successful readers. 2. Certain words do not follow normal phonetic patterns and cannot be 'sounded out'
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING 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 PROBLEMS 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 PROBLEMS 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 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)	<p>Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p> <p>Sometimes a comparison is used.</p> <p>One type of indirect comparison is a simile. The simile uses the words 'like' or 'as' to compare two things.</p> <p>Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar.</p> <p>Deducing meaning is the skill of working out what the message or meaning is really supposed to be.</p>
Drawing conclusions	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinions 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 style="margin-left: 40px;">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 detail 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>

TEXT FEATURES

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

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.
Audience	When reading a text, the audience is the group of people who will be reading that text, if they are teenagers, boys, girls, the text will be written specifically for that group.
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.
Caption	The words or sentence underneath a picture or a chart which explain what it is about. A caption is brief and to the point.
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
Climax	The climax is the most important and most exciting part of a play or story.
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 some information about the article or text. Often settings, names, places, characters will be mentioned in the 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>
Jargon	<p>Jargon are words or expressions used by a specific group of people only. It is that group who will understand the word best.</p> <p>E.g. doctors might say STAT.</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. For example: He is as angry as an electric storm.</p>
Manipulative language	<p>Language which is used on purpose to make you try to believe something.</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 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 fact. 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>
Milieu	<p>The social setting in a script, play or story. The social environment, the background, setting or context.</p> <p>E.g. Gregory came from the same upper class milieu as Francis.</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>
Persuasive text	<p>A text which tries to persuade you to do something or to buy something. Advertisements and posters often use persuasive text.</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.
Register	Register is the type of language which has been used in a text, sometimes the register is formal, sometimes the register is more informal.
Reported Speech	Reported speech is also called indirect speech. It is when a person is repeating what was said, without the use of inverted commas. E.g. “Study hard for your exams!” said the teacher. The teacher said that we must study hard for our exams. The word ‘that’ is used and the pronoun changes from ‘your’ to ‘our’. A class member is reporting on what the teacher said.
Rhetorical question	A rhetorical question is a question used by a writer or speaker, but they do not expect or want an answer. It is simply used to make you think, or attract attention. E.g. How can you just sit there and do nothing? This might be said by someone who is angry at another person, it is an expression of their anger and does not require an answer.
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	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.
Adjectives	When reading a text, the audience is the group of people who will be reading that text, if they are teenagers, boys, girls, the text will be written specifically for that group.
Adverbs of manner	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
Adverbs of place	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
Adverbs of time	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. The setting tells us the physical location. This is where the story or drama takes place. The country, the community, the actual location, like a classroom, or soccer pitch. Setting also includes when the story occurs - the time period the story is set in, modern, future or past time periods.
Acronyms	The words or sentence underneath a picture or a chart which explain what it is about. A caption is brief and to the point.
Auxiliary verbs	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have a small part 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.
Clauses	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Concord	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
Conjunctions and transition words	The climax is the most important and most exciting part of a play or story.
Contractions	Dialogue is a word for conversation. When we look at dialogue in a story, we are looking at what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.

Homophones, homonyms, homographs	To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.
Nouns	<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; Sipho; Gauteng; Maonya 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>
Punctuation	<p>Punctuation is the markings which help us to make sense of sentences. Punctuation includes full stops, commas, exclamations marks, question marks, inverted commas, apostrophes and many more.</p>
Reported speech	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>

<p>Sentences</p>	<p>A group of words that 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>
<p>Spelling</p>	<p>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 <p>A long vowel sound like 'ee' means the last constant stays single before adding -ing. Meet – meeting</p> <ul style="list-style-type: none"> • "i before e except after c" • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add -ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
<p>Verbs</p>	<p>The actions that are performed. E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung</p> <p>Verbs are the building blocks of most sentences.</p>
<p>Verb Tenses</p>	<p>Verbs determine what tense the sentence is written in.</p> <p>Simple present tense. I play tennis every week. Snakes are reptiles.</p> <p>Present continuous tense. She is watching the tennis game.</p> <p>Simple past tense. He woke up early and got out of bed.</p> <p>Past continuous tense. The children were sleeping in their beds.</p> <p>Past perfect tense. He had forgotten his keys.</p> <p>Simple future tense. We will teach the learners tomorrow.</p> <p>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

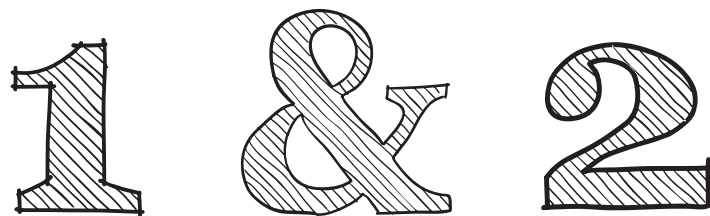
The number of hours that you have for Writing & Presenting in a two-week cycle will depend on the total number of hours you have for EFAL. If you have 10 hours for EFAL, 3.5 of those hours will be for Writing & Presenting. If you have 8 hours for EFAL, 2.5 of those will be for Writing & Presenting.

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



“ There are more things in Heaven and Earth,
Horatio, than are dreamt of in your philosophy ”

- William Shakespeare, Hamlet

READING

CYCLE 1: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Examining parts of a book.
Features of text to be taught:	<ul style="list-style-type: none">• Setting• Background• Headings and captions and illustrations• Parts of a book: title page, index, chapters, glossary• Font types• Character• Visual text
Reading skills to be taught:	<ul style="list-style-type: none">• Dictionary skills• Fact and opinion• Predicting information• Vocabulary development• Intensive reading• Meaning of words

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Breaking the Ice	Examining a book	5
English Today	Everyone Belongs	The parts of a book	11
Interactive English	Favourite stories	Exploring books	13
Oxford Successful English	Negotiating your way	Reading strategies: "The lady with the brooms"	11 & 12
Platinum	Let's Play	Looking at parts of a textbook	5
Spot On	Loving the Land	"Do something that will make a difference"	4 & 5
Top Class	Food for Thought	Getting to know parts of a book	3
Via Afrika English	New Beginnings	Learning about books	8

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- that the focus will be on learning how books are set out

2. Explain that books are made up of covers, contents pages, index, glossaries, blurbs, illustrations, information about the publishers and the authors.

Show learners one of your own books from home and point out all the different features of your book.

- cover
- title page
- table of contents
- chapters
- appendix
- glossary
- index etc.

3. Ask learners to look at their own books in front of them. Ask them to point to:

- cover
- title page
- table of contents
- chapters
- glossary
- index
- any other feature their book might have.

STUDY THE TITLE AND PICTURES

1. Read the title which is on the cover of the novel.

2. Read the name of the author of the book.

3. Ask the learners:

- Do you notice that the title is typed in a special font?
- Is the font bigger or smaller than normal?
- Why do you think different size and style of font would be used on a cover?
- Does the title give us any information about what might happen in the story?
- Does the title introduce any characters, or mention a setting?
- Does the front page have any other writing on it?
- If so, why do you think this writing is on the front page and not anywhere else?

4. Now look at the picture on the front page.

5. Ask the learners:

- Is the picture the main focus of the page, or just a small part?
- Who drew the picture?
- What do we call someone who draws pictures for books?
- Does the picture give us any information about the characters?
- Do the pictures give us 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 us 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 us 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 us clues about the setting? Remember setting is place and time.
- Does the picture give us any clues about a very specific place where the story will unfold, e.g. an airport, a classroom, a squatter camp, a rural area or an urban area?

6. Given what you have learnt about the book from the title, front page and picture, write a short paragraph in your workbook predicting what you think the book may be about.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners they will explore more about how a book is planned.
2. Tell the learners to:
 - Look in their textbook, or look in any reading book and notice that books all follow a pattern.
 - Usually on the first page of the book there is information.
 - Have a look at your book and tell me what this information is
 - Does it tell you who published the book?
 - What does publish mean?
 - Does it tell you when it was first published? Ask a few learners to tell you when their book was published
 - What can we work out if we know a book was published more than 20 years ago and people are still enjoying reading it?
 - What other information is written there? Ask a few learners to put their hands up and tell you what other information they find in their books
3. Tell learners to turn the page of their actual reader, and continue to look in the textbook at the example.
4. Look at the table of contents and ask:
 - What is a table of contents?
 - Is the font different for the headings on the contents page?
 - How would I know where to find chapter 3?
 - Do you think it is useful to have a contents page?
 - What is the difference between an index and a contents page?
5. Ask the learners:
 - What a blurb is and where you can find a blurb?
 - What is the purpose of a blurb?
 - What sort of books will have glossaries? Fiction books (novels that we read for enjoyment) or non-fiction books? (books with facts)
6. Ask learners to look at their own book and set a short quiz for their partner. They must write down 5 questions based on the book, e.g.
 - who is the illustrator?
 - what year was the book published?
 - what is the title on page 16?
 - what page does chapter 3 start on?
 - what is the first word listed in the index?
7. Learners must then swap their questions with their partner and the partner must write down the answers. They must then swap back again and mark each other's answers.

USE A DICTIONARY TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell the learners use a dictionary to look up the terms blurb; illustrator; index; and publisher.

READ THE TEXT.

1. Ask a few learners to read the blurbs from different books.
2. Ask which book sounds most interesting?
3. Why did that one sound most exciting?
 - Was it the theme that attracted your interest?
 - Was it the choice of words the author used?
 - Was it the setting that you felt you could understand, for example if it is set in Cape Town and you have been to Cape Town?

PARTNER READING:

4. Tell the learners to turn to a partner and read a blurb to each other.
5. Give each other a turn to predict what might happen in the story, based on the blurb.
6. Give each other a turn to give an opinion on which of the two books is the best. Remember an opinion is not right or wrong. An opinion is what someone thinks. It is a personal belief or choice.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that today; learners will be answering questions in written form.
2. Read the comprehension questions out loud to the learners.
3. Tell learners to always answer questions in full sentences, with as much detail as possible.
4. Read the questions out loud to the 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?	Youth Short story
Features of text to be taught:	<ul style="list-style-type: none">• Character• Characterisation• Plot• Conflict• Background• Setting• Theme• Headings and captions
Reading skills to be taught:	<ul style="list-style-type: none">• Skimming• Intensive reading• Meaning of words• Sequencing - cause and effect

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Breaking the Ice	Extract from "The Outsiders"	6 & 7
English Today	Everyone Belongs	Extract from a short story	12 & 13
Interactive English	Favourite stories	Folktale: "The Wicked witch of the singing Sands"	8 & 9
Oxford Successful English	Negotiating your way	Short story: "Matt eyes the curry"	19 & 20
Platinum	Let's Play	Short Story: "Soccer Troubles"	6 & 7
Spot On	Loving the Land	Do something that will make a difference	4 & 5
Top Class	Food for Thought	Extract from "Dragon Curry"	5
Via Afrika English	New Beginnings	Beloved S.A. musician	13

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that in this lesson they will read a short story and focus on setting and character
- remind learners that setting is the place and time period that the story is set in:
 - Where the place is
 - What the place looks like
 - When the events happen

2. Tell the learners:

- To follow how the plot unfolds, how does one event leads to another?
- To work out how the author builds information about the characters so they seem real.

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the story out loud, and ask:

- Does the title mention the characters' names?
- Does the title mention the place where the story will take place?
- Tell learners to look at the pictures and discuss if the pictures add any extra information.

PREDICT WHAT THE STORY WILL BE ABOUT:

1. Select one learner to read the first paragraph out loud to the class.

2. Ask the learners:

- 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?

3. Draw the following table on the board. If possible, draw it on the board before the learners arrive, so that you are well prepared. If time is too limited, then as you draw the table, read and explain the concepts.

4. Ask learners to help you fill in some of the information. Either ask individual learners to come up and write in the information, or ask learners to put their hands up and tell you the information which you then fill in.

Remember - at this stage learners have only read the first paragraph so they cannot fill in all the information.

PLOT AND SETTING	CHARACTERS
Where?	Names of characters
When?	Ages of characters
What is the first event that happens?	Character types (personalities) <ul style="list-style-type: none"> o Kind – unkind o Trustworthy – untrustworthy o Lazy – hard worker o Foolish – wise o Takes risks – careful o Loving – filled with anger
What happens because of this?	Where do the main characters live?
Is there a link – a cause and effect?	What sort of work do they do?
What is the climax? The most exciting part of the story?	How do they dress?
Is there any conflict?	

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- to open the textbook at the correct page
- to listen for the moral of the story
- to 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:

- Read the story again to a friend
- Write down words you do not understand as you read
- Work with your partner once you have read the story to each other and write down in number format what happened first, second, then third, fourth and so on, so that the events are numbered in a clear summary

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners:

- Re-read the sentences above and below the words that were written down.
- 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
- 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:

- Because the character did that – what happened as a result of his or her action?
- What caused this one particular event to happen?
- What was the action or deed or event that made the next action happen?

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 your life?
E.g. Do not be gullible; do not be stubborn; do not trust everyone?

4. Instruct learners to copy the table from the board (from the previous lesson) into their workbooks. Ask learners to complete the table in their workbook by filling in all the information they now know after reading the whole story.

POST-READING

45 MINUTES

ANSWER QUESTIONS ON THE TEXT

1. Explain that learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like 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. Summarise the plot of the story – 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 TURN and TALK and discuss their answers with a partner.

CYCLE 1: WEEKS 1 & 2

Writing Lesson

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Narrative Essay

Note: If your school has 3.5 hours for Writing and 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	Breaking the ice	15
Interactive English	Favourite stories	35
Platinum English	Let's play!	45
Successful English	Negotiating your way	65
Top Class	Food for thought	75
Via Afrika	New beginnings	85
Clever English	Breaking the ice	15
Interactive English	Favourite stories	35

GENRE : Narrative essay

CAPS DESCRIPTION OF GENRE: A narrative essay is mainly about presenting an event in a logical and meaningful way. A narrative essay is a piece of writing which is a story or a past event or a piece of fiction.

AUDIENCE: Grade 8

PURPOSE: Narrative essays are used to tell the story of something that happened in a logical order.

TEXT FEATURES:

1. Essay format
 - Introduction
 - Body
 - Conclusion

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 180-210 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks
3. Examples of newspaper articles

WORD BOX

Another word for problem: situation, puzzle, question, situation, mystery, riddle, difficulty, complication, worry, trouble, snag, went, stayed, warm, cool, travelled, far, brother, sister, mother, father, aunt, uncle, granny, grandpa, excitedly, finally, beautifully, boy, girl, solved, fixed.

TEACHING THE GENRE

30 MINUTES

OUTCOMES:

The learners will know the structure of a narrative essay.

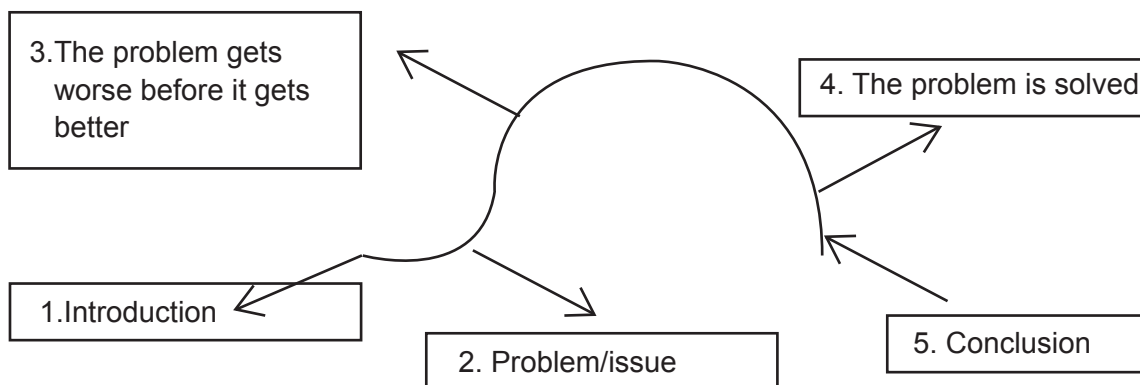
TEACHER INPUT

1. Tell the learners that we are going to write a narrative essay.

2. Say:

- A narrative essay is an essay where the writer writes a story about certain things that happened in a particular order.
- The best stories come from your own experiences or about things that you know about so **WRITERS WRITE WHAT THEY KNOW**.
- The story you write today will have a particular structure.

3. Draw the following on the chalkboard:



4. Tell the learners:

- This is a story mountain. It shows us the structure of our story.
- The story must be about one event, because good **WRITERS ZOOM INTO SMALLER MOMENTS**.
- Each part of the story – seen in the story mountain – should be its own paragraph.
- A paragraph deals with one idea of the story.
- Paragraph one** is the introduction. The character is introduced: What is the character's name? Is the character a boy or girl? What does the character do? Where and when does the story take place?
- Paragraph two** is the conflict or problem that the character faces. For example, the character receives bad news.
- Paragraph three** is where the problem gets worse before it gets better. What is the bad news?
- Paragraph four** is where the problem is solved or dealt with.
- Paragraph five** is the conclusion or end of the story.
- The story must be written in the past tense because it has already happened.

5. Read the following story to the learners. Ask the learners to listen out for the different parts of the story as you are reading it.

Cell phone. Gone!

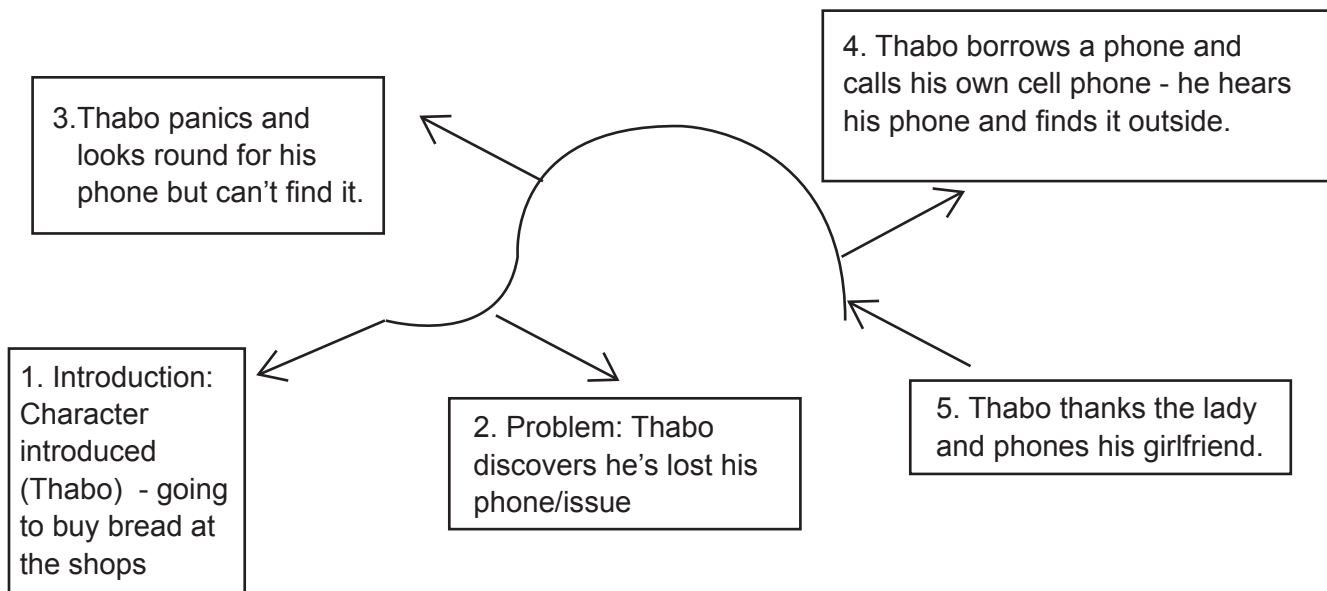
One day Thabo was told by his mom to go to the shop to buy some bread. He took a taxi to the nearest Checkers.

As Thabo got into Checkers- he went straight to the bread section and picked up a loaf of bread. He then reached for his phone to phone his girlfriend. When he put his hand into his pocket he realized, to his surprise and shock that his phone wasn't there. He started to panic and ran around Checkers asking everyone if they had seen it. Nobody knew where his phone was.

He then asked a lady if he could use her phone to phone his phone to see if he could hear it ringing. He heard something from outside. He ran towards the sound and saw his phone lying on the side of the road. It must have fallen out of his pocket. He was so happy!

He went back into Checkers and thanked the kind lady for her help. Thabo immediately phoned his girlfriend and told her about what had happened.

6. Ask the learners to identify each part of the story as outlined on the board. Fill in the information on the board at the learners identify it. (Example below)



MODELLING THE SKILL



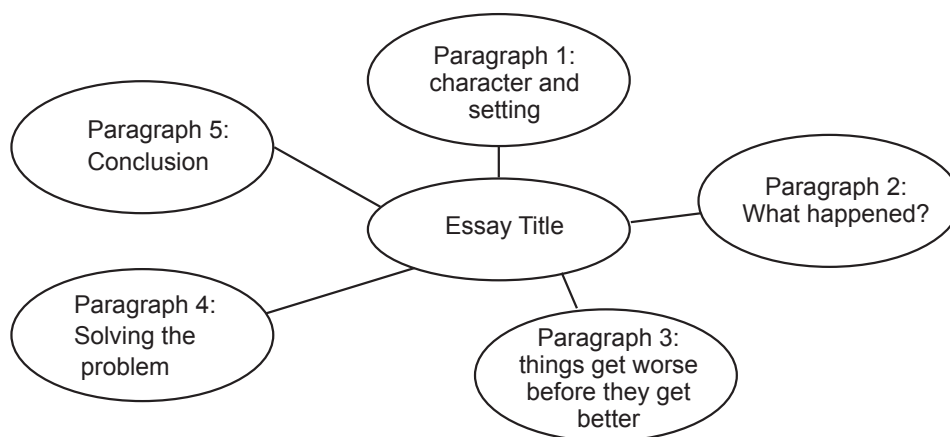
20 MINUTES

OUTCOMES

The learners will know how to use a mind map to plan their narrative essay.

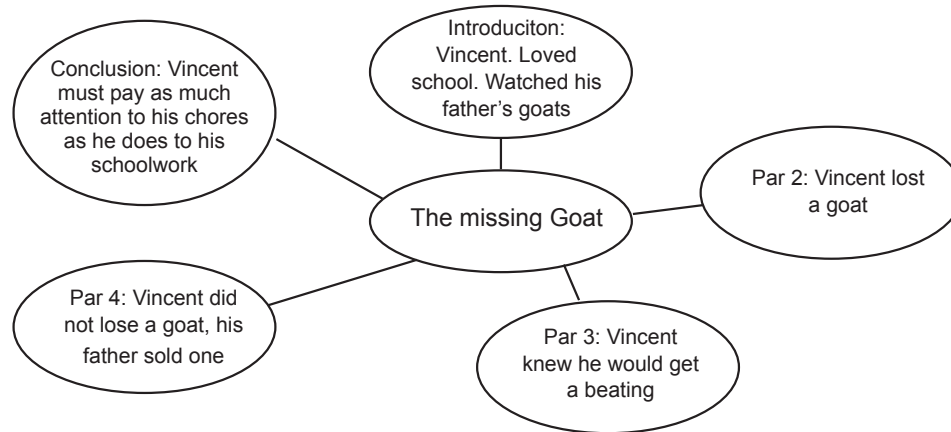
TEACHER INPUT

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



3. Tell the learners:
 - a. This is called a mind map.
 - b. We use this for planning our story.
 - c. Each paragraph should have a main idea and one or two supporting ideas.
4. Ask learners to draw the mind map in their work book, but tell them you are going to tell them the parts of the story again and they must fill in the mind map in their workbooks.
 - Paragraph 1 is my introduction. I will call my main character Vincent. He is a boy who loved school, but sometimes had to look after goats
 - Paragraph 2 is when we hear the bad news. Vincent thinks he has lost a goat, because there are eight and there should be nine
 - Paragraph 3 is where the problem gets worse. Vincent knows his father will hit him for losing a goat
 - Paragraph 4 is when we find out that Vincent did not lose a goat - his father had sold the goat
 - Paragraph 5 is the conclusion. Vincent's father says he is proud of Vincent's school work, but he must also pay attention to his work at home

The learners completed mind map should look something like this.



Tell you are going to read the completed story to them and they must listen to how it follows the structure of their mind maps.

6. Read the story below.

The Missing Goat

Vincent loved school. Every day after the long walk back home he would bug his sisters with all he had learned. This is why he hated it when his father asked him to look after the goats. Those days he missed school.

On one such day he was out in the fields sad that he was missing so much learning. He was not watching the goats properly because he was too busy thinking of the work he would have to catch up. When he remembered what he was supposed to be doing, he realised one of the goats was missing.

Vincent was too scared to go home and face his father. He knew he would be smacked. But he would be smacked if he was late so he had no choice. When he got home he admitted to his father that there were only eight goats, not nine.

His father laughed. He told Vincent that there were only eight goats! He had sold one of the goats the week before. The problem was solved!

Vincent's father laughed some more. He told Vincent he was very proud of how hard he worked at school but that he must also pay attention to his work at home. Vincent was very happy.

Word Count: 210

PLANNING

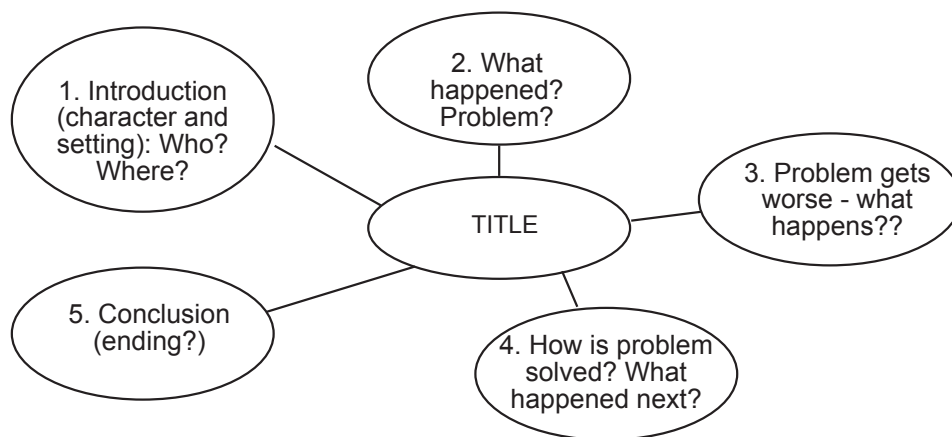
30 MINUTES

OUTCOMES:

- The learners will now draw a mind map with key words.
- The learners will complete a plan for their own narrative essay.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Tell learners:
 - a. They are going to write a narrative essay about something they know.
 - b. Tell learners that narrative essays are descriptive and they should try and include as much descriptive detail as possible in the stories. Each paragraph should contain a main idea and one or two supporting ideas.
 - c. They are going to start with a planning mind map.
 - d. Tell the learners to TURN AND TALK to a partner about ideas for a story.
3. Have the learners draw the following in their books:



LEARNER ACTIVITY

1. Learners fill in their ideas on their mind maps.
2. Learners write key words.
3. Set a time limit to keep learners on target.

DRAFTING



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners they are going to write the first draft of their narrative essays based on their mind maps. Remind learners that narrative essays are descriptive and that they should try and include as much descriptive detail as possible in their essays.
2. Write the following on the chalkboard:

CRITERIA

1. The essay has a title.
2. The essay has an introductory paragraph.
3. The essay has middle paragraphs.
4. The essay has a concluding paragraph.
5. The essay is written in the past tense.
6. The essay has a problem that has to be solved.
7. Punctuation is accurate.
8. Spelling is accurate.
9. 180-210 words long

3. Read over the criteria with the learners.

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 now peer-edit using checklist provided.

TEACHER INPUT

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

	Checklist	Yes	No
1.	Does the essay have a title?		
2.	Is there an introductory paragraph?		
3.	Does the essay have middle paragraphs?		
4.	Is there a concluding paragraph?		
5.	Is the essay written in the past tense?		
6.	Does the story have a problem that has to be solved?		
7.	Is the punctuation accurate?		
8.	Is the spelling accurate?		
9.	Is the essay 180-210 words long?		

LEARNER ACTIVITY

1. Learners TURN AND TALK to a partner about any corrections that need to be made.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

- The learners will write a neat and final draft of their stories.
- The learners will present their work by reading it to their group.

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 get into groups of four and each have a turn to read their essay aloud to the group.

COMPLETED EXAMPLE

The Missing Goat

Vincent loved school. Every day after the long walk back home he would bug his sisters with all he had learned. This is why he hated it when his father asked him to look after the goats. Those days he missed school.


On one such day he was out in the fields sad that he was missing so much learning. He was not watching the goats properly because he was too busy thinking of the work he would have to catch up. When he remembered what he was supposed to be doing, he realised one of the goats was missing.

Vincent was too scared to go home and face his father. He knew he would be smacked. But he would be smacked if he was late so he had no choice. When he got home he admitted to his father that there were only eight goats, not nine.

His father laughed. He told Vincent that there were only eight goats! He had sold one of the goats the week before. The problem was solved!

Vincent's father laughed some more. He told Vincent he was very proud of how hard he worked at school but that he must also pay attention to his work at home. Vincent was very happy.

Word count: 210

ASSESSMENT 						
RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
FORMAT: A heading An introduction Middle paragraphs A problem that has to be solved A conclusion	Two or more of the required format requirements are missing.	0-3	Three of the required format requirements are present including the problem.	4-6	All format elements are clear.	7-10
LANGUAGE The essay is written in the past tense.	The writer has written in the incorrect tense or has made many errors of tense.	0-2	The writer has written mostly in the past tense.	3-4	The writer has used the past tense correctly throughout the essay.	5-6
WRITING	There are a lot of punctuation and spelling mistakes. It is not 180-210 words long.	0-1	There are some punctuation and spelling mistakes. It is 180-210 words long.	2-3	There are very few punctuation and spelling mistakes. It is 180-210 words long.	4-5
PERSONAL STYLE AND VOICE	Learner has a stilted style of writing and poor vocabulary.	0-3	Learner's style of writing is good. Conjunctions have been used effectively to create cohesion. Learner has used some good vocabulary words.	4-6	Learner's style of writing is excellent. Outstanding vocabulary coupled with well-constructed sentences.	7-9
Teacher's comments: What I really like about _____ _____ I think you could improve _____ _____ Total: /30 Date: _____ Signature: _____						

Cycle 2

WEEKS

“How sharper than a serpent’s tooth
it is to have a thankless child!”

- William Shakespeare, *King Lear*

3 & 4

CYCLE 2: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Read a speech
Features of text to be taught:	<ul style="list-style-type: none"> • Author's attitude and intentions • Emotive language • Headings and captions • Hyperbole • Types of language • Purpose of text
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Inferring meaning and conclusions • Meaning of words • Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	The Gift of the Gab	Emotive Language in a text: Dr Schwarzneggers Rules of success"	19
English Today		Extract: "How to read a speech – Nkosi Johnson"	25
Interactive English	Storytellers	Music and stories	28
Oxford Successful English	The Power of Speech	Read a speech "Extract from Mandela's speech"	31 & 32
Platinum	Science around us	Read a speech: Neil Armstrong	17 & 18
Spot On	So to Speak	Extract: "How to cope with my fear of public speaking"	16 & 17
Top Class	Words with Wings	Reading a speech: Lou Gehrig	16, 17 & 18
Via Afrika English	Play the Game	Features of a good speech: Shakira	22 & 23

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:
 - To open their textbooks to the correct page
 - Ask the learners if they have any ideas about what features a good speech would have. Write their ideas on the board
2. Tell the learners that a good speech always contains certain features. When reading the speech they must see if they can notice these features. A good speech always:
 - a. uses emotive and persuasive language to manipulate/convince the audience.
 - b. uses personal pronouns e.g. 'us', 'we' to make the reader feel involved.
 - c. uses humour to make the audience feel relaxed.
 - d. draws on the emotions of the audience to make the audience feel excited or interested.
 - e. repeats words or phrases so that the audience remembers the speech.
3. Read the speech out loud to the learners. Ask the learners to listen out for the features you just discussed.

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the speech out loud.
2. Ask the learners:
 - Does the title have any information about the topic of the speech?
 - Does the title give any information on whom or what the speech will be about?
 - Does the title make you feel any emotions? If so, what words in the title make you feel that way?
 - Does the title make you want to listen to the rest of the speech? Say why or why not.
3. Tell the learners to look at the pictures.
4. Ask the learners:
 - Does the picture give any clues about the topic of the speech?
 - Does the picture show us where the events in the speech took place?
 - Does the picture stir up any emotions? If so, what are those feelings?

PREDICT WHAT THE SPEECH IS ABOUT

1. Tell learners to skim read the speech.
2. Remind them that means that they only read for a few key words, like who and where, and words that are in bolder typography. Also skim for words that would create an emotion, like greatest, best, quit, dream, and fail.
3. Ask the learners:

- Do you think the speech is going to be a positive or negative one?
- Do you think you are going to feel excited or inspired? Or will you feel guilty and sad?
- What do you think the speech is mostly going to be about, state in one sentence only what you think the main message of the speech will be?

ANALYSE INTRODUCTION AND CONCLUSION OF SPEECH

1. Tell learners to scan the introduction and the conclusion of the speech. That means they should read only those parts of the speech in detail.
2. Ask learners to summarise in their work books the information that is contained in the introduction.
3. Ask learners to summarise in their work books the information that is contained in the conclusion.
4. Ask the learners to put their hands up and tell you what the difference is between the introduction and the conclusion.
5. Reinforce to the learners that
 - the introduction should:
 - a. create interest for the audience
 - b. outline the main points that will be covered in the speech
 - the conclusion should:
 - a. tie up all the ideas in the speech
 - b. remind the audience of what they have heard
 - c. leave them with one final relevant thought

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Remind learners that a good speech always:

- a. uses emotive and persuasive language to manipulate/convince the audience.
- b. uses personal pronouns e.g. 'us', 'we' to make the reader feel involved.
- c. uses humour to make the audience feel relaxed.
- d. draws on the emotions of the audience to make the audience feel excited or interested.
- e. repeats words or phrases so that the audience remembers the speech.

2. Tell the learners:

- to open the textbook at the correct page
 - to listen for the main idea or main message of the speech
 - to listen for the key words in the speech
 - to listen to how a speech is written to convince people to listen
- E.g. Sometimes famous people are quoted in a speech
 Sometimes scientific facts are used to prove that the speech is right
 Sometimes repetition of words or phrases is used to get the speech to stick in the heads of the audience
 Sometimes hyperboles (exaggeration for effect) are used
 Sometimes lines from a poem or from another famous speech are quoted to stir up old emotions

3. Read the whole speech out loud to the class with as much passion as you can.

4. Tell the class:

- turn to a partner and read the speech again, as if you were the speaker on the stage
- give your partner a turn to read the speech to you
- work with your partner once you have read the speech to each other

and:

- write down the hyperboles (exaggerations) if any were used
- write down the quotes or the scientific facts, if any were used
- write down any words that were repeated often
- write down any emotive/persuasive words that were used.
- write down any example of humour
- write down an example of where a personal pronoun is used to include the audience

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 not understood
- work out what the word could mean, by replacing the word with a synonym
- use a dictionary to look up the correct meaning

READ THE SPEECH WITH INTENT:

1. Remind the learners that the purpose of a speech is to persuade the audience or to influence the audience to behave a certain way or believe a certain point of view.

2. Select a learner who will be able to read the speech with a lot of meaning, emphasis or passion. The learners can volunteer, or the teacher can select the learner who will do this well.
3. Ask the other learners to comment afterwards on the positive points. On the reasons why the speech reader did a good job. This will make the learners develop critical awareness of the skill needed to read a speech.

SILENT READING

1. Instruct learners to read the speech on their own, silently, but imagine that they were standing on the platform reading the speech to thousands of people.
2. Tell them to 'hear' their own voice in their head.
3. Ask how they would emphasise some of the sentences or words.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the speech in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names and quotes.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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 the answers in the learner's books, which will enable you to know which learners need more help

CYCLE 2: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Information text
Features of text to be taught:	<ul style="list-style-type: none">• Authors attitudes and intentions• Font types and sizes• Types of language• Purpose of text• Visual texts• Captions and headings
Reading skills to be taught:	<ul style="list-style-type: none">• Skimming• Inferring meaning and conclusions• Meaning of words• Intensive Reading• Analysing, evaluating and responding to texts• Critical language awareness• Drawing conclusions• Predicting information

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	The Gift of the Gab	-	-
English Today		Reading Graphs	28
Interactive English	Storytellers	Text: An Inuit myth	30
Oxford Successful English	The power of speech	Comprehension: Random Kindness	35, 36 & 37
Platinum	Science Around Us	Read a picture story	20 & 21
Spot On	So to Speak	-	-
Top Class	Words with Wings	-	-
Via Afrika English	Play the Game	Poem: Picking Teams	19

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that reading a comprehension, a story, a graph or a comic are all different skills, but still all have basic key factors
- that subtitles and captions are important as they give extra information
- that being able to read accurately (properly) is helpful no matter what the type of text

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the text out loud.

2. Ask the learners:

- Does the title give important information about what the main idea of the text will be?
- Does the title give any information on who is involved or where the events take place?

3. Tell learners to look at the pictures.

4. In a graph, the picture is the graph and must be very carefully and very accurately read.

5. Explain that in a cartoon or comic strip, the pictures are very important; they tell most of the story.

6. Look at all the details, the facial expressions, the type of clothing the people wear, the background, where they are standing.

7. Tell the learners to TURN and TALK to a partner. They must discuss the pictures and write down in their work books what information they can learn from the pictures, e.g.

- what do the facial expressions tell us?
- what type of clothing are the people wearing and what does this tell us?
- what is the background/setting of the picture and what does this tell us?
- if the picture is a graph, what information does it give us?

8. Ask a learner from each group to feed back to the rest of the class about information that they have learnt from the picture.

PREDICT WHAT THE TEXT IS ABOUT

1. Ask learners to suggest what the content will be about.

2. Write their suggestions on the board, and after reading the text, refer back to the suggestions, to see who was most accurate.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- To open the textbook at the correct page.
- To work with a partner and read and interpret the text
- To discuss with a partner what you understand from the text

INTENSIVE READING

1. Let learners work in pairs.

2. If they are reading a cartoon, let each learner take the role of one of the characters and read the speech bubbles for that character.

3. If they are reading a graph, let the learners discuss their interpretation of the information.

4. Ask the learners:

- What have you learnt?
- What was the purpose, main idea, or the most important fact or message that the information text was trying to communicate?
- Who do you think this text was written for (the target audience)?
- What about the text makes you think it was intended for that audience?

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Use the information that is available such as headings, captions, pictures to try to work out what the word could possibly mean.

2. Discuss your idea with a partner and listen if it makes sense.

3. Use a dictionary to double check.

SILENT READING

1. Review the information silently to yourself.

INFERRING MEANING

1. Ask learners:

- a. Why do you think the character did _____?
- b. What does this tell you about the character?
- c. What might be the result of these actions?

IDENTIFY MANIPULATIVE LANGUAGE

1. Tell learners to skim the text to find any manipulative words. These are words that create strong emotions (positive or negative) in the reader. Ask learners to come and write these words on the board. E.g 'haunting'.
2. Ask learners what kind of emotions they feel when they read these words. Ask learners to come up to the board and write the emotions they feel next to the words they have already written on the board from the previous exercise. E.g. 'haunting' = scared

HOW LANGUAGE AND IMAGES SHAPE VALUES AND ATTITUDES

1. Ask learners to look carefully at any images that accompany the text. Ask learners what their ATTITUDE is towards those images? For example, do they feel positive or negative about the images?
2. Ask learners how the images relate to the language used in the text. Do they evoke a similar response in the reader?
3. Ask learners if they think the writer wanted them to feel / respond in a certain way, if so, what did the writer want to to feel?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the story in written format.
2. Read the comprehension questions out loud to the learners.
3. Tell learners to skim read for two minutes. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the characters, the setting and the main ideas or sentences of each paragraph.
4. Read the comprehension questions out loud to learners again.
5. Explain the meanings of any questions that the learners do not understand.
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 2: WEEKS 3 & 4

Writing Lesson

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Speech Writing

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	The gift of the gab	17
English Today	Speaking out	27
Interactive English	Storytellers	37
Platinum English	Science around us	46
Spot On	So to speak	57
Successful English	The power of speech	67
Top Class	Words with wings	76
Via Afrika	Play the game	86

GENRE: Speech writing

CAPS DESCRIPTION OF GENRE: A speech is written to inform or share or justify a viewpoint or opinion.

AUDIENCE: Grade 8s

PURPOSE: A speech can be used to entertain, inform or persuade the listener.

TEXT FEATURES:

1. Essay format
 - Introduction
 - Body
 - Conclusion
2. Style and purpose
3. Audience

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 2-3 minutes of talking

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks
3. Peers and family for researching the topic

dream, catch, fight, escape, hide, achieve, journey, laugh, annoy, mislead, exclaim, win, save, think, consider, enjoy, decide, HIV, illness, medication, education, study, work, healthy, exercise, ambition, create, doctor.

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

- The learners will know about the purpose of a speech
- The learners will brainstorm ideas for a speech

TEACHER INPUT

1. Tell the learners the following:

- Today you will be brain storming ideas for a speech.

2. On the chalkboard write the following:

The purpose of a speech is to:

- Teach/Educate
- Help/Motivate
- Entertain

3. Explain the meaning of the three words listed as follows:

- a. Teach/Educate – This style of speech will teach your classmates about something new. E.g. a speech about Spiders.
- b. Help/Motivate – This style of speech will encourage your classmates. E.g. a speech about the importance of Ubuntu.
- c. Entertain – This style of speech will be amusing for your classmates. E.g. a speech about The day you got your first kiss.

4. Explain that the learners must choose their topic so that their speech teaches, helps or entertains their classmates. their audience.

- a. The topic they choose must be something that they know about because WRITERS WRITE WHAT THEY KNOW.
- b. Once they have chosen the topic they must decide what they want their message to be – what do they want to say about the topic? Their message must be clear because WRITERS ZOOM INTO SMALLER MOMENTS.
- c. When choosing their message remind them that they need to think about the audience (classmates) because WRITERS THINK BEFORE THEY WRITE.

5. Ask the learners for some ideas about different kinds of speech topics.

6. Write the following on the board:

Cycle 2 Writing

TEACH	HELP	ENTERTAIN

7. Ask the learners for different ideas for speech topics for each type of speech.

8. They may come up with something like this:

TEACH	HELP	ENTERTAIN
HIV in the youth Nelson Mandela	Why it is important to get a good matric. Sport is good for the body.	My mother used to cut my hair. Why you should never eat something you don't recognise.

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learners will learn how to plan the basic structure of a speech.

TEACHER INPUT

1. Remind learners that **WRITERS PLAN BEFORE THEY WRITE** and that **THEY ZOOM IN TO DETAILS**.
2. Tell the learners that today we are going to plan the basic structure of a speech about saving water. The message will be about how scarce and how important water is.
3. Ask the learners:
 - why are we writing this speech - is the purpose of this speech to teach, help or entertain?
4. Remind learners that a good speech always:
 - a. uses emotive and persuasive language to manipulate/convince the audience.
 - b. uses personal pronouns e.g. 'us', 'we' to make the reader feel involved.
 - c. uses humour to make the audience feel relaxed.
 - d. draws on the emotions of the audience to make the audience feel excited or interested.
 - e. repeats words or phrases so that the audience remembers the speech.
5. Tell the learners that writers always **ZOOM INTO SMALLER MOMENTS**, so we need to identify the message in our speech. The message in this speech will be about how scarce and important water is.
6. Draw the following on the board:

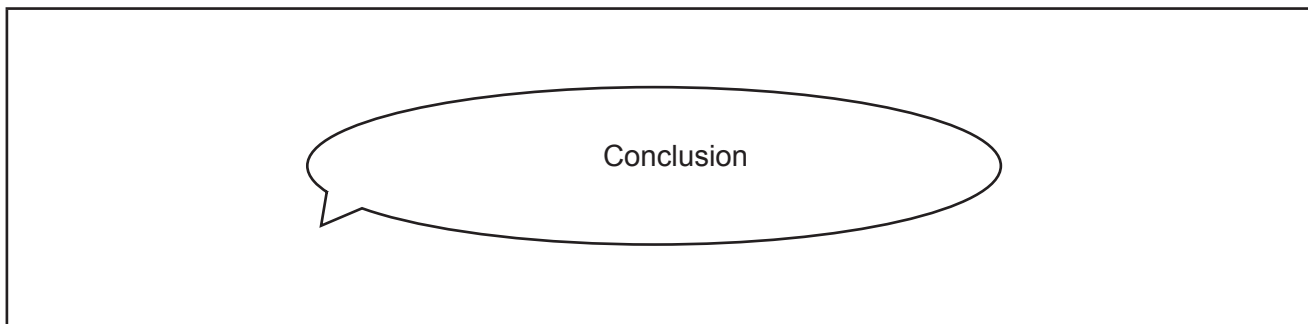
My speech will: teach / help / entertain

My topic idea:

Key words:

Introduction

Middle



7. Tell the learners that their speech must consist of three parts:

a. The introduction:

- this must attract the attention of the audience (classmates). It must clearly communicate the topic.

b. The body:

- 3 to 4 paragraphs
- each paragraph must have a main idea (topic sentence) and supporting ideas

c. The conclusion:

- must summarise the main points mentioned in the body
- must emphasise the message of the speech
- must leave the audience with a final thought

8. Tell the learners that you are going to fill in all your ideas on your plan.

Say the following while completing the plan on the board (the learners may also come up with ideas which you can add in):

- Paragraph one is my introduction. My speech is about why we should save water. I will introduce the idea that water is very important and explain that we should look after it.
- Paragraph two is the first paragraph of my body. Here I will talk about the harsh South African climate and how it affects water supply.
- Paragraph three is the second paragraph of my body and in this paragraph I will talk about how easy it is to waste water.
- Paragraph four will be the final paragraph of my body. In this paragraph I will suggest ways in which we can protect our community's water.
- Paragraph five is my conclusion and final paragraph of my speech. I want my conclusion to have an impact on my audience. I will remind them about how important water is for everyone and summarise the main points from my body focusing on how we can save water.

9. Your plan on the board may look something like this when you have completed it.

My speech will: teach / help / entertain TEACH
My topic idea: : SAVING WATER
Key words: water, important, drought, save, rain, dams, rivers, taps, running water.

<p>Introduction</p> <p>Water is important. Why? We need to look after it. Why?</p>
<p>Middle</p> <ol style="list-style-type: none">1. South African climate2. droughts3. How we waste water4. How we can save water
<p>Conclusion</p> <p>How important water is</p>

10. Read the completed example at the end of this chapter to the learners.

- Point out:
 - the introduction
 - the body
 - the conclusion
- Point out how each paragraph has a main idea and supporting ideas.
- Point out emotive/persuasive language used in the speech.

LEARNER ACTIVITY

- Learners copy the planning grid from the board.
- In groups learners TURN AND TALK and identify possible topics for their speech.
 - They must identify:
 - the purpose of their speech
 - the topic of their speech
 - the main message of their speech
 - their audience
 - Learners must write this down in their workbooks.
 - They can ask their peers for help because WRITERS USE RESOURCES.

PLANNING



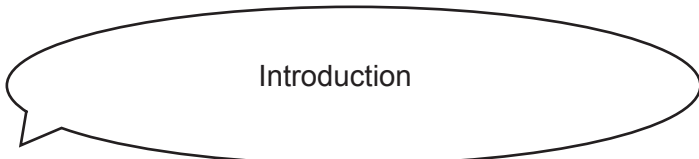

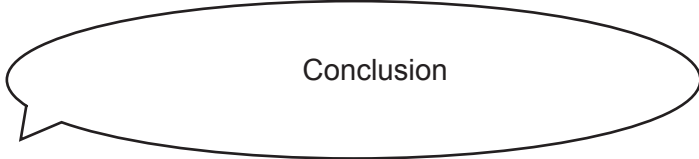
30 MINUTES

OUTCOMES:

The learners will plan their speech using the planning sheet.

TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.
2. Tell learners:
 - a. They are going to write a speech about something they know.
 - b. They are going to start with a planning sheet.
3. Suggest the following possible topics to the learners: HIV in the youth, Nelson Mandela, Why it is important to get a good matric, Sport is good for the body, My mother used to cut my hair, Why you should never eat something you don't recognise!
4. The learners should use the planning sheet they have already drawn in their books:

My speech will: teach / help / entertain
My topic idea:
Key words:
 Introduction
 Middle
 Conclusion

LEARNER ACTIVITY

1. Learners fill in their ideas on their planning sheets.
2. Learners write key words.
3. Set a time limit to keep learners on target.
4. 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.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write a first draft of their speeches.

TEACHER INPUT

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

CRITERIA

1. The introduction is interesting.
2. The ending leaves the audience with a final thought.
3. The speech uses emotive and persuasive language to manipulate/convince the audience.
4. The speech has a main idea and supporting ideas in each paragraph.
5. The speech is 2-3 minutes long when spoken out loud.
6. Punctuation is accurate.
7. Spelling is accurate.

3. Read over the criteria with the learners.
4. Remind learners that a good speech always:
 - a. uses emotive and persuasive language to manipulate/convince the audience.
 - b. uses personal pronouns e.g. 'us', 'we' to make the reader feel involved.
 - c. uses humour to make the audience feel relaxed.
 - d. draws on the emotions of the audience to make the audience feel excited or interested.
 - e. repeats words or phrases so that the audience remembers the speech.

LEARNER ACTIVITY

1. Learners must now write a first draft of their speeches 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 now self-edit using checklist provided.

TEACHER INPUT

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

	Checklist	Yes	No
1.	Is the introduction interesting?		
2.	Does the ending leave the audience with a final thought?		
3.	Does the speech use emotive and persuasive language to manipulate/ convince the audience?		
4.	Does the speech have a main idea and supporting ideas in each paragraph?		
5.	Is the speech 2-3 minutes long when it is read out loud?		
6.	Is the punctuation accurate?		
7.	Is the spelling accurate?		

LEARNER ACTIVITY

1. Learners read over the criteria and make any corrections that need to be made.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

The learners will write their final drafts.
The learners will present their speeches.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their speech, 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 presented them to the class.

LEARNER ACTIVITY

1. Learners neatly rewrite their speeches.
2. Learners present their speeches to the class.

COMPLETED EXAMPLE

Water is probably the most important resource we have. Everyone needs it, for drinking, washing and many other things. Water is used on farms to grow food and used in factories and in mines. Industry relies heavily on water to work properly. This is why we should all be more careful with the way we use, and misuse water.

The South African climate is unforgiving. It is very hot and very dry. Water from rivers often dries up and this means it is scarce. My uncle told me that because of how hot it is and that there is not much rain, there are often droughts which means there is not enough water for everyone.

There are many people in the community who do not use water wisely. They waste water. This can be seen in a tap that is not closed properly or a bucket of water that has been collected that gets knocked over because it was in the way. Wasting water is an easy thing to do, luckily, saving water is easy too.

There are many things we can do to save water. My mother makes us use the water that we use for washing to water the garden plants. So we use the water twice. Also, using water for plants in the evening means it will not be taken by the hot sun. Making sure taps are closed, even if they are not your taps, saves water.

Water, in this climate, is very scarce. We must protect it by being aware of how we are using it and what we are doing with it. Water is needed by everyone so we are all responsible for it. Watch out for water wasters!

295 words

Cycle

3

Weeks

5&6

“Some are born great, some achieve greatness,
and some have greatness thrust upon them.”
– William Shakespeare, *Twelfth Night*

CYCLE 3: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama / Novel / Short story
Features of text to be taught:	<ul style="list-style-type: none"> • Character • Characterisation • Plot • Conflict • Background • Setting • Narrator • Theme • Moral
Reading skills to be taught:	<ul style="list-style-type: none"> • Deducing meaning • Drawing conclusions • Inferring meaning • Paraphrasing • Predicting information • Skim reading • Scanning • Visualising

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Murder and Mystery	Drama: "Lamb to the Slaughter"	35
English Today	Pictures in our World	Fact and Opinion: Why computer games are good for you / bad for you"	39 & 40
Interactive English	Laugh a while	Extract: "A monster Calls"	46
Oxford Successful English	Roles we Play in Life	Short Story: "Who's who?"	51 & 52
Platinum	Learning about the past	Read a T.V. script	30 & 31
Spot On	For the love of Sport	Article: "Many hills to cross"	26 & 27
Top Class	The Magic of Everyday Life	Extract from a novel: "Eva's Diary"	29 & 30
Via Afrika English	Birds of a Feather	Short Story: "Goodnight Mr Tom"	30 & 31

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- to put their hands up and suggest what features of text they might expect to find in a short story, e.g. plot, conflict, theme or message, figurative language, etc. Ask learners who make suggestions to come up and write them on the board.
- to be aware of punctuation marks, especially inverted commas for direct speech

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 will take place?
- Does the title create an interest in the story?
- Does the title use any figures of speech, such as alliteration, similes or idioms to grasp your attention?

3. If you were going to write a story with that title, what would your story be about? Write 3-5 lines in your work book predicting what you think this story is going to be about based on the title of the story.

4. Tell learners to look at the pictures

5. Ask the learners:

- What information does the picture give us?
- Does the picture give any information about the characters? What age are they? What activities do they participate in?

PREDICT WHAT THE STORY IS ABOUT

1. Based only on the pictures (not the title), TURN and TALK to a partner and predict what the story is going to be about.

2. Read the first paragraph only out loud to the learners.

3. Now ask if the learners want to change their prediction.

4. Was there any new information that changes the prediction?

5. Is there a lesson the story is trying to teach?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- To open the textbook at the correct page.
- To visualise the story (create a picture in your mind) as it unfolds
- To get to know the characters by noticing details about each character
- To be aware of the setting (time period and place of events)

READING FOR MEANING

1. Read the story out loud to the class.
2. A different learner can volunteer to read each paragraph.
3. After each paragraph, stop and ask another learner to explain in their own words what has just happened in the story.
4. Select the next learner to read the next paragraph and repeat the process.
5. Ask the learners if they can identify any conflict in the story? What is causing the conflict and how is it resolved?

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask learners to write down any unfamiliar words while the story is being read.
2. Tell learners to check the glossary and the index in the textbook. Often the more difficult words will be made bold (typography) and the words will be explained in a word box, or glossary.
3. Re-read the sentences above and below the words that were written down - try to 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. If it does, then you are close to an accurate guess of the meaning.
4. Talk to a partner to share ideas on what the meaning could be.
5. Use a dictionary to make sure you are correct.

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: Because the character did that – what happened as a result of his action?
3. What caused this one particular event to happen?
4. What was the action or deed or event that made the next action happen?

IDENTIFYING MANIPULATIVE LANGUAGE

1. Scan the text and write down any emotive or persuasive language - powerful vocabulary or figurative language.
2. Ask learners to tell you some of the examples they found and write them on the board.
3. Ask learners what they think the author is trying to achieve by his/her choice of words? E.g haunting (word) - author is trying to achieve a scary mood or feeling.

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 a valuable lesson that can be applied to your life?
E.g. Never give up! The truth will always come out! Community spirit is the best.

POST-READING

45 MINUTES

ANSWERS QUESTIONS ON THE TEXT

1. Explain that learners will answer questions about the story in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like 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:
 - 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?
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 TURN and TALK and discuss their answers with a partner.

CYCLE 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<p>Key features of a poem:</p> <ul style="list-style-type: none"> • External structure of a poem: lines, words, stanzas • Internal structure of a poem: figures of speech; imagery; rhyme; rhythm • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Predicting information • Relating text to own experience • Skim reading • Intensive reading • Inferring meaning • Analysing, evaluating and responding to texts • Context clues

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Murder and Mystery	K9	36 & 37
English Today	Pictures in our World	Images in poetry: "The Locust"	36
Interactive English	Laugh a While	Stories into a poem: "3 Little Pigs and Red Riding Hood"	49, 50 & 51
Oxford Successful English	Roles we Play in Life	Poetry: "Watching T.V."	57
Platinum	Learning about the Past	Poem: "Ask Grandpa"	35
Spot On	For the Love of Sport	-	-
Top Class	The Magic of Everyday Life	-	-
Via Afrika English	Birds of a Feather	Extract from: "Sea of Pink"	33

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to open their textbooks to the correct page and that in this poem the important things to find are similes and metaphors.
2. Remind learners that both similes and metaphors are comparisons, but a simile uses the key words as – ‘as’ and ‘like’
3. Explain that:
 - A simile is an indirect comparison saying that one object, thing or person, has the same qualities as another object, thing or person. It is important to work out what two things are being compared and why they are being compared. For example: He is as thin as a rake, I feel as light as air, The girl jumps like a kangaroo.
 - A metaphor is a direct comparison of two things, objects, people.
E.g. His finger was a light pointing the way
His head is a ball bouncing on his shoulders

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the poem out loud. Ask the learners:
 - Does the title name any of the characters?
 - Does the title mention the theme of the poem?
2. Tell the learners to look at the pictures and ask:
 - Do the pictures give any clues about the setting of the poem?
 - Do the pictures give any clues about the mood or tone of the poem?
 - Do the pictures illustrate the main characters?

IDENTIFYING RHYMING SCHEME

1. Tell learners that rhyming schemes vary. Explain that when working out a rhyming scheme, you look for the words that rhyme and give them the same letter of the alphabet.
2. Write these two verses on the board and show pupils how to work out the rhyming scheme:

E.g.

Through Sunday’s tunnel hushed and deep (a)
Up Monday’s mountain, craggy and steep (a)
Along Tuesday’s trail, winding and slow (b)
Into Wednesday’s woods, still half way to go (b)

Or:

I played a game of chess with Dad (a)
As usual he won and said: (b)
“Just learn from me. Next time you’ll win.” (c)
Then off I went to bed. (b)

3. Ask the learners to:

- TURN and TALK to a partner
- write down all the last words of each line of the poem

4. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with ‘a’, followed by ‘b’ and so on.

PREDICT WHAT THE POEM IS ABOUT

1. Explain that a stanza or a verse is a grouping of sentences. Almost like a paragraph in a novel or story, but called a stanza or verse in poetry.

2. Tell learners to:

- read the first stanza out loud as a class
- write key words they might expect to find in the next stanza.

3. Describe the mood of the poem, based on your reading of the first stanza.

4. Ask the learners, based on clues from the first stanza, what the second stanza might be about.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:
 - to open the textbook at the correct page
 - to listen for the similes, the key words are as – 'as' or 'like'
 - to listen for metaphors

READING THE POEM

1. Read the poem out loud to the learners.
2. Read the poem a second time out loud to the learners.
3. Ask learners to tell the class what the poem was about, in their own words.
4. Draw a table on the board, or if you can draw two baskets with a wooden pole between them.
5. On the wooden pole write the word SIMILE /METAPHOR.
6. In each basket write the names of the two objects that are being compared in the poem.
7. The learners must tell you what the simile or metaphor was. If they cannot do so, they must skim read the poem to themselves, looking for the simile or metaphor.

SIMILES and METAPHORS

Locusts body	Knife handle
Locusts head	Grain of corn
Locusts horns	Bit of thread
Lazy people	Couch potatoes
Cities	Jungles

8. Ask the learners to write down in their work books:
 - a. what is being compared to what?
e.g. cities are compared to jungles.
 - b. why are these two things being compared - what is similar?
e.g. cities are overcrowded with tall buildings, cities can be dangerous - jungles are overgrown and 'crowded' with tall trees, jungles can be dangerous.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to turn to partner and read the poem out loud to their partner. Tell them to:
 - to write down any words that they do not understand.
 - to read the glossary next to the poem
 - to re-read the sentences above and below the words that were written down
 - to 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. If it does, then you are close to an accurate guess of the meaning
 - If not; use a dictionary to look up the correct meaning

PERSONAL OPINIONS; RELATING TO THE POEM 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 on their own, silently.

2. Ask learners to write down what they think the mood of the poem is, and to write down which words or phrases the poet uses to create that mood.

E.g. Mood - exciting

Words/phrases that create this mood - bubbling, fizzing, buzz, hooray, squeals of joy

3. Ask the learners if they can memorise the first stanza.

POST-READING

45 MINUTES

ANSWERS QUESTIONS ON THE POEM

1. Explain that today learners will answer questions about the poem 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. Read the poem out loud to learners with expression. 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

Cycle 3: Friendly letter

SHORT LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a friendly letter

Note: If your school has 3.5 hours of 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	Murder and mystery	18
English Today	Pictures in our world	29
Interactive English	Laugh a while	39
Platinum English	Learning about the past	49
Spot On	For the love of sport	59
Successful English	Roles we play in life	69
Top Class	The magic of everyday life	79
Via Afrika	Birds of a feather	89

GENRE: A friendly letter

CAPS DESCRIPTION OF GENRE: A friendly letter is used to express an emotion to people who are close to the writer, such as family or friends. It is written in informal or semi-formal language.

AUDIENCE: Grade 8s

PURPOSE: A friendly letter is usually written to give news about the writer's life.

TEXT FEATURES:

1. Format:
 - a. address
 - b. Date
 - c. Dear...
 - d. Introduction, body, conclusion
2. Informal language

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 120-140 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks

WORD BOX

holiday, visit, school, awards, tour, trip, excited, happy, sad, health, weather, enjoy, report went, fun, experienced, warm, cool, enjoyed, news, well, sick, report, beach, friends, birthday, present, brother, sister, swimming.

TEACHING THE GENRE



20 MINUTES

OUTCOMES:

The learner will know the purpose and structure of a friendly letter.

TEACHER INPUT

1. Tell the learners:

- Today we are going to learn how to write a friendly letter
- A friendly letter is a letter that is written to someone you know well and is written in informal language. It is almost as if you are talking to them
- In a friendly letter we tell news and express feelings
- A letter is written in a particular way. We call this the letter format

2. Write the following on the chalkboard:

Introduction: Greeting and asking after your friend/family.

Body: Main news of your letter or main reason for writing.

Conclusion: How your letter ends.

3. Tell the learners that when you write a friendly letter, you need to structure the content in a specific way:

- Your letter must have:
 - an introduction - greeting
 - a body - main news or main reason for writing
 - a conclusion - how the letter ends
- Your language must be informal
- Your letter must have a special layout

4. Explain that the ideas in a letter always flow in a logical sequence so learners must plan carefully.
Remember WRITERS PLAN BEFORE THEY WRITE

5 Write the example letter below on the board. (if possible do this before the lesson)

PO Box 1286
Pimville
1865
3 January 2017

Dear Granny

I hope you and grandpa are well and that you had a good Christmas. We missed you and were sad that you were not able to come and visit us this year.

I got my report yesterday and am excited to tell you that I passed and am going to grade 8 this year. I did really well in Maths and Science and mom is very happy with me. She gave me R50 as a reward. I think I am going to spend it all on airtime for the phone which I got for Christmas.

Thato and I have spent most of the holidays with our friends and it has been a lot of fun. We are not looking forward to going back to school.

Thank you for the money that you sent us for Christmas. It was a big surprise.

I hope you and grandpa are enjoying the rain and that we will see you soon.

Love
Leroy

6. Read the example letter above to the learners. Ask the learners to identify what information was in the a) introduction, b) body, c) conclusion (circle the various parts of the letter on the board to highlight them)
7. Tell the learners that as well as having a specific content structure, an informal letter also has a specific layout. Point out the following layout features of the informal letter that you have written on the board:
 - Writer's address on the right hand side
 - Date below the address
 - Write Dear.... (in an informal letter you could also write "hello" or "hi")
 - Write the content of your letter with an introduction, body and conclusion
 - End your letter with: Love/From/Sincerely
 - Write your name in full underneath

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learner will plan the layout and the opening paragraph of the letter.

TEACHER INPUT

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

Sender's address

Date

Dear

Introduction

Body of letter

Conclusion

Sincerely/ From/ Love
Name

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

PO Box 201
Ivory Park
1689

12 February 2017

Dear Thato

Introduction

Body of letter

Conclusion

From
Aunt Gladys

6. 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.
7. Tell learners:
 - Let's pretend we were writing the letter to Thato to congratulate him on an award he has received.
8. Ask the learners:
 - How do you think we would start this letter?
 - Think back to the example we have already looked at.
 - What would an aunt say to a nephew?
9. Write learner's ideas on the chalkboard.
10. Some ideas could be:

- I heard about your award.
- We are proud of you.
- You must have worked very hard.
- Congratulations.

11. Ask the learners to draft the opening paragraph of the letter based on these ideas. Tell them the opening paragraph may be something like this:

“I have read a letter from your mother. She told us about the award you won for your hard work at school. Your mother seems very proud of you and so are all of us!”

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 the learners:

- They are now going to plan their friendly letters.
- They must use the planning grid they have drawn in their book to do the layout of the letter. This would be the address, dates etc.
- They can write to anyone about anything but remind learners that **WRITERS WRITE WHAT THEY KNOW**.

2. If learners cannot think of a topic, you can give them some ideas. Write these ideas on the board.

- Christmas
- What you did in the holidays
- A fight with a friend
- A sick family member
- A school trip

LEARNER ACTIVITY

1. Learners plan the content and layout of their informal letters. They should:

- fill in the details of their letter in the planning grid they have already drawn in their books e.g. address, date etc
- fill in key words/ideas in the introduction, body and conclusion of their planning grids
- remind learners that each paragraph will need a main idea and supporting ideas

2. Learners work independently.

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

4. 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.

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 plans.
2. Write the following on the chalkboard:

CRITERIA

1. The writer's address is on the right.
2. The date is under the writer's address.
3. The letter is addressed to someone.
4. Paragraphs have been used.
5. The letter flows in a logical order.
6. The language is informal.
7. The letter has a greeting and name at the end.
8. The punctuation is accurate.
9. The spelling is accurate.
10. It is 120-140 words long.

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their letters 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 now peer-edit using checklist provided.

TEACHER INPUT

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

	Checklist	Yes	No
1.	Is the writer's address on the right?		
2.	Is the date under the writer's address?		
3.	Is the letter addressed to someone?		
4.	Have paragraphs been used?		
5.	Does the letter flow in a logical order?		
6.	Has informal language been used?		
7.	Does the letter have a greeting and a name at the end?		
8.	Is the punctuation accurate?		
9.	Is the spelling accurate?		
10.	Is the letter 120-140 words long?		

LEARNER ACTIVITY

1. Learners must now check each other's letters against the checklist.
2. Learners TURN AND TALK to each other and give feed back on the letter. Learners must say to each other:

'One thing I liked about your letter was . . . '

'One thing you can improve in your letter is . . . '.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts.

The learners will read their writing.

TEACHER INPUT

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

LEARNER ACTIVITY

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

COMPLETED EXAMPLE

31 Daisy Road
Gardenview
2047
14 February 2016

Dear Thato,

I have read a letter from your mother. She told us about the award you won for your hard work at school. Your mother seems very proud of you and so are all of us!

It must be very difficult to work so hard at school when you have all your chores and brothers and sisters to look after at home. This tells me you are doing very well. You haven't forgotten your responsibilities at home but you don't waste time and get your schoolwork done as well.

You are still young though and have many years of school ahead of you. You must keep on working hard. Keep your life balanced so you can win the award every term.

Well done again my boy. I look forward to hearing from your mother about you winning next term. Please send your family my love.

Sincerely,
Aunt Gladys

Word Count: 140 Words

CYCLE

4

WEEKS

7 & 8

“ I am one who loved not wisely but too well. ”

– William Shakespeare, Othello

CYCLE 4: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Information text: Newspaper or Magazine Article
Features of text to be taught:	<ul style="list-style-type: none"> • Background and setting • Authors attitudes and intentions • Font types and sizes • Genre • Headings and captions • Purpose of text • Type of language
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Fact and opinion • Meaning of words • Summarising • Comparing and contrasting

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	On Your Marks!	Nothing grey about Emily	49
English Today		Magazine Article: "Smokers are selfish"	47
Interactive English	Stereotypes	Book review: "The Independent"	66
Oxford Successful English	Language in the Media	Magazine Article "Charlize Theron"	64 & 65
Platinum	So Many Ways to Speak	Newspaper Article: "They can't speak but they talk"	44 & 45
Spot On	Dare to be Wise	Newspaper column: "The Whipping Boy"	42 & 43
Top Class	Multicultural Moments	Newspaper Article: " My daughter's close encounter"	43
Via Afrika English	Things that Matter	Magazine Article	43

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- they will read newspaper or magazine articles in this lesson
- to notice how headings of newspaper or magazine articles are different than headings for stories
- that the journalist (the writer of the article) has to catch the attention of a reader very quickly and uses a technique called sensationalism
- that sensationalism is a heading that uses emotive language on purpose
- that articles are published in columns and have a different lay out than stories

STUDY THE TITLE AND PICTURES

1. Tell learners to read the heading of the article out loud.

2. Ask the learners:

- Does the heading catch your attention immediately? How does it do this?
- What makes the heading interesting?
- What do you notice about the font?
- write down any emotive language (powerful vocabulary) used in the headline
- TURN and TALK to a friend and discuss how the word choice in the headline creates sensationalism, what effect does it have on you, the reader?

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

- Do they show who the article is about?
- Do they show where the article happened?
- Are the pictures also sensational? Do the pictures try to create an emotional response?

4. Tell the learners that newspaper or magazine articles are different to stories. Ask the learners to work in groups. They must skim read the article and discuss for a few minutes ways in which an article is different to other types of text. Ask each group to feed back on what they discussed. They might come up with the following differences:

- the layout is different, the article is written in columns
- there is a date
- there is a heading and caption
- the heading is eye-catching (sensational)
- may contain facts
- may be informative
- any other relevant points

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Remind learners again of the key features of a magazine or newspaper article

- the layout is different, the article is written in columns
- there is a date
- there is a heading and caption
- the heading is eye-catching (sensational)
- may contain facts
- may be informative

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

3. Tell the class:

- Read the article again to a friend
- Stop and work out the meanings of any words that are difficult to understand
- Work with your partner and skim read the article
- Who do you think this article was written for - who was the intended audience? Write down three things in your work book that tell you who the intended audience is.
- Write a summary in your work book, detailing what the article was about. You must include: who? where? when? what? and why/how?
- Notice how a journalist interviews people to get the facts
- Notice how a journalist uses quotes. These are things people have said. Quotes help to build the information or the facts

READ THE TEXT AND DISCUSS FACT AND OPINION

1. Find three facts in the article

2. Are there any opinions in the article? If so, what are they?

3. Why do you think a news article should contain mainly facts?

SILENT READING

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

2. Think about what you have learnt from the article. A journalist always chooses carefully what information they include or leave out of an article. Do you think the journalist left any important information out? If he/she left information out - why do you think it was left out?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the article in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the people, the setting and the main ideas or sentences of each paragraph.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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 4: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • External structure of a poem: lines, words, stanzas • Internal structure of a poem: figures of speech; imagery; • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Predicting information • Skim reading • Inferring meaning • Personal opinion • Relating text to own experiences • Fact & Opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	On your Marks!	Poem: "You"	51
English Today		Newspaper Article "Strict Tobacco Laws"	56
Interactive English	Stereotypes	Poems with a difference	68 & 69
Oxford Successful English	Language in the Media	Poem: "Reaching for a Star"	74 & 75
Platinum	So Many Ways to Speak	Poem: "Bats"	48 & 49
Spot On	Dare to be Wise	-	-
Top Class	Multicultural Moments	Poem: "Rainbow Rice"	47
Via Afrika English	Things that Matter	Poem: "Slow Reader"	45

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their textbooks to the correct page
- that the focus will be on theme and mood of this poem
- to notice words that create a certain mood. Adjectives or abstract nouns or imagery

STUDY THE TITLE AND PICTURES

1. Read the title of the poem to the class.

- Ask the learners:
What thoughts or words come to mind immediately when you hear the title?
- Write all of these words on the board.

2. Look at the pictures.

- Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?
- Mood is the feeling or emotion that the poet is trying to create in the poem. Looking at the words on the board can you guess what the mood of the poem will be?

PREDICT WHAT THE POEM IS ABOUT

1. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry).

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

3. Stop and ask the learners:

- Did the first stanza create any feelings in the audience? Ask learners to come up to the board and write down which words or phrases created those feelings. E.g 'giggling girls' 'eyes wide open'
- Ask other learners to come and write down the feeling created next to the words that are already on the board. E.g 'giggling girls' - happy, 'eyes wide open' - surprise
- What do you think the rest of the poem is going to be about?
- What is the theme or message of the poem most likely going to be? What is the poet trying to say?
- Is there a mood – sadness, anger, joy, celebration that the poet creates in the first stanza?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

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

READ THE POEM ALOUD

1. Read the poem aloud to the class.
2. Ask learners to tell the class in their own words what the poem was about.
3. This is a summary of the main message and the most important ideas.
4. Ask learners to read the poem out loud to the class again, select a few learners to each read one stanza.
5. Ask if there was a message in the poem. Discuss learners' ideas of what the message was.

FIGURATIVE LANGUAGE (PERSONIFICATION, ONOMATOPOEIA, ALLITERATION)

1. Tell the learners that the poet can also use figures of speech to enhance the mood of the poem.
2. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration		
Onomatopoeia		
Personification		

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

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

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

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

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

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

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

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

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Ask the learners if there are any words they do not understand? Tell the learners to:

- re-read the line of poetry and try to work out what the word could mean
- replace the word with a synonym and see if the replacement word makes sense in that line
- use a dictionary to look up the correct meaning

DISCUSS FACT AND OPINION

1. Remind learners that when they read a newspaper article, it contained mainly facts.

2. Ask learners:

- a. Does this poem contain any facts? If so, what are they?
- b. Does the poet reveal his/her opinion about anything? If so, what is it?

SILENT READING

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

2. Tell learners to think about what the message or meaning for their lives can be.

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to read the poem again silently to themselves for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
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.
8. Mark the answers to find out which learners are still struggling with written answers.

CYCLE 4: WEEKS 7 & 8

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Newspaper Article

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. If there is no text book writing task available, you could give the learners a topic and allow them to practise writing an extra newspaper article.

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Platinum English	So many ways to speak	51
Top Class	Multicultural moments	81
Via Afrika	Things that matter	91

WRITING

GENRE: Newspaper Article

CAPS DESCRIPTION OF GENRE: A newspaper report is a means to communicate facts to a reader, briefly but accurately, about a factual event or story. It is essential that the writer communicates the essence of the story by summarising the facts accurately, without slanting the truth.

AUDIENCE: Grade 8s

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

TEXT FEATURES:

1. Format
2. Formal style

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 120-140 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks
3. Examples of newspaper articles

WORD BOX

tournament, competition, win, medal, trophy, drought, water restrictions, rain, farming crops, hero, save, reward, brave, scared, tragedy, swimming, drowning, goal, brilliant, animals, starving, weather, achievement, heat, climate, amazing, teamwork, dreams, CPR, grateful.

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

- The learner will know about the genre of writing a newspaper article
- The learner will know the correct format of a newspaper article.

TEACHER INPUT

1. Tell learners:

- Today they are going to write a newspaper article.
- Newspapers state the facts of a story briefly but accurately.
- By accurately, I mean that they stick to the facts.
- The newspaper article always starts with a title. This is called a headline.
- The headline should be short and interesting.
- A newspaper article always answers the following questions:

2. Write the following words on the chalkboard:

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

3. Read the above words to the learners.

4. Say:

- Most of these questions are answered in the first paragraph of the newspaper article.
- The rest of the newspaper article answers these questions again but in more detail.
- The "HOW" question is not always answered. It depends on the story.
- Let's look at this newspaper article.

5. Write the following on the chalkboard:

CHRISTMAS COMES EARLY

Polokwane- Christmas came early this year for a young man from Polokwane. Jabu Ndlovu used his last R10-00 to buy a LOTTO ticket. Little did he know that he was about to win big. His ticket has netted him a whopping R500 000 in last night's draw.

Jabu, a student at North West University, went into the local Engen garage to buy a Coke but decided on a whim to buy a LOTTO ticket instead.

"I don't know what made me decide to do that," he says with a big smile on his face.

Jabu is going to use his winnings to spoil his family, friends and neighbours with Christmas gifts. He says that the first thing he is going to do though, is buy a new laptop to help with his university studies.

6. Read over the example with the learners.

7. Tell the learners:

- a. The heading of a newspaper story is called a headline.
- b. A headline is supposed to catch the reader's attention and make them want to read the story.
- c. A headline is usually short.
- d. A headline can be serious or funny.
- e. Sometimes a headline uses words in a clever way to tease the reader.

8. Ask the learners to look at the first paragraph only in the article and answer the following questions in their books.

- a. Who is the story about?
- b. What happened?
- c. Where did it happen?
- d. When did this happen?
- e. Why is Jabu lucky?

9. Say to the learners:

- a. Can you see that all these questions are answered in the first paragraph?
 - WHO? Jabu
 - WHAT? won the lottery
 - WHEN? just before Christmas
 - WHERE? just before Christmas
 - WHY? because he bought a lotto ticket instead of a coke
- b. Sometimes not all of the questions are answered in the first paragraph, but will be answered by the end of the story.
- c. A newspaper article is written in formal language.
- d. It is written in clear, simple sentences.
- e. The writer should stick to the FACTS.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learner will know how to write the opening paragraph of a newspaper article..

TEACHER INPUT

1. Tell learners:

- a. Newspaper headlines are important because they catch the reader's attention.
- b. The headline will catch our attention and tell us what the story is about.
- c. I am going to show you how to write the opening paragraph that answers all the questions that need to be answered.

2. Write the following on the board:

Vusi : On the Road to Greatness

Who: Vusi

What: An amazing goal

Where: The field outside the school hall

When: At break yesterday

3. Ask the learners for ideas of how they could put these facts together to write an opening paragraph.

4. Working with the learners, write an opening paragraph to the story on the board. It may look something like this:

Vusi: On the Road to Greatness

Yesterday during first break on the soccer field, outside the school hall, something exciting happened. A brilliant goal was scored by Vusi "the man" Tshabalala to help bring the "SHIRTS" a win.

5. Ask learners to use the same information to write their own eye catching headline and opening paragraph in their work books.

PLANNING



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

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

TOPICS:

- Drought gets worse for farmers.
- Brave schoolgirl saves her best friend.
- Soccer stars clean up at tournament.

3. Tell learners that these are the topics that they can choose to write their articles about **OR THEY CAN MAKE UP THEIR OWN TOPIC.**
4. Tell learners if they are choosing their own topics, they should check them with you first.
5. Write the following on the chalkboard:

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

6. Tell learners to write this in their workbooks.
7. Say:
 - Decide on which topic you are going to do.
 - If you are making up your own topic, discuss it with your friend first, and then check it with me.
 - Fill in the details of your story next to the question words, using key words.
 - Think of a headline for your story.

LEARNER ACTIVITY

1. Learners are given time to plan their stories.
2. 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 newspaper story.

TEACHER INPUT

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

CRITERIA

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

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their newspaper reports 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 SELF-EDIT their story using the checklist provided.

TEACHER INPUT

1. Tell learners that they will self-edit their writing because WRITERS SELF-EDIT.
2. Remind them that WRITERS READ WHAT THEY WRITE.
3. Write this checklist onto the chalk-board.

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

LEARNER ACTIVITY

1. Learners check their drafts using the checklist.
2. Learners make corrections after looking at checklist.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

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

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

TEACHER INPUT

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

LEARNER ACTIVITY

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

COMPLETED EXAMPLE 

Vusi: On The Road To Greatness.


Yesterday during first break, on the soccer field outside the school hall, something happened. A great goal was scored by Vusi "the man" Tshabalala just as the school bell went, to win the game for the 'shirts' team.

It was local soccer hero Vusi who scored the game saving goal. His peers often talk about Vusi's soccer skills and now the school has witnessed them.

It is a common scene, the break soccer match. School boys all practising their skills for the weekend match and in the hope of one day being a professional soccer player.

Vusi is being treated as a school hero now and he is being cheered around the hallways. Everyone will be watching the match this weekend hoping he will repeat his winning ways.

Word Count: 138 words

ASSESSMENT 						
RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
FORMAT: Headline Place of report Paragraphs WHO? WHAT? WHERE? WHEN? WHY? HOW?	Three or more of the required format requirements are missing or incorrect.	0-3	At least three of the required format requirements are present.	4-6	The format is correct.	7-10
LANGUAGE Formal language/tone Facts - brief but accurate	The main viewpoint of the article is unclear. The tone is incorrect.	0-3	The main viewpoint of the article is somewhat clear. The tone is somewhat correct.	4-6	The main viewpoint of the article is clear. The tone is correct.	7-10
WRITING	There are a lot of punctuation and spelling mistakes. It is longer or shorter than 120-140 words.	0-3	There are some punctuation and spelling mistakes. It is 120-140 words long.	4-6	There are very few punctuation and spelling mistakes. It is 120-140 words long.	7-10
Teacher's comments: What I really like about _____ _____ _____ I think you could improve _____ _____ _____ Total: /30 Date: _____ Signature: _____						

CYCLE 5

weeks

9 & 10

“ If music be the food of love play on.”

– William Shakespeare, Twelfth Night

CYCLE 5: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Investigative Report
Features of text to be taught:	<ul style="list-style-type: none">• Captions and headings• Purpose of text• Main and supporting ideas• Genre• Types of language
Reading skills to be taught:	<ul style="list-style-type: none">• Comparing and contrasting• Fact and opinion• Paraphrasing• Skim reading• Predicting information• Intensive reading

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	The Queen's English	Report: "Hail the King"	63 & 64
English Today		Investigative Report: "Do S.A. children eat enough vegetables?"	61 & 62
Interactive English	Libraries: Books and Stories	Article: "Investing in Reading"	86 & 87
Oxford Successful English	Language for Different purposes	Investigative Reports: "Shopkeepers compete for business"	80
Platinum	Alcohol and Teenagers	Investigative Report: "It breaks my heart to see this"	59
Spot On	Asking the Right Questions	Investigative Report	51
Top Class	Becoming a 1st class Investigator	Investigative Report	55 & 56
Via Afrika English	RESPECT	Formal Reports / Investigative Reports Text A	53 & 54

PRE READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

An investigative report always has the following features:

- A title
- An introduction explaining what the report is about
- Paragraphs which include a main idea and supporting sentences
- Final findings of the report

2. Ask the learners if they think an investigative report is fiction or non-fiction. (Remind learners that fiction is make – believe stories with made up characters and events, and that non-fiction is factual)

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the report out loud.

2. Explain that the title of an investigative report always tells you what is being researched.

3. Tell the learners to work in groups of four. They must look at the pictures and answer the following questions. One person in the group must write the answers down.

- Do they support the title and give more information on the report?
- Do they give you more details about what the message of the report is?
- Do they show who is involved in the report or where it takes place?
- Is there a caption? What does this caption say?
- Does the caption underneath the photo give more information about the article?

4. Ask one person from each group to feedback to the rest of the class.

PREDICT WHAT THE FINDINGS OF THE REPORT WILL BE

1. Remember an investigative report is when a subject or topic is researched, investigated and information is found. After this a decision or conclusion is reached, based on the information.

2. What do you think the final findings of this report will be?

READING**30 MINUTES****INTRODUCE THE TEXT AND TEXT FEATURES**

1. Tell the learners:

- to open the textbook at the correct page and to skim read the article for names of people and places that are going to be involved in the text
- to notice the style the writer has used – does it include many descriptive adjectives or are there quotes and interviews, is the language formal or informal?

2. Select learners to read the report out loud to the class. Learners can read one paragraph each.

READ FOR DETAIL AND ANALYSE LANGUAGE USE

1. Ask the learners to work in pairs and answer the following questions in their books.:

- Who was the report about?
- What were the main facts that the journalist used as proof of the findings?
- What were the findings of the report?
- What type of language was used to write the report? (E.g.: formal or informal)

2. Tell learners to read the report again as a pair. Tell the learners to discuss whether or not they think the facts sound true and reliable. They must give each other reasons as to why they think the facts are or are not true and reliable.

3. Read for the information that has been discussed and double check facts.

4. Learners must write down quotes from the article which proves the conclusion that has been reached.

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Discuss difficult words with your partner. Tell learners:

- To try reading the words in context and see if you and your partner can work out the meaning.
- Re-read the sentences above and below the words that were written down
- Work out what the word could mean, by replacing the word with a synonym
- Use the glossary to help understand the meaning of more difficult words
- Use a dictionary to look up the correct meaning if you can't find the word in the glossary

SILENT READING

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

2. Tell learners to think about how an investigative report differs from a story, letter or poem. What features are different?

POST-READING

45 MINUTES

BEFORE THE POST READING COMPREHENSION DO AN ORAL COMPREHENSION TO REFRESH

1. Explain that learners will answer questions from the text book about the article in written format. But first, you will do an oral recap.
2. Tell learners to skim read the report for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the people, the setting and the main ideas or sentences of each paragraph.
4. Summarise or recap orally what the text was about.
5. Ask the learners:
 - What was the report on?
 - Summarise the main points of the report – give a brief overview of what happened.
 - What conclusion was reached?
 - What did you learn from the report?
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 TURN and TALK and discuss their answers with a partner.

Cycle 5: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOURS 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> • External structure of a poem: lines, words, stanzas • Internal structure of a poem: figures of speech; imagery; rhyme; rhythm • Figurative meanings • Mood • Theme and message • Similes • Alliteration
Reading skills to be taught:	<ul style="list-style-type: none"> • Intensive reading • Personal opinion • Skim reading • Relating text to own experience • Analysing, evaluating and responding to texts • Context clues • Visualising

PLANNER AND TRACKER TABLE

TEXTBOOK	Independent Reading Activity	TEXT	PAGE
Clever English	The Queen's English	Poem: "The birth of Shaka"	66
English Today		Poem: "Starvation in de Market"	67
Interactive English	Libraries: Books and stories	Poem: "Libraries"	88
Oxford Successful English	Language for different purposes	Poem: "Palm Leaves of Childhood"	87
Platinum	Alcohol and Teenagers	Poem: "Beerhall Queen"	63
Spot On	Asking the Right Questions	-	-
Top Class	Becoming a 1st class Investigator	Poem: "Teacher's prayer"	58
Via Afrika English	RESPECT	Investigative report text B and text C	55 & 56

PRE-READING**30 MINUTES****INTRODUCE THE TEXT**

1. Tell the learners:

- to open their textbooks to the correct page

2. Read the poem out loud with expression to the learners. Tell the learners:

- to visualise the poem as it is being read – to ‘see’ it in their imagination
- to listen for similes, metaphors and alliteration
- to listen if there is a rhyme pattern
- to decide on the mood of the poem

STUDY THE TITLE AND PICTURES

1. Tell learners to read the title of the poem out loud.

2. Ask the learners the following questions:

- Does the title mention the characters’ names?
- Does the title mention the place where the poem will take place?
- What do you think the mood of the poem is?
- What word in the title makes you think this?

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

- Do they create a mood?
- Do they give an idea of who the poem will be about and where it takes place?

4. Ask the learners to look at the structure of the poem.

- How many stanzas are there.
- How many lines are there in each stanza
- Does the poem have a rhyming scheme?

5. Ask learners to work in pairs. They must

- write down all the last words of each line of the poem
- work out the rhyming scheme by adding letters of the alphabet to the words that rhyme, starting with ‘a’, followed by ‘b’ and so on.

E.g.

through Sunday’s tunnel hushed and deep (a)
 Up Monday’s mountain, craggy and steep (a)
 Along Tuesday’s trail, winding and slow (b)
 Into Wednesday’s woods, still half way to go (b)

Or:

I played a game of chess with Dad (a)
 As usual he won and said: (b)
 “Just learn from me. Next time you’ll win.” (c)
 Then off I went to bed. (b)

6. Look at the glossary or word box and read any information that helps with understanding difficult words.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- to open the textbook at the correct page
- to think of all the sounds, smells, and sights as the poem is read
- listen for rhyme patterns
- listen for figures of speech

READ THE POEM:

1. Read the poem aloud to the class
2. Tell the learners to visualise the poem.
3. Draw the following table on the board and tell the learners to copy it into their work books:

SIMILE/METAPHOR	WHAT IS BEING COMPARED	WHY IS IT BEING COMPARED – WHAT IS SIMILAR ABOUT THESE TWO OBJECTS?
E.g. My baby brother eats like a piglet	The way the baby eats is being compared to how a piglet eats	Both her baby brother and a piglet are messy when they eat.

4. Ask the learners to find examples of similes and metaphors in the poems and fill them in on the table in their work books. Once they have found the simile or metaphor they must fill in the rest of the table.
5. Ask the learners to put their hands up and tell you some examples of alliteration in the poem. Write these down on the board and discuss what effect the alliteration has on the rhythm of the poem
6. Tell the learners to work in pairs and write down any examples of powerful adjectives or adverbs that helped to create an image in their minds. Did the words make you think of any sounds, smells, tastes etc? Ask learners to discuss with their partner how these words helped create the mood of the poem.

SILENT READING

1. Instruct learners to read the poem on their own silently.
2. Tell learners to think about what they can learn from the poem.
3. Ask the learners if there a valuable lesson that can be applied to their life?

POST-READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to skim read for two minutes.
3. Skim read by allowing your eye to travel quickly over the words and only focus on the most important parts, like the names of the characters, the setting and the mood.
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
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 5: WEEKS 9 & 10

PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Investigative Report

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	The Queen's English	23
English Today	Food for health	33
Interactive English	Libraries, books and stories	43
Platinum English	Alcohol and teenagers	53
Spot On	Asking the right questions	63
Successful English	Language for different purposes	73
Top Class	Become a first class investigator	83
Via Afrika	R-E-S-P-E-C-T	93

WRITING

GENRE: Investigative Report

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

AUDIENCE: Grade 8s

PURPOSE: Reports give exact feedback of a situation.

TEXT FEATURES:

1. Format
2. Tone
3. Present tense (except historical reports)
4. Third person
5. Facts

TOTAL TIME ALLOCATION: 2.5 hours

REQUIRED LENGTH OF TEXT: 120 - 140 words

RESOURCES REQUIRED:

1. Personal dictionary
2. Textbooks

WORD BOXES

condition, report, facilities, observe, see, count, record, note, resources, equipment, understand, question, ask, recommend, think, agree, disagree, problems, opportunities, best, worst

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

- The learner will learn the genre of writing an investigative report.
- The learner will learn the correct format of an investigative report

TEACHER INPUT

1 Tell learners:

- a. Today they are going to write an investigative report.
- b. An investigative report is a piece of writing that tells the exact facts about something.
- c. The writer (we can call the writer the reporter) collects information about the topic of the report and presents only the facts.
- d. The report will have 5-6 paragraphs.

2. Write the following on the chalkboard:

Who is the report going to?
Title: What is being investigated?
Introduction: Purpose of report?
Body of report [Tells us WHO? WHAT? WHEN? WHERE? WHY? HOW?]
Conclusion: Summary of the facts
Recommendation: What has been decided/ should be done?

3. Read over the information you have written on the board with the learners.

4. Say:

- a. These are the paragraphs that will be in your report.
- b. You are going to be the reporter.
- c. The reporter will collect all the information.
- d. The reporter will write the facts that they find in formal or semi-formal language.
- e. The reporter will write in the third person.
- f. When we say something is written in the third person, we mean when the writer writes, they refer to things and people indirectly using pronouns like: he, she, it, and they.
- g. The writer does not write from his or her own point of view.
- h. Reports are also usually written in the present tense because it is what the reporter is seeing at the present time.

5. Write the following on the chalkboard:

Element of the report	Example
1. Person addressed	Mrs Nkuna, Thembisa Primary School
2. Title of report	An investigation into providing school lunches for all learners
3. Paragraph one: Introduction	This report investigates...
4. Paragraph two: Procedure	• Speak to people about how they feel on the topic

5. Paragraph three: Findings	<ul style="list-style-type: none"> • The learners said... • The principal said...
6. Paragraph four: Conclusions	The research tells us that...
7. Paragraph five: Recommendations	It is recommended that...
8. Date	20 January 2016
9. Signature and name	L.Ncube

6. Read over the elements of the report with the learners.

7. Ask the learners:

- a. Who is the report going to? (Mrs Nkuna, Thembisa Primary School)
- b. What is the title of the report? (An investigation into providing school lunches for all learners)
- c. How will the reporter get his/her information (procedure)? (Speak to people)
- d. Who wrote the report? (L. Ncube)
- e. When did she write the report? (20 January 2016)

MODELLING THE SKILL

30 MINUTES

OUTCOMES:

The learner will know how to write the different parts of an investigative report.

TEACHER INPUT

1. Tell the learners:

- a. I am now going to show you how to write an investigative report.
- b. We are going to write a report about compulsory sport at school.
- c. You are going to help me gather the information

2. Write the following on the board:

Element of the report	Example
1. Person addressed	
2. Title of report	An investigation into compulsory sport at school for all learners
3. Paragraph one: Introduction	This report investigates what the effects will be of making sport compulsory for all learners at school.
4. Paragraph two: Procedure	
5. Paragraph three: Findings	
6. Paragraph four: Conclusions	
7. Paragraph five: Recommendations	
8. Date	
9. Signature and name	

3. Fill in the name of the head of the school as well as the name of the school as “person to be addressed.”

4. Ask the learners the following questions and fill them in on the table:

- a. How will you do your investigation? Your procedure? (Possible answer: Spoke to 50 learners and 10 teachers at the school) or (sent out questionnaires to parents)
- b. What could some of the findings be? (Possible answers: Improved health. Fewer fat children. Some learners don't want to do sport. Some learners have jobs after school and don't have time for sport.)

5. Fill information in on the table.

6. It may look something like this:

Element of the report	Example
1. Person addressed	Mr Khumalo, Thembisa High School
2. Title of report	An investigation into compulsory sport at school for all learners

3. Paragraph one: Introduction	This report investigates what the effects will be of making sport compulsory for all learners at school.
4. Paragraph two: Procedure	Spoke to 50 learners and 10 teachers at the school.
5. Paragraph three: Findings	Improved health. Fewer fat children. Some learners don't want to do sport. Some learners have jobs after school and don't have time for sport.
6. Paragraph four: Conclusions	
7. Paragraph five: Recommendations	
8. Date	
9. Signature and name	

7. Tell learners that they will use the grid in the same way to collect all the information they need.

8. Write the following on the board:

Mr Khumalo, Thembisa High School.

An investigation into compulsory sport at school for all learners

This report investigates if sport should be compulsory for learners at school and if regular exercise will improve the general health of learners especially in reducing the number of overweight learners.

I spoke to learners and teachers about the issue. Some learners felt that compulsory sport at school would benefit them but some learners expressed concerns. Some learners do not enjoy sport and some have jobs after school.

From talking to the teachers it is clear that most of them agreed that compulsory sport at school was a good idea. They also felt that doing sport at school would improve marks in school subjects.

It is recommended that sport is made compulsory for all learners. The benefits of this will be seen in sports results and academic results.

20 January 2017

[signature xxx]

M. Manombho

9. Read over the completed example with the learners.

10. Show them how the information from the grid has been used to write the paragraphs.

PLANNING

30 MINUTES

OUTCOMES:

The learners will complete a plan for their investigative reports.

TEACHER INPUT

1. Tell learners that they are now going to plan their investigative reports.
2. Tell learners that they are going to do a report on one of the following (write the topics on the chalkboard):

- School uniforms should not be compulsory.
- Our school needs a free lunch scheme for learners.
- All learners should do some form of community service.

3. Say:

- a. Look at these topics.
- b. You need to choose one on which to do your investigative research report.
- c. Choose carefully because **WRITERS WRITE ABOUT WHAT THEY KNOW**.
- d. You need to look at the facts and **NOT WHAT YOU FEEL** about them.
- e. You need to **TURN AND TALK** to classmates to get information for your report.

4. Draw the following on the board and have the learners copy it into their workbooks:

Element of the report	Example
1. Person addressed	
2. Title of report	
3. Paragraph one: Introduction	
4. Paragraph two: Procedure	
5. Paragraph three: Findings	
6. Paragraph four: Conclusions	
7. Paragraph five: Recommendations	
8. Date	
9. Signature and name	

LEARNER ACTIVITY

1. Tell learners to gather the facts on their topic by **TURNING AND TALKING** to classmates.
2. Tell learners to fill **KEY WORDS** in on grid.
3. If possible, allow the learners to leave the classroom, if necessary, for their investigation.
4. Set a time limit to keep learners on task.

DRAFTING



30 MINUTES

OUTCOMES:

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

TEACHER INPUT

1. Tell learners they are going to write the first draft of their investigative report based on their research.
2. Write the following on the chalkboard

CRITERIA

1. The report is addressed to someone.
2. The report has a clear title.
3. The opening paragraph says what report is about and how the reporter got his/her information.
4. The report makes clear findings.
5. The report makes recommendation/s
6. The report is written in factual language.
7. The report is written in formal or semi-formal language.
8. The report is written in the third person.
9. The report is written in the present tense.
10. Punctuation is accurate.
11. Spelling is accurate.
12. 120-140 words in length.

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their investigative report 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 report using the checklist provided.

TEACHER INPUT

1. Tell learners that they will peer-edit their writing because WRITERS PEER-EDIT.
2. Write the following on the chalkboard:

	Checklist	Yes	No
1.	The report is addressed to someone.		
2.	The report has a clear title.		
3.	The opening paragraph says what report is about and how the reporter got his/her information.		
4.	The report makes clear findings.		
5.	The report makes recommendation/s		
6.	The report is written in factual language.		
7.	The report is written in formal or semi-formal language.		
8.	The report is written in the third person.		
9.	The report is written in the present tense.		
10.	Punctuation is accurate.		
11.	Spelling is accurate.		
12.	120-140 words in length.		

LEARNER ACTIVITY

1. Learners check each other's drafts using the checklist.
2. Learners TURN AND TALK to classmates and make recommendations on how the report can be improved.
3. Learners make corrections after looking at checklist.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

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

The learners will hand their work in.

TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their investigative reports using the edited draft.
2. If possible, make copies of learners' reports and submit them to the head of the school to give them relevance.
3. Thank the class for all their efforts in developing their writing skills.
4. Ask learners to hand their final drafts in.

LEARNER ACTIVITY

1. Learners neatly rewrite their investigative reports.
2. Learners hand final reports in.

COMPLETED EXAMPLE

Mr Khumalo, Thembisa High School.

An investigation into compulsory sport at school for all learners

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From talking to the teachers it is clear that most of them agreed that compulsory school sport was a good idea. They also felt that doing sport at school would improve marks in school subjects.

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20 January 2017

(signature xxx)
M. Manombho

140 words