

Grade 9

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

Term 2

A Message from the NECT

NATIONAL EDUCATION COLLABORATION TRUST (NECT)

Dear Teachers

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

What is NECT?

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

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

What are the learning programmes?

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

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

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

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

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IMPORTANCE OF ROUTINES

It is very important that routines are developed in the classroom. If the learners know what to expect in each EFAL lesson, they will feel more secure and confident. Although you are only provided with scripted lesson plans for Reading & Viewing and Writing & Presenting lessons, a timetable has been included below to show how you could allocate your time in the Gr 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, Rewriting & Presenting
16	Writing & Presenting	30 min	

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 children’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 children 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 group of letters that represent a sound. A grapheme is the written form of a phoneme. We can write phonemes in different ways.
- Below is a list of the 44 English phonemes and the most common graphemes.
- If you are playing with these sounds aurally it is PHONEMIC AWARENESS. If you are using written letters and sounds, it is PHONICS.
- This table is for your reference – it is not suitable for learners.

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

20	/th/ [voiced]	th	this, feather, then
21	/ng/	ng, n	sing, monkey, sink
22	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23	/ch/	ch, tch	chip, match
24	/zh/	ge, s	garage, measure, division
25	/wh/ [with breath]	wh	what, where, when, why
Short Vowel Sounds			
26	/a/	a, au	hat, laugh
27	/e/	e, ea	bed, bread
28	/i/	i	if
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30	/u/	u, o	up, ton
Long Vowel Sounds			
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, train, day, they, eight, vein
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33	/ī/	i, i_e, igh, y, ie	find, right, light, fly, pie
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row
35	/ū/	u, u_e, uw	human, use, few, chew
Other Vowel Sounds			
36	/oo/	oo, u, oul	book, put, could
37	/ōō/	oo, u, u_e	moon, truth, rule
38	/ow/	ow, ou, ou_e	cow, out, mouse, house
39	/oy/	oi, oy	coin, toy
Vowel Sounds Affected by R			
40	/a [r]/	Ar	car
41	/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"> 1. The learner cannot hear and/or identify sounds. 2. The learner struggles to read many words. 3. The learner says that he 'gets stuck on words'. 4. The learner works so hard to sound out words that he does not understand what he is reading.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Build in a quick spelling lesson once or twice a week. Focus on one specific sound/area of difficulty each week. 2. Identify a sound that learners seem to struggle with – use the table above to help you. 3. Then, write down a list of words that use the same sound, and go through the list with learners. Play sound specific phonics games. 4. Let them copy this list of words down, and study them for homework. 5. Remind them that the words all use the same sound, so this makes the words easier to learn. 6. Also make sure that learners understand the meanings of the words. 7. An example of this could be to do the 'air' sound: fair; hair; air; chair. 8. Try to display these 'word families' somewhere in the classroom.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Get pictures from magazines or brochures. Ask the group to sort these pictures by the first sound. 2. Write down and show the group a sound combination (e.g.: sh; th; sw; etc.) Ask the group to 'read' the sounds a few times. 3. Write the sound and different letters and sounds on small blocks of paper. Ask the group to build the word that you say, using the blocks of paper. 4. Write down words that use the targeted sound, and ask the group to break them up into sounds, and read each sound out loud. 5. Ask the group to write the words that you call out – make sure that the words all contain the targeted sound. 6. Let the group practice reading aloud and help individuals to sound out words as they get stuck. 7. Be patient and praise the group – some children need more time and practice to learn to read!

WORD RECOGNITION

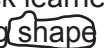



- ‘High frequency’ words are words that occur frequently in text.
- Because these words appear so frequently, learners must be able to recognise them easily on sight.
- Below is a list of the 200 most frequently occurring words in the English language.
- This list is for your reference.

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

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

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

How to help learners with WORD RECOGNITION

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

VOCABULARY

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

How to help learners with VOCABULARY

READING SKILL	WORD RECOGNITION
WHAT IS THIS?	This is the learner's ability to understand and use many different words.
WHY MUST THE LEARNER BE ABLE TO DO THIS?	1. The learner cannot understand what he reads if he does not understand many of the words.
HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING A DIFFICULTY?	<ol style="list-style-type: none"> 1. The learner battles to speak about events in a way that makes sense. 2. The learner uses the same words over and over. 3. The learner struggles to find the correct word for what they want to say. 4. When reading, the learner does not understand some words. 5. The learner does not link words from a text to another text, or to real life.
HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?	<ol style="list-style-type: none"> 1. Label as many items in the classroom in English as possible. 2. Have a theme section in the classroom where you display pictures and their English labels, or real objects and their English labels. 3. When you introduce words to the theme corner, try to use those words in context frequently during that week. 4. Don't shy away from using more complex or technical words. Use these words in context and provide learners with the definition. 5. Encourage learners to try and use new words in context – try to implement some kind of reward system.
HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?	<ol style="list-style-type: none"> 1. Speak to the group about what you plan to do during the day. Use new words, ask the group to repeat the new words, ask the group questions, which require the use of the new word in their answer. 2. Read different stories to the group – using new vocabulary in context. 3. Tell jokes and stories to the group – using new vocabulary in context. 4. Try to use a new word more than once, in different contexts. 5. Praise these learners when they manage to use a new word in context. 6. Encourage children to ask the meaning of any new word they hear and praise them when they do this.

FLUENCY

How to help learners with FLUENCY

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

COMPREHENSION

How to help learners with COMPREHENSION

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

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

Ambiguity	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?
Authors attitudes and intentions	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
Audience	When reading a text, the audience is the group of people who will be reading that text, if they are teenagers, boys, girls, the text will be written specifically for that group.
Autobiography	An autobiography is a genre of writing in which the author tells his or her own life story. It is told in the first person, using the pronoun "I" and is the personal memories of the author. The narrator's point of view is therefore specifically the author's own experience
Alliteration	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
Assonance	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
Background and setting of novel	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way. The setting tells us the physical location. This is where the story or drama takes place. The country, the community, the actual location, like a classroom, or soccer pitch. Setting also includes when the story occurs - the time period the story is set in: modern, future or past time periods.
Bias	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.

Cause and effect	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.
Character	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story. Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
Characterisation	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
Conflict	The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle. There are four major types of conflict: <ul style="list-style-type: none"> • Person against person: a problem between two characters • Person against self: a problem within the character’s own mind • Person against society: a problem between a character and an institution like a school or police force or a tradition • Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami
Cliché	A cliché is a phrase or opinion that has been overused, and now lacks any original thought, due to long overuse
Climax	The climax is the most important and most exciting part of a play or story.
Dialogue	Dialogue is a word for conversation. When we read dialogue in a story, we are reading what different characters say to each other. We can identify dialogue by quotation marks and words like: said, asked, or responded.
Emotive language	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.
Empathy	To empathise with a character in a novel, story or drama is to feel the emotions that the character is feeling, to understand how they feel and experience the same sort of emotions as the character would.
Figurative language	This includes figures of speech and idiomatic expressions. Figures of speech include alliteration; hyperbole; metaphor; onomatopoeia; simile; personification.
Fiction	Fiction is a genre of writing in which characters are made up, the story events, setting and characters are all products of the authors imagination. They may bear resemblance to real life places or people, but are not based on facts. Fictional characters have been created by the author.
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!
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.
Main and supporting ideas	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. 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. The first sentence is the most important; the other sentences show different ways of loving your pet so they are supporting the main sentence.

Metaphor	The metaphor is figurative language most often used in poetry, where one object is said to be another. This creates a visual image. E.g. Her lips were red strawberries His heart was a feather blown by the wind
Milieu	The social setting in a script, play or story. The social environment, the background, setting or context. E.g. Gregory came from the same upper class milieu as Francis.
Mood	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.
Narrator	The narrator is the person telling the story. There are different kinds of narrators. These include: a. A narrator who is a character in the story. This narrator will tell the story from his or her own point of view. He or she will not know everything that is going on, or how other characters think and feel. b. A narrator who is not a character in the story. This narrator reports on events. c. A narrator who knows and understands everything. This kind of narrator reports on events but also on what each character is thinking and feeling. This kind of narrator will also evaluate or analyse events for us from time to time.
Non-fiction	Non-fiction is a genre of text in which information is factual. It has been researched and represents actual people, places, truthful facts, and events. E.g. a book about game rangers in the Kruger National Park will be a non-fiction book.
Onomatopoeia	Onomatopoeia are words which make a sound E.g. hiss; ping; buzz; splat; bang; zoom; sizzle
Personification	Personification is to give a non-living object life like qualities. This is also figurative language. E.g. The branches of the tree tore my jacket; the icy waves bit my toes
Persuasive text	A text which tries to persuade you to do something or to buy something. Advertisements and posters often use persuasive text.
Plot	The plot is the storyline. What actually happens in the story, from beginning to end. A plot usually runs in order, from the beginning, to a climax when the most exciting action happens and an ending. But sometimes a writer jumps around in time in the story. The plot usually builds up to a climax – this is the most tragic, or exciting, or frightening part of the story.
Portmanteau	Portmanteau is a mixture or blend of two words or sounds, to create a new sound. An overlapping if two words. E.g. breakfast and lunch becomes brunch. Smoke and fog becomes smog.
Prejudice	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.

Purpose of a text (to inform, persuade)	<p>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.</p> <p>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.</p>
Redundancy	To repeat a word or phrase too often, or simply in slightly different ways, means the word is not necessary and is redundant.
Register	Register is the type of language which has been used in a text, sometimes the register is formal, sometimes the register is more informal.
Reported Speech	<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. 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>
Rhetorical question	<p>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.</p> <p>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.</p>
Setting	<p>The setting gives us an idea of the time when the story or drama happens, as well as where it takes place.</p> <p>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.</p>
Simile	<p>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</p> <p>E.g. His eyes were like knives; she was as tall as a giraffe</p>
Slang	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.
Stereotypes	<p>Stereotypes are an over generalization where an entire group of people are believed to act in the same way. Stereotypes are not true, but it might seem that everyone in that group of people think or act in the same way.</p> <p>E.g. All women want to have babies. All boys like rugby.</p>
Topic Sentence	The topic sentence is the main or most important sentence in the paragraph.
Theme and message	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.
Typography	The style and appearance of text, font types and sizes.

<p>Types of language - including: bias; prejudice; discrimination; stereotyping. How language and images reflect and shape values and attitudes.</p>	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another.</p> <p>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>
<p>Visual texts</p>	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

READING SKILLS

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

Analysing, evaluating and responding to texts	Analysing a text is the process of knowing the purpose of why the text was written, who the intended audience is, the type of language that has been used to achieve a purpose E.g. persuasive, emotive, manipulative language; bias, stereotype. Evaluating the text by comparing and contrasting it to similar texts.
Comparing and contrasting	Comparing two pieces of similar writing. E.g. reading two poems that both discuss love, perhaps with different viewpoints. Noticing how the poems are similar and in which ways they are different.
Clarifying	Clarifying is the ability to check that the text has been understood by answering certain questions, or by asking key questions or by repeating or summarising the most essential ideas in your own words, rephrasing and repeating the content.
Context clues	The context is important when trying to work out the meaning of specific words, or the general meaning of the text. The context is the story as a whole, the sentences that support the main idea, the main ideas of each paragraph, the setting, and the characters. All of these aspects can be used as clues when a reader is attempting to work out a portion of the story or even the meaning of one word.
Critical Language awareness	The ability to be aware of the choice of words and why they were selected by an author is part of critical language awareness. Knowing that the way a text has been written is just as important as what has been written. The authors own bias, choice of characters to represent a situation, gender bias, historical emphasis, all of these aspects determine how a reader learns. Interacting with a text is about being able to evaluate what the message and subtext or purpose of the article is.

Deducing meaning (analogies, comparisons)	<p>Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p> <p>Sometimes a comparison is used.</p> <p>One type of indirect comparison is a simile. The simile uses the words 'like' or 'as' to compare two things.</p> <p>Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar.</p> <p>Deducing meaning is the skill of working out what the message or meaning is really supposed to be.</p>
Drawing conclusions	<p>We can draw conclusions either through predicting endings, based on the information we do have.</p> <p>You can also draw conclusions based on your own personal opinions of whether you like a character or not, whether you agree with a moral or not.</p>
Dictionary skills	<p>Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.</p>
Evaluate	<p>Evaluating a text is when you give your own opinion and make a judgement about the information you have read.</p>
Fact and opinion	<p>In a story, the reader must think about the information that is factual and the information that is only the opinion or belief of someone else. Everyone has different opinions, but facts can be supported by witnesses, evidence, numbers, and experiments.</p> <p>Opinion is simply one way of viewing the world.</p> <p>E.g. It is 29 degrees outside today. This is a fact, temperature can be measured.</p> <p>It is a lovely sunny day. This is an opinion. Many people do NOT like hot weather, so they would not think a sunny day is lovely.</p> <p>My mom made meatballs for dinner. This is a fact.</p> <p>My mom made the most delicious meatballs for dinner. This is an opinion.</p>

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

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

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

LANGUAGE STRUCTURES AND CONVENTIONS

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

Conjunctions and transition words	<p>Conjunctions are words that join two sentences together.</p> <p>E.g. We couldn't swim. It was raining. We couldn't swim because it was raining.</p> <p>We got lost. We had directions. We got lost although we had directions.</p> <p>Conjunctions include and; but; because; so; then; but</p>
Contractions	<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>
Determiners	<p>Determiners include:</p> <ul style="list-style-type: none"> • The definite article: The book; the apples. • Indefinite article: A book; an apple. <p>Quantities of objects are also determiners. Such as: All; most; some; none; both; either; neither; few; many; more; less; every; little. These determine how many, how few objects are being counted.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Most learners understood the lesson. • The school has many learners. • Some children enjoy school. • Many children enjoy sports.
Homophones, homonyms, homographs	<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>
Homonym	<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>
Homophone	<p>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>Nouns</p>	<p>Nouns name objects.</p> <p>Common nouns are the names of everyday objects, which are all around us. E.g. table, chair, window, book, pen; tomato; bread; coat. They are objects you can physically touch, see, smell, taste or hear.</p> <p>Proper Nouns are the names of people or places. They must always be spelt with capital letters. E.g. Timothy; Sipho; Gauteng; Maponya Mall; Western Cape</p> <p>Abstract Nouns are feelings. E.g. love; joy; happiness; hope; fear; anxiety</p> <p>Collective nouns are a group or collection of common nouns. Each grouping has its own special name</p> <p>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>Phrases</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>Prepositions</p>	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
<p>Pronouns</p>	<p>Pronouns replace a person's name. Instead of repeating the proper noun, one can use the pronoun. E.g. Sally and Reba studied Sally and Reba's work, so that Sally and Reba could play afterwards. Sally and Reba studied their work so that they could play afterwards.</p> <p>Pronouns include he; him; his; she; her; I; me; my; you; us; we; they; them</p>
<p>Punctuation</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>Reported speech</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>

Sentences	<p>A group of words that make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb.</p> <p>The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language. E.g. The boys were playing outside.</p> <p>A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence.</p> <p>Sentences fall into four groups. A command. "Go outside at once!" A question. "Where are you going?" A statement. "I am going outside." An exclamation. "I can't wait!"</p>
Spelling	<p>There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow. E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> • A short vowel sound like 'e' means the last consonant must be doubled before adding -ing. Pet – petting <p>A long vowel sound like 'ee' means the last constant stays single before adding - ing. Meet – meeting</p> <ul style="list-style-type: none"> • "i before e except after c" • When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add -ies. <p>E.g:</p> <ul style="list-style-type: none"> • Monkey – monkeys • Donkey – donkeys • Country – countries • Lady – ladies • City – cities
Verbs	<p>The actions that are performed. E.g. run, smile, talk, and whistle.</p> <p>The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung</p> <p>Verbs are the building blocks of most sentences.</p>
Verb Tenses	<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

★ **atermoiments**
(n.) distractions or
hesitations leading
to procrastination

1 & 2

READING

CYCLE 1 Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What must be read?	Extract from a youth novel / story
Text features to be taught	<ul style="list-style-type: none"> • Plot • Character • Setting • Narrator • Mood • Theme
Reading skills to be taught:	<ul style="list-style-type: none"> • Intensive reading • Summarising • Genre • Point of view [narrator] • Inferring meanings • Predicting information • Context clues • Compare, contrast, evaluate

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	A price to pay	Comrades winner stands firm	82
English Today	What is left behind	Extract from "Rage of the sea wind"	85
Interactive English	Courage in war time [!]	Diary of Anne Frank	111
Oxford Successful English	Voices from Africa	Extract from an autobiography "Determination"	104
Platinum	Telling Lies	Extract from drama "Katy of Sky Road"	76
Spot On	The Same but Different	Folklore "How the mountain got it's tablecloth"	69
Top Class	Celebrating Culture	Extract from "Khetho"	73
Via Afrika English		Diary entry	76

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- To open their text book to the correct page - that the focus for this extract/story is the narrator
- To listen carefully for the point of view – who is telling the story, from whose perspective is the story being told?
- Is the narrator of the story one of the characters?
- Notice the inverted commas, which is the punctuation mark used to show direct speech

STUDY THE TITLE AND PICTURES

1. Tell the learners to read the title.

2. Ask the learners:

- Does the title give any information about who the characters in the story will be?
- Does the title give any information about what might happen in the story?

3. Tell the learners to study the picture.

4. Ask the learners:

- Do the pictures give any idea about the time period in which the story takes place? (modern, futuristic, long ago)
- Does the picture give any information about the country in which the story takes place? If so, what in the picture gives the clue?
- Does the picture give any clues about a very specific place where the story will unfold, e.g. airport, classroom?
- Does the picture give any clues about the culture or religion of the characters?
- What are the facial expressions of the people in the picture?

PREDICT WHAT THE STORY IS ABOUT

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

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

3. Tell the learners to TURN and TALK to a partner and share ideas on what they think will happen in the story.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to think about the genre of the text.
2. Is it an autobiography or an extract from a novel with fictional characters?
How do these genres differ?
3. How does the genre affect the point of view or perspective?

E.g. autobiography will always be told in the first person, using the pronoun “I” because it is the author who is telling the story of his or her own life, his or her personal memories.

4. Tell learners to look out for the language style used, if emotive language has been used, what is the purpose? Does the author want you to empathise with the character or feel a strong emotion towards the character?
5. Go through any other relevant text features with the learners.

READ THE TEXT

1. Select a few learners to read the text. A different learner can read each paragraph.
2. After each paragraph has been read, ask the learners to tell you some of the emotive words from the paragraph. Write these words on the board.
3. Ask learners to look at the words on the board and say what mood the author was trying to create through his/her choice of words.
4. After reading the story, ask the learners:
 - Who is the narrator?
 - Whose perspective is the story being told from?
 - Does the story have an important message or life lesson for the reader?
 - Has direct speech been used?
 - What is the punctuation mark used to indicate direct speech?
 - What effect does the use of direct speech have on the development of the characters?
 - Do the characters use any jargon (words which only a specific group of people will understand, such as teenagers, or certain cultural groups?)
 - Ask the learners to come up to the board and write down any examples of jargon. Discuss with the learners who would typically use this jargon
5. Tell the learners to turn to a partner and read the story to their partner.
6. The partner must then summarise the story (retell in his or her own words).
7. When summarising a story, you need to include all the main ideas.

PREDICT WHAT HAPPENS NEXT

1. Turn and talk to a partner and discuss different ideas of what could happen next in the story?
2. Remember to think about the type of characters you have met. What kinds of decisions would they make? What kind of behaviours have they displayed so far?
3. Remember that characters will always stay true to their nature, and your predictions must remain true to the context of the novel or play.

WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Use a dictionary to find the meaning of any unfamiliar words.
2. Check if there is a glossary or word box on the page.
3. Check if there is an asterisks (*) next to any words. If so, then the meaning of the word will be explained either at the bottom of the page, or in the index at the back of the book.
4. Use context clues, read the sentence above and the sentence below to work out what the word could possibly mean.
5. Turn and talk to a partner and each use the word in a sentence of your own.

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 workbooks.
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: Reading & Viewing Lesson 2

CAPS REQUIREMENTS	
TEXT 2	1 HOUR 45 MINUTES
What must be read?	Poem
Text features to be taught	<ul style="list-style-type: none"> • Key features of poems such as: • Internal structures of poems – figures of speech: imagery; rhyme; rhythm • External structures of poems – lines; stanzas: typography • Mood • Theme and message • Figurative meanings
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words and images • Intensive reading • Clarifying

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	A price to pay	Folktale "The Ostrich egg wife"	84
English Today	What is left behind	Poem "The Will"	88
Interactive English	Courage in wartime [1]	Poem "Anne Frank"	114
Oxford Successful English	Voices from Africa	Poem "Word Miles"	109
Platinum	Telling lies	Last will and testament	78
Spot On	The same but different	Poem "Love poem for my country"	68
Top Class	Celebrating Culture	Reading for information "Welcome home, welcome to SA"	78
Via Afrika English	The Circle of Life	Poem "Childhood"	70

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

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

STUDY THE TITLE AND PICTURES

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

PREDICT WHAT THE POEM IS ABOUT

1. Explain that a stanza or verse is a grouping of sentences, almost like a paragraph in a novel or story, but it is called a stanza or verse in poetry.
2. Ask the learners:
 - To count how many stanzas and verses are in the poem
 - To read the last word of each line only, and notice if there is a rhyming scheme
 - To notice punctuation in poetry may be different from punctuation in other texts – can they see an example of this in their poem?
3. Tell the learners:
 - To read the first verse aloud
 - To discuss with a partner what they think the message of the whole poem is supposed to be?

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Read the poem out loud to the class, modelling the rhythm and the correct pronunciation of words.
2. Ask one learner at a time to read a stanza
3. Stop after each stanza has been read and ask:
 - Paraphrase what has happened so far in the poem
 - Were there any figures of speech in that stanza, such as assonance, metaphors, similes, personification? If so, discuss these
 - Who is the speaker in the poem?
 - From whose point of view is the poem being told?
 - Have any colloquial words or jargon been used? If so, discuss the jargon used
4. Do this after each stanza.
5. Check the glossary for any words in the poem that learners did not understand.
6. If the word is not in the glossary, use context clues to infer as a class what the meaning might possibly be.
7. Tell the class to read the first stanza together as a class.
8. Ask what mood has been created – happiness, love, excitement, sadness, fear, loss
9. Encourage the learners to learn a stanza off by heart and to present their stanza to the class.

SILENT READING

1. Learners to read the poem 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 workbooks.
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: WEEKS 1 & 2

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Diary Entry

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

TEXTBOOK	THEME	PAGE NUMBER IN TRACKER
Clever English	Just do it	12
English Today	Nature gone wild	23
Interactive English	The power of one	35
Platinum English	Hiking in South Africa	48
Spot On English	Get cooking!	61
Successful English	Getting there	72
Top Class English	Proud to be South African	83
Via Afrika English	Celebrate South Africa	95

WRITING

GENRE: DIARY ENTRY

CAPS DESCRIPTION OF GENRE: A diary is a portrayal of daily events. It presents the writer's evaluation of the day or event. Diaries are written from the writer's point of view. The first-person narration is the most appropriate approach. The language choice is simple and to the point.

PURPOSE: To give a view of life from the writer's perspective.

TEXT FEATURES:

1. Informal language
2. First person
3. Tone

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 90-100 words

RESOURCES REQUIRED:

1. Dictionary
2. Diary entries
3. Personal dictionary

WORD BOXES

happy, sad, angry, depressed, excited, jealous, disappointed, cross, betrayed, bullied, thrilled, anticipated, favourite, awesome, fantastic, great, brilliant, devastated, awful, heart-broken, bad, unhappy, crazy, unexpected, surprised, shocked, distraught, saddened, fabulous, cool

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

The learner will recognise the features of a diary entry

TEACHER INPUT

1. Tell the learners that today the lesson is about writing 'Diary Entries'. Diaries are often a record of your own private thoughts.
2. Explain that diary writing is a very personal thing.
3. Today, some people publish a kind of diary on the internet. This kind of diary is known as a blog.
4. Say:
 - To have a better understanding we will begin by reading diary entries from two different people
 - They are different but have things that are similar. I want you to try and think about what the things that are same are
 - Here are the diary entries
5. Read the two diary entries to the learners. Ideally, the learners should be able to see the entries. You could copy them or write them on the board.

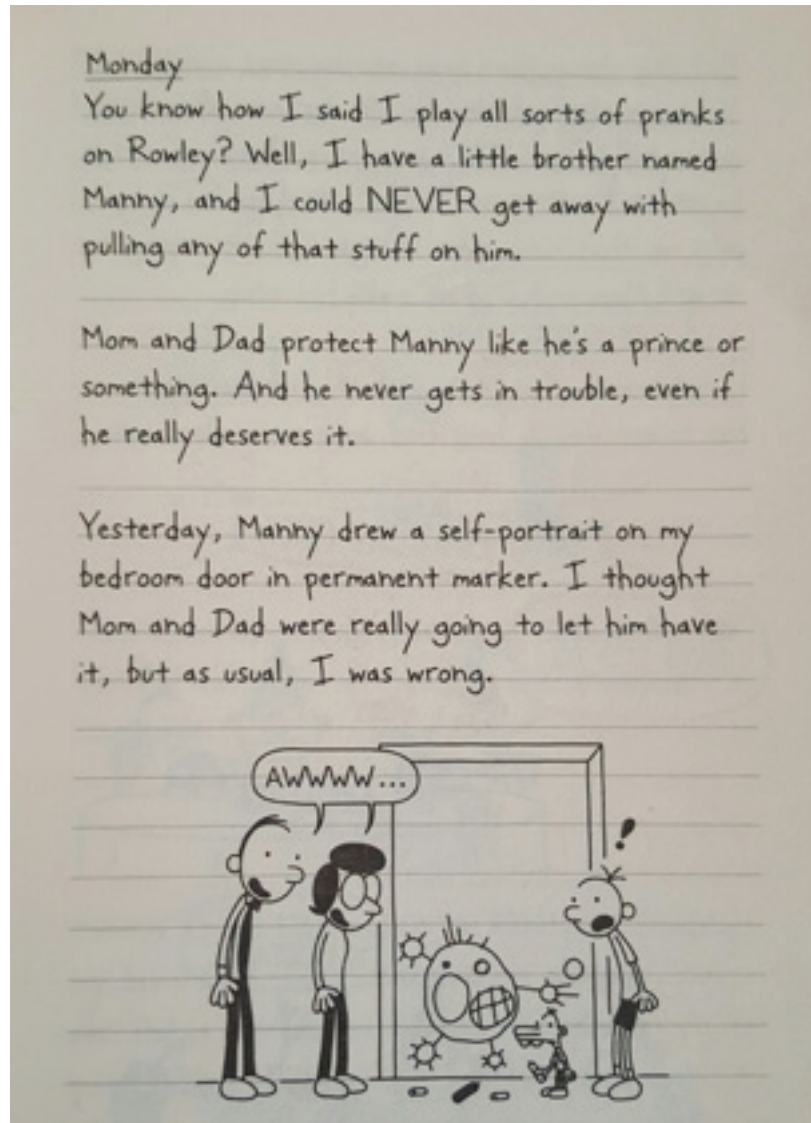
This is an extract from "Spud" by John van de Ruit

Wednesday 2nd March

Gavin, the prefect who lives under the stairs, dropped a letter into my lap while I was trying to find my Modern Basic Mathematics textbook. I didnt recognise the handwriting on the envelope and thought that it was perhaps some mistake (nobody has ever written me a letter at school). I opened it rather slowly, trying not to tear the envelope. It was written on pale peach coloured paper in smooth and flowing handwritting. My eyes immediately glanced down to the name signed at the bottom of the page. It read:

'Love, Debbie'

The second diary entry is an extract from “Diary of a Wimpy Kid” by Jeff Kinney.



6. Ask the learners if they can come up with any similarities between these two diaries. Write these down on the board.

7. The things that are similar could be:

- a. They are written about personal things that are happening.
- b. They are written in informal language.
- c. They are written in the first person [I]
- d. They are written in past tense because it has already happened.
- e. You can tell how the writer is feeling from the writing.
- f. A day and/or date is given.

MODELLING THE SKILL



30 MINUTES

OUTCOMES:

The learners will learn how to structure and write a diary entry

TEACHER INPUT

1. Tell the learners that you are now going to write a diary entry together.
2. Tell the learners you are going to tell them something that happened and that you are going to write a diary entry together.
3. Say:
 - Close your eyes
 - I want you to pretend that you are at the shops. You are doing some shopping for your family. You didn't want to go to the shops because you rather wanted to go to a friend's house. Whilst you are at the shops, you see your boyfriend/girlfriend holding hands with someone else
 - Open your eyes
 - Let's come up with some words, ideas and feelings and write them down on the board Remember we are pretending
4. Ask the learners the following questions and write their ideas on the board:
 - What were you going to the shops to buy?
 - Why didn't you want to go?
 - What were your friends doing without you?
 - How did this make you feel?
 - What did you see at the shops?
 - How did this make you feel?
5. You may end up with something that looks like this:

- Buy bread and eggs
 - My weekend. Why do I always have to go? Why can't my sister go sometimes?
 - Friends have gone to watch soccer match.
 - Am cross and upset.
 - Saw my girlfriend Thabile holding hands with another boy.
 - Shocked. Upset. Angry.
6. Tell learners that using these ideas, you will now start writing a diary entry.
7. Ask the learners for ideas. Write a diary entry together. Start with a date. Suggest starting with "Today was one of the worst days of my life."

8. Write the following on the board:

Saturday 18 February, 2017

Today was one of the worst days of my life.

9. Get the learners to give you ideas on how to continue the diary entry.

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

Saturday 18 February, 2017

Today was one of the worst days of my life. My gogo chased me out of bed early to go and buy bread and eggs. It's so unfair. It's my weekend! Why do I always have to do this rubbish? My sister never does anything! I was supposed to be going to watch the soccer match with my friends! Then as if things couldn't get any worse, I saw Thabile, the love of my life, holding hands with some other dude! How could she? I was so shocked! I thought we were in a relationship. I just hate this day!

PLANNING



30 MINUTES

OUTCOMES:

- The learners will plan to write their own diary entries.
- The learners will use a brain storming technique.

TEACHER INPUT

1. Tell the class they will plan be planning a diary entry.
2. Make sure the learners have a pen and paper available before you start.
3. Say:
 - Today you will write your own diary entry
 - We are going to use brainstorming to get your ideas
 - This means that the minute I have finished talking you through the thinking part, you start writing down every idea you have
 - DO NOT talk to anyone around you. Just write your ideas down. They can be words or sentences. Remember to think about your feelings
4. Before we write, we will plan, because WRITERS PLAN BEFORE THEY WRITE. To do this we will use bullet points.
5. Tell the learners to close their eyes.
6. Make sure you give the learners enough time to think after each question you ask.
7. Say:
 - Close your eyes
 - Take a deep breath in
 - Breathe out
 - I want you to think about the best/ the worst day you can remember in the last while.
 - What happened on this day?
 - Think about how the day started.
 - Did you know the day was going to be special in any way?
 - What was the moment when the day changed?
 - How did you feel?
 - Did you learn anything about yourself or others because of what happened?
 - Open your eyes AND WITHOUT SPEAKING TO ANYONE write down your thoughts, feelings and ideas. You are going to use these to draft your diary entry
8. Write the questions above on the board, so that learners can look at them while they are brainstorming their ideas.

LEARNER ACTIVITY

1. Learners do the brainstorming activity.
2. Learners write down their ideas as bullet points in their work books.

DRAFTING



30 MINUTES

OUTCOMES:

- The learners will write their first draft of their diary entry.
- The learners will SELF EDIT.

TEACHER INPUT

1. Tell the learners they are going to write the first draft of their diary entries based on their brainstorming activity.
- 2 Write the following on the chalkboard:

CRITERIA

1. There is a day or date.
2. It is written in informal language.
3. It is written in the first person.
4. The emotions or feelings of the writer is clear.
5. The spelling is correct.
6. The punctuation is accurate.
7. The writing is 90 -100 words long.

3. Read over the criteria with the learners.
4. 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. Learners must now write a first draft of their diary entries based on the criteria.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners. Guide them and remind them what to do to write a good diary entry.
4. Set a time limit to keep the learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF-EDIT their diaries by using the checklist provided.

TEACHER INPUT

1. Tell the learners they will read through their own pieces.
2. Write this checklist on the board:

	Criteria	Yes	No
1.	Is there a day or date?		
2.	Is it written in informal language?		
3.	Is it written in the first person?		
4.	Are the writer's emotions and feelings clear?		
5.	Is the spelling correct?		
6.	Is the punctuation accurate?		
7.	Is the writing 90-100 words long?		

LEARNER ACTIVITY

1. The learners will do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. Tell learners to check their drafts using the checklist and to make corrections.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts

TEACHER INPUT

1. Tell the learners to neatly re-write a copy of their diary entries, using the edited draft.
2. Thank the learners for all their efforts in developing their writing skills.
3. Tell the learners that their diary entries will be displayed in the classroom.

LEARNER ACTIVITY

1. Learners re-write their diary entries neatly.

COMPLETED EXAMPLE

Saturday 18 February, 2017

Today was one of the worst days of my life. My gogo chased me out of bed early to go and buy bread and eggs. It's so unfair. It's my weekend! Why do I always have to do this rubbish? My sister never does anything! I was supposed to be going to watch the soccer match with my friends! Then as if things couldn't get any worse, I saw Thabile, the love of my life, holding hands with some other dude! How could she? I was so shocked! I thought we were in a relationship. I just hate this day!
(Word count: 99)

Cycle 2

Weeks

3 & 4

★ **focinaucinihilipilification**
(n.) the act of deciding that something is useless

CYCLE 2: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Newspaper or magazine article
Features of text to be taught:	<ul style="list-style-type: none"> • Authors attitudes and intentions • Audience • Background and setting of novel • Main and supporting ideas • Manipulative language • Persuasive text • Purpose of a text [to inform, persuade] • Types of language - including: bias; prejudice; discrimination; stereotyping. How language and images reflect and shape values and attitudes.
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words and images • Clarifying • Target audience • Context clues • Analysing, evaluating and responding to texts • Critical Language awareness • Intensive reading • Fact and opinion

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Music to the rescue	Extract "The music maker"	92
English Today	Famous Life stories	Magazine Articles "Tara Louise Notcutt" and "Princess Zinzi"	99
Interactive English	Courage in Wartime [2]	The story of Sadako Sasaki "A thousand paper cranes for peace"	127
Oxford Successful English	Do you believe it?	Magazine Articles "Lucky sports people" and "sometimes a lucky t-shirt isn't enough"	118
Platinum	Generations	Magazine Article "Dad I need help"	89
Spot On	Other people's stories	Newspaper article "China Girl"	84
Top Class	Overcoming the odds	Newspaper Article "unbeatable passion Lucas Sithole"	87
Via Afrika English	The Birth of a Nation	Magazine Article "youth on Apartheid"	88

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- to remember that newspaper or magazine articles have a different purpose compared to a novel or play
- that articles fall under the genre of non-fiction but also use persuasive language
- that magazines appeal to popular taste and are written in a style that appeals to a wide readership
- that magazines shape the attitudes and values of a society
- to listen for the main idea or topic sentence in each paragraph
- that an article often interviews people, so quotes or inverted commas will be used

STUDY THE TITLE AND PICTURES

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

2. Read any captions that are underneath pictures.

3. Remind learners that news or magazine headlines need to be written to instantly capture attention.

4. Ask the learners:

- Does the headline grab your attention? Say why or why not?
- Do the pictures attract your interest? Say why or why not?
- Do the pictures or the headlines create an emotion for you? What emotion does it create?
- Do the pictures give a clear idea of what the article is going to be about?
- Does the background of the pictures give you any idea about the setting, where the events take place?

SKIM READ TO PREDICT WHAT MIGHT HAPPEN

1. Tell learners to:

- Skim read to find the names of people, places, and dates. Remember that these will be proper nouns, so let your eye move quickly over the text, and read the words that are spelled with capital letters more carefully, as this will be the who and where
- Identify the 'who' and the 'where' from your skim reading

2. Explain that:

- Manipulative language can even be in the photograph, as photographs are powerful tools to communicate an idea or shape an opinion
- It is important to identify manipulative language, or bias, or stereotyping in articles

3. Tell learners to:

- Identify three examples of manipulative language and write these down in your work books
- Discuss with a partner why you think they are manipulative

READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners

- To open the textbook to the correct page
- That articles and magazine may contain fact and opinion
- That facts can be verified, with evidence, numbers, proof
- That opinions are other people's thoughts or perceptions, including often the reporter or journalist
- That the journalist is supposed to remain neutral, but that language can often be biased or manipulative and stereotypical

READ THE TEXT.

1. Write these words on the board: WHO? WHERE? WHEN? WHY? HOW?

2. Ask the learners to volunteer to each read a paragraph of the article.

3. After each paragraph has been read:

- Ask another learner to summarise the main points of that paragraph.
- Ask the learners if that paragraph answers any of the questions written on the board. If it does, write the answer on the board. E.g. Who? – Mrs Peacock, Where? - At the shopping mall
- Ask learners if that paragraph was factual or and opinion?

4. Read the whole article to the class again, out loud, to check that all the main points were mentioned.

UNFAMILIAR WORDS

1. Ask the learners to identify any vocabulary words that were not understood.

2. Instruct the learners to look for a glossary, or word box that is near the text, as this often explains the new vocabulary.

3. Tell the learners to read the sentence in context, what do the sentences above and below the word say? Can you use the context to work out a possible meaning?

FACT AND OPINION AND TARGET AUDIENCE

1. Ask the learners who the target audience of the article is?

- Who was the article written for?
- How do you know this?
- What type of people would be most interested in reading the article?

2. Tell learners to work with a partner to find and write down:

- Three facts that can be proved with evidence. State the evidence
- Two opinions that may or may not be true, depending on whose perspective or point of view is being supported

PARTNER READING:

1. Tell the learners to turn to their partner and have turns reading the article out loud again to each other.

SILENT READING

1. If there is time, instruct the learners to read the text by 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 workbooks.
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 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"> • Internal structures of a poem: figures of speech: imagery: rhyme: rhythm • External structures of a poem: lines: words: stanzas • Similes • Metaphors • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Inferring meaning of unfamiliar words and images • Visualising • Personal opinion • Relating to text • Predicting

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Music to the rescue	Poem: "To Lucky with his guitar"	94
English Today	Famous Life Stories	Autobiography: "Mamphela Ramphela and Alan Paton"	102, 103
Interactive English	Courage in wartime [2]	Poem: "How can I forget?"	130
Oxford Successful English	Do you believe it?	Poem: "We really cool"	129
Platinum	Generations	Poem: "Praise song or my mother"	93
Spot On	Other people's stories	Poem: "My name"	80
Top Class	Overcoming the odds	Poem: "It couldn't be done"	85
Via Afrika English	The Birth of a Nation	Poem: "Praise poem"	86

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 if any words are written in different typography, like bolder print or italics
- to read the glossary or word box before reading the poem, so that you understand the new vocabulary words before reading the poem

STUDY THE TITLE AND PICTURES

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

- Does the title name any of the characters?
- Does the title mention the theme of the poem?

2. Tell the learners to look at the pictures and ask:

- Do the pictures give any clues about the setting of the poem?
- Do the pictures give any clues about the mood or tone of the poem?
- Do the pictures illustrate the main characters?

3. Predict what the poem will be about based on the title and picture.

4. Skim read the poem and decide if you would like to make any changes to your prediction.

IDENTIFYING RHYMING SCHEME

1. Tell learners that rhyming schemes vary. Explain that when working out a rhyming scheme, you look for the words that rhyme and give them the same letter of the alphabet.

2. Write these two verses on the board and show pupils how to work out the rhyming scheme:

E.g.

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

Or:

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

3. Ask the learners to:

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

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

PREDICT WHAT THE POEM IS ABOUT

1. Explain that a stanza or a verse is a grouping of sentences. Almost like a paragraph in a novel or story, but called a stanza or verse in poetry.
2. Tell learners to:
 - read the first stanza out loud as a class
 - write key words they might expect to find in the next stanza
3. Describe the mood of the poem, based on your reading of the first stanza.
4. Ask the learners, based on clues from the first stanza, what the second stanza might be about.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

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

READING THE POEM

1. Read the poem out loud to the learners.
2. Read the poem a second time out loud to the learners.
3. Ask learners to tell the class what the poem was about, in their own words.

SIMILES AND METAPHORS

1. Draw a table on the board as below.
2. On each line write the names of the two objects that are being compared in the poem.

E.g.

Smile	simile/metaphor	Sunshine
Tree branches		Waving hands
Blonde hair		Spun gold
Lazy people		Couch potatoes
Cities		Jungles

3. Ask the learners to copy the table down in their work books:
4. Ask learners to work in groups of four. They must:
 - find the simile/metaphor in the poem and write it down in their workbooks. If they cannot do so, they must skim read the poem again to themselves, looking for the simile or metaphor
 - discuss what is being compared to what? E.g. cities are compared to jungles
 - Discuss why are these two things being compared - what is similar? E.g. cities are overcrowded with tall buildings, cities can be dangerous - jungles are overgrown and 'crowded' with tall trees, jungles can be dangerous

USE CONTEXT CLUES TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

1. Tell learners to:
 - to write down any words that they do not understand.
 - to read the glossary next to the poem
 - to re-read the sentences above and below the words that were written down
 - to work out what the word could mean, by replacing the word with a synonym and see if the replacement word makes sense in that sentence. If it does, then you are close to an accurate guess of the meaning

- If not; use a dictionary to look up the correct meaning

PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES

1. Ask the learners:

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

SILENT READING

1. Instruct learners to read the poem on their own, silently.
2. Ask learners to write down what they think the mood of the poem is, and to write down which words or phrases the poet uses to create that mood.

E.g. Mood - exciting

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

3. Ask the learners if there is a valuable lesson that can be applied to your life?

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

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 workbooks.
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 2: WEEKS 3 & 4

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a review of unprepared text or documentary

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Music to the Rescue	16
English Today	Famous Life Stories	27
Interactive English	Courage in Wartime	39
Platinum English	Generations	52
Spot On English	Other People's Stories	64
Successful English	Do You Believe It?	74
Top Class English	Overcoming the Odds	86

WRITING

GENRE: REVIEW OF UNPREPARED TEXT OR DOCUMENTARY

CAPS DESCRIPTION OF GENRE: Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trademark.

PURPOSE: A review is written to give the reader an idea of what the article or documentary is about and whether it is worth reading or watching.

TEXT FEATURES:

1. Personal pronouns
2. Emotive language
3. Simple past tense

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 120-140 words

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Personal dictionary

WORD BOXES

enjoy, walked, favourite, city, neighbourhood, hotels, views, atmosphere, feeling, colourful, beautiful, charming, interesting, scenery, gorgeous, happy, special, images, pictures, magical, memories, buildings, treasures, tourists, imagination, recommend, restaurants, cheerful, article, read, love, wonderful, old

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn the basic structure and features of a written review.

TEACHER INPUT

1. Tell the learners that today's lesson is about writing a review on a documentary or unseen text.

2. Say:

- A review is a piece of writing where the writer gives his/ her opinion and/feelings about something they have seen, read or attended
- A review can be written about a book, a film, a restaurant
- Today we are going to be learning about writing a review on a documentary or an unseen piece of writing
- A review is written from a personal point of view and so uses personal pronouns (I, me).
- Emotive words are used to show how the reviewer feels. Examples are: love, hate etc.
- The reviewer will give his/ her opinion on whatever is being reviewed. These are backed up with reasons

3. Read the text below or, better still, print a copy for each learner.

If you can watch YouTube documentaries these can be used instead:

*Good documentaries can be found on YouTube:

If you have access to YouTube, these may be used instead of the articles provided.

Hippos

<http://www.youtubedocumentaries.com/documentary.cfm?name=Hippos#.Vs1xH4x95O0>

The Panama Canal

<https://www.youtube.com/watch?v=VOu8aqE5GN0>

China's Empty Cities House 64 Million Empty Apartments

<https://www.youtube.com/watch?v=wm7rOKT151Y>

China's High Speed train Fastest in the World #Mind Blow

<https://www.youtube.com/watch?v=EjSKugzw59o>

Unseen, Non-Fiction Text

My City: Havana, Cuba

Abridged version of the piece, written by Christopher P. Baker, an expert on Cuba trips, first appeared in the May 2015 issue of National Geographic Traveler.

One night in **Havana**, I stared out the window in the now old middle-class Vedado neighborhood. A tired 1956 Chevrolet Bel Air drove past, trailed by a beaten-up Soviet-era Lada taxi rattling over the potholes. The air smelled sweetly of mimosa [a type of flower]. Wooden window shutters creaked, blown by a cooling breeze sweeping in from the sea. "I want to live here," I said with a sigh.

Whenever I'm in Havana, I feel as if I'm living inside either a romantic novel or a Hollywood movie. I go to the nearby Hotel Nacional for a mojito [a cocktail with tequila] and cigar at the open-air bar, where a five-piece band spiced things up with hot salsa [a type of South American music].

My favorite nightclub, Gato Tuerto, is down the hill on Calle O. This tiny 1950s supper club has been tidied up for tourists. Throughout the city, nightclubs, old cars, and dirty advertisements for stoves and sewing machines on broken signs make you look twice.

I recently hailed a colectivo [shared taxi]—every visitor should do so—and jammed in with six Cubans as the 1948 Cadillac cruised down Avenida Linea to the rhythm of a rumba on the radio. My destination? El Cocinero, one of Havana's fanciest paladares [private restaurants].

Stairs took me onto the rooftop restaurant. I ate gazpacho [tomato soup], goat-cheese sandwiches, and garlic chicken. The city's young people chatted over cocktails before streaming downstairs to a party.

Don't believe anyone who tells you Havana is not amazing. Or, worse, that the food is boring.

Then there's the six-lane Malecón Street stretching along the Atlantic seashore. It offers a close look at Havana life: cigar-sellers, fishermen, musicians practicing guitars and trumpets. Since I usually have camera in hand, what should be a 30-minute walk can take me half a day because I keep stopping to take photos.

While here, I usually call in at Dulcería Bianchini, a tiny coffee shop where owner Katia serves too-good-to-resist cake plus frothy cappuccinos.

With a culture as mysterious as this, no wonder I find Havana one of the most interesting cities in the world.

4. Watch a documentary or read the text above with the learners.
5. Explain any difficult words or have the learners use their dictionaries as a dictionary skills activity.
6. Write the following on the board:

Points to remember when writing a review:

- a. All reviews have a title.
- b. Author / Presenter or narrator [for a documentary].
- c. Use simple past tense.
- d. Write in the first person
- e. Make the review interesting by using descriptive words.

Present your review as follows:

- a. Introduction.
- b. A clear, accurate and factual summary of the content.
- c. Opinion on the article, or documentary [what the reviewer felt about the unseen text or documentary].
- d. Recommendation.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will learn how to use descriptive words that express opinion and feeling.

TEACHER INPUT

1. Tell the learners that when you write a review you are giving your opinion.
2. Tell the learners that they can't start every sentence with "I think..."
3. Ask the learners for words and phrases that express opinion. Write them on the board.
4. You may end up with some of these examples:

My opinion was...
My thoughts were...
I felt that...
I was amazed that...
I was surprised to see...
I was disappointed...
I was hoping...

5. Re-read the article from the previous lesson (If the learners have their own copy, ask them to follow with you)
6. Identify the phrases or words from the article that the author has used to express his opinion. (If learners have their own copy they can underline the phrases where the author has expressed his opinion.)
7. Ask the learners for words that express feelings. Write these on the board.
8. You may end up with some of these words:

happy, sad, cross, annoyed, excited, surprised, disappointed, fascinated, impressed, shocked, amazed,
furious, pleased, troubled, foolish

9. Refer to the article from the previous lesson again.
10. Identify the words from the article that the author has used to express his feelings (If learners have their own copy they can underline the phrases where the author has expressed his feelings.)
11. Say:
 - The language used in the paragraphs is written in the simple past tense. However, there may be times when you use the simple present tense. This will depend on the context
 - Each section is written as a new paragraph
 - Each paragraph has a main sentence and supporting sentences
 - I am going to read you a review of the article we listened to
 - See if you can see how the review follows this structure

12. Read the following review to the learners:

Title: My City: Havana, Cuba
Written by: Christopher P. Baker

This is a special and interesting look at the city of Havana. We are swept through mimosa smelling streets full of old cars from years gone by. Baker gives us word pictures of the city, from the famous Hotel Nacional to busy nightclubs full of happy people. He gives us a look into the restaurants and local farmers markets filled with colourful fruits. He then spins us around, and takes us to beautiful buildings. Then we are taken off to see local fishermen and cigar-sellers. It seems as if every part of this city is filled with treasures waiting for tourists to find.

I think that the author writes beautifully, as he manages to capture the reader's imagination and paint beautiful pictures with his words. All the senses are engaged in this wonderfully descriptive piece of writing.

I highly recommend that readers take time out of their day to read this, as it is beautifully crafted and you will be swept off magically to Havana.

PLANNING



30 MINUTES

OUTCOMES:

The learners will complete a plan for a review.

TEACHER INPUT

1. Write the following on the board: (if possible write this on the board before the learners arrive)

INTRODUCTION

Title of the short story

Author: This article is written by . . .

PARAGRAPH 1:

Main sentence:

Mention the setting, such as the place

e.g. The action takes place In . . .

The article is set in . . .

Supporting sentence:

The article is about . . .

The interesting thing about the article is . . .

PARAGRAPH 2:

Comment on the short story:

Main sentence

e.g. I felt. . .

The author . . .

I think. . .

Supporting sentences

e.g. Because. . .

The article is terribly / beautifully written. . .

The article is weak / exciting. . .

It surprised me is. . .

What I enjoyed. . .

What I did not like is. . .

PARAGRAPH 3:

Let others know whether or not you liked the short story:

Main sentence

e.g. I would recommend this article to others. . .

I liked / did not like the article because. . .

This is not the type of article . . .

A wonderfully written article. . .

Supporting sentences: Explain why or why not you like it.

e.g. The author's writing style is good / bad. . .

The article is the story interesting/ boring because

2. Read over the planning table with the learners, reminding them of what is required.

3. Draw the following on the board:

INTRODUCTION Title: Author:
PARAGRAPH 1:
PARAGRAPH 2:
PARAGRAPH 3:

4. Tell the learners to copy the plan on the chalkboard and to use key word and phrases to plan their review.

5. Say:

- Write keywords and phrases to plan your review
- Before you fill in your plan, take time to think about the story. Close your eyes think about the story, because **WRITERS THINK BEFORE THEY WRITE** and **WRITERS PLAN WHAT THEY WRITE**
- Remember to use the **WORD BOXES** to help you with your plan, because **WRITERS USE RESOURCES**

6. While the learners plan, go around and hold **MINI-CONFERENCES** with groups of learners helping them to improve their plans or to **ENCOURAGE** them.

7. Tell learners that if they 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. Give learners time to plan their article reviews.
2. Allow learners to work independently.
3. Set a time limit to keep learners on task.

DRAFTING

30 MINUTES

OUTCOMES:

The learners will write their first draft of their reviews

TEACHER INPUT

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

Criteria

1. The review has a title.
2. The author/narrator is named.
3. The documentary/text is described.
4. It is written in the past tense.
5. A personal opinion/recommendation is given.
6. The punctuation is correct.
7. The spelling is accurate.
8. The review is 120-140 words long.

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their reviews based on the criteria and their planning grids.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners giving advice, encouragement and support.
4. Set a time limit to keep the learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF-EDIT and PEER-EDIT their reviews by using the checklist provided.

TEACHER INPUT

1. Tell the learners they will read through their own pieces.
2. Then they will swap their writing with a partner.
3. Write this checklist on the board:

	Criteria	Yes	No
1.	Does the review have a title?		
2.	Is the author/narrator named?		
3.	Is the documentary/text described?		
4.	Is it written in the past tense?		
5.	Is a personal opinion/recommendation given?		
6.	Is the punctuation correct?		
7.	Is the spelling accurate?		
8.	Is the review 120-140 words long?		

LEARNER ACTIVITY

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's interviews, this is a PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

REWRITING & PRESENTING

20 MINUTES

OUTCOMES:

The learners will write their final drafts.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners re-write their reviews neatly.
2. Learners can display their reviews on the classroom walls.

COMPLETED EXAMPLE

Unseen Article Review


Title: My City: Havana, Cuba

This is a special and interesting look at the city of Havana. We are swept through mimosa smelling streets full of old cars from years gone by. Baker gives us word pictures of the city, from the famous Hotel Nacional to busy nightclubs full of happy people. He gives us a look into the restaurants and local farmers markets filled with colourful fruits. He then spins us around, and takes us to beautiful buildings. Then we are taken off to see local fishermen and cigar-sellers. It seems as if every part of this city is filled with treasures waiting for tourists to find.

I think that the author writes beautifully, as he manages to capture the reader's imagination and paint beautiful pictures with his words.

I highly recommend that readers take time out of their day to read this, as it is beautifully crafted and you will be swept off magically to Havana.

(word count: 140 words)

ASSESSMENT 						
RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Expression of an opinion	Learner has not given his/her opinion of the text being reviewed.	0-3	Learner has given his/her opinion of the text being reviewed, supported by simple reasons	4-6	Learner has expressed his/her opinion of the text very well, giving complex and well-supported reasons for his/her viewpoint.	7-10
Language use: tense; spelling; sentence structure	The tense used is not correct. The language used needs much improvement. There are a number of spelling errors and the sentence structures need work.	0-3	The review is written in the past tense. The language used shows a good understanding of how to write a review. There are some spelling or grammar errors.	4-6	The learner has used the past tense. The language used is excellent and the review is easy to understand. There are very few, if any, spelling or grammar errors.	7-10
Content	Learner has not included a title for his/her review. Author/narrator not named. The original text is not described.	0-3	Learner has included a title for his/her review. Author/narrator is named. The original text is described in some detail.	4-6	Learner has included a title for his/her review. Author/narrator is named. The original text is described in detail, using clear explanations. Learner's work is a pleasure to read.	7-10
Teacher's comments: What I really like about _____ _____ _____ I think you could improve _____ _____ _____ Total: /30 Date: _____ Signature: _____						

Cycle 3

Weeks 5 & 6

★ **filipendulous** (adj.) hanging by a thread

READING

CYCLE 3: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Short story / extract from novel / folklore
Features of text to be taught:	<ul style="list-style-type: none">• Characters• Characterisation• Cause and effect• Plot• Setting• Climax• Milieu• Theme
Reading skills to be taught:	<ul style="list-style-type: none">• Skimming• Scanning• Summarising• Fact and opinion• Point of view [narrator]• Clarifying• Context clues• Summarising

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Point taken	Novel extract "Out of the Dark"	107
English Today	Working together to care for the earth	Article "COP 17"	111
Interactive English	Courage in S.A [1]	Folklore "Tortoise saves the animal kingdom"	141
Oxford Successful English	Past present and future	Short story " Don't step off the walkway"	134
Platinum	Go for Green	Short Story "Triumph over the trash pig"	102, 103
Spot On	My opinion counts	Summary "The euthanasia debate"	91
Top Class	Women hold up half the sky	Folklore "The cat who came indoors"	97
Via Afrika English	Reach for the stars	Folklore "The mantis and the moon"	96

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

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

2. Tell the learners:

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

STUDY THE TITLE AND PICTURES

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

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

PREDICT WHAT THE STORY WILL BE ABOUT:

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

2. Ask the learners:

- Did the first paragraph give us any information about the setting, where and when events take place?
- What do you think might happen to the characters in the story?

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

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

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

Setting or Background	The Characters (names, ages, personality traits)	The problem or conflict that arises	The climax or turning point	The conclusion or ending

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners:
 - to skim read and write key words on the board that they do not understand
 - to look for the glossary or vocabulary box to see if these words are explained
 - to look them up in a dictionary
2. Ask the learners to:
 - suggest some synonyms for the difficult words
3. Ask the learners to decide what genre the story is, fiction, myth, folklore
4. Remind learners:
 - that adjectives are used to describe nouns
 - that adjectives are words which give us more information about a person or thing, describing what it looks like, what kind of a person it is
 - that adjectives help us to visualise the story and to understand the characters and setting better
5. Ask learners
 - to identify any adjectives in the title
 - to suggest some powerful adjectives that could describe things in the picture

READ THE TEXT.

1. Select a few learners to read a paragraph of the story out loud to the class.
2. Ask the learners to stop after each paragraph and summarise what has happened so far in the story, who are the characters we have met, where are they and what is happening to them in the story?
3. Select another learner to read the next paragraph and repeat the process of summarising or paraphrasing what the class have understood so far.
4. Ask the learners if they can relate to any of the characters, which character did you feel a connection to and why?
5. Draw this table on the board again and ask learners to copy it in their workbooks and then work in pairs to fill in the table.

Setting or background	The characters (names, ages, personality traits)	The problem or conflict that arises	The climax or turning point	The conclusion or ending

SILENT READING

1. Tell the learners to read the story again 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 workbooks.
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"> • Internal structures of a poem: figures of speech; imagery; rhyme; rhythm • External structures of a poem: lines; words; stanzas • Typography • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Inferring meaning of unfamiliar words and images • Clarifying • Predicting information • Visualisation • Paraphrasing • Relating text to own experience

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Point taken	Poem: "In Detention" and "Thoughts of a convict"	108, 109
English Today	Working together to care for the Earth	Drama "Greenheart and the dragon"	118
Interactive English	Courage in S.A [1]	Poem: "Remembering the vision of the freedom charter"	145
Oxford Successful English	Past present future	Poem: "The Jumblies"	140
Platinum	Go for Green	Poem: "My Future"	107
Spot On	My opinion counts	Poem: "A conversation with my son"	92
Top Class	Women hold up half the sky	Poem: "Intsika"	100
Via Afrika English	Reach for the stars	Poem: "Mus'ee des Beaux Arts"	98

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- to tell you what a stanza is. (a stanza is a group of lines in poetry, similar to a paragraph in a novel)
- to tell you how many stanzas there are in the poem

IDENTIFYING RHYMING SCHEME

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

E.g.

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

Or:

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

3. Ask the learners to:

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

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

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. Ask learners to look at the words on the board, and from these, suggest what the mood of the poem is.

5. Ask learners to look at the picture.

- 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 out for the words that create the mood.

READ THE TEXT.

1. Read the poem aloud to the learners.
2. Ask a learner to read only the first stanza again, then ask another learner to say in their own words what the stanza was about. Let other learners also add their thoughts.
3. Repeat this process with each of the following stanza.
4. Tell the learners that authors use words to paint pictures and draw on the five senses to do this. Ask the learners to find words in each stanza that draw on any of the five senses.
5. Draw the following table on the board. Ask learners to copy this table into their books and to fill it in with words from the poem that draw on the senses.

Word	Sense
E.g. jingling	E.g. hearing

6. Ask the learners if they have had a similar experience in their lives as the person in the poem experienced.
7. Ask if they have ever had a similar feeling to the speaker in the poem.
8. 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 workbooks.
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: WEEKS 5 & 6

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing a Notice, Agenda and Minutes of a Meeting

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Point taken	17
English Today	Famous life stories	28
Interactive English	Courage in SA	40
Platinum English	Go for green	53
Spot On English	My opinion counts!	65
Successful English	Past, present and future	76
Top Class English	Overcoming the odds	86
Via Afrika English	Reach for the stars	99

WRITING

GENRE: NOTICE, AGENDA AND MINUTES OF A MEETING.

CAPS DESCRIPTION OF GENRE: Writing memoranda, agenda and minutes are only useful if meaningful. The best way for these writing activities to work is to have learners watch a video of, or attend a real meeting and then have them take minutes, deduce the agenda from that, and then compare theirs with the real agenda and minutes of the meeting. Otherwise learners need to be introduced to these formats in a very imaginative way. Create an agenda for an imaginary committee and have the learners write up what they think the minutes could have been, carefully sticking to your agenda.

PURPOSE: To call people to a meeting, to outline the discussion, to briefly document what happened at the meeting and what actions are to be taken.

TEXT FEATURES:

1. Format
2. Point form
3. Style - formal

TOTAL TIME ALLOCATION: 2 1/2 hours

REQUIRED LENGTH OF TEXT: 140 - 160 words long

RESOURCES REQUIRED:

1. Dictionary
2. Textbooks
3. Personal dictionary

WORD BOXES

committee, chairperson, decorations, money, cakes, biscuits, sell, organise, raise, collect, bake, break, dance, music, ideas, theme, social, decide, in charge, plan, discussed, meeting, agenda, minutes, date, attendees, absent, apologies, item

TEACHING THE GENRE



30 MINUTES

OUTCOMES:

The learners will learn the generic features of writing a notice, an agenda and minutes of a meeting.

The learners will understand the type of language needed to write a notice, an agenda and minutes of a meeting.

TEACHER INPUT

1. Tell the learners that the lesson today is about 'writing a notice, an agenda and minutes of a meeting'.
2. Write the words "notice", "agenda" and "minutes" on the board.
3. Explain that first we are going to look at the layout of each text.
4. Say:
 - I will show you how a notice is written.
 - Then I will show you how the agenda and minutes are written.
 - To understand how to write the three documents, we need to understand the PURPOSE of each one.
 - The notice is a quick and short note, which is direct and to the point. The notice is sent out to remind people to attend the meeting.
 - The agenda is what will be discussed at the meeting. It is sent out before the meeting.
 - The minutes are a record of the meeting.
5. Write the following on the chalkboard:

THEMBA HIGH SCHOOL
Grade 9 Dance Committee
Notice:

To: _____
From: [Secretary of the Committee]
CC: [list all the people who need to attend]
Date: _____
Re: Fundraising for the dance.

Please note:

The next meeting will be held on _____

Time _____

Place _____

Please confirm your attendance.

6. Read through the example with the learners.

7. Say:

- The layout is simple and clear.
- The language is direct, short and formal.
- This is to tell people of the next meeting, when and where it is to be held. It also tells about the topic for the meeting. This is written as - Re: [referring to].
- Often these are emailed or handed out to the committee members.

8. Write the following on the board:

Minutes for the meeting of the.....held on.....at.....

Minutes for _____

The date _____

The time _____

The venue _____

List of attendees:

List of apologies:

Acceptance or corrections of previous minutes

Items to be discussed:

1. Item 1
2. Item 2
3. Item 3

This section is to record decisions made about each agenda item and is set up as follows for each item.

Decision

Next steps

Actions:

1. Item 1 Who is responsible for the action, what needs to be done and when it is due
2. Item 2 [repeat]
3. Item 3 [repeat]

9. Read over the layout of the minutes with the learners.

10. Say:

- The agenda formed the plan for the meeting. The minutes are to record what happened at the meeting.
- Decisions taken are written down.
- The sort of language we use is known as Business English. It is formal language.
- Write in the same tense throughout.
- Minutes are a summary; you do not write each word spoken, just the most important things.
- Minutes also remind people of things they need to do and by when. These are called Actions.

MODELLING THE SKILL



20 MINUTES

OUTCOMES:

The learners will learn the skill of writing an agenda based on a notice.

TEACHER INPUT

1. Tell the learners that we are going to pretend we are having a meeting to plan a Grade 9 dance.
2. Write the following on the board:

THEMBA HIGH SCHOOL
Grade 9 Dance Committee
Notice:

To: Lindiwe Zulu
From: Annah Nkuna
CC: Themba Nkosi, Jelle Nhlamba, Vusi Sebidi,
Thandi Thobeka, Jabu Ndlovu, Lerato Zwane
Date: 19 February 2017
Re: Fundraising for the dance.

Please note:
The next meeting will be held on 18 May 2017
Time: 17h30
Place: School Hall
Please confirm your attendance.

3. Say:

- Let's pretend we are "Annah Nkuna". She is the secretary of this committee.
- Let's pretend we have written this Notice and have sent it out.
- Now we are going to write the Agenda for the meeting.
- The meeting is going to be about raising money for the grade 9 dance.
- The first thing we need to write is the heading.

4. Write the following on the board:

Agenda for the meeting of the Themba High School Grade 9 Dance Committee to be held on 18 May.

Agenda

5. Tell the learners that a register is taken, the people attending the meeting are welcomed and the Minutes of the last meeting are accepted. This all needs to be written on the Agenda. It may look something like this:

Agenda for the meeting of the Themba High School Grade 9 Dance Committee to be held on 18 May.

Agenda

1. Register
2. Welcome by chairperson
3. Acceptance of last meeting's minutes

6. Tell the learners that the next thing that is written down is what will be discussed at the meeting. It may look something like this:

Agenda for the meeting of the Themba High School Grade 9 Dance Committee to be held on 18 May.

Agenda

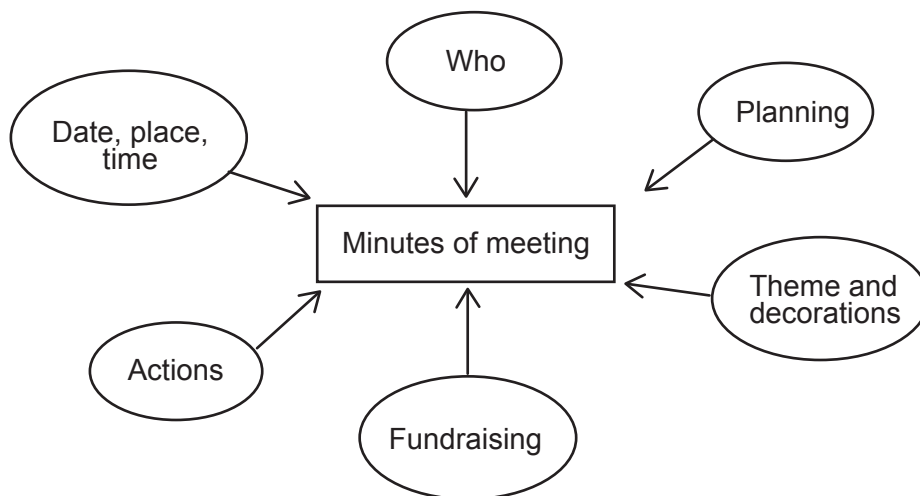
1. Register
2. Welcome by chairperson
3. Acceptance of last meeting's minutes
4. Items to be discussed:
 - a. Planning for the dance
 - b. Theme and decorations
 - c. Fundraising

7. Ask learners to copy this example of an Agenda into their workbooks.

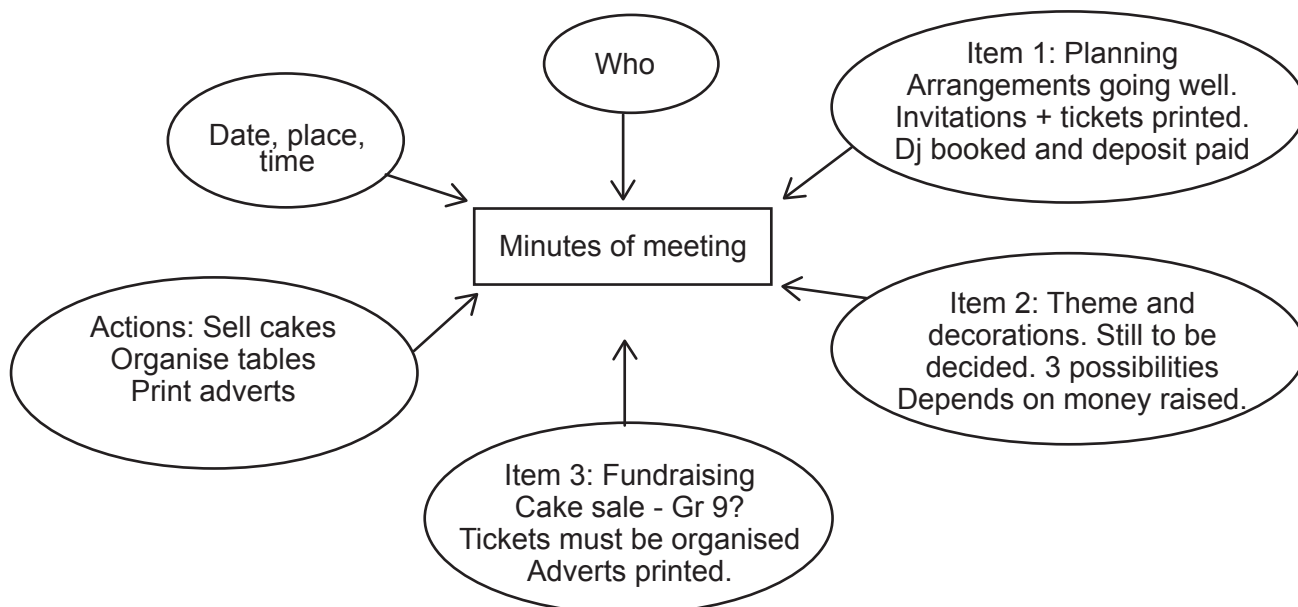
PLANNING	30 MINUTES
OUTCOMES: The learners will plan to write the minutes of the meeting. The learners will use a mind map.	

TEACHER INPUT

1. Tell the class they will plan be planning the minutes based on the Agenda written on the board.
2. Say:
 - You will pretend you were at the meeting of the Grade 9 Dance Committee.
 - You are going to use a mind map to come up with ideas to write the minutes.
 - You are going to make the details up.
3. Draw the following on the board and have the learners copy it into their books:



4. Ask the learners to come up with ideas, keywords and phrases and fill them in on the mind map on the board. The mind map may look something like this:



5. Tell learners WRITERS PLAN BEFORE THEY WRITE. Ask learners to complete their own planning in their workbooks.
6. 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 their own 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 their first draft of their minutes.

TEACHER INPUT

1. Tell the learners they are going to write the first draft of their minutes.
2. Write the following on the chalkboard or hand out copies of the minutes if you are able to:

THEMBA HIGH SCHOOL

Grade 9 Dance Committee

Minutes for: Grade 9 Dance Committee.

Re: fundraising for dance

Date: 18 May

Time: 17:30 – 18:30

Venue: School Hall

Attendees: Annah Nkuna, Lindiwe Zulu, Themba Nkosi, Jelle Nhlambo, Vusi Sebidi, Jabu Ndlovu, Lerato Zwane

Apologies: Thandi Thobeka

Minutes of meeting held on 11 May - accepted.

Items to be discussed:

1: Planning for the dance

- Dance arrangements progressing well
- Venue is booked
- Invitations and tickets printed and ready - stored in Ms Tsotsotso's office
- DJ has been booked and his fee has been paid

2: Theme

- Theme still to be decided - down to three possibilities
- Choice depends on money raised.

3: Fundraising ideas

- Cake sale
- Grade 9C class to bake and help sell the cakes
- Sponsored big walk
- Family fun day

Actions:

1. Grade 9 C to bake and sell cakes
2. Tables and venue to be organised.
3. Adverts and Announcement made

The next meeting will be on 31 May 2016.

(160 words)

3. Read over the minutes with the learners.
4. Tell learners that this is the way they are going to set their minutes out.
5. Write the following on the board:

CRITERIA

1. The minutes have a heading.
2. There is a date, time and place.
3. The people at the meeting are listed.
4. The absent people are listed.
5. The three items on the agenda are listed and discussed in point form.
6. The actions are listed.
7. The punctuation is correct.
8. The spelling is accurate.
9. The minutes are 140-160 words long.

6. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their minutes based on the criteria and their mind maps.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners.
4. Set a time limit to keep the learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF-EDIT and PEER-EDIT their minutes by using the checklist provided.

TEACHER INPUT

1. Tell the learners they will read through their own pieces.
2. Then they will swap their writing with a partner.
3. Write this checklist on the board:

	Criteria	Yes	No
1.	Do the minutes have a heading?		
2.	Is there a date, time and place?		
3.	Are the people at the meeting listed?		
4.	Are the people that are absent, listed?		
5.	Are the three items listed on the agenda listed and discussed in point form?		
6.	Are the actions to be taken, listed?		
7.	Is the punctuation correct?		
8.	Is the spelling accurate?		
9.	Are the minutes 140-160 words long?		

LEARNER ACTIVITY

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's interviews, this is a PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners re-write their minutes neatly.

COMPLETED EXAMPLE

THEMBA HIGH SCHOOL
Grade 9 Dance Committee

Minutes for: Grade 9 Dance Committee.
Re: Fundraising for dance

Date: 18 May

Time: 17:30 - 18:30

Venue: School Hall

Attendees: Annah Nkuna, Lindiwe Zulu, Themba Nkosi, Jelle Nhlambo, Vusi Sebidi,
Jabu Ndlovu, Lerato Zwane

Apologies: Thandi Thobeka

Minutes of meeting held on 11 May - accepted.

Items to be discussed:

1: Planning for the dance

Dance arrangements progressing well

Venue is booked

Invitations and tickets printed and ready - stored in Ms Tsotso's office
DJ has been booked and his fee has been paid

2: Theme

Theme still to be decided - down to three possibilities
Choice depends on money raised.

3: Fundraising ideas

Cake sale

Grade 9C class to bake and help sell the cakes

Sponsored big walk

Family fun day

Actions:

1. Grade 9 C to bake and sell cakes
2. Tables and venue to be organised.
3. Adverts and Announcements made

The next meeting will be on 31 May 2016.

(160 words)

Cycle 4

Weeks

★ **librocubicularist**
(n.) a person who
reads in bed

7 & 8

CYCLE 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Visual text
Features of text to be taught:	<ul style="list-style-type: none"> • Captions and headings • Bias • Prejudice • Stereotypes • Purpose of a text [to inform or persuade] • Font types and sizes • Target audience • Emotive language • Jargon • Manipulative language • Persuasive text
Reading skills to be taught:	<ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning • Language that shapes values and attitudes • Main and supporting ideas • Intensive reading • Analysing, evaluating and responding to texts • Personal opinion • Socio-political and cultural backgrounds of text and author

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Picture it	Article "Through my lens"	127
English Today	Clever classrooms	Advert "ABC Whiteboards"	126
Interactive English	Courage in S.A. [2]	Reading a Poster	161
Oxford Successful English	The future	Multimedia texts	153,154
Platinum	Finding messages in pictures	Read an Advert "RRR Clubs"	116
Spot On	Buy, buy, buy!	Reading an advert / poster	103
Top Class	The Art of advertising	Reading an advert "Back to School Bargains"	108
Via Afrika English	The power to persuade	Read an advert "Awesomeness"	108

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- to think about the target audience of the media text
- to think about the purpose of the media text, is it to advertise, to inform, to persuade?
- to look out for the type of language that is used. Is it factual, or opinions, is it neutral or does it have bias and prejudice? If so, how do we identify the bias?

STUDY THE TITLE AND PICTURES

1. Read the title of the article / advert.

2. Tell the learners to be aware of the following:

- Media (newspapers, magazines, adverts) use strong images – eye catching pictures that capture strong emotions or images, to make the reader want to look at them
- Media uses bright effective colour combinations to attract attention
- The design, font, size of text and pictures is carefully designed for maximum effect
- Words are carefully chosen. Words which draw emotions, words which create reactions
Words which support or challenge value systems are used in media
- Information is included or omitted purposefully
- Information is bias as it only allows the reader access to the information that supports the facts in the article, and not the information that contradicts the facts
- Media supports or challenges values through words and images

3. Ask:

- Does the headline grab your attention?
- Is the font different? Bigger, smaller, bolder, a different font style?
- Why do you think it is different?
- Does the title or the picture create an emotional response?
- Do you want to read the article or find out about the product based on the picture and heading?
- Does the picture create a mood or atmosphere, if so, what sort of feelings or mood?

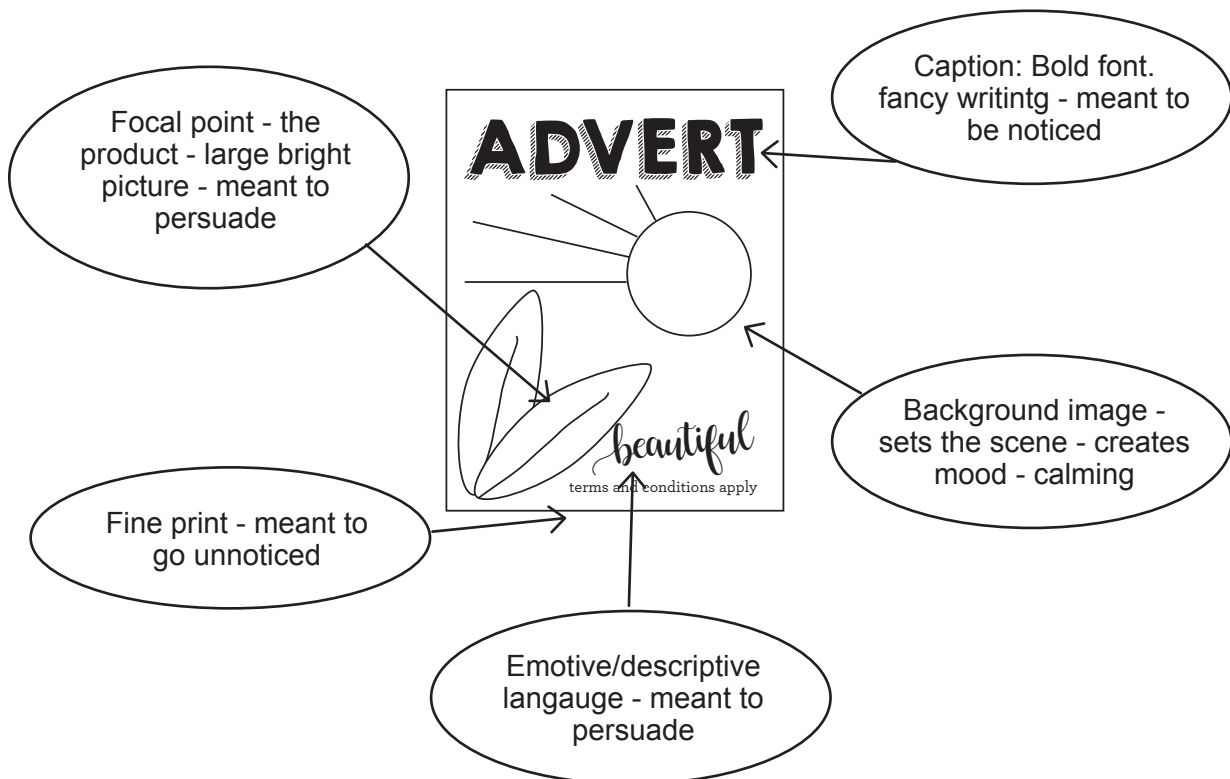
4. Tell the learners to differentiate between facts and opinions as they read.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Tell the learners to read all headings, sub-headings, captions
2. Have any abbreviations or acronyms been used? What do they stand for?
3. Read the media text out loud to the class.
4. 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)
5. Ask the learners why those words are in different typography.
6. Who is the text aimed at? (the target market)
7. What is the purpose of the text?
8. Can you identify any language that tries to manipulate or persuade the reader? (Stereotyping, emotive vocabulary, bias)
9. Draw the following example of annotation on the board. Ask learners to annotate their visual text in a similar manner.



Other thing you might notice - humour, jargon, slang, atmosphere, bias, stereotypes.
When you annotate - note both the technique and the effect it creates.

READ THE TEXT.

1. Ask the learners to read the text again.
2. Identify the main idea, or the most important message.
3. What techniques have been used to make that message noticeable?
4. What is the atmosphere or mood the media text is trying to create?
5. Has humour been used? Ask learners where it has been used and what effect it has?
6. Has jargon been used? Ask learners where it has been used and what effect it has?
7. Has the text challenged your values and attitude in some way?
E.g. has the article presented a life view that is different to your beliefs or your ideas about life?
8. Has the article supported what you think, or made you feel uncomfortable with your opinions or ideas?

TURN AND TALK

1. Turn to a partner and read the article / advert / media text again to each other.
2. Discuss what the article's main message is or what idea or product it is trying to promote.
3. Work with your partner to find the following and write the examples down in your workbooks.
 - find three examples where the text is trying to convince you to do, buy or believe something. What is it convincing you of?
 - find two facts, supported by statistics, or evidence, or proof. Write down the fact and the evidence
 - find two opinions, which are the values or ideas of a group of people and not necessarily the truth

POST READING

45 MINUTES

COMPLETE THE POST-READING ACTIVITY IN THE TEXTBOOK

1. Tell the learners they are going to complete the post reading questions in the text book.
2. Read the questions out loud 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 workbooks.
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"> • Internal structures of a poem: figures of speech; imagery; rhyme; rhythm • External structures of a poem: lines; words; stanzas • Typography • Figurative meanings • Mood • Theme and message
Reading skills to be taught:	<ul style="list-style-type: none"> • Intensive reading for meaning • Reading for a message • Visualising • Inferring meaning of unfamiliar words and images • Clarifying • Predicting information • Relating text to own experience

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Picture it	Poem: "Go Topless this winter" and "Why is it?"	124, 125
English Today	Clever classrooms	Article "Adopt a classroom"	130
Interactive English	Courage in S.A [2]	Poem / song lyrics "Gimme Hope Jo'anna"	164
Oxford Successful English	The future	Poem: "Life, the Jump"	166
Platinum	Finding a message in pictures	Summary of an article "Star South African athlete"	120
Spot On	Buy, buy, buy!	-	-
Top Class	The art of advertising	Analysing an advert "Joy Joys"	109
Via Afrika English	The power to persuade	-	-

LESSON OUTLINE

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Tell the learners to turn to the correct page and to read the title of the poem.
2. Read the first line of the poem out loud to the learners.
3. Ask: does this create any pictures in your mind?
4. What do you imagine?
5. What do you feel? Which word or group of words make you feel this? (write these words on the board)
6. Explain that many poems are supposed to draw feelings out of the reader.
7. Write some key words on the board that the learners can select from to start to identify the vocabulary of emotions, e.g. happy, excited, scared, nervous, sad.
8. Explain that this is the mood of the poem.
9. Discuss any other relevant text features with the learners.

STUDY THE PICTURES

1. Tell learners to look at the pictures.
2. Ask: Do the pictures cause any words to immediately come to mind?
3. Write all of the words the learners suggest on the board.
4. Ask: Why, what made you think of that word when you looked at the picture?
5. How does that make you feel?

PREDICT WHAT THE TEXT IS ABOUT

1. Explain that a stanza or a verse is a grouping of sentences. Almost like a paragraph in a novel, but called a stanza or verse in poetry.
2. Read the first verse aloud to the class.
3. Ask: What do you think the message of the whole poem is supposed to be?
4. What is the poet trying to tell you?
5. Ask learners to work in pairs to try and write a second stanza for the poem based on what they know of the mood and the message of the poem so far.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Remind the learners of the following figures of speech:

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

2. Go through relevant text features with learners.

READ THE TEXT.

1. Read the poem aloud to the class.

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. Ask the learners to listen a second time, and to identify any figures of speech they hear.

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

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

7. Explain that similes and metaphors are comparisons. That an author compares one thing with another to give a stronger visual image. Discuss the example in the table:

- which two things are being compared?
- why are they being compared? What are the similarities?
- is it an effective comparison?
- can you think of a better comparison?

8. Ask the learners to find examples of similes and metaphors in the poem and fill them in on the table in their work books. Once they have found the similes and metaphors they must fill in the rest of the table.

9. Remind the learners what irregular verbs are and ask the learners to identify as many past tense and past participle verbs as possible from the poem

E.g. write – wrote – written; speak – spoke – spoken; take – took – taken

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. Partners must discuss what the main message is that the poet is trying to bring to the audience.
3. Partners must discuss if the poem was meaningful for their own lives.
4. Partners to discuss if they have had a similar experience, or had the same feelings.

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 workbooks.
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: WEEKS 7 & 8

LONG LESSON: LINK TO PLANNER AND TRACKER

ACTIVITY: Writing an advertisement review

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

TEXTBOOK	THEME	PAGE NUMBER IN TEXTBOOK
Clever English	Picture It	20
English Today	Clever Classrooms	30
Interactive English	Courage in South Africa	44
Platinum English	Finding Messages in Pictures	56
Spot On English	Buy! Buy! Buy!	67
Successful English	The Future	78
Top Class English	The Art of Advertising	90
Via Afrika English	The Power to Persuade	100

WRITING

GENRE: ADVERTISEMENTS REVIEW

CAPS DESCRIPTION OF GENRE: Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trademark.

PURPOSE: Critical literacy is to look at an advert and understand the techniques that have been applied to make it successful and persuasive.

TEXT FEATURES:

1. Persuasive language
2. Slogans
3. Exaggeration
4. Fact and opinion
5. Target audience
6. Font

TOTAL TIME ALLOCATION: 2 1/2 hours

TENSE TO BE USED: Present and future tense are used.

REQUIRED LENGTH OF TEXT: 120-140 words (short text).

RESOURCES REQUIRED:

- Dictionary
- Textbook
- Newspapers and magazines
- Personal dictionary

WORD BOXES

think, like, dislike, persuade, sell, show, clever, convince, describe, interest, attention, desire, photograph, picture, cartoon, celebrity, advertiser, advertising, consumer, colourful, bright, interesting, buy, want, need, love, eye-catching, dynamic, funny.

TEACHING THE GENRE

20 MINUTES

OUTCOMES:

The learner will learn the generic features of writing a review

TEACHER INPUT

1. Tell the learners that today's lesson is about writing an 'Advert Review'.

2. Say:

- A review is a piece of writing where the writer gives his/ her opinion and/feelings about what they are looking at
- A review can be written about a book, a film, a restaurant
- Today we are going to be learning about writing a review on an advert
- A review of this kind, tells us about the advert and gives an opinion on the advert
- The review also looks at how the message is being communicated by the advert
- The review looks at who the target audience is
- An advert review looks at what the advert looks like. We call this the visual impact
- Before we can review an advert, we need to look at what advertisers do to try and make you buy the things they are selling
- There are lots of things that advertisers do, we are going to look at just a few of them
- A good advert is creative and convinces the buyer (we use the word "consumer") by using emotions, reasons, facts or opinions

3. Write the following on the board:

Advertisers use the following:

- a. Visual effects: These are pictures, photos, colours
- b. Language: Slogans, repetition, alliteration, exaggeration
- c. Humour: Adverts that make you laugh
- d. Concerns: Adverts that make you think about your health, money, your safety
- e. Aspirations: Adverts make you want things: to be richer, prettier, younger
- f. Science and facts: To make us believe that the product works

4. Read over this information with the learners and explain anything that need explaining, (All the text features are defined in the front of the Content Booklet)

5. Find an advert in a magazine or newspaper and put it up on the board.

6. Ask the learners the following questions about the advert:

- a. What is this advert selling?
- b. How is the advertiser trying to get you to buy the product? (Remind the learners to look at the techniques you have already discussed that are written on the board.)
- c. How does the advert attract your attention?
- d. What language is used in the advert?
- e. What details do they give about the product?
- f. Have they used any scientific words to make the product seem more trustworthy?
- g. Who is the target market for this advert?
- h. Do you think this advert is effective? Give reasons.

MODELLING THE SKILL

30 MINUTES

OUTCOMES:

The learners will learn the skill of writing an advert review.

TEACHER INPUT

1. Tell the learners that you are going to show them an example of an advert review.
2. Show the learners the image and then write the following review on the board.



This is an OMO soap powder advertisement.

The advertisement shows that even though getting dirty and having washing to do is part of life, it can still be fun. The technique uses the young twin girls, to appeal to mothers and anyone who thinks they are cute. The advertiser suggests that the product can sort out any problem, so you don't have to worry. Having cute little girls catches the reader's attention and makes them think that if they use OMO their children will be just as sweet. The focus is directed to the slogan NO ONE REMOVES IT FASTER. Here different fonts are used to draw your attention to OMO. I think that the advertisers have used the colour blue to make one focus on the bright white shirts and the girls. The advert overall is a very effective one. Who will ever forget 'Hug-me-stains'?

3. Read over the review with the learners.
4. Write the following on the board and discuss each aspect with the learners as you are writing:

INTRODUCTION: Description of the advert.

Describe the advert and include a picture if possible.

PART 1: Look at the persuasive techniques used as well as the effect created.

1. How does the advert get your attention?
2. What does the look of the product say about it?
3. What details are in the advert?
4. What kind of language is used?

PART 2: Audience: a look at who the target market is.

1. Who are they?
2. How do you know?
3. How have the advertisers tried to appeal to the audience?

PART 3: The visual impact of the advert

1. What visual techniques are used to draw the viewer in?
2. Which pictures are used? Why have they been selected?
3. Colour –What colours have been used in the advert and what do they suggest about the product / brand? Are the colours associated with any particular emotions or feelings? Look at the font and the layout. What do they tell you?

PART 4: Your take on the advert and its success

1. Your personal view of the advert.

5. Tell them that this is the information they will need to put in their advert reviews.

PLANNING



30 MINUTES

OUTCOMES:

The learners will plan to write an advert review.
The learners will use a planning grid.

TEACHER INPUT

1. Bring in some magazines or newspapers and ask learners to find an advert they like, or cut out some adverts yourself and bring them in for the learners. (Or you can use one advert for the whole class which you can put on the board).
2. Draw the following on the board and have the learners copy it into their books:

Introduction: [brief description of advert]	
Part 1 [persuasive techniques and effect created]	Part 3 [visual techniques and impact]
Part 2 [target audience]	Part 4 [evaluation and opinion]

3. Tell learners to come up with ideas, keywords and phrases and fill them in on the grid.
4. Tell them **WRITERS PLAN BEFORE THEY WRITE.**
5. 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 grid 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 their first draft of their advert reviews

TEACHER INPUT

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

Criteria

1. The advert is described.
2. The advertiser's techniques are discussed.
3. The language used is discussed.
4. The target market is discussed.
5. The visual impact is discussed.
6. A personal opinion is given.
7. The punctuation is correct.
8. The spelling is accurate.
9. The review is 120-140 words long.

3. Read over the criteria with the learners.

LEARNER ACTIVITY

1. Learners must now write a first draft of their reviews based on the criteria and their grids.
2. Let the learners work independently.
3. While the learners are busy, go around the class and hold MINI CONFERENCES with groups of learners offering advice, encouragement and support
4. Set a time limit to keep the learners on target.

EDITING & REVISING

20 MINUTES

OUTCOMES:

The learners will SELF-EDIT and PEER-EDIT their reviews by using the checklist provided.

TEACHER INPUT

1. Tell the learners they will read through their own pieces.
2. Then they will swap their writing with a partner.
3. Write this checklist on the board:

	Criteria	Yes	No
1.	Is the advert described?		
2.	Are the advertiser's techniques discussed?		
3.	Is the language used discussed?		
4.	Is the target market discussed?		
5.	Is the visual impact discussed?		
6.	Is a personal opinion given?		
7.	Is the punctuation correct?		
8.	Is the spelling accurate?		
9.	Is the review 120-140 words long?		

LEARNER ACTIVITY

1. The learners will first do a SELF-EDIT using the checklist provided, because WRITERS READ WHAT THEY WRITE.
2. The learners then swap their texts with a writing partner.
3. The learners read through their partner's interviews, this is a PEER-EDIT.
4. Tell learners to check their drafts using the checklist and to make corrections.

REWRITING & PRESENTING



20 MINUTES

OUTCOMES:

The learners will write their final drafts.

TEACHER INPUT

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

LEARNER ACTIVITY

1. Learners re-write their reviews neatly.
2. Learners can display their reviews on the classroom walls.

COMPLETED EXAMPLE

This is an OMO soap powder advertisement.

The advertisement shows that even though getting dirty and having washing to do is part of life, it can still be fun. The technique uses the young twin girls, to appeal to mothers and anyone who thinks they are cute. The advertiser suggests that the product can sort out any problem, so you don't have to worry. Having cute little girls catches the reader's attention and makes them think that if they use OMO their children will be just as sweet. The focus is directed to the slogan NO ONE REMOVES IT FASTER. Here different fonts are used to draw your attention to OMO. I think that the advertisers have used the colour blue to make one focus on the bright white shirts and the girls. The advert overall is a very effective one. Who will ever forget 'Hug-me-stains'?

(word count: 140)



5 *WEEKS*

Cycle **9 & 10**

★ **borborygmi**
(n.) the rumbling sounds your stomach makes

CYCLE 5: Reading & Viewing Lesson 1

CAPS REQUIREMENTS	
TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Summative assessments / Midyear exam exemplars
Features of text to be taught:	<ul style="list-style-type: none">• Revision of all text features taught this term
Reading skills to be taught:	<ul style="list-style-type: none">• Revision of all reading skills taught this term

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Summative assessment	-	-
English Today	Midyear Exam Exemplars	Comprehension – Reading an advert “Sea breeze”	138
Interactive English	Midyear Exam Exemplars	-	-
Oxford Successful English	Midyear Exam Exemplars	Comprehension “Culture and Clothes”	170
Platinum	Exam exemplars	Comprehension “A positive attitude rubs off”	126
Spot On	Exams	-	-
Top Class	Exam exemplars	Comprehension “Cry the Beloved Country”	118
Via Afrika English	Exam exemplars	Comprehension “Giant Leap for Mlindi”	118

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Remind the learners that when reading a comprehension, in an exam situation, time management is important, so skimming and scanning for key words is important.
2. Tell the learners to read the heading as that sets the scene, gives the topic.
3. Tell the learners to look very briefly at the picture, if there is one, to keep focused on the story they are about to read.
4. Tell the learners to look for footnotes which might explain new vocabulary, or to read in the context, using clues from the surrounding sentences to try to understand the meaning of a word.

READING

30 MINUTES

INTRODUCE THE TEXT AND TEXT FEATURES

1. Remind the learners that when reading a comprehension, read it at least three times.
2. The first read through is for enjoyment, try to visualise the story in your imagination, see the pictures or the characters in your head.
3. The second time you read it, read each paragraph, and underline the main idea, the most important sentence in that paragraph, the key words that are supported by the details in the other paragraphs.
4. Stop after you have read each paragraph and in your mind, paraphrase, or summarise what you know so far. Who are the characters you have met so far, and what have they done?
5. The third time you read it, is a skim read, skimming over the text, picking up on a few sentences that will trigger your memory of the events.
6. Now in an exam, read the questions and then skim and scan the text one last time, to see which answers are in the text, and which require your own opinion or thoughts

POST READING

45 MINUTES

COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Remind learners:

- In an exam time is very important
- Look at the mark allocation for each question. If it is only for one mark, you need to give one fact. If it is for 3 or more marks, you need to find three facts, or write at least 3 or 4 sentences, which support your opinion or your thoughts
- Use quotes from the text where you can
- Construct sentences properly with correct grammar and punctuation
- Give details where necessary
- If you are struggling with a question in an exam, go on and answer the others, leaving space to return at the end of the exam to attempt the one that you were struggling with
- Do not leave a question out, always attempt an answer
- Use context clues wherever possible
- Highlight key question words, and make sure you are answering what has been asked

CYCLE 5: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Exam exemplars
Features of text to be taught:	<ul style="list-style-type: none"> • Revision of text features relating to poetry and media articles
Reading skills to be taught:	<ul style="list-style-type: none"> • Revision of reading skills: • Skim reading • Scanning • Main ideas or topic sentences • Sequencing • Summarising

PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	-	-	-
English Today	Midyear exam exemplars	Article "Water Pollution"	140
Interactive English	-	-	-
Oxford Successful English	-	-	-
Platinum	Midyear exam exemplars	Article "School uniforms – should learners have them or not?"	128
Spot On	-	-	-
Top Class	Exam exemplars	Poem "Registering for school"	123
Via Afrika English	Exam exemplars	Article "Top dancer to judge step up or step out"	119

PRE-READING

30 MINUTES

INTRODUCE THE TEXT

1. Remind the learners that poetry is a different genre than stories, that it is made up of stanzas, lines, verses, and uses figurative language like metaphors, idioms, similes and personification.
2. Remind learners that there are different forms of poetry, and each one has a specific set of rules or rhyming patterns.

E.g. the Limerick is a 5 lined poem, where the first, second and fifth line rhyme and the third and fourth line rhyme.

A Limerick is a nonsense poem.

A lyric poem captures emotions

A narrative poem tells a story

A haiku poem uses syllables

STUDY THE TITLE AND PICTURES

1. Remind the learners to pay attention to the title and to get clues about the theme from the pictures.

READING

30 MINUTES

READING THE POEM

1. Remind the learners to follow a method in an exam, the same as they were taught in class when reading poems.
2. Tell the learners to think of the following:
 - Did the poem have a serious message, or was it just to describe something beautiful?
 - Did you enjoy the poem? Why or why not?
 - Have you ever experienced what the person in the poem is describing?
 - Notice the punctuation in poetry. Is it different than punctuation in sentences in a text? If so, how?
 - Notice the rhyme scheme, which words rhyme and what effect this has on the mood of the poem
 - Notice the figures of speech, such as similes

READING AN ARTICLE

1. Remind the learners that in an article notice the following:
 - Headlines that are emotive or sensational
 - Emotive words or phrases that persuade readers to think a certain way or purchase a certain product
 - Bias, stereotyping, power language
2. Remind the learners to identify facts vs opinions
3. Remind the learners to skim read for the main idea or topic sentences
4. Remind learners that it is useful to summarise the most important points.

POST READING

45 MINUTES

COMPLETE THE READING ACTIVITY IN THE TEXT BOOK

1. Remind learners:

- In an exam time is very important.
- Look at the mark allocation for each question. If it is only for one mark, you need to give one fact. If it is for 3 or more marks, you need to find three facts, or write at least 3 or 4 sentences, which support your opinion or your thoughts.
- Use quotes from the poem where you can.
- Construct sentences properly with correct grammar and punctuation.
- Give details where necessary.
- If you are struggling with a question in an exam, go on and answer the others, leaving space to return at the end of the exam to attempt the one that you were struggling with.
- Do not leave a question out, always attempt an answer.
- Use context clues wherever possible.
- Highlight key question words, and make sure you are answering what has been asked.

CYCLE 5: WEEKS 9 & 10

IMPORTANT NOTE TO TEACHERS: Term 2 of 2018 has 11 weeks. The examinations will take place during week 11. This means that you have an additional two weeks before examinations to do catch up, consolidation and revision. It is very important that you use this time effectively to ensure that learners are as well prepared as possible for the mid-year examinations.

WEEK 9 Catch up and consolidation – PLAN YOUR WEEK	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
NOTES	
WEEK 10	
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
NOTES	