

**Grade 9**

**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 to work together to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

### What are the learning programmes?

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

The programme began in 2015 with a small group of schools called the **Fresh Start Schools (FSS)**. Curriculum **learning programmes** were developed for **Maths, Science and Language** teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Universalisation Programme and in its Provincialisation Programme.

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

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

**[www.nect.org.za](http://www.nect.org.za)**

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## IMPORTANCE OF ROUTINES

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

## TIMING

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

### 4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

**NOTE ABOUT READING & VIEWING:**

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

**NOTE ABOUT WRITING & PRESENTING:**

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

# READING REMEDIATION

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

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

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

## So how do children learn to read?

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

This means that when teaching reading, we must:

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

# PHONEMIC AWARENESS AND PHONICS

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

	<b>Phoneme</b> (speech sound)	<b>Grapheme</b> (letter or group of letters representing the phoneme)	<b>Example</b>
<b>Consonant Sounds</b>			
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
<b>Consonant Diagraphs</b>			
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
<b>Short Vowel Sounds</b>			
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
<b>Long Vowel Sounds</b>			
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
<b>Other Vowel Sounds</b>			
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
<b>Vowel Sounds Affected by R</b>			
40	/a [r]/	Ar	car
41	/ă [r]/	air, ear, are	air, chair, fair, hair, bear, care
42	/l [r]/	irr, ere, eer	mirror, here, cheer
43	/o [r]/	or, ore, oor	for, core, door
44	/u [r]/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

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



## How to help learners with PHONICS

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

## WORD RECOGNITION




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

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

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

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

## How to help learners with WORD RECOGNITION

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

## 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 learning of these learners.

### How to help learners with VOCABULARY

READING SKILL	WORD RECOGNITION
<b>WHAT IS THIS?</b>	This is the learner’s ability to understand and use many different words.
<b>WHY MUST THE LEARNER BE ABLE TO DO THIS?</b>	1. The learner cannot understand what he reads if he does not understand many of the words.
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?</b>	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.
<b>HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?</b>	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.
<b>HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?</b>	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
<b>WHAT IS THIS?</b>	This is the ability to read with speed, accuracy and proper expression.
<b>WHY MUST THE LEARNER BE ABLE TO DO THIS?</b>	Learners must be able to read fluently in order to understand what they read.
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?</b>	<ol style="list-style-type: none"> <li>1. It takes the learner a long time to read a passage.</li> <li>2. The learner cannot read many words.</li> <li>3. The learner reads with no expression.</li> <li>4. The learner does not pause in the correct places.</li> <li>5. The learner moves his mouth when reading silently.</li> <li>6. The learner gets frustrated when reading.</li> </ol>
<b>HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?</b>	<ol style="list-style-type: none"> <li>1. Model fluent reading for the class at every opportunity.</li> <li>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.</li> <li>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.</li> </ol>
<b>HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?</b>	<ol style="list-style-type: none"> <li>1. Read aloud to the group whenever possible, so that they can hear fluent reading.</li> <li>2. Read aloud and let different learners follow with their fingers in the book.</li> <li>3. Read a short passage to the group, and then make them read the same passage immediately.</li> <li>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.</li> <li>5. Encourage the group and let learners know that you understand their frustration.</li> <li>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.</li> </ol>

# COMPREHENSION

## How to help learners with **COMPREHENSION**

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

## 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.

<b>Analysing, evaluating and responding to texts</b>	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.
<b>Comparing and contrasting</b>	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.
<b>Clarifying</b>	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.
<b>Context clues</b>	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.
<b>Critical Language awareness</b>	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.



<b>Deducing meaning (analogies, comparisons)</b>	<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>
<b>Drawing conclusions</b>	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.</p>
<b>Dictionary skills</b>	<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>
<b>Evaluate</b>	<p>Evaluating a text is when you give your own opinion and make a judgement about the information you have read.</p>
<b>Fact and opinion</b>	<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>

<b>Fluency</b>	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.
<b>Inferring meaning</b>	<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"> <li>• Think about what the author has written so far</li> <li>• Think about what you already know</li> <li>• Think about how the characters feel and what they have said</li> <li>• Use all the clues you can in the text to make a good guess</li> <li>• Think about where the events are taking place</li> <li>• Think about how the characters act</li> <li>• Put the pieces together</li> <li>• Make a conclusion by using words like:</li> </ul> <p>I think.... This could mean.... Maybe...</p>
<b>Interpreting cartoons</b>	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.
<b>Intensive Reading</b>	Intensive Reading involves reading in detail with specific learning aims and tasks.
<b>Paraphrasing</b>	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.
<b>Personal opinion</b>	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><b>Predicting information</b></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"> <li>• Read the title</li> <li>• Discuss the meaning of the title</li> <li>• Ask learners what they think the story will be about</li> <li>• Look at any illustrations</li> <li>• Discuss the illustrations</li> <li>• Ask learners what they think the story will be about, based on the illustrations</li> <li>• Ask learners to connect the illustrations and title to get a full idea</li> <li>• Ask learners to think about any similarities or differences between the title and illustrations</li> <li>• Ask learners what they think the story will be about now</li> <li>• Learners may discuss, draw or write about their predictions</li> </ul> <p>How to predict (during reading)</p> <ul style="list-style-type: none"> <li>• Pause during reading</li> <li>• Ask learners what they think will happen next, now that they have some idea of how the events are unfolding</li> <li>• Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas</li> <li>• Ask learners if their previous predictions were correct</li> <li>• Ask learners if they would like to change or revise their previous predictions as they read and gather more information</li> </ul>
<p><b>Purpose of a text (to inform, persuade)</b></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><b>Relating text to own experience</b></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>

<b>Scanning texts</b>	<p>Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information. Scanning involves the following:</p> <ul style="list-style-type: none"> <li>• Keep in mind all the time what you are searching for</li> <li>• 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</li> <li>• 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</li> <li>• Let your eyes run over a few lines of a text at a time</li> <li>• When you find the information you are looking for, read that section in detail</li> </ul>
<b>Sequence of events</b>	<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>
<b>Skim reading</b>	<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"> <li>• Read the title</li> <li>• Read any subheading</li> <li>• Look at any illustrations</li> <li>• Read the introduction</li> <li>• Read the first paragraph completely</li> <li>• Read only the first sentence of all other paragraphs.</li> <li>• Look for any words that may provide the most important information required: who? what? when? where? and how?</li> <li>• Read the last paragraph completely</li> </ul>
<b>Socio-political and cultural backgrounds of text and author</b>	<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>
<b>Summarise</b>	<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>
<b>Visualising</b>	<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>
<b>Vocabulary development</b>	<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.

<b>Ambiguity</b>	Ambiguity is when a sentence, phrase, word or joke can be interpreted in more than one way, there is more than one way of understanding the statement, or there is a double meaning, making it funny or confusing. Writers often use it purposefully so the reader is not entirely sure of which of the double meanings is true. E.g. Sarah gave a bath to her dog wearing a pink t-shirt. Was Sarah wearing the pink t-shirt or the dog?
<b>Authors attitudes and intentions</b>	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.
<b>Alliteration</b>	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.
<b>Audience</b>	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
<b>Assonance</b>	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
<b>Background</b>	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.
<b>Bias</b>	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.

<b>Caption</b>	The words or sentence underneath a picture or a chart which explain what it is about. A caption is brief and to the point.
<b>Cause and effect</b>	Cause and effect shows the relation between an action and a reaction, or an event and a consequence. The cause explains why something happens. The effect is what happened as a result of that event. Cause and effect is a relationship between events or characters, where one is a result of the other.
<b>Character</b>	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
<b>Characterisation</b>	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
<b>Conflict</b>	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"> <li>• Person against person: a problem between two characters</li> <li>• Person against self: a problem within the character’s own mind</li> <li>• Person against society: a problem between a character and an institution like a school or police force or a tradition</li> <li>• Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami</li> </ul>
<b>Cliché</b>	A cliché is a phrase or opinion that has been overused, and now lacks any original thought, due to long overuse
<b>Climax</b>	The climax is the most important and most exciting part of a play or story.
<b>Dialogue</b>	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.
<b>Emotive language</b>	Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.  The use of the pronouns “We, us” makes the reader feel part of something.  Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.
<b>Figurative language</b>	This includes figures of speech and idiomatic expressions. Figures of speech include alliteration; hyperbole; metaphor; onomatopoeia; simile; personification.

Font types and sizes, the impact of font on comprehension	Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.
Genre	Genre is the category or style of the book.  E.g. mystery; fantasy; science-fiction; adventure; romance.
Headings and captions	Headings always introduce 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 headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.
Hyperbole	Hyperbole is the use of exaggeration for effect.  E.g. My suitcase weighs a ton! I have told you a million times
Idioms and proverbs	Idioms are part of figurative language. The ability to recognise common idioms is important, such as 'The Midas touch' or 'Birds of a feather' where the idiom has a deeper meaning, or wider context.
Imagery	Imagery is the ability of words to create a word picture in the reader's mind. It often draws on the senses – sight, smell, taste, touch. Imagery should affect the reader on an emotional level if it is well written.
Interjections	An interjection is a short remark, words or a sound that interrupts a sentence to show a mood or reaction. They are simple and short, usually a sudden word or cry as a person is telling a story. They express surprise, joy, shock or excitement. Usually connected to a strong emotion.  E.g. Ah! Dear me! Oh gosh! Wow! Local colloquial interjections would include words like eish!
Jargon	Jargon are words or expressions used by a specific group of people only. It is that group who will understand the word best.  E.g. doctors might say STAT.
Literal and figurative meaning	The literal meaning of something (a word or a clause) is the exact meaning.  What is said has a direct and clear meaning. E.g. He is extremely angry.  The figurative meaning of something needs to be interpreted as the meaning is not clear straight away. Figurative language uses similes, metaphors and personification, or idioms to describe something using comparisons or pictures. For example: He is as angry as an electric storm.
Manipulative language	Language which is used on purpose to make you try to believe something.

<b>Main and supporting ideas</b>	<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>
<b>Metaphor</b>	<p>The metaphor is figurative language most often used in poetry, where one object is said to be another. This creates a visual image.</p> <p>E.g. Her lips were red strawberries His heart was a feather blown by the wind</p>
<b>Milieu</b>	<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>
<b>Mood</b>	<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>
<b>Narrator</b>	<p>The narrator is the person telling the story. There are different kinds of narrators. These include:</p> <ol style="list-style-type: none"> <li>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.</li> <li>A narrator who is not a character in the story. This narrator reports on events.</li> <li>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.</li> </ol>
<b>Onomatopoeia</b>	<p>Onomatopoeia are words which make a sound</p> <p>E.g. hiss; ping; buzz; splat; bang; zoom; sizzle</p>
<b>Personification</b>	<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>
<b>Persuasive text</b>	<p>A text which tries to persuade you to do something or to buy something. Advertisements and posters often use persuasive text.</p>
<b>Plot</b>	<p>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.</p>



<b>Prejudice</b>	To identify prejudice in a text is an important critical reading skill. The reader must be able to identify if the author is using language 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.
<b>Purpose of a text (to inform, persuade)</b>	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.
<b>Redundancy</b>	To repeat a word or phrase too often, or simply in slightly different ways, means the word is not necessary and is redundant.
<b>Register</b>	Register is the type of language which has been used in a text, sometimes the register is formal, sometimes the register is more informal.
<b>Reported Speech</b>	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.
<b>Rhetorical question</b>	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.
<b>Setting</b>	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.
<b>Simile</b>	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
<b>Slang</b>	Slang is a type of language, consisting of words or phrases that are considered too informal or even possibly rude in some contexts. Slang is only used by a specific group of people, normally a friendship group and not in formal writing, unless the character needs to use slang to be a believable character.
<b>Theme and message</b>	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.

<b>Typography</b>	The style and appearance of text, font types and sizes.
<b>Types of language</b> - including: bias; prejudice; discrimination; stereotyping. How language and images reflect and shape values and attitudes.	<p>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.</p> <p>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.</p> <p>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.</p> <p>E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.</p>
<b>Visual texts</b>	Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.

## LANGUAGE STRUCTURES AND CONVENTIONS

<b>Abbreviations</b>	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g.</p> <p>Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography</p>
<b>Adjectives</b>	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
<b>Adverbs of manner</b>	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly. Adverbs of manner usually end in –ly.</p>
<b>Adverbs of place</b>	<p>Adverbs of place are words which refer to a general place.</p> <p>E.g. Here; there; near; far.</p>
<b>Adverbs of time</b>	<p>Adverbs of time are words which refer to general time frames.</p> <p>E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.</p>
<b>Acronyms</b>	<p>A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word.</p> <p>E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters</p>
<b>Antonym</b>	<p>A word that means the opposite of another word in the same language E.g. good and bad are antonyms.</p>
<b>Auxiliary verbs</b>	<p>Auxiliary verbs support the actual verb. E.g. is, are, were, was, am, have, has, had, be.</p> <p>They can stand alone in a sentence. E.g. I am happy. She was angry.</p> <p>Or they can support the verb. E.g. We are walking to school.</p>
<b>Clauses</b>	<p>A clause is a group of words that includes a subject and a verb. It is not a full sentence. The full meaning of the sentence is not clear.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• When it was raining</li> <li>• Because you were late</li> <li>• Before you go to bed</li> </ul>

<b>Concord</b>	<p>The concord is when the subject and the verb in a sentence agree.  E.g. If the subject is singular – the boy – we say the boy eats his food.  If the subject is plural – boys – we say the boys eat their food.</p> <p>Boy – eats  Boys – eat  We are going to town.  He is going to town.  We – are  He – is</p>
<b>Conjunctions and transition words</b>	<p>Contractions are a short way of writing out words in which some letters are left out and replaced with an apostrophe</p> <p>E.g. “don’t” is a contraction of “do not”  “Could’ve is a contraction of “could have”  “He’s” is a contraction of “he is”</p>
<b>Determiners</b>	<p>Determiners include:</p> <ul style="list-style-type: none"> <li>• The definite article: The book; the apples.</li> <li>• Indefinite article: A book; an apple.</li> </ul> <p>Quantities of objects are also determiners. Such as: All, most, some, none, both, either, neither, few, many, more, less, every, little. These determine how many, how few objects are being counted.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Most learners understood the lesson.</li> <li>• The school has many learners.</li> <li>• Some children enjoy school.</li> <li>• Many children enjoy sports.</li> </ul>
<b>Homophones, homonyms, homographs</b>	<p>To distinguish between commonly confused words, understanding that in English many words sound the same, but have different spellings, or can have the same spellings but different meanings is important. Use the context as a clue to know the difference between tear the paper, and shed a tear, or groom the dog and groom to be married.</p>
<b>Homonym</b>	<p>A homonym is a word which has the same spelling as another word, but has a different meaning.</p> <p>E.g. a bank can be where we keep our money, but a bank can also be the side of a river.</p>
<b>Homophone</b>	<p>A word which sounds the same as another word but is spelt differently and has a different meaning.</p> <p>E.g. their – showing possession; there – showing place.</p>

<p><b>Nouns</b></p>	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy; Siphon; Gauteng; Maponya Mall; Western Cape</p> <p>Abstract Nouns are feelings. E.g. love; joy; happiness; hope; fear; anxiety</p> <p>Complex nouns – two nouns put together They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses. Razor-blade. Reading lamp.</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>
<p><b>Phrases</b></p>	<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>
<p><b>Prepositions</b></p>	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
<p><b>Pronouns</b></p>	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun.</p> <p>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 U could play afterwards.</p> <p>Pronouns include he; him; his; she; her; I; me; my; you; us; we; they; them</p>
<p><b>Punctuation</b></p>	<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>
<p><b>Reported speech</b></p>	<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>

<b>Spelling</b>	<p>The process or activity of writing or naming the letters in a word. There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow.</p> <p>E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> <li>• A short vowel sound like ‘e’ means the last consonant must be doubled before adding –ing. Pet – petting</li> <li>• A long vowel sound like ‘ee’ means the last constant stays single before adding – ing. Meet – meeting</li> <li>• “i before e except after c”</li> <li>• 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.</li> </ul> <p>E.g:</p> <ul style="list-style-type: none"> <li>• Monkey – monkeys</li> <li>• Donkey – donkeys</li> <li>• Country – countries</li> <li>• Lady – ladies</li> <li>• City – cities</li> </ul>
<b>Verbs</b>	<p>Verbs are doing words, they refer to actions that are performed.</p> <p>E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change.</p> <p>E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung</p> <p>Verbs are the building blocks of most sentences.</p>
<b>Verb Tenses</b>	<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 9 Writing lesson is as follows:

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

# CYCLE 1

WEEKS

“ Now is the winter of our discontent. ”  
– William Shakespeare, Richard III

1&2



# READING

## CYCLE 1: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What must be read?	Information text – advertisement, poster
Text features to be taught	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Milieu</li> <li>• Message</li> <li>• Audience</li> <li>• Headings and captions</li> <li>• Persuasive text</li> <li>• Emotive language</li> <li>• Typography</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Summarising</li> <li>• Visualising</li> <li>• Inferring meanings of unfamiliar words</li> <li>• Make inferences</li> <li>• Compare, contrast and evaluate</li> <li>• Context clues</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
<b>Clever English</b>	Take a commercial Break	Short story "Royal Jelly"	8 & 9
<b>English Today</b>	Voices in the Market Place	Advertisement	12
<b>Interactive English</b>	Awareness	Visual text "Typical"	219
<b>Teenagers</b>	10 & 11	Extract from: Every journey begins with a single step	265
<b>Oxford Successful English</b>	You Choose: it's up to you	Reading and analysing an advert	10 & 11
<b>Platinum</b>	Mapping my Future	View a poster	3
<b>Spot On</b>	A fresh Start	Cartoon comprehension	3
<b>Top Class</b>	The Teen Scene	Extract from a novel "Wart"	7
<b>Via Afrika English</b>	Inbetweeners	Read a poster	9

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell learners:

- to open their text book to the correct page and to look at the poster / advert
- to see how many different fonts are used (a font is a style of typing – bigger bolder print, slanted print, smaller print, different shaped letters, larger or smaller)
- to notice where words are placed on a poster or advert
- to notice the colours used on the poster and the design
- to notice any interesting punctuation used in the text

### STUDY THE TITLE AND PICTURES

1. The title and pictures on a poster are the main source of information.
2. Read the boldest font, the biggest and most eye catching font.
3. Does it give a very strong message or idea?
4. Look at the picture

### MAKING INFERENCES

1. Write the following questions on the board and ask the learners to TURN and TALK to a friend and discuss these questions.
  - Who or what is in the foreground? (The front of the picture, the biggest?)
  - What is in the background of the picture?
  - Do you recognise any landmarks?
  - What sorts of buildings or objects are behind the main picture?
  - Do these give an idea of the setting – where the events are taking place?
  - What types of people are in the poster?
  - Are they young or old?
  - How are they dressed? In work overalls or in party style clothes?
  - What are their facial expressions? Angry or excited?
  - Who is this poster trying to attract? (The target audience)
2. Ask each pair of learners to feedback their answer to one of the questions on the board to the rest of the class.

## READING

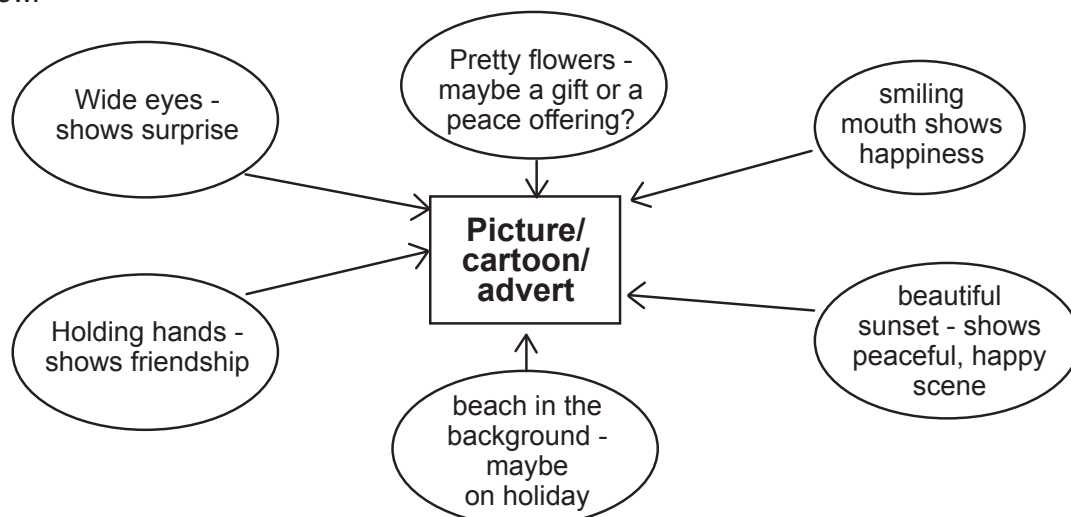
30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Go through relevant text features with the learners.
2. Explain that:
  - reading a poster also means understanding the picture
  - although there are not many words to read in a poster, every word gives important information and it is written in a certain font and a certain place for maximum effect.
3. Remind learners that font is the typing style of the words. Words might be bigger, smaller, and bolder, in print, cursive, italics, bubble letter format or other styles. The font that is chosen is part of the message.
4. Tell learners to look out for the language style used, if emotive language is used to persuade the audience to do something, to buy something, to feel something.

### INTENSIVE READING

1. Select a few learners to read all the information on the poster.
2. Ask the learners:
  - What is the poster promoting or advertising?
  - Where will you find the product, or where must you go to be part of it?
  - When will this happen?
  - Who is the target audience? (who are the people the poster most wants to attract?)
  - Did the poster make you feel any emotions? If so, what emotion?
  - Which words really caught your attention, and why?
  - Is there a slogan? (a short and striking sentence that is easily remembered)
  - Is there a logo? (a design or picture that belongs to a company, group or organisation)
3. Read the words on the advert/poster with the learners again, then go back and 'read' the pictures. 'Reading' an advert/poster means working out why the designer has designed the poster/advert in this way. E.g. beautiful sunset meant to show peace and tranquility.
4. Show the learners how to annotate (add short notes) a poster/advert, using the diagram below.



5. Tell the class to annotate the advert/poster in their book noting:

- expressions (and possible reasons for the expressions)
- body language and character details
- signs/text in the background
- other people in the background - what are they doing?
- how the characters have been drawn or represented
- how they (the learners) feel about what they are seeing

### **WORK OUT THE MEANING OF UNFAMILIAR WORDS**

1. Try to infer the meaning of unfamiliar words by reading them in context. If you are unable to work out the meaning, then use a dictionary.
2. Turn and talk to a partner and each use the word in a sentence of your own.

### **PARTNER READING**

1. Work with a partner and discuss how many different fonts were used in the poster.
2. Discuss where the words are placed and if that was the best position – would it have been a better poster if the words were in the middle, or on the side?
3. Discuss the picture – was it effective, could the poster have had a different picture, if so, what should it have been?

## POST-READING

**45 MINUTES**

### COMPLETE THE POST READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be. Tell learners to skim through the questions to find any they do not understand.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give learners 30 minutes to complete the written answers.
7. With the remaining time, ask learners to close their eyes and visualise the poster in their minds.
8. Thereafter, learners must TURN AND TALK to give a summary of the main message of the poster.

## CYCLE 1: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What must be read?	Novel, Drama, Short story.
Text features to be taught	<ul style="list-style-type: none"> <li>• Character</li> <li>• Characterisation</li> <li>• Plot</li> <li>• Background</li> <li>• Setting</li> <li>• Narrator</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Inferring meaning</li> <li>• Intensive reading</li> <li>• Summarising</li> <li>• Visualising</li> <li>• Compare, contrast, evaluate</li> <li>• Relating text to own experience</li> <li>• Drawing conclusions</li> <li>• Analysing, evaluating and responding to texts</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
<b>Clever English</b>	Take a commercial break	-	-
<b>English Today</b>	Voices in the Market Place	Short Story "Market Days"	18 & 19
<b>Interactive English</b>	Awareness	Novels about Teenagers for Teenagers	12 & 13
<b>Oxford Successful English</b>	You choose it's up to you	Short Story "The Lady or the Tiger"	18 & 19
<b>Platinum</b>	Mapping my Future	Short Story "The Quiet One"	7
<b>Spot On</b>	A Fresh Start	Youth Novel "The Graveyard Book"	6, 7 & 8
<b>Top Class</b>	The Teen Scene	Extract from a novel "Wart"	7
<b>Via Afrika English</b>	Inbetweeners	Extract from a book "Skyline"	12 & 13



## 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 a short story, identifying setting, background and characters
- to skim read for essential key words – names, places, times, theme words

### STUDY THE TITLE AND PICTURES

1. Read the title

2. What does this tell us about the theme of the story?

3. Does the title introduce any characters, or a setting (when and where)?

4. Ask learners what they think the story is going to be about based on the title.

5. Ask learners to look at the picture. What clues about the story do we get from the picture?

### EXAMINE THE PARTS OF A BOOK

1. If you have multiple copies of a book for learners to look at, allow them to page through this as you speak. If not, show them your book while you explain the following to the learners.

- a. All books have a cover.
- b. This is usually followed by a title page.
- c. The index (at the back) tells us exactly what we can find in the book in alphabetical order.
- d. Many books are divided into chapters.
- e. The glossary contains meanings of words we do not know.

## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Select a learner (one who is confident and comfortable reading in front of others) to read the first paragraph out loud to the class.
2. Stop and ask another learner to paraphrase (to summarise briefly in their own words) what the story is about so far.
3. Check the glossary for any words in the first paragraph that learners did not understand.
4. If the word is not in the glossary, use context clues to infer as a class what the meaning might possibly be.
5. Use a dictionary to check if the class was correct.
6. List the things the class knows so far, after the first paragraph about the setting and the characters.
7. Repeat this process for each paragraph. Select a different learner to read each paragraph, but repeat the process of read – paraphrase – work out unfamiliar words – list information about character and setting.

### INTENSIVE READING:

1. Instruct the learners to turn and talk to a partner.
2. Partners work together and read the whole extract again to each other.
3. Tell the learners that while they are reading they should:
  - look out for the main characters and try to notice as much about them as possible
  - think about these questions:
    - Who are they?
    - Where do they live?
    - What kind of people are they? (kind, angry, jealous, sad, grateful)
    - Are they poor or rich?
    - Are they smart or foolish?
4. Draw this table on the board and ask learners to copy it into their work books

NAME OF CHARACTER	PERSONAL QUALITIES	EXTRA INFORMATION	ACTIONS/BELIEFS
Peacock	Unhappy Jealous Mean	Lives close to school	Complains a lot

5. After reading the text, ask learners to complete this table with information about the three most important characters from the story.

6. Partners to discuss who is telling the story? Who is the narrator? Is it a character in the story, or a third unseen person?
7. Explain that a narrator is a voice that tells the story, a voice that explains some of the plot, the setting, what things look like. This can be one of the characters or an all seeing, all knowing voice.
8. Partners to discuss which character in the story they liked the most and why, and which character they liked the least and why.
9. Partners to discuss which character they could identify with and why.
10. Ask the learners:
  - Have you ever felt the same way as the character?
  - What happened to make you feel that way?
  - Have you had a similar experience to the character's experience?
  - What was that experience and how was it similar to the character's experience?

## **SILENT READING**

1. Learners to read the story a third time, to themselves silently.

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

# Cycle 1: Writing Lesson

## SHORT LESSON: LINK TO PLANNER AND TRACKER

### ACTIVITY: Writing an advertisement

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
<b>Clever English</b>	Take a commercial break	15
<b>English Today</b>	Voices in the market	24
<b>Interactive English</b>	Awareness	35
<b>Platinum English</b>	Mapping my future	45
<b>Successful English</b>	You choose: it's up to you	65
<b>Top Class English</b>	The teen scene	75
<b>Via Afrika</b>	Inbetweeners	84
<b>Clever English</b>	Take a commercial break	15

## WRITING

**GENRE:** Advertisement

**CAPS DESCRIPTION OF GENRE:** An advertisement catches and keeps the attention of the reader – ensuring that the operative words stand out. It creates a desire to own the product or use the service. A good advertisement will make the reader buy or use the products or service. The following elements must be considered when designing an advertisement:

- The target market (for whom the advertisement is intended)
- Positioning (where and when the advert will appear.)
- Appeal (to what sense is the advertisement appealing?)
- The layout and font size.
- The effectiveness of the choice of colour or lack thereof.
- The language used.

**AUDIENCE:** Grade 9s

**PURPOSE:** To sell or market something.

**TEXT FEATURES:**

1. Formal / informal language
2. Emotive language
3. Target audience

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 90-100 words

**RESOURCES REQUIRED:**

1. Personal dictionary
2. Textbooks
3. Examples of printed adverts

**WORD BOXES**

exciting, bonanza, discount, guarantee, special, market, promotion, prices, sale, lowest, exclusive, quality, top, best, powerful, superb, robust, delicious, awesome, incredible, fabulous, exciting, amazing, unbelievable, super, one day only, crazy, fantastic.

## TEACHING THE GENRE

20 MINUTES

OUTCOMES: The learners will understand the purpose of advertisements.

### TEACHER INPUT

1. Tell the learners:

- Today we are going to learn about writing adverts
- Adverts are used to make people want something they do not already have
- They can be written (like in magazines), or acted (like on television) or spoken (like on radio)
- Adverts are written using words in such a way that they try and persuade the reader to buy something
- Adverts need to catch the reader's attention quickly and easily
- They need to describe and try and sell (we say "promote") the product in an exciting and original way
- Different adverts are written for different people. Some adverts are aimed at young people, some are aimed at adults. This is called your target market

2. Explain to the learners:

- The kind of language you use when writing an advert will depend on your target market and what you are advertising
- An advert always has a clear purpose. The purpose of the advert should be clear
- An advert can be written in formal or informal language
- An advert can be funny or serious
- Adverts are usually short and quick to read
- Some adverts include scientific facts

3. If possible, draw this on the board before the learners arrive, if not draw it on the board while you are talking to the learners.

**IT'S CAKE SALE TIME**  
**SAINT MARY'S CATHOLIC CHURCH**  
**NEEDS YOUR SUPPORT**  
*FRIENDS OF THE CHURCH*  
**NEXT SUNDAY**

PLEASE BUY CAKE IN SUPPORT OF CHARITIES  
**SUNDAY, 22 March 2017**  
**10.30 AM**

4. Ask the following questions:

- What is being advertised? (A cake sale)
- Where is it taking place? (Saint Mary's Catholic Church)
- When is it taking place? (Sunday 22 March 2017)
- What is it for? (Charity)
- What time is it taking place? (10.30 am)

5. Ask learners to work in groups of four. Hand out one example of an advert you have brought in to each group. Write the following questions on the board and ask the learners to discuss and answer them in their groups. One learner must write down the group's answers so that each group can give feedback.

- How is colour used in your advert?
- What are the three most persuasive words on your advert?
- Why do you think the advertiser chose the picture/pictures in the advert?
- Who is that target market for your advert
- What is the most important information on your advert?
- Why do think the advertiser has used different fonts and font sizes on your advert?
- Which information is written in the biggest brightest font? Why
- Which information is written in the smallest plainest font? Why

6. Ask each group to show the rest of the class their advert and feed back their answers.



## MODELLING THE SKILL



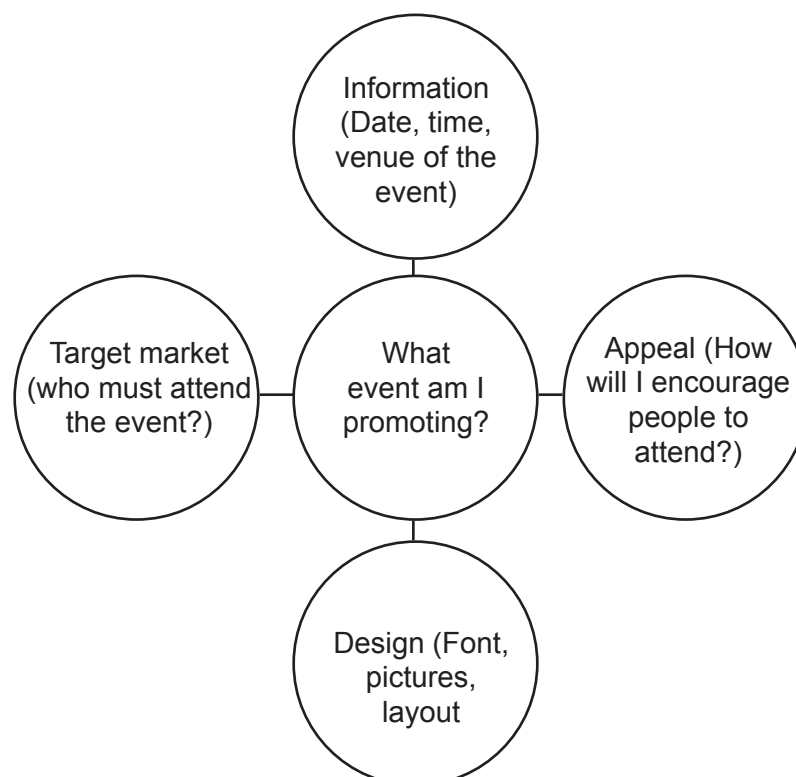
**30 MINUTES**

### OUTCOMES:

The learners will learn how to write an advert.

### TEACHER INPUT

1. Explain that today we are going to write an advertisement. This will be an advert on a poster.
2. Tell learners that they will use present tense.
3. The advertisement will promote a school event. E.g.: a school dance, a soccer match or a market day, which will take place in the future.
4. Remind learners that **WRITERS WRITE WHAT THEY KNOW** so they should write about something they know about.
5. **MODEL** how to write an advertisement.
6. Say:
  - a. Today I will write an advertisement about an upcoming school event. I must write about something that excites me because **WRITERS WRITE WHAT THEY KNOW**.
  - b. I must write about one event because **WRITERS ZOOM INTO SMALLER MOMENTS**.
  - c. I will write about an upcoming soccer match.
  - d. I will use a mind map to plan.
7. Draw the following mind map drawn on the chalkboard:

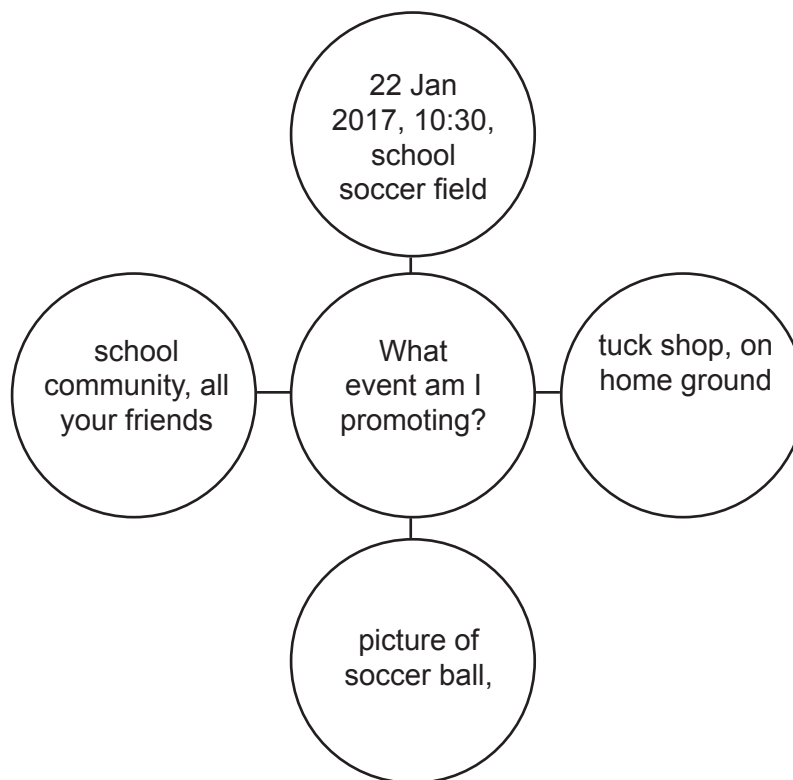


# Cycle 1 Writing

8. Show the learners how to plan the advertisement using the mind map . As you tell them each point below, fill the information in on the mind map on the board. Remind learners they only need to use words/phrases at this stage. Full sentences are not necessary.

- I must decide what event I am promoting in my advertisement. I will advertise this weekend's soccer derby against our arch rivals from another school. We need as much support for our team as possible.
- The target market must be identified. The target market is made up of people who are supposed to buy the product or attend the event. I will direct my advertisement at our school community – they must come and support our school soccer team.
- Then I must include the important information: Where is the event taking place? What time does the event start and finish? What date does the event take place? Who are we playing against? I will write '22 January 2017; kick off 10.30; school soccer field; Dinokeng High School vs. Orlando College; tuck shop'.
- I must try and appeal to my school community to attend the match. I must use words and sentences that encourage everyone to attend the derby. I will write 'Soccer derby; biggest match; need your support; home ground'.
- I must decide on a design. How will I set my advertisement out? Will I use a picture? How will the information be placed in advertisement? There is no wrong way of setting up an advertisement as long as all the information is clear.

9. Fill the information in on the mind map. It may look something like this:



10. After you have planned all the information on your mind map, show learners how to draft the advertisement on the chalk board. You may want to get a few learners to come up to the board one at a time and help you fill in some information or draw a picture. Your draft on the board may look something like this:

IT'S SOCCER DERBY TIME



DINOKENG HIGH SCHOOL  
VERSUS  
ORLANDO COLLEGE

*YOUR FRIENDS ARE PLAYING THE BIGGEST MATCH OF THE SEASON*

THIS WEEKEND

*THEY NEED YOUR SUPPORT!*

There will also be food and cold drinks available from the tuck-shop.

Last year we lost this match but this time it is

ON HOME GROUND

**Make your way to the school soccer field.**

**Saturday, 22 January 2017**

**Kick-off 10.30 AM**

*It is where all your friends are going to be!*

## PLANNING



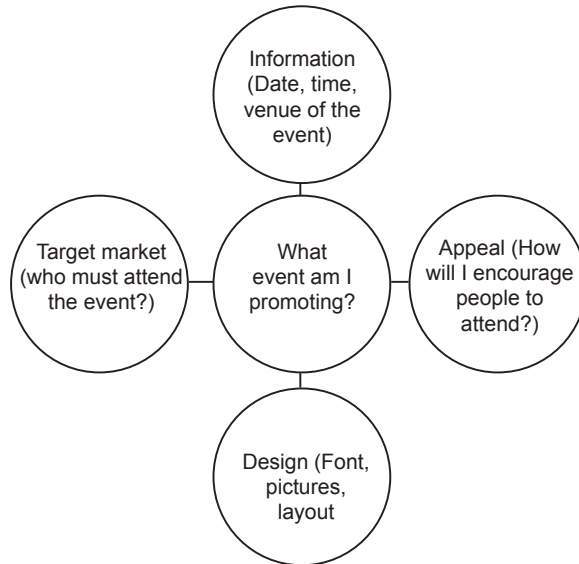
30 MINUTES

### OUTCOMES:

The learners will plan their adverts on the mind map.

### TEACHER INPUT

1. Draw the following mind map on the chalkboard:



2. Tell the learners that now, they are going to plan their own advertisements, just like you planned yours.
3. Tell learners to close their eyes and select a school event that they would like to advertise.  
WRITERS THINK BEFORE THEY WRITE.
4. It must be an event that they know about, because WRITERS WRITE WHAT THEY KNOW.
5. Tell learners that they must:
  - use persuasive or emotive words in their advert
  - include an appropriate image
  - use different font sizes and styles
  - use language that appeals to their target market

6. Remind learners that they cannot advertise every aspect of an event so they must choose carefully what works for their particular advertisement, because writers ZOOM INTO SMALLER MOMENTS.

7. Tell learners to plan their advertisements, using the mind map.

### LEARNER ACTIVITY

1. Learners think about the advertisement they want to create.
2. Learners complete a mind map using key words only.
3. Learners can USE WORDS FROM THE WORD BOX.
4. ENCOURAGE LEARNERS as you walk around.

## DRAFTING



30 MINUTES

### OUTCOMES:

The learners will write a first draft of their advertisements.

### TEACHER INPUT

1. Tell learners to start working on the first draft of their advertisements, just as you did yours.
2. Write the following criteria on the board:

1. The advert has a clear heading
2. All the information from the mind map is included in the advert
3. Persuasive or emotive language is used
4. Different font types and sizes are used
5. An appropriate image is included
6. There is a clear target market
7. The advert is 90 - 100 words long
8. The spelling is correct
9. The punctuation is correct

3. Read over the criteria with the learners.
4. Tell the learners they must use the key words in their mind maps to write their advertisements.
5. Remind learners that **WRITERS USE RESOURCES TO WRITE WORDS**.
6. Walk around and help any learners who need support. If some are finding it difficult to get started they can **TURN AND TALK** to share their ideas with a partner.
7. Hold **MINI CONFERENCES** with groups of learners, offering advice, support and encouragement.
8. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

### LEARNER ACTIVITY

1. Learners write their first drafts, using their mind maps to help them.

## EDITING & REVISING

**20 MINUTES**

### OUTCOMES:

The learners will PEER-EDIT their adverts using the checklist provided.

### TEACHER INPUT

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

	Checklist	Yes	No
1.	Is there a clear heading?		
2.	Is all the information from the mind map is included in the advert?		
3.	Is persuasive or emotive language is used?		
4.	Are different font types and sizes are used?		
5.	Is there an appropriate image on the advert?		
6.	Is there is a clear target market?		
7.	Is the advert is 90 - 100 words long?		
8.	Is the spelling is correct?		
9.	Is the punctuation is correct?		

### LEARNER ACTIVITY

1. Tell learners to check each other's drafts using the checklist.
2. Tell learners to make corrections after looking at checklist.

## 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 adverts, using the edited draft.
2. Thank the class for all their efforts in developing their writing skills.
3. Display the learners adverts on the wall once they are completed.

### LEARNER ACTIVITY

1. Learners neatly re-write their adverts.

COMPLETED EXAMPLE 

IT'S SOCCER DERBY TIME



DINOKENG HIGH SCHOOL  
VERSUS  
ORLANDO COLLEGE

**HEY GUYS!**

*YOUR FRIENDS ARE PLAYING THE BIGGEST MATCH OF THE SEASON*

THIS WEEKEND

*THEY NEED YOUR SUPPORT!*

There will also be food and cold drinks available from the tuck-shop.

Last year we lost this match but this time it is

ON HOME GROUND

Make your way to the school soccer field.

**Saturday, 22 January 2017**

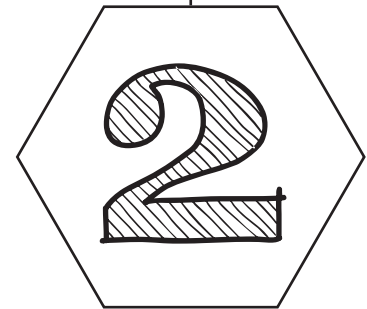
**Kick-off 10.30 AM**

*It is where all your friends are going to be!*



“ Journeys end in lovers meeting. ”  
– William Shakespeare, Twelfth Night

cycle



weeks

3 & 4

## Cycle 2: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel, Drama, Short Story
Features of text to be taught:	<ul style="list-style-type: none"><li>• Character</li><li>• Characterisation</li><li>• Plot</li><li>• Conflict</li><li>• Background</li><li>• Setting</li><li>• Narrator</li><li>• Theme</li></ul>
Reading skills to be taught:	<ul style="list-style-type: none"><li>• Skimming</li><li>• Scanning</li><li>• Analysing, evaluating and responding to texts</li><li>• Drawing conclusions</li><li>• Relating text to own experience</li><li>• Dialogue</li><li>• Inferring meaning</li><li>• Clarifying</li><li>• Predicting information</li></ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
<b>Clever English</b>	Destinations	Novel "The Adventures of Huckelberry Finn"	20 & 21
<b>English Today</b>	Women and War	Short Story Extract "1899"	25
<b>Interactive English</b>	Responsibility	Novel "Chandra"	28 & 29
<b>Oxford Successful English</b>	Tell us about it	Short Story "Phyllis Ntantala"	34 & 35
<b>Platinum</b>	Walking the Talk	Extract from a play "Contrasts"	15
<b>Spot On</b>	The Place we call Home	Dramatic text "Zandile"	15, 16 & 17
<b>Top Class</b>	Chaos in the Classroom	Comprehension Extract "Superfudge"	17
<b>Via Afrika English</b>	It's Tough to be me	Extract from Youth Novel	23

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- to notice the details of pictures including facial expressions and background

### STUDY THE TITLE AND PICTURES

1. Read the title to the class.

2. Explain that a short story or drama is often an “Extract from” which means it is a small section from the play and there are more acts or chapters.

3. Look at the pictures.

4. Do they give any ideas about where the story will take place? A country, a venue, a city or town? Ask learners to come up and write their ideas on the board.

5. Does the picture begin to give us information about the characters? Their ages, their jobs, and the type of people they might be? Ask learners to come up and write their ideas on the board.

### SKIM READ TO PREDICT WHAT MIGHT HAPPEN

1. Skim read to find the names of the characters. Look for the capital letters, as proper nouns such as names always start with capital letters.

2. Skim read to find out where the action will take place – a school, park, river, and bedroom.

3. Ask learners if the ideas they have written on the board about the characters and setting match up with what they have learnt from skim reading?

4. Skim read to look for key words that give you clues about the mood.  
E.g. words that express excitement or anger. Ask learners to write these words on the board and guess what the mood of the text might be.

5. Discuss briefly with a partner what you think the theme of the story or play will be.

6. Can you predict if there will be any conflict in this drama or story? If so, what do you think it will be?

## READING

30 MINUTES

### INTRODUCE THE TEXT

1. If you are studying a drama or play extract, tell the learners that:
  - in a drama or play extra information is given
  - Information about the setting is given in the beginning. It is often written in a different font or typography such as italics
2. Ask the learners why a different font would be used?
3. Tell the learners to notice how dialogue in a drama or play extract is written.
4. Explain that the script will start with the name of the character who is talking, followed by a colon.
5. Explain that sometimes in brackets before or after the character speaks there is further information, such as how that character is feeling, what their body language is, how they are standing, what they are wearing, these are called stage directions.
6. If you are studying a short story, tell the learners that:
  - dialogue is written in the form of direct speech, with inverted commas which show the exact words that come from a character's mouth

### READ THE TEXT.

1. Select a few learners to read the script. One for every character and one as the narrator, or the person to read the stage directions and all additional information.
2. Read the script through a second time, using different learners.
3. Draw a table on the board. Complete the first line of the table on the board with the learners, filling in the names of a character and what the script says about them: their facial expressions, moods, body language and attitudes.

E.g.

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

4. Remind the learners to use inference. The script might not tell you exactly what kind of person the character is, but by using clues, you can work it out.
5. Clues can be:
  - the type of words the character uses
  - the punctuation marks which show expression
  - the type of clothing they wear
  - How other characters respond to them.

**PARTNER READING:**

1. Turn and talk to a partner, read the script / dialogue / story to each other again and fill in any further information in the tables from the board.
2. Discuss with a partner which character represents someone you know.
3. Discuss with a partner:
  - what you think is causing the conflict in the play/story
  - how the conflict is resolved

**SILENT READING**

1. If there is time, instruct the learners to read the text to themselves, silently.

## POST-READING

45 MINUTES

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Remind learners that they will need to scan the text to find answers to the questions.
5. Explain any questions learners do not understand. Allow class members to suggest possible answers.
6. Instruct the learners to write answers in their work books.
7. Give the learners 30 minutes to complete the written answers.
8. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 2: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"><li>• Internal structures of a poem: figures of speech: imagery: rhyme: rhythm</li><li>• External structures of a poem: lines: words: stanzas</li><li>• Typography</li><li>• Figurative meanings</li><li>• Mood</li><li>• Theme and message</li></ul>
Reading skills to be taught:	<ul style="list-style-type: none"><li>• Skimming</li><li>• Scanning</li><li>• Language use</li><li>• Inferring meanings</li><li>• Relating text to own experience</li><li>• Predicting information</li><li>• Visualising</li></ul>



## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
<b>Clever English</b>	Destinations	Poem "The Road not Taken"	22
<b>English Today</b>	Women and War	Poem "We are at War"	34 & 35
<b>Interactive English</b>	Responsibility	Poem "Democracy"	31
<b>Oxford Successful English</b>	Tell us about it	Poem "Africa my Africa"	27
<b>Platinum</b>	Walking the talk	Poem "Not him"	17
<b>Spot On</b>	The Place we call Home	Poem "Head of the Household"	20
<b>Top Class</b>	Chaos in the Classroom	Poem "The Tiger Teacher"	20 & 21
<b>Via Afrika English</b>	It's Tough to be me	Poem "Fifteen"	21

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:
  - to open their text book to the correct page
  - to notice that punctuation is often different in poems
  - to notice the different types of rhyme schemes
  - to notice words which create moods

### STUDY THE TITLE AND PICTURES

1. Read the title.
2. Ask the learners what they expect the poem to be about, according to the title?
3. Help the learners brainstorm words they know or associate with that theme. E.g. If the poem is going to be about nature, brainstorm all the words you can think of about the forces of nature, and elements of nature.
4. Write these words down on the board as learners call them out.
5. Instruct learners to look at the pictures.
6. Ask the learners:
  - What do you think the people in the poem are feeling, based on the facial expressions or body language in the picture?
  - Where do you think this poem is taking place? (the setting)
  - What mood do you think is created by the pictures?

### PREDICT WHAT THE POEM IS ABOUT

1. Ask the learners if they had to write the first two lines of the poem, what would they be?
2. Tell the learners to:
  - Turn to a partner and write two lines each. Explain that they should use the title and pictures as clues
  - Read the first stanza (the first verse - the first group of lines) to see how close their prediction would be

## READING

**30 MINUTES**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to:

- open the textbook at the correct page
- read the poem out loud together as a class
- follow the rhythm of the poem by adding expression to their voices

2. 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.

3. 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)

4. Ask the learners to:

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

5. 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 as shown above, by adding letters of the alphabet to the words that rhyme, starting with 'a'.

6. If there is no rhyming pattern, it is called free verse.

7. Ask the learners what the effect of a rhyming pattern is or of the poet's choice to use free verse.

8. Explain that rhyme is usually used for less serious topics, and creates a rhythm almost like a musical beat. This makes the mood light-hearted.

9. Free verse is usually used for more serious topics.

### USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Read the poem again to learners.

2. Ask the learners which words they did not understand and write those words on the board.

3. Ask the learners to::

- look closely at the word. Is there any part of the word that you recognise? Can you work out the meaning of the word from this part?
- think about the whole poem and what is happening in the poem. Make a guess as to what the word could mean
- suggest possible synonyms
- use a dictionary to check if your guess is right

**READING, EXAMINE LANGUAGE USE & METAPHORS, DISCUSS THE MESSAGE**

1. Ask the learners to listen for the metaphors.
2. Remind the learners that a metaphor is a direct comparison, used to create an image in poetry.
3. Metaphors link one idea to another, they use imagery to help explain an idea.
4. Place the learners in groups of four. Tell the learners to read the poem together and to discuss the metaphors they find. Learners must:
  - identify what is being compared to what
  - say why they are being compared
  - discuss whether or not it is an effective (good) comparison. Does it help to explain the idea?
5. Ask one person from each group to feedback to the rest of the class.
6. Tell the learners to discuss why punctuation might be different in poems – why the poet might not use capital letters for each new line.
7. Ask the learners what the message was, or what the purpose of the poem was, what idea or experience or feeling did the poet want to portray?

## POST-READING

**45 MINUTES**

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to ask learners the following questions:
  - a. Have you, or someone you know, ever had a similar experience to the characters in the poem?
  - b. In what ways was it the same?
  - c. In what ways was it different?
  - d. Which was your favourite part of the poem? Why?

## Cycle 2: Writing Lesson

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Writing a Letter of Appreciation

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

Textbook	Theme	Page number in tracker
<b>Clever English</b>	Destinations	17
<b>English Today</b>	Women and war	27
<b>Interactive English</b>	Responsibility	37
<b>Platinum English</b>	Walking the talk	47
<b>Spot On English</b>	The place we call home	57
<b>Successful English</b>	Tell us about it	67
<b>Top Class English</b>	Chaos in the classroom	77
<b>Via Afrika</b>	It's tough to be me	86

## WRITING

**GENRE:** A letter of appreciation

**CAPS DESCRIPTION OF GENRE:** : An informal letter is used to express an emotion or idea to people who are close to the writer, such as family or friends. The range of writing should span from ordinary letters to immediate family and friends or to informal letters to the press.

**AUDIENCE:** Grade 9s

**PURPOSE:** A letter of appreciation is used to give thanks for something

### **TEXT FEATURES:**

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

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:**140-160 words

### **RESOURCES REQUIRED:**

1. Personal dictionary
2. Textbooks

### **WORD BOXES**

Gratitude, grateful, thanks, appreciate, interview, terrified, joyful, scared, worried, relieved, serious, skills, hire, happy, outcome, thank you, writing, helped, writing, helping, support, encouragement, family, nervous, feeling, wonderful, experience,

## TEACHING THE GENRE



20 MINUTES

### OUTCOMES:

The learners will learn how to write a letter of appreciation.

### TEACHER INPUT

1. Tell the learners:

- Today we are going to write a letter of appreciation.

2. Write the word “appreciate” on the chalkboard.

3. Say:

- When we appreciate something, we are saying thank you for something
- Letters of appreciation can be formal or informal letters. It depends who you are writing to
- Today we are writing an informal letter of appreciation
- Informal letters are letters that we might write to friends and family telling them about our news
- Informal letters are written in informal, simple language
- Today, we are going to write a letter of appreciation to someone that has helped us
- I am going to write the main points to think about on the chalk board
- You will think about this in more detail when you do your planning

4. Write the following on the chalkboard:

**Introduction:** Purpose of the letter

**1st paragraph:** Remind reader what they did for you

**2nd paragraph:** Tell reader how they helped you

**Conclusion:** Thanks.

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

6. Say:

- Your letter will have this content
- When you write your letter, you will write using informal or semi-formal language. It will depend on who you are talking to
- The letter must flow logically so you must plan carefully
- Remember WRITERS PLAN BEFORE THEY WRITE
- A letter also has a special layout
- We will look at that layout now

7. Write the following example on the chalk board:

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



PO Box 2778  
Dobsonville  
1865  
23 August 2017

Dear Jabu

Introduction

Paragraph 1

Paragraph 2

Conclusion

Yours sincerely / Regards / From  
Thato

- Writer's address on the right-hand side
- Date below the address
- Write Dear....
- Write the content of your letter with an introduction, body and conclusion
- End your letter with "Yours sincerely" or some other suitable greeting
- Write your name in full underneath

## MODELLING THE SKILL

**30 MINUTES**

### OUTCOMES:

The learners will learn the layout and structure of an informal letter.

### TEACHER INPUT

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

Senders address

Date

Dear

Introduction

Body of letter- paragraph 1

Body of letter - paragraph 2

Conclusion

Yours sincerely

Full name

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

PO Box 345  
Ivory Park  
1689

12 September 2017

Dear Aunty Joyce

Introduction

Body of letter- paragraph 1

Body of letter - paragraph 2

Conclusion

Regards

Lerato

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

8. Tell learners:

Let's pretend we are writing to my aunt to say thank you for the help she gave me when writing my CV.

9. Ask the learners for ideas on how the letter could be started. Write the ideas on the board.

10. Using the ideas, write an opening paragraph with the learners.

11. The opening paragraph might look something like this;

“ I am writing to thank you so much for the help you gave me in writing my CV last month. I know you did not have much time to spare but you helped me anyway.”

## PLANNING



**30 MINUTES**

### OUTCOMES:

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

### TEACHER INPUT

#### 1. Tell learners:

- They are now going to plan their appreciation letters.
- Use the planning grid you have drawn in your book to help you with the format of the letter.  
Fill in the addresses, dates etc.

#### 2. Tell learners to close their eyes and think of when someone helped them, because WRITERS THINK BEFORE THEY WRITE.

#### 3. Remind learners that the purpose for the letter should be something personal, an experience that they actually have had, because WRITERS WRITE WHAT THEY KNOW.

#### 4. Remind learners to use the correct format of a letter of appreciation.

#### 5. Remind learners to use a greeting, an introduction, a body (2 paragraphs), a conclusion and a salutation. Remind learners that in their plan they do not need full sentences, just ideas of what will go in each paragraph.

E.g.

Introduction: Thank you for . . .

1st paragraph: How it helped you - main idea

2nd paragraph: Supporting ideas - extra information

Conclusion: Thanks again . . .

#### 6. Also remind learners that WRITERS ZOOM INTO SMALLER MOMENTS.

#### 7. Read the completed example to the learners, pointing out the introduction, body (with main and supporting ideas) and conclusion, so that they know what is expected of them.

### LEARNER ACTIVITY

#### 1. Allow learners time to plan. Remind learners that in their plan they do not need full sentences, just ideas of what will go in each paragraph.

#### 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 letters.

### TEACHER INPUT

1. Tell learners they are going to write the first draft of their letters of appreciation 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. There is a clear introduction explaining the reason for the letter.
5. There are two middle paragraphs.
6. There is a clear conclusion giving thanks.
7. The language used is suitable.
8. The letter has a name at the end.
9. The punctuation is accurate.
10. The spelling is accurate.
11. The letter 140-160 words long.

3. Read over the criteria with the learners.

### LEARNER ACTIVITY

1. Learners must now write a first draft of their emails 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 using checklist provided.

**TEACHER INPUT**

1. Tell learners that they will self-edit their letters because WRITERS SELF-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.	Is there a clear introduction explaining reason for letter?		
5.	Are there two middle paragraphs?		
6.	Is there a clear conclusion giving thanks?		
7.	Is the language used, suitable?		
8.	Does the letter end with a name?		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		
11.	Is the letter 140-160 words long?		

**LEARNER ACTIVITY**

1. Learners must now check their own letters against the checklist and make the necessary corrections.

## REWRITING & PRESENTING



**20 MINUTES**

### OUTCOMES:

The learners will write their final drafts.

The learners will read their letters to the class.

### 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 to the class.

### LEARNER ACTIVITY

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



## COMPLETED EXAMPLE

31 Long Avenue  
Kings Way  
5089  
23 March 2016

Dear Aunt Jabu,

I am writing to say thank you for helping me with my CV the other day. I know you went out of your way to come all the way here but I want you to know it is greatly appreciated.

I sent my CV out to all the schools in the area. I even sent it to some schools that are quite far away, because I wanted a job so badly I was willing to travel if necessary.

I have good news! A headmaster from a local school called me and scheduled an interview. I went and it was very scary. I think I did well though because I got the job!

Thank you again Auntie. Without you I would not have been able to do this. If you ever need my help please let me know, I owe you one! Send my love to your family.

Regards,

James

Word count: 150

Cycle 3

Weeks

5 & 6

“What’s in a name? A rose by any name would smell as sweet.”

– William Shakespeare, *Romeo & Juliet*

**READING** 

**Cycle 3: Reading & Viewing Lesson 1**

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Information text: Contract text
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Font types and sizes</li> <li>• Jargon</li> <li>• Purpose of a text [to inform, persuade]</li> <li>• Register - formal</li> <li>• Audience</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Vocabulary development</li> <li>• Purpose of a text [to inform, persuade]</li> <li>• Intensive Reading</li> <li>• Dictionary skills</li> <li>• Critical Language awareness</li> <li>• Clarifying</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Infer meaning</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Legal Eagles	Reading an agreement for a sale	35
English Today	Promises, Promises	How to read a contract	40 & 41
Interactive English	Agreement	Sale Agreement	53, 54 & 55
Oxford Successful English	Check it Out	Reading contracts	50 & 51
Platinum	Contract Wise	Basic Rules; read a written contract "Purchase a scooter"	30, 31 & 34
Spot On	Business as usual	Reading a contract "Deed of Sale"	28 & 29
Top Class	Communicating Clearly	Reading a contract of purchase	32
Via Afrika English	I kept my word	Read a contract: 2nd contract for comprehension	31 33

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

1. Tell the learners:

- to open their text book to the correct page
- that a contract is a written or spoken agreement between two parties.
- that a contract is enforceable by law.
- that the focus will be on understanding the jargon (very special vocabulary) used in contracts
- that legal language is very formal
- that contracts use legal language and a contract is a legal document that is binding and must be understood very clearly
- that when you sign a contract, you are bound by law to stick to the terms and conditions
- that every detail of a contract must be read and understood before signing

**STUDY THE TITLE AND SUBHEADINGS**

1. Read the title of the contract aloud to the class.
2. Read other subheadings, any headings which are in bold typography or italics.
3. Ask the learners what type of information they think is going to be important in a contract? Write the learners ideas on the board.
4. Ask the learners to think of situations where a legal contract would be necessary, e.g. lease, job contract, buying a car, etc. Ask learners to come and write their own ideas on the board.
5. Ask learners why they think a contract is important?

## READING

30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES, EXAMINE LANGUAGE USE

1. Tell the learners to skim read and write key words on the board that are important in a contract
2. Discuss these words as a class in the context of a legal contract. Ask the learners to suggest what they might mean, in a legal document.
3. Tell the learners to write these words down in their personal dictionaries with definitions of what the words mean.

E.g. purchaser; seller; contract; consumer; binding; terms and conditions; witness; obliged; warranty; guarantee; fine print; interest; loan; parties; valid; instalment

### READ THE TEXT.

1. Put the learners into pairs and tell them to pretend one partner is a buyer (purchaser) and the other is the legal advisor. Read the contract to each other, swapping roles so that each partner has a chance to read.
2. Read the contract again, imagining that you are the actual purchaser – replacing your name with the name in the contract, your own birthdate, and your signature.
3. Imagine or visualise purchasing the product. Read the contract again. Think about each clause (statement / point) Make sure you understand it. Ask a partner to explain if you do not.
4. Tell the learners to work with a partner and find the following information in the text, write these answers in your books:
  - What product are you buying?
  - Who is the seller?
  - What is the cost of the product?
  - What is the time period you have to pay for the product?
  - What is the penalty if you do not pay on time?
  - Who are the two parties involved in the contract?
  - What does the word debt mean?
  - What is the date on the contract?
  - Name the people who have to sign
  - Is there a time period for the purchaser to cancel the contract? If so, what is that time period?
  - What are the terms and conditions listed in the contract?

## POST-READING

**45 MINUTES**

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 3: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Internal structures of a poem: figures of speech: imagery: rhyme: rhythm</li> <li>• External structures of a poem: lines: words: stanzas</li> <li>• Typography</li> <li>• Literal and figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Idioms and proverbs</li> <li>• Imagery</li> <li>• Emotive language</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Clarifying</li> <li>• Deducing meaning</li> <li>• Paraphrasing</li> <li>• Purpose of a text [to inform, persuade]</li> <li>• Visualising</li> <li>• Inferring meaning</li> </ul>



## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	Legal Eagles	Poem "Broken Contract"	36
English Today	Promises, Promises	Poems: "1000 years"	249
"To Philip"	40	A security video tells a story	303
48	Passionate about poetry	How to eat a poem	201
Interactive English	Agreement	Poem "Broken Promises"	56
Oxford Successful English	Check it Out	Poem "A song against supermarkets"	43
Platinum	Contract Wise	Poem "Rich Man"	35
Spot On	Business as Usual	-	-
Top Class	Communicating Clearly	Poem "You make me so nervous"	35
Via Afrika English	I kept my word	Poem "The Listeners"	37

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page

2. Ask the learners

- how many stanzas are in the poem?
- how many lines in each stanza, are they all the same or is each stanza a different length?
- is there a rhyming scheme or is it free verse?

### STUDY THE TITLE AND PICTURES

1. Read the title of the poem aloud.

2. Ask the learners what they think of immediately when they hear that title.

3. Brain-storm the suggestions by writing all the ideas on the board.

4. Create an association of ideas with the title of the poem. Any association a learner has with that title helps create a frame of reference.

5. Look at the picture.

6. Ask the learners:

- Does the picture give more information about the type of people the poem is describing?
- Does the picture give an idea of the time period – modern or old fashioned?
- Does the picture give any clues about the setting, or where the events will take place?

**READING**

**30 MINUTES**

**INTRODUCE THE TEXT AND TEXT FEATURES**

1. Ask a learner to read the vocabulary glossary box
2. Ask the learners to predict what is going to happen in the poem, based on the heading, pictures and words in the glossary box.
3. Ask the learners what the mood of the poem might be.
4. Tell learners to listen for of the words that create the mood, ask the learners to come and write these words on the board.

**READ THE TEXT.**

1. Read the poem aloud to the learners.
2. Read only the first stanza aloud again.
3. Ask a learner to repeat in their own words what the first stanza was about.
4. Tell the learners to find words in the first stanza that draw on any of the five senses.
5. List these words in a table on the board. Ask learners to copy this table in their books.

Sight	Smell	Touch	Taste	Hearing
gleamed	sweet peas	-	honey	jingle

6. Follow the same pattern with each stanza of the poem. Read the stanza. Ask a learner to repeat what the stanza was about. Find the words that appeal to any of the 5 senses, write them on the board and learners to copy in their books.
7. Ask the learners to find any idioms or proverbs in the poem.
8. Remind the learners that proverbs are short well known sayings that have wise advice for life.  
E.g. A fool and his money are soon parted. This means that if you are not careful with money, you will lose it.
9. An idiom is a phrase or sentence which has a figurative meaning. The meaning is not the same as the actual words.  
E.g. "she has deep pockets" does not mean her actual pockets are deep, but it is a way of saying that she is rich.
10. Ask learners to come up to the board and write the proverb or idiom on the board. Ask learners what they think the meaning of the idiom or proverb is?
11. Ask the learners if they have had a similar experience in their lives as the person in the poem experienced.
12. Ask if they have ever had a similar feeling to the speaker in the poem.
13. Let the learners share their experiences, explaining how it is similar to the experiences of the speaker in the poem.

**PARTNER READING:**

1. Tell the learners to turn to a partner. Each partner takes a turn to read the poem aloud to each other.

## POST-READING

**45 MINUTES**

### READING THE COMPREHENSION QUESTIONS

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 3: Writing Lesson

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Report

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

Textbook	Theme	Page number in textbook
<b>Clever English</b>	Legal eagles	19
<b>English Today</b>	Promises, promises	28
<b>Interactive English</b>	Agreement	39
<b>Platinum English</b>	Contract wise	49
<b>Successful English</b>	Check it out	69
<b>Top Class English</b>	Communicating clearly	79
<b>Via Afrika</b>	I kept my word	89
<b>Clever English</b>	Legal eagles	19

## WRITING

**GENRE:** 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 9s

**PURPOSE:** : Reports give exact feedback of a situation.

### **TEXT FEATURES:**

1. Format
2. Tone
3. Present tense
4. Third person
5. Facts

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 140-160 words

### **RESOURCES REQUIRED:**

1. Personal dictionary
2. Textbooks

### **WORD BOXES**

exact, responsible, decide, decision, manage, conclude, action, do, future, improve, fix, repair, buy, plumber, tiles, contractor, builder, plan, pay, budget, paint, grout, plaster, measure, wood, glue, sandpaper, neglect, money, new.

## TEACHING THE GENRE

**20 MINUTES**

### OUTCOMES:

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

### TEACHER INPUT

1. Tell learners that today they are going to write a report.

2. Say:

- a. A report is a piece of writing that tells the exact facts about something.
- b. The writer (we can call the writer the reporter) collects information about the topic of the report and presents only the facts.
- c. The reporter will collect all the information.
- d. The reporter will write the facts 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 that when the writer writes, they refer to things and people indirectly and use pronouns like: he, she, it and they.
- g. The reporter 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 in the present time.
- i. The report will answer the following questions:

3. Write these question words on the chalkboard:

What?  
How?  
Where?  
When?  
Why?

4. Write the following on the chalkboard:

Report on condition of Dinokeng Community Centre

This is a report on the condition of the Dinokeng Community Centre as observed by Ayanda Lesedi on 2 August 2016.

The Community Centre was built in 1995 using money from local government. It is run by volunteers from the community and gets a small amount of funding from the lottery.

The centre needs a new roof and a number of windows are broken. The toilet doors are broken. The taps leak.

5. Read over the report with the learners.

6. Ask the learners:

- a. What is the title of the report? (Condition of Dinokeng Community Centre)
- b. Who wrote the report? (Ayanda Lesedi)
- c. When did she write the report? (2 August 2016)
- d. Is the report finished? (no it is not)

7. Explain the a report must include:

- a date
- the name of the reporter
- when
- what
- where
- why
- how



## MODELLING THE SKILL



**30 MINUTES**

### OUTCOMES:

The learners will learn the structure and layout of a report.

### TEACHER INPUT

1. Explain that today we are going to write a report.
2. Tell learners that we will use present tense unless we are writing a historical report in which case past tense will be used.
3. Remind learners that when we write longer pieces of writing, we divide the writing into paragraphs.
4. Write the following on the board:

Title  
 Introduction [What report is about, who wrote report and date]  
 Middle paragraphs [The who, what, where, when, why and how]  
 Conclusion [Summary of facts]  
 Recommendation [What has been decided]

5. Say:

- Today I will write a report about something important to me. I must write about my own life because WRITERS WRITE WHAT THEY KNOW.
- I must write about one thing because WRITERS ZOOM INTO SMALLER MOMENTS.
- I should include only the facts and not my opinion on the matter.
- Let me think about what I want to write because WRITERS THINK BEFORE THEY WRITE.
- I must use my OWN ideas because writing is about putting my ideas into words.
- I will write about when Sizwe and Bongani were fighting about selling chickens at the community centre. The problem was that both men wanted to make some money but there was only space for one person to sell. A report needed to be written so that the elders could make a decision about the problem after looking at the facts.

6. Write the following on the board:

Who: Sizwe and Bongani  
 Where: Community centre  
 What: Both want to sell chickens.  
 Why: Only space for one person to sell chickens.

7. Ask the learners for ideas and input as you write.
8. The report needs a title and an opening paragraph to start with. The opening paragraph should say what the report is about, who wrote the report and a date.
9. Your example might look something like this:

## Report on chicken sales at Community Centre

This is a report on the selling of chickens at the Community Centre written by Thando Mbeki on 24 January 2017.

10. Ask learners to put the problem that the report is looking at into words.

11. Your example may look like this:

## Report on chicken sales at Community Centre

This is a report on the selling of chickens at the Community Centre written by Thando Mbeki on 24 January 2017.

Sizwe and Bongani are fighting about who will sell chickens at the community centre. Both men want to make some extra money. There is only space for one person to sell chickens at the community centre.

12. Continue asking learners for ideas to complete the report. Your final report might look something like this:

## Report on chicken sales at Community Centre

This is a report on the selling of chickens at the Community Centre written by Thando Mbeki on 24 January 2017.

Sizwe and Bongani are fighting about who will sell chickens at the community centre. Both men want to make some extra money. There is only space for one person to sell chickens at the community centre.

Sizwe has managed to breed some chickens and will supply chickens every day. Bongani does not own any chickens and buys them from a supplier. The supplier does not always have stock.

Sizwe feels that he can guarantee the quality of the chickens. Bongani cannot do this because he buys the chickens from someone else.

The elder of the community is the one who decides who is allowed to sell chickens.

The elder has decided that Sizwe will be allowed to sell chickens at the community centre. He feels that it is important to have chickens available every day for the community.

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their reports.

### TEACHER INPUT

1. Tell learners that they are now going to plan to finish Ayanda's report which is written on the chalkboard. Remind learners that they read the start of this report but it was not complete.
2. Write the following on the board:

WHO  
WHAT  
WHERE  
WHEN  
WHY  
HOW

3. Show learners that the "WHO" and the "WHAT" have already been covered. However, more facts need to be added. Learners also need to fill in:

WHY it needs fixing  
HOW it will be fixed  
WHEN it will be fixed  
WHO will fix it

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

### LEARNER ACTIVITY

1. Learners copy Ayanda's report into their books
2. Learners write in point form the answers to 'Why', 'How', 'When' and 'Who'
3. Learners use planning questions to come up with ideas.
4. Set a time limit to keep learners on task.

## DRAFTING

**30 MINUTES**

### OUTCOMES:

The learners will write a first draft of their report.

### TEACHER INPUT

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

### CRITERIA

1. There is a clear title.
2. The opening paragraph says what report is about.
3. The opening paragraph says who wrote report.
4. The opening paragraph gives date of report.
5. The report is written in factual language.
6. The report is written in formal or semi-formal language.
7. The report is written in the third person.
8. The report is written in the present tense.
9. Punctuation is accurate.
10. Spelling is accurate.
11. 140-160 words in length.

3. Read over the criteria with the learners.

### LEARNER ACTIVITY

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

**TEACHER INPUT**

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

	Checklist	Yes	No
1.	Is there a clear title?		
2.	Does the opening paragraph say what the report is about		
3.	Does the opening paragraph say who wrote the report?		
4.	Does the opening paragraph have the date of the report?		
5.	Is the report written in factual language?		
6.	Is the report written in formal or semi-formal language?		
7.	Is the report written in the third person?		
8.	Is the report written in the present tense?		
9.	Is the punctuation accurate?		
10.	Is the spelling accurate?		
11.	Is it 140-160 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 journalistic reports.

The learners will hand their work in.

### TEACHER INPUT

1. Tell learners to neatly re-write a final copy of their reports, 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.

### LEARNER ACTIVITY

1. Learners neatly re-write their reports.
2. Learners hand in final reports.

**COMPLETED EXAMPLE** Report on chicken sales at Community Centre

This is a report on the selling of chickens at the Community Centre written by Thando Mbeki on 24 January 2017.

Sizwe and Bongani are fighting about who will sell chickens at the community centre. Both men want to make some extra money. There is only space for one person to sell chickens at the community centre.

Sizwe has managed to breed some chickens and will supply chickens every day. Bongani does not own any chickens and buys them from a supplier. The supplier does not always have stock.

Sizwe feels that he can guarantee the quality of the chickens. Bongani cannot do this because he buys the chickens from someone else.

The elder of the community is the one who decides who is allowed to sell chickens.

The elder has decided that Sizwe will be allowed to sell chickens at the community centre. He feels that it is important to have chickens available every day for the community.

Word count 144

Cycle

4

weeks

7 18

“ A man can die but once. ”  
– William Shakespeare, Henry IV



## Cycle 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Novel, Drama, Short Story
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Narrator</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualising</li> <li>• Intensive reading</li> <li>• Cause and effect</li> <li>• Vocabulary development</li> <li>• Predicting information</li> <li>• Inferring meaning</li> <li>• Clarifying</li> <li>• Fact and opinion</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	The Magical World of Art	Extract from "Traditional Zulu Story"	54
English Today	Sport Crosses Boundaries	Extract "Gooaal in Gutu"	54 & 55
Interactive English	Rules	Drama "Coach"	71 & 72
Oxford Successful English	What happened next?	Short Story "Take me to the River"	68, 69 & 70
Platinum	Weather	Descriptive Writing "A sizzling day"	47
Spot On	Journeys into the Unknown	Extract from "Solomon's story"	42 & 43
Top Class	Lessons from Birds	Extract from "The tale of Ngcede"	50 & 51
Via Afrika English	A place called Home	Drama	43 & 44

## PRE-READING

**30 MINUTES**

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- that the focus of these reading lessons will be on the narrator
- Remind the learners that the narrator is the person telling the story; it can be one of the characters in the story, or a third person who is not a character but almost an all seeing person watching the story from afar.
- to make notes of all new vocabulary, to explore and remember at least 5 new words

### STUDY THE TITLE AND PICTURES

1. Read the title of the short story aloud to the learners.
2. Ask the learners if the title gives any clues about setting (time and place) and characters.
3. Look at the pictures. Do they give any more information about what the story might be about?
4. Do the expressions on the faces give clues about the mood of the story?
5. Does the background of the picture give clues about where the story takes place?
  - a. Can you see anything in this picture which would help you to decide where this story takes place?
  - b. Do you have any idea of the age or gender of any of the characters in the story, based on the picture?
  - c. Can you determine the mood of the story, based only on the picture? Look at the facial expressions of the person in the picture.
6. Tell the learners to skim read the text.
7. Ask the learners to write down all the words that are in different typography. (The words are either in bolder, darker print, or in a different font like italics)
8. Ask the learners why those words are in different typography.
9. Discuss as a class the meanings of those words, using dictionaries, and ideas from the class.

## READING

30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to skim read the text.
2. Tell the learners that a conversation between two or more people in a story is called dialogue. This dialogue is written as either direct or indirect speech. Remind the learners of the function and style of direct and indirect speech.
3. Direct speech is used when a character is talking. The exact words spoken by the character are put in inverted commas. It is useful to the reader because you could imagine each character to have a different voice, different tone of voice, different manner of speaking. The character's words help paint a picture about who they are and how they think.

E.g. (write these sentences on the board)

"I disagree with you!" said Sarah miserably.

"To disagree with a fact is like spitting in the wind," replied Thomas. "It will not change the facts."

"I won't listen to you no matter how much proof you think you have." Sarah stubbornly stated.

4. Indirect speech is used when a narrator or third person is reporting on what was said. Indirect or reported speech does not use inverted commas and the pronoun changes from the first person (I, me, we) to the third person (she, he, they) .

E.g. (write these sentences opposite the direct speech sentences on the board)

Sarah said that she disagreed with Thomas.

Thomas replied that for her to disagree with him was like spitting in the wind, it would not change the facts.

Sarah stubbornly stated that she would not listen to Thomas no matter how much proof he had.

5. Ask learners to work in pairs and to compare the direct and indirect speech and discuss the differences.

### READ THE TEXT.

1. Ask the learners to volunteer to read one paragraph each.
2. When the story has been read once through, remind learners that when they notice the direct speech, with inverted commas, their voice must change, they must try to sound like the person who is speaking, whether it is an older man, or younger girl.
3. Tell the learners to turn to a partner and read the story through twice, each partner having a turn to read the story, focusing on reading the direct speech parts as the character in the story would sound.

4. Give the learners a maximum of ten minutes to complete the task.
5. Call the learners attention back to you.
6. Tell the learners to notice that the part of the text that was read in their own normal voice was the part the narrator would be telling. The 'in-between parts' where the story is being explained, or the events are being described, this is usually the part the narrator is telling.

## **SUMMARISING THE TEXT**

1. Ask a learner to retell in his or her own the plot of the story (what the whole story was about).
2. Ask another learner if any important details were left out.
3. Ask learners to identify the type of conflict in the story. Explain that there are different types of conflict:
  - Person against person: a problem between two characters
  - Person against self: a problem within the character's own mind
  - Person against society: a problem between a character and an institution like a school or police force or a tradition
  - Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami
4. Ask the learners to comment on who their favourite character was, and why.
5. Who was their least favourite character and why. Explain what that character did or said that made them unlikable.
6. Ask the learners if they would have handled the situation differently if they were one of the characters in the story, and if so, how?

## **DISCUSSION QUESTIONS - CAUSE AND EFFECT, FACT AND OPINION**

1. Write the following questions on the board. Ask learners to work with a partner to answer the following questions:
  - a. What type of person is the character, \_\_\_\_\_?
  - b. How do you know this?
  - c. What do you think will happen after \_\_\_\_\_?
  - d. Why do you say that?
  - e. What do you think the writer feels about \_\_\_\_\_?
  - f. Why do you think that?
2. Ask a few of the learners to feedback their answers to the rest of the class.
3. Ask learners to each find 2 facts in the text and 2 opinions. How are they different?
4. Ask learners to each find 3 new words in the text and discuss their meaning with a partner.

## POST READING

**45 MINUTES**

### COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 4: Reading and Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Internal structures of a poem: figures of speech; imagery; rhyme; rhythm</li> <li>• External structures of a poem: lines; words; stanzas</li> <li>• Typography</li> <li>• Figurative language</li> <li>• Mood</li> <li>• Theme and message</li> <li>• Emotive language</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Simile</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Context clues</li> <li>• Deducing meaning [analogies, comparisons]</li> <li>• Predicting information</li> <li>• Purpose of a text [to inform, persuade]</li> <li>• Relating text to own experience</li> <li>• Visualising</li> <li>• Inferring meaning</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
Clever English	The Magical world of Art	Poem / song "Vincent"	53
English Today	Sport crosses Boundaries	Poem "A football praise poem"	60
Interactive English	Rules	Poem "Rules and Regulations"	74 & 75
Oxford Successful English	What happened next?	Poem "Matilda who told lies"	61
Platinum	Weather	Poem "Lament for a dead cow"	52
Spot On	Journeys into the unknown	-	-
Top Class	Lessons from Birds	Poem "Caged Bird"	47
Via Afrika English	A place called Home	Poem "Inside my Zulu Hut"	47



# LESSON OUTLINE

## 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 understanding the imagery the poet has used and what the purpose of that imagery is intended to be
- to listen to the rhythm and rhyme of a poem
- to work out the theme and message of a poem

### STUDY THE TITLE

1. Read the title of the poem aloud to the class.
2. Tell the learners to suggest any words that come to mind based on the title of the poem.
3. Write all the words the learners suggest on the board.
4. Based on the words written on the board, ask learners what they think the mood of the poem will be?
5. Tell the learners to look at the pictures.
6. Ask the learners what feelings the pictures evoke (stir up) in the reader. Write these words on the board as well. Do the feeling words match with the words already on the board. Does the picture help tell us the mood of the poem?
7. Tell the learners to look at the glossary or word box and read the meaning of unfamiliar words.
8. Ask the learners to work with a partner and try to write the first stanza of the poem based on the title and pictures.

## READING

**30 MINUTE**

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:

- Poets use special language called figurative language to make their writing interesting. They use words to create pictures or images in the reader's mind, this is called imagery
- Similes compare two things to each other using 'like' or 'as'. Similes are indirect comparisons
- Metaphors say that one thing is another thing. Metaphors are direct comparisons
- Personification gives a non-living object life like qualities

### READ THE TEXT.

1. Read the poem aloud to the class. Tell learners to close their eyes and visualise what is happening as you read.
2. Ask the class what the mood of the poem was. Sad or happy, exciting or upsetting?
3. Ask the learners to summarise in their own words what the whole poem was about.
4. Ask the learners how the poem made them feel
5. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification		
Simile		
Metaphor		

6. 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
Personification	Giving a non-living object human qualities	
Simile	Direct comparison using 'like' or 'as'	
Metaphor	Direct comparison	

7. 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
Personification	Giving a non-living object human qualities	The trees waved their arms
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion
Metaphor	Direct comparison	My teacher is a dragon

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

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Personification	Giving a non-living object human qualities	The trees waved their arms	
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion	
Metaphor	Direct comparison	My teacher is a dragon	

9. Ask the learners to find examples from the poem of personification, similes and metaphors, and to add these to the table.

10. Draw the following table on the board and tell the learners to copy it into their work books:

SIMILE/METAPHOR/ PERSONIFICATION	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.
Simile	Direct comparison using 'like' or 'as'	The young boy was as brave as a lion

11. Ask the learners to fill in the examples of similes, metaphors and personification they found in the poem. Work through the first example with the learners and ask them to complete the table in their work books with the examples from the poem.

12. Ask the learners to work in pairs and discuss whether or not they think the comparisons are effective.

### **PARTNER READING:**

1. Tell the learners to turn to a partner and each take a turn to read the poem aloud to each other.

2. Ask the learners to discuss with their partners:

- the main message of the poem
- is the poem meaningful to their own lives?
- have they ever had a similar experience or the same feelings?
- the meanings of any new words, using context clues or a dictionary if necessary

## POST READING

**45 MINUTES**

### COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 4: Writing Lesson

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Write a reflective essay

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
<b>Clever English</b>	Murder and Mystery	22
<b>Spot On English</b>	Journeys into the unknown	61

## WRITING

**GENRE:** Reflective Essay

**CAPS DESCRIPTION OF GENRE:** Reflective essays present the writer's views, ideas, thoughts and feelings on a topic, usually something they feel something they feel strongly about. It needs to be personal rather than subjective; it needs a careful structure, but does not need to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious

**AUDIENCE:** Grade 9s

**PURPOSE:** To express thoughts and feelings on something/ an event that has already happened.

**TEXT FEATURES:**

1. Essay format with introduction, body and conclusion.
2. Use of adjectives.

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 4-8 paragraphs

**RESOURCES REQUIRED:**

1. Personal dictionary
2. Textbooks

**WORD BOXES**

remember, anxious, alone, confused, worried, angry, panic, needless, disappointed, avoided, terrifying, lonely, reflect, think, scared, happy, laughter, wonder, surprise, fantastic, awesome, nervous, terrified, lonely, crazy, incredible, memory, joy.

## TEACHING THE GENRE



**30 MINUTES**

### OUTCOMES:

The learners will learn how to use a mind map.

The learners will learn how to write reflective sentences in the first person.

### TEACHER INPUT

1. Tell the learners

- a. Today we are going to write a reflective essay.
- b. A reflective essay is an essay where we write our thoughts and feelings about a topic.
- c. When we reflect on something, we are thinking back on how we feel about what happened.
- d. When reflecting on something, we often use words that express emotion.

2. Ask the learners if they can you think of some words that are used to express emotion?

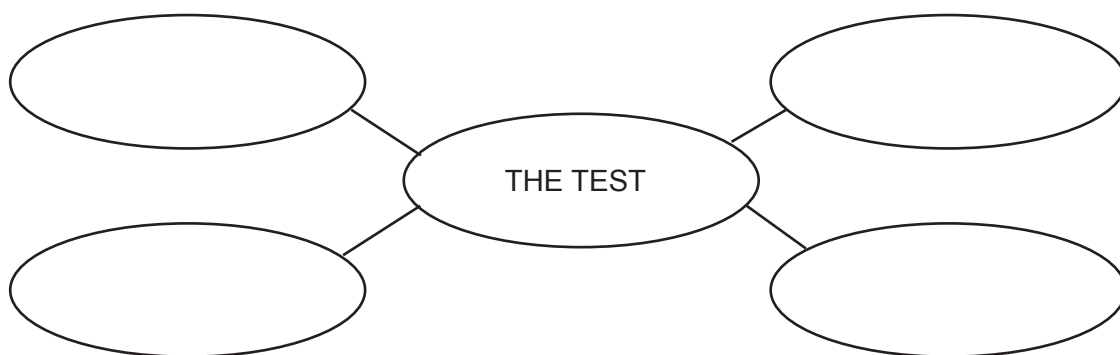
3. Write them on the chalkboard.

4. Some of the words they come up with may be: happy, sad, angry, scared, nervous, worried, ashamed, irritated.

5. Say:

- a. When we write reflective essays, we should write them using words that describe clearly what we are thinking. Remember, we call these describing words “adjectives”.

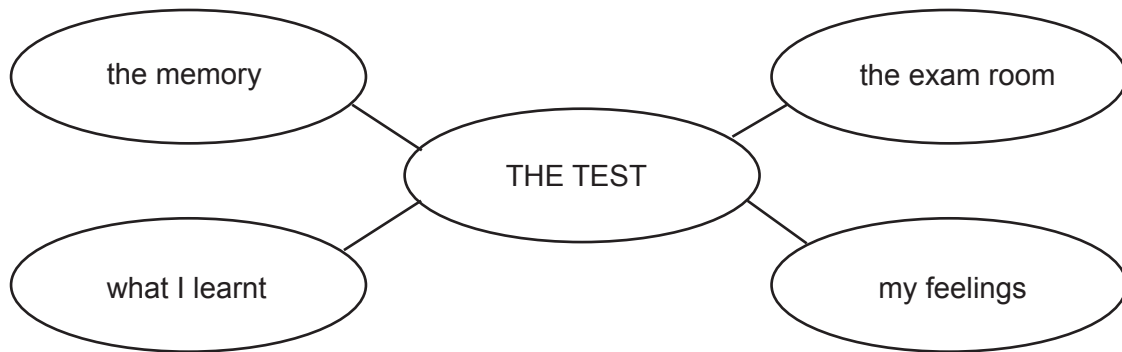
6. Draw the following on the chalkboard:



7. Say:

- a. This is called a mind map.
- b. This will be useful when you are planning your essay later.
- c. I am going to use it now to plan my ideas around reflecting on a test I did not study for.

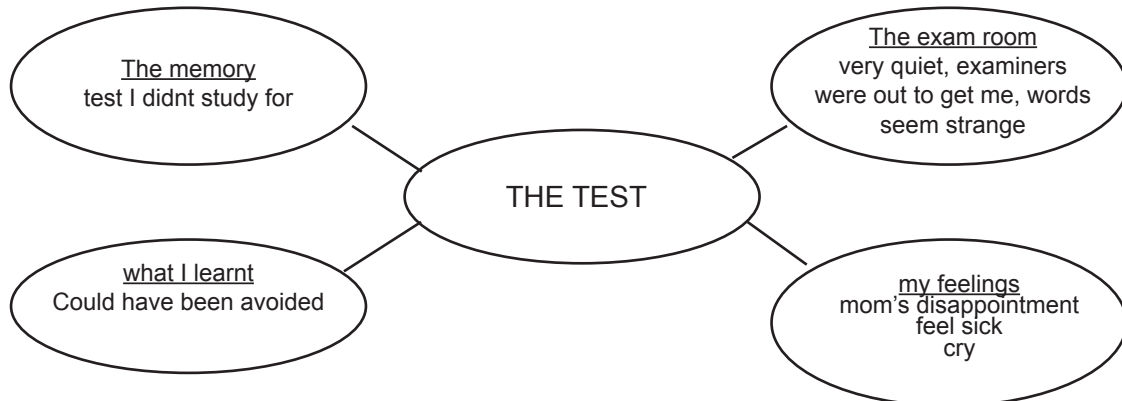
8. Fill in the following details on the mind map:



9. Now ask the learners for ideas by asking the following questions. Fill in keywords on the mind map.

- a. What is the memory?
- b. Describe the exam hall (how it felt).
- c. What did I feel?
- d. What did I learn from this experience?

10. When you have finished, it may look something like this:





## MODELLING THE SKILL

**20 MINUTES**

### OUTCOMES:

The learner will learn how to write reflective sentences.

### TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE.

2. Say:

- a. Using these ideas, we are now going to write reflective sentences.
- b. When we write reflective sentences we are writing about what we think.
- c. An example of a reflective sentence might be “I felt so afraid and alone.” (Write this sentence on the chalkboard.)

3. Write the following on the chalkboard:

- When I think about...
- The worst moment was....
- The thing I wish I could change is....
- When I think back....

4. Say:

- a. These are some ways we can start reflective sentences.
- b. Use these phrases to write some reflective sentences about a test we did not study for

5. Ask the learners for some examples on how to finish the reflective sentences. (Write them on the chalkboard)

6. You may end up with examples that look like this:

- When I think about that day, I just want to cry.
- The worst moment was when I turned over the page and knew I didn't know any of the answers.
- The thing I wish I could change is that I had studied instead of watching TV.
- When I think back, I know that I need to take school more seriously.

7. Read the following example of a reflective essay out loud to the learners twice:

Unnecessary stress

Last year I had to study for an English Literature exam. I had not read the novel so I tried to cram as much as possible for the test the night before. It was not enough.

I sat in the exam venue and felt my panic rise. I could not answer the questions. The words on the paper seemed so foreign, as if the examiners were out to get me. The silence was terrifying, the only sounds were the furious scribbles of the other students, telling me I was the lone member of the unprepared.

I thought of the disappointed look on my mother's face when she found out my failure. I thought of failure and it made me feel sick. I wanted to scream into the silence. I wanted to ask for help, the person next to me or a teacher who passed, try and explain how something had gone wrong. I wanted to cry.

I should have been better prepared. When I think of that exam I realise that the stress could have been avoided, and the time studying, even though it would have been difficult work, would have not been as horrible as not having studied was.

I learned two very important lessons from that experience. The first is that being prepared is much better than being unprepared. The second lesson is that failure does not last forever, and just because I failed one exam, does not mean I will fail them all.

8. Ask learners what feelings the writer was feeling, write these on the board.

## PLANNING



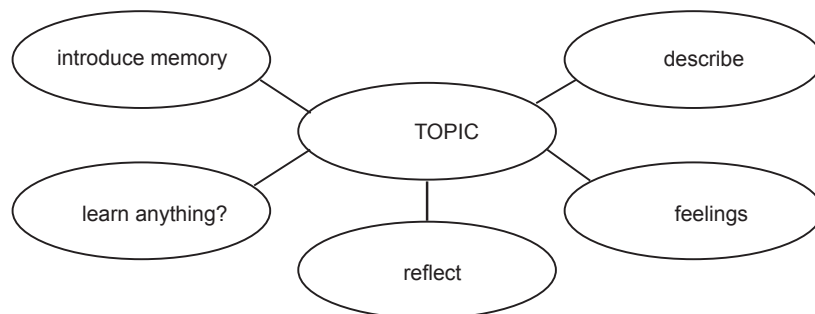
**30 MINUTES**

### OUTCOMES:

The learners will plan the content of their reflective essays using a mind map.

### TEACHER INPUT

1. Remind learners that WRITERS PLAN BEFORE THEY WRITE and WRITERS ZOOM IN TO SMALLER MOMENTS.
2. Remind learners that WRITERS USE WORD BOXES.
3. Say:
  - a. You are now going to plan a reflective essay.
  - b. You are going to use a mind map to plan your essay.
  - c. Remember you are writing about your feelings about the past year.
  - d. I want you to close your eyes.
  - e. Take a deep breath.
  - f. I want you to think about something that happened to you.
  - g. Maybe something where you learnt an important lesson? (Allow the learners a few moments to think)
  - h. Or maybe when something wonderful happened to you, like a surprise. (Allow the learners a few moments to think).
  - i. Or maybe what was a difficult time or something that you wish hadn't happened. Maybe something you wish you could change. (Allow the learners a few moments to think)
4. Draw the following mind map on the chalkboard and have the learners copy it into their work books:



5. Tell learners:
  - a. Use the mind map and the thinking activity we did to write down some key words for your reflective essay.
6. If learners need help with the spelling or meaning of a new word, they should bring you their personal dictionaries and you can write it in there.

### LEARNER ACTIVITY

1. Learners draw the mind map in their work books.
2. Learners work independently to plan their reflective essay.
3. Set a time limit to keep learners on task.

## DRAFTING



**30 MINUTES**

### OUTCOME

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

### TEACHER INPUT

1. Tell learners they are going to write the first draft of their reflective essays based on their mind maps.
2. Write the following on the chalkboard:

### CRITERIA

1. The essay has a title.
2. The writer's feelings are clear.
3. The essay is written in the past tense.
4. The essay has an introductory paragraph.
5. The essay has a concluding paragraph.
6. The essay is written from the writer's point of view.
7. The writer has used adjectives.
8. Punctuation is accurate.
9. Spelling is accurate.
10. 210-250 words/4-8 paragraphs 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 to plan their reflective essay.
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 descriptive essays because WRITERS PEER-EDIT.
2. Write this checklist onto the chalk-board.

	Checklist	Yes	No
1.	Does the essay have a title?		
2.	Are the writer's feelings clear?		
3.	Is the essay is written in the past tense		
4.	Is there an introductory paragraph?		
5.	Is there a concluding paragraph?		
6.	Is the essay written from the writer's point of view?		
7.	Has the writer used adjectives?		
8.	Is the punctuation accurate?		
9.	Is the spelling accurate?		
10.	Is the essay 210-250 words/4 - 8 paragraphs long?		

**LEARNER ACTIVITY**

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

## 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 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 to the class.

### LEARNER ACTIVITY

1. Learners neatly re-write their essays.
2. Learners read their essays to the class.

**COMPLETED EXAMPLE** 

## Unnecessary stress

Last year I had to study for an English Literature exam. I had not read the novel so I tried to cram as much as possible for the test the night before. It was not enough.

I sat in the exam venue and felt my panic rise. I could not answer the questions. The words on the paper seemed so foreign, as if the examiners were out to get me. The silence was terrifying, the only sounds were the furious scribbles of the other students, telling me I was the lone member of the unprepared.

I thought of the disappointed look on my mother's face when she found out my failure. I thought of failure and it made me feel sick. I wanted to scream into the silence. I wanted to ask for help, the person next to me or a teacher who passed, try and explain how something had gone wrong. I wanted to cry.

I should have been better prepared. When I think of that exam I realise that the stress could have been avoided, and the time studying, even though it would have been difficult work, would have not been as horrible as not having studied was.

I learned two very important lessons from that experience. The first is that being prepared is much better than being unprepared. The second lesson is that failure does not last forever, and just because I failed one exam, does not mean I will fail them all.

Word Count: 250

# Cycle 4 Writing

RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
FORMAT: a heading an introduction a conclusion	Two or more of the required format requirements are missing.	0-3	Two of the required format requirements are present.	4-6	The writing has a heading, a clear introduction and a clear conclusion.	7-10
LANGUAGE	The writer's feelings are not clear. It is not written from the writer's point of view. There is no use of adjectives. It is not written in the past tense.	0-3	The writer's feelings are somewhat clear. It is written from the writer's point of view. Some adjectives are used. It is written in the past tense.	4-6	The writer's feelings are clear. It is written from the writer's point of view. Adjectives are used. It is written in the past tense.	7-10
WRITING	There are a lot of punctuation and spelling mistakes. It is longer or shorter than 210-250 words.	0-3	There are some punctuation and spelling mistakes. It is 210-250 words long.	4-6	There are very few punctuation and spelling mistakes. It is 210-250 words long.	7-10
<b>Teacher's comments:</b> What I really like about _____ _____ _____ I think you could improve _____ _____ _____ Total:        /30                      Date: _____      Signature: _____						



# Cycle

5

# weeks

9

&

10

“Whoever loved that loved not at first sight?”

– William Shakespeare, *As You Like It*

## Cycle 5: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Information text – newspaper or magazine report
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Intensive reading</li> <li>• Setting</li> <li>• Narrator</li> <li>• Mood</li> <li>• Theme</li> <li>• Emotive language</li> <li>• Font types and sizes, the impact of font on comprehension</li> <li>• Headings and captions</li> <li>• Milieu</li> <li>• Purpose of a text [to inform, persuade]</li> <li>• Register</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Context clues</li> <li>• Critical Language awareness</li> <li>• Fact and opinion</li> <li>• Summarising</li> <li>• Making inferences</li> <li>• Infer meaning</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
<b>Clever English</b>	Call the Doctor!	"Empowerment brings new problems for women"	65 & 66
<b>English Today</b>	Protect Our Plants	Magazine report "An Avenue of Coral" & "Knowledge from the past"	71 & 72
	Rules	Drama "Coach"	71 & 72
<b>Interactive English</b>	Conflict Resolution	Magazine Article "What is conflict resolution?"	68, 69 & 70
<b>Newspaper Article "We do not have a school here"</b>	91	Descriptive Writing "A sizzling day"	47
	Journeys into the Unknown	Extract from "Solomon's story"	42 & 43
<b>93</b>	Lessons from Birds	Extract from "The tale of Ngcede"	50 & 51
<b>Oxford Successful English</b>	What's up in the News	Newspaper Report "Vietnamese cancer cure"	83 & 84
<b>Platinum</b>	A Pilot's World	Newspaper Report "Aeroplane crash – lands in Hudson River"	60 & 61
<b>Spot On</b>	The Fame Game	Magazine Article "Adored, difficult, divine divas"	51 & 52
<b>Top Class</b>	Tools from Ancient Times	Newspaper Report "Deadly Poison"	60
<b>Via Afrika English</b>	Shall we Dance?	Newspaper Report "Dancing out of the Ghetto"	57

# LESSON OUTLINE

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- that a news report is written in a special style
- a news report will answer the who, where, when, why, what, how questions
- a news report will interview people and include quotes from those people
- a news report will use sensational headlines to attract the attention of readers
- a news report is written in columns, not normal paragraphs as in a story

### STUDY THE TITLE AND PICTURES

1. Read the headline out loud to the class.
2. Explain to the learners that a news report headline must be very powerful to make sure that the newspaper is bought.
3. Tell the learners that the title of a news report will often use strong verbs or emotive language.
4. News headlines will also always be very brief to attract attention.
5. Ask the learners to tell you which words in the headline they just read were powerful or emotive - write these words on the board..
6. A news report title or headline will use many techniques like alliteration or famous names to attract attention. Write the following example on the board and discuss why they are effective:  
  
Pele Plays Perfectly  
Mandela Makes Meaning  
De Villiers Does Damage
7. Ask the learners to come up with a few of their own examples.
8. Ask the learners to tell you what technique was used to make the headline in the Newspaper article they are reading grab their attention?
9. Tell the learners to look at the picture.
10. Tell the learners that the picture is very important as it is a powerful way to communicate the main point of the whole news article.
11. The picture is a form of evidence or proof of fact in a news article. Ask the learners why they think the picture they have just looked was chosen for this article?
12. Ask the learners to predict, from the title and the picture, what they think the news article is going to be about.
13. Ask the learners to skim read the article, and notice any words which are printed in different typography (bolder, darker print, italics, lighter print)
14. Ask the learners why these particular words are printed in different typography?

## **WORKING OUT UNFAMILIAR WORDS**

1. Ask the learners to skim read for any words they don't recognise or don't know the meaning of.
2. Read these words carefully, then read the whole sentence.
3. Read the line above and below, and try to work out the meaning of those words based on the context of the article.

## READING

30 MINUTES

### INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell learners that newspaper articles answer 'who?', 'what?', 'where?', 'when?', 'why?' and 'how?' questions.
2. Tell the learners to skim read the article, looking only for 'who?' and 'where?'.
3. These will start with capital letters, as they are proper nouns. Ask learners to tell you the 'who?' and 'where?' answers and write these on the board.
4. Ask the learners to work with a partner and scan the article for the main facts. Working together they must:
  - Find the information that tells the reader who, where, what, when, and why.
  - Find names and dates, and places where the events happened.
  - Read slogans or descriptions underneath the picture, this often tells the reader where or what happened.

### READ THE TEXT.

1. Tell the learners to listen for the tone and register of the article (formal or informal language.)
2. Tell the learners to listen for facts which can be proven, or interviews and opinions which are the thoughts, likes or dislikes of people.
3. Read the whole article aloud to the class.
4. Read the first paragraph only and ask the learners the following:
  - Paraphrase or summarise in your own words what the first paragraph is about
  - Name the most important people, places or dates
  - Identify unfamiliar words and use the context clues to work out the meaning of those words
  - Which parts of the paragraph are factual and can be proven by numbers, witnesses, or research
  - Which quotes are opinions and which are facts
  - Was the tone formal or informal?
  - Was any jargon used? (words which are technical and only used by a group of people who work in a specific industry)

### MAKING INFERENCES

1. a. Describe the milieu of the main person in the story.  
b. Why do you think he/she did \_\_\_\_\_?
2. Where did this take place?
3. What message can we take away after reading this news report?

### DISCUSS EMOTIVE LANGUAGE

1. Tell learners to find at least 3 emotive words in the news report. Write learners suggestions on the chalkboard.
2. Discuss how these words make learners feel.

## POST READING

**45 MINUTES**

### COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 5: Reading & Viewing Lesson 2

TEXT	1 HOUR 45 MINUTES
What text must be read?	Poetry
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Internal structures of a poem: figures of speech: imagery: rhyme: rhythm</li> <li>• External structures of a poem: lines: words: stanzas</li> <li>• Typography</li> <li>• Figurative language</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Mood</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Analysing, evaluating and responding to texts</li> <li>• Context clues</li> <li>• Intensive Reading</li> <li>• Skim reading</li> <li>• Scanning</li> </ul>



## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT	PAGE
<b>Clever English</b>	Call the Doctor!	Poem "Gone"	67
<b>English Today</b>	Protect our Plants	Poem "And Suddenly Everything is"	77
<b>Interactive English</b>	Conflict Resolution	Poem "Peace said the Dove"	95
<b>Oxford Successful English</b>	What's up in the news	Poem "Limerick"	90 & 91
<b>Platinum</b>	A Pilot's World	Poem "Freedom in Flight"	63
<b>Spot On</b>	The Fame Game	-	-
<b>Top Class</b>	Tools from Ancient Times	Poem "The arrow in the song"	62
<b>Via Afrika English</b>	Shall we Dance?	Poem "My papa's waltz"	55

## LESSON OUTLINE

PRE-READING	30 MINUTES
<b>INTRODUCE THE TEXT</b>	
1. Tell the learners:	
<ul style="list-style-type: none"><li>• to open their text book to the correct page</li><li>• that the focus will be on rhyme and rhythm</li><li>• that reading a poem is different than reading an article as it often follows a beat</li></ul>	
<b>STUDY THE TITLE AND PICTURES</b>	
<ol style="list-style-type: none"><li>1. Read the title of the poem aloud to the learners.</li><li>2. Ask the learners what they think of immediately when they hear that title.</li><li>3. Brain-storm the suggestions by writing all the ideas on the board.</li><li>4. Create an association of ideas with the title of the poem. Any association a learner has with that title helps create a frame of reference.</li><li>5. Ask the learners if the title contains any figures of speech, imagery or emotive language. Write examples of these on the board.</li><li>6. Ask the learners how these help to set the mood of the poem.</li><li>7. Look at the pictures.</li><li>8. Do the pictures add to the mood of the poem?</li><li>9. Ask the learners what information the pictures give us about the the setting or characters in the poem.</li><li>10. Ask the learners to work with a partner and try to write their own first stanza based on the information they have from the title of the poem and the picture.</li></ol>	

**READING**

**30 MINUTE**

**INTRODUCE THE TEXT AND TEXT FEATURES**

1. Read the poem out loud for the learners.
2. Tell the learners to listen to the rhythm or beat of the poem as you are reading it.

**USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS**

1. Tell the learners work out the possible meaning of the words they do not understand by listening to the context – to listen to the whole line, and the whole stanza.
2. Tell the learners to use a dictionary to find out the meaning of unfamiliar words if they are still not sure.

**READ THE POEM**

1. Read the whole poem out loud to the learners.
2. Read the first stanza again.
3. Ask learners to identify the rhyme scheme.

E.g. rhyming couplets follow a rhyme pattern of aa; bb; cc; dd.  
This is where two lines rhyme, then the following two rhyme, following that pattern throughout the poem. (sky, fly; lift, swift; page, stage)

4. Discuss the unfamiliar words in each stanza.
5. Discuss the mood of the stanza.
6. Read the next stanza and repeat the same process

**FIGURATIVE LANGUAGE**

1. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Onomatopoeia		
Alliteration		

2. 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
Onomatopoeia	Words which make a sound	
Alliteration	Repetition of the 1st sound	

3. 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
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore

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

FIGURE OF SPEECH	MEANING	EXAMPLE	EXAMPLE FROM THE POEM
Onomatopoeia	Words which make a sound	buzz, boom, bang, hiss	
Alliteration	Repetition of the 1st sound	She sell sea shell on the sea shore	

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

### SILENT READING

1. If there is enough time, tell the learners to read the poem quietly to themselves.

## POST READING

**45 MINUTES**

### COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Tell the learners they are going to complete the post reading comprehension in the text book.
2. Read the comprehension questions to the class.
3. Take note of the mark allocation and explain how detailed the answers must be.
4. Explain any questions learners do not understand. Allow class members to suggest possible answers.
5. Instruct the learners to write answers in their work books.
6. Give the learners 30 minutes to complete the written answers.
7. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## Cycle 5: Writing Lesson

### LONG LESSON: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Interview

Note: If you have 3.5 hours for Writing & Presenting, you should complete the text book task (1 hour) AND the process writing lesson covered below. (2.5 hours) If there is no short writing task in your text book, you can allow learners an additional hour to practise writing an interview.

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Interactive English	Conflict Resolution	43
Spot On English	The fame game	63
Successful English	What's up in the news?	73
Via Afrika English	Shall we dance?	93

## WRITING

**GENRE:** Interview

**CAPS DESCRIPTION OF GENRE:** An interview is a written record of a conversation. An interviewer (person asking the questions) must ask questions that highlight the interviewee's strong points, talents and weaknesses.

**AUDIENCE:** Grade 9s

**PURPOSE:** Interviews help us to find out more information about a person. They may also help us to identify if someone is suitable for a particular position.

**TEXT FEATURES:**

1. Format
2. Tone
3. Questions and answers
4. Colon
5. Present tense

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 140-160 words

**RESOURCES REQUIRED:**

1. Personal dictionary
2. Textbooks

**WORD BOXES**

entrepreneur; turnover; achievement; business; future; manage; excited; discovered; invented; shaped; made; built; founded; design; created; supply; adapt; network, created, plan, inspired, failure, developed, discovered, patented, employer, investment

## TEACHING THE GENRE



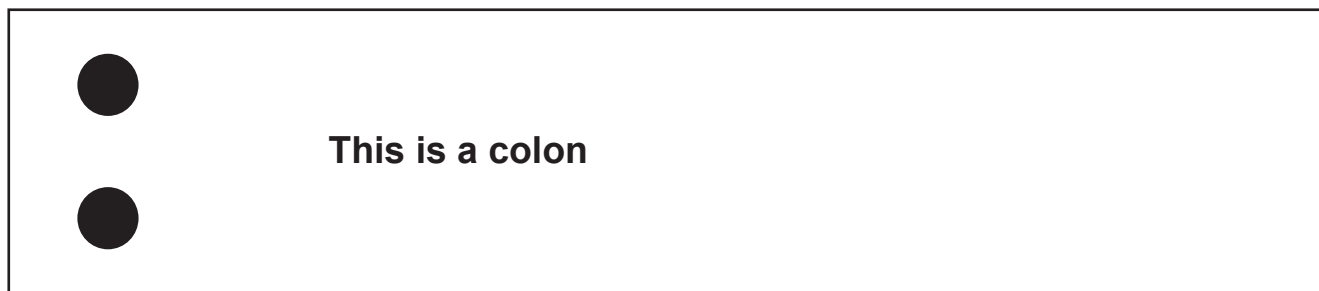
30 MINUTES

### OUTCOMES:

The learner will learn the genre of writing an interview.  
The learner will learn the correct format of an interview.

### TEACHER INPUT

1. Tell learners that today they are going to write an interview.
2. Tell learners that interviews are written in present tense.
3. Remind learners that the best interviews come from focusing on one topic that takes place between the people speaking, because WRITERS ZOOM INTO SMALLER MOMENTS.
4. Tell learners that the interview must have a special structure.
5. Draw the following on the board:



6. Tell the learners that the speakers' names are written on the left of the page followed by a colon.
7. Draw the following on the board:





8. Tell the learners that this is an interview between Zindzi and Paulus.

9. Write the Interview on the board so that the learners can see how to set it out. It will look like this:

**Zindzi:** Good morning. Thank you for joining me today.  
**Paulus:** Good morning. It is nice to be here. Pleased to meet you.  
**Zindzi:** Tell me. How long have you been a marathon runner?  
**Paulus:** I have been running since I was 7.

10. Tell the learners that the person doing the interview is called the interviewer and the person being interviewed is the interviewee.

11. Write these words on the board so the learners can become familiar with them.

12. Tell learners an interview follows a question and answer format.

13. Write the following on the board

**Zindzi:** Thank you for taking some time off from your busy schedule to answer a few questions about your life!  
**Paulus:** It's my pleasure.

**Zindzi:** Could you tell us about an average day in your life?  
**Paulus:** Sure, I get up early, at 7 in the morning. Then I have breakfast. After breakfast, I go to the gym.

**Zindzi:** Are you studying anything now?  
**Paulus:** Yes, I'm learning dialog for a new film called "The Man About Town".

**Zindzi:** What do you do in the afternoon?  
**Paulus:** First I have lunch, then I go to the studio and shoot some scenes.

**Zindzi:** Which scene are you working on today?  
**Paulus:** I'm acting out a scene about an angry father.

**Zindzi:** That's very interesting. What do you do in the evening?  
**Paulus:** In the evening, I go home and have dinner and study my scripts.

**Zindzi:** Do you go out at night?  
**Paulus:** Not always, I like going out at weekends.

14. Point out the features of the interview:

- The interviewer and interviewee's names are written on the left of the page.
- The name is followed by a colon (:).
- Use a new line for each speaker.
- Skip a line between speakers.
- Because of the interview is of a personal nature, the first person (I, my) is usually used.
- Ask questions that will have the interviewee answer in more than one word.
- Questions are often linked to the previous answer.

## Cycle 5 Writing

15. Write the following on the board:

This is an interview between _____ and _____
Interviewer: Introduce guest
Body of Interview:
Interviewer: Thank guest

16. Tell the learners that they are going to pretend to be TV talk show hosts.

17. Say:

- You are going to write an interview
- You can choose who you would like to interview
- Think of somebody interesting. It can be a film star, sportsman, singer, politician
- Choose someone you know about because WRITERS WRITE WHAT THEY KNOW
- This is the way the interview will be set out
- Read over the layout on the board with the learners

## MODELLING THE SKILL

20 MINUTES

### OUTCOMES:

The learner will learn the structure and format of an interview.

### TEACHER INPUT

1. Write the following on the board

Who?  
 What?  
 When?  
 Where?  
 Why?  
 How?  
 Which?  
 In your opinion...?

2. Tell the learners these are question words.

3. Say:

- Let's pretend we are interviewing the coach of a soccer team
- We want to get to know him/her well. Why he/ she became a soccer coach, what his/her interests are etc
- What kinds of questions do you think we should ask?

4. Write the learners' ideas on the board. You may end up with some of these ideas:

- When did you know that you wanted to become a soccer coach?
- Who is your greatest role model and why?
- Where did you go to school?
- What do you think are the biggest challenges the youth of today will face?
- In your opinion, should children be made to play sport at school?

5. Once you have got some question ideas, have the learners break into pairs and role-play a question-answer session with some of these questions. Once they have done some role play, ask learners to write down the first four lines of their interviews. Explain that when writing their interviews, they need to note down word for word what was said.

E.g

Mpilo: Thank you for joining me today

Luthando: My pleasure, thank you for inviting me.

Mpilo: When did you know you wanted to become a soccer coach?

Luthando: After retiring from international matches, I felt I still had a lot to give, and wanted to be involved in developing young players.

6. If time allows, have one or two pairs demonstrate their interviews to the class.

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their interviews.

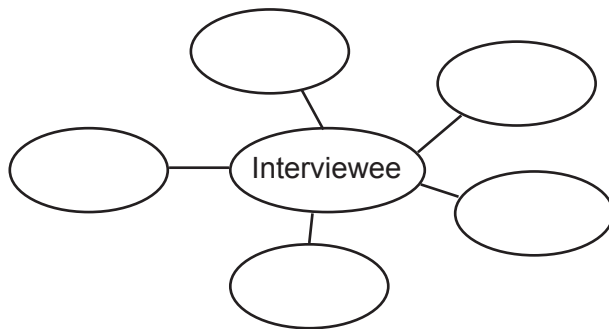
### TEACHER INPUT

1. Tell the class they will be planning an interview.

2. Say:

- Today you will plan an interview.
- Firstly, decide who you would like to interview. You can choose any film star, sportsperson, singer or politician. Choose someone you know a lot about because **WRITERS WRITE WHAT THEY KNOW**.
- If you don't know the exact facts, you can make them up.
- Before we write, we will plan, because **WRITERS PLAN BEFORE THEY WRITE**.

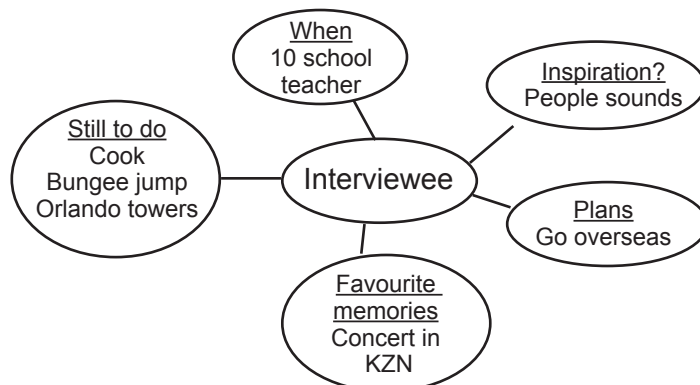
3. Draw the following on the board:



4. Tell the learners to draw the mind map into their books.

5. Tell the learners to write the name of the person they are interviewing in the middle and then some question ideas and key word ideas for answers.

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



7. Tell learners that if they need help with the spelling or meaning of a new word, they should bring you their personal dictionary and you can write it in there.

### **LEARNER ACTIVITY**

1. Let the learners copy the mind map from the chalkboard, and complete it by writing in ideas and key words.
2. When the plan is done, say:
  - TURN AND TALK to share your plan with a writing partner.
3. Ask learners to indicate THUMBS UP, THUMBS DOWN. Are they happy with each other's plans or not? Help those who have thumbs down.

## DRAFTING



**30 MINUTES**

### OUTCOME

The learners will write a first draft of an interview.

### TEACHER INPUT

1. Tell learners to start working on their first draft of their interviews, just as you did yours.
2. They must use their mind maps to write their interviews.
3. Remind learners that **WRITERS USE RESOURCES TO WRITE WORDS**.
4. Write the following criteria on the chalkboard:

### CRITERIA

1. The characters names are written on the left of the page.
2. A colon has been used after each name.
3. A line has been skipped between the interviewer and interviewee.
4. The questions and responses make sense.
5. There are at least 5 questions and answers
6. The spelling is accurate
7. The punctuation is correct

5. Walk around and help any learners who need support. If some are finding it difficult to get started they can **TURN AND TALK** to share their ideas with a partner.
6. Hold **MINI CONFERENCES** with groups of learners offering advice, encouragement and support.

### LEARNER ACTIVITY

1. Learners write their first drafts, using their mind maps to assist them.
2. Learners work independently.
3. Set a time limit to keep learners on target.

### EXTENSION

Learners who need extension can be encouraged to revise their interview questions.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

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

**TEACHER INPUT**

1. Write the following checklist on the chalkboard:

Checklist	yes	no
1. Are the characters' names written on the left of the page?		
2. Has a colon been used after each name?		
3. Has a line been skipped between the interviewer and interviewee?		
4. Are the questions and responses interesting and do they make sense?		
5. Are there at least 5 questions and answers?		
6. Is the spelling accurate?		
7. Is the punctuation correct?		

**LEARNER ACTIVITY**

1. Learners use the checklist to SELF EDIT their work.
2. After about 10 minutes they must swop with a partner and PEER EDIT each other's work

## REWRITING & PRESENTING



20 MINUTES

### OUTCOMES:

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

### TEACHER INPUT

1. Tell the learners to neatly re-write a copy of their interviews, using the edited draft.
2. Thank the learners for all their efforts in developing their writing skills.
3. Tell learners that they should act out the interviews in pairs.

### LEARNER ACTIVITY

1. Learners write their final drafts neatly.
2. Learners act out their interviews in pairs.



## COMPLETED EXAMPLE

Mbali: Good morning Tebogo. Thank you for talking to me about your business. Many of your peers are eager to find out about your success.

Tebogo: Hello. I am always excited to share with others.

Mbali: Please tell us a bit about your business?

Tebogo: I sell sweets to my friends after we play soccer because the tuck shop is closed after school.

Mbali: How do you manage your time?

Tebogo: I study hard on weekends so that I have more time during the week for my business.

Mbali: What future plans do you have for the business?

Tebogo: I want to open my own spaza shop one day.

Mbali: What are the best and worst moments for you?

Tebogo: The worst was when my friend stole sweets from my bag and the best was when I could help my mom buy some groceries.

Mbali: What advice can you give to others who also want to run a business?

Tebogo: Work hard and never ever give up, no matter how difficult.

Word count: 159

RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
<b>FORMAT:</b> The interviewee is introduced. Each name is written on the left. The Interviewer/ interviewee names are followed by a colon. Each time the interview speaks it is written on a new line	Three or more of the required format requirements are missing or incorrect.	0-3	At least four of the required format requirements are present.	4-6	The format is correct.	7-10
<b>LANGUAGE</b> Language is written in the present tense. Formal/ semi-formal language is used. The questions are interesting and make sense.	The interview is not written in the present tense. Formal/semi-formal language is not used. The questions are not interesting and do not make sense	0-3	The interview is mostly in the present tense. Formal/semi-formal language is mostly used. The questions are quite interesting and generally make sense.	4-6	The interview is written in the present tense. Formal/semi-formal language is used. The questions are interesting and do make sense	7-10
<b>WRITING</b>	There are a lot of punctuation and spelling mistakes. It is longer or shorter than 140-160 words.	0-3	There are some punctuation and spelling mistakes. It is 140-160 words long..	4-6	There are very few punctuation and spelling mistakes. It is 140-160 words long.	7-10
<b>Teacher's comments:</b> What I really like about _____ _____ _____ I think you could improve _____ _____ _____ Total:            /30                      Date: _____            Signature: _____						