

**Grade 8**

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

**Term 3**

# 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 and to help the DBE reach the NDP goals. The NECT has successfully brought together groups of relevant people 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)**. Curriculum **learning programmes** were developed for **Maths, Science and Language** teachers in FSS who received training and support on their implementation. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers. The FSS helped the DBE trial the NECT learning programmes so that they could be improved and used by many more teachers. NECT has already begun this embedding process.

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

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

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

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## IMPORTANCE OF ROUTINES

It is very important that routines are developed in the classroom. If the learners know what to expect in each EFAL lesson, they will feel more secure and confident. Although you are only provided with scripted lesson plans for Reading & Viewing and Writing & Presenting lessons, a timetable has been included below to show how you could allocate your time in the Gr 8 EFAL classroom over a two-week period.

## TIMING:

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

### 4 HOURS OF EFAL PER WEEK:

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

5 HOURS OF EFAL PER WEEK:

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

**NOTE ABOUT READING & VIEWING:**

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

**NOTE ABOUT WRITING & PRESENTING:**

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

# READING REMEDIATION

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

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

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

## So how do children learn to read?

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

This means that when teaching reading, we must:

1. **Teach letter and sound recognition** – learners must recognise all the letters in the alphabet. They need to learn both the letter name and the sound the letter makes. They must be able to read letters quickly and identify the sound they make correctly.
2. **Teach phonics** – learners must be able to identify and write all the sounds and blends that are used to make words.
3. **Teach word recognition** – learners must be able to recognise and read many words by sight, especially high-frequency words.
4. **Teach vocabulary** – we must constantly develop children's vocabularies. Learners cannot read and understand words they do not know.
5. **Teach fluency** – learners must practise their reading skills using 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

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

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

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



## How to help learners with PHONICS

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

## WORD RECOGNITION



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

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

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

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

## How to help learners with WORD RECOGNITION

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

## VOCABULARY

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

### How to help learners with VOCABULARY

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

## How to help learners with **FLUENCY**

READING SKILL	FLUENCY
<b>WHAT IS THIS?</b>	This is the ability to read with speed, accuracy and proper expression.
<b>WHY MUST THE LEARNER BE ABLE TO DO THIS?</b>	Learners must be able to read fluently in order to understand what they read.
<b>HOW DO I RECOGNISE IF A LEARNER IS EXPERIENCING DIFFICULTIES?</b>	<ol style="list-style-type: none"> <li>1. It takes the learner a long time to read a passage.</li> <li>2. The learner cannot read many words.</li> <li>3. The learner reads with no expression.</li> <li>4. The learner does not pause in the correct places.</li> <li>5. The learner moves his mouth when reading silently.</li> <li>6. The learner gets frustrated when reading.</li> </ol>
<b>HOW DO I TRY TO MINIMISE THESE DIFFICULTIES WITH THE WHOLE CLASS?</b>	<ol style="list-style-type: none"> <li>1. Model fluent reading for the class at every opportunity.</li> <li>2. When reading any text aloud, make sure that you are well prepared, so that you can read the text smoothly, at a good pace, and with the proper intonation and inflection.</li> <li>3. Once you have read a text aloud, ask the class to read the same text with you. Keep reading at the same pace, and do not read in a sing-song rhythm.</li> </ol>
<b>HOW DO I TRY TO REMEDIATE THESE DIFFICULTIES WITH LEARNERS WHO EXPERIENCE MORE SERIOUS CHALLENGES?</b>	<ol style="list-style-type: none"> <li>1. Read aloud to the group whenever possible, so that they can hear fluent reading.</li> <li>2. Read aloud and let learners follow with their fingers in the book.</li> <li>3. Read a short passage to the group, and then make them read the same passage immediately.</li> <li>4. Let each learner read individually (if they are comfortable doing 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.</li> <li>5. Encourage the group and let learners know that you understand their frustration.</li> <li>6. Always ensure a learner is comfortable reading in front of their 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.</li> </ol>

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

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

## READING SKILLS

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

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



<b>Deducing meaning (analogies, comparisons)</b>	<p>Meanings are not always clear or literal. To paint a picture in your mind, to imagine the scene, to see the words in pictures, in your mind as you read. To imagine what the character would look like, to build an image or picture in your own mind.</p> <p>Sometimes a comparison is used.. One type of indirect comparison is a simile. The simile uses the words like or as to compare two things.</p> <p>Sometimes an analogy is used. An analogy is another type of comparison, to show how two things are similar.</p> <p>Deducing meaning is the skill of working out what the message or meaning is really supposed to be.</p>
<b>Drawing conclusions</b>	<p>You can draw conclusions either through predicting endings, based on the information you do have.</p> <p>You can also draw conclusions based on your own personal opinion of whether you like a character or not, whether you agree with a moral or not.</p>
<b>Dictionary skills</b>	<p>Learners need to be skilled at using resources such as dictionaries, thesauruses and other reference works, to determine meanings of words, spelling, pronunciation, nuances, alternatives.</p>
<b>Explicit and implicit meaning / Direct and implied meaning</b>	<p>The explicit (direct) meaning is the clear, detailed meaning, which is easily understood - there is no room for confusion or doubt. The meaning has been fully revealed without being vague.</p> <p>Implicit (implied) meaning is when the meaning has been suggested, or hinted at, or indirectly expressed.</p>
<b>Fluency</b>	<p>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.</p>
<b>Inferring meaning</b>	<p>When you infer, you figure something out that wasn't completely explained in the story. You make an inference when you use clues from the story and your own background knowledge to figure something out that the author doesn't directly tell you.</p> <p>How do we infer? Here are some examples:</p> <ul style="list-style-type: none"> <li>• Think about what the author has written so far</li> <li>• Think about what you already know</li> <li>• Think about how the characters feel and what they have said</li> <li>• Use all the clues you can in the text to make a good guess</li> <li>• Think about where the events are taking place</li> <li>• Think about how the characters act</li> <li>• Put the pieces together</li> <li>• Make a conclusion by using words like:</li> </ul> <p style="margin-left: 40px;">I think.... This could mean.... Maybe...</p>
<b>Interpreting cartoons</b>	<p>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.</p>

<b>Intensive Reading</b>	Intensive Reading involves reading in details with specific learning aims and tasks.
<b>Paraphrasing</b>	Paraphrasing is retelling a story in your own words, making sure you don't change or leave out any important points but keeping only to the main ideas.
<b>Personal opinion</b>	Based on the knowledge of what an opinion is and that opinions are neither right nor wrong, learners must be able to make personal judgements. Developing a personal opinion on a text must always be supported by valid reasons relating to the text.
<b>Predicting information</b>	<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.</p> <p>Predictions are made or revised as more information is gathered. How to predict (pre-reading)</p> <ul style="list-style-type: none"> <li>• Read the title</li> <li>• Discuss the meaning of the title</li> <li>• Ask learners what they think the story will be about</li> <li>• Look at any illustrations</li> <li>• Discuss the illustrations</li> <li>• Ask learners what they think the story will be about, based on the illustrations</li> <li>• Ask learners to connect the illustrations and title to get a full idea</li> <li>• Ask learners to think about any similarities or differences between the title and illustrations</li> <li>• Ask learners what they think the story will be about now</li> <li>• Learners may discuss, draw or write about their predictions</li> </ul> <p>How to predict (during reading)</p> <ul style="list-style-type: none"> <li>• Pause during reading</li> <li>• Ask learners what they think will happen next, now that they have some idea of how the events are unfolding</li> <li>• Ask learners WHY they think something will happen next, what clues in the text may have given them these ideas</li> <li>• Ask learners if their previous predictions were correct</li> <li>• Ask learners if they would like to change or revise their previous predictions as they read and gather more information</li> </ul>
<b>Purpose of a text (to inform, persuade)</b>	<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>

<b>Relating text to own experience</b>	Trying to imagine that you are one of the characters often helps with comprehension. Sometimes the characters face similar situations to what the reader has been through. It is useful to find ways in which you have had the same thoughts, feelings or experiences as the person in the story.
<b>Scanning texts</b>	Scanning is a method of quickly moving your eyes over a text with a purpose of finding a specific piece of information Scanning involves the following: <ul style="list-style-type: none"> <li>• Keep in mind all the time what you are searching for</li> <li>• Anticipate what the information you are looking for will look like. If it is who, or where, it will have a capital letter, if it's a date, it may be numbers</li> <li>• Think about the organisation of the text and decide if you have to scan the whole text, or if you would most likely find the information in the first, middle or last paragraphs</li> <li>• Let your eyes run over a few lines of a text at a time</li> <li>• When you find the information you are looking for, then read that section in detail</li> </ul>
<b>Sequencing</b>	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.
<b>Skim reading</b>	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. It is used in pre-reading to get a general idea of what is about to be read.  How to skim read: <ul style="list-style-type: none"> <li>• Read the title</li> <li>• Read any subheading</li> <li>• Look at any illustrations</li> <li>• Read the introduction</li> <li>• Read the first paragraph completely</li> <li>• Read only the first sentence of all other paragraphs.</li> <li>• Look for any words that may provide the most important information required: who, what, when, where and how</li> <li>• Read the last paragraph completely</li> </ul>
<b>Socio-political and cultural backgrounds of text and author</b>	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across.  Often it is useful to know a little about the author as it can help the reader to understand the story better.
<b>Visualising</b>	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.
<b>Vocabulary development</b>	Vocabulary development is adding to the amount of words you know and understand. You can add to your vocabulary by reading new words and working out ways to understand them; including using a dictionary or clues from the text.  Vocabulary development includes learning about synonyms, antonyms, homophones, homonyms

## TEXT FEATURES

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

<b>Action</b>	The action is when the most exciting, tense, frightening, funniest parts of a story occur.
<b>Authors attitudes and intentions</b>	The author will write a story or a play based on his or her own beliefs, or a message he or she wants to bring to the world. The author will use his or her own history, childhood experiences or attitudes to bring the message across. Often it is useful to know a little about the author as it can help the reader to understand the story better.
<b>Alliteration</b>	Alliteration is the repetition of one letter of the alphabet in a sentence. It helps to create a rhythm or flow, especially in poetry. It can build suspense or humour E.g. The silent snake slithered slowly over the sand Mom made marvellous muffins on Monday for Muthusi
<b>Ambiguity</b>	When a sentence, phrase, word or joke can be interpreted in more than one way, then it is ambiguous. Writers often use it purposefully so the reader needs to interpret, or work out which meaning is really intended. E.g. Sarah gave a bath to her dog wearing a pink t-shirt. Was Sarah wearing the pink t-shirt or was the dog?
<b>Assonance</b>	Assonance is the sound created when words that are close to each other in a sentence have the same vowel sounds. E.g. green beans
<b>Background</b>	The background can be the historical or geographical setting of the novel. If we understand the events that happened at a specific time in history, we are able to understand why the characters behave and think a certain way
<b>Captions</b>	Captions are explanations, usually found underneath pictures in a text. By reading the captions, we may gain a better understanding of what the text will be about.
<b>Character</b>	A character is a person in the story. There are different types of characters in a story – some are main characters, some only have small parts in the story.  Characters can be good or bad and the writer often wants the reader to like or dislike certain characters. It can be useful for learners to make a list of the characters as they come across them in the story.
<b>Characterisation</b>	Making the character come alive, making the character seem real, through details of how the character would dress, talk, walk, think, or act.
<b>Chronological order</b>	When something is written in chronological order, it is written step by step, in the order in which it happened or must happen. What happens first, then what happens next? What happens after that? Etc.
<b>Command Style</b>	When something is written in command style it is written as an instruction.

<b>Conflict</b>	<p>The part of the story when the tension is being explained. Conflict can be created by an external event, or an internal personal struggle.</p> <p>There are four major types of conflict:</p> <ul style="list-style-type: none"> <li>• Person against person: a problem between two characters</li> <li>• Person against self: a problem within the character’s own mind</li> <li>• Person against society: a problem between a character and an institution like a school or police force or a tradition</li> <li>• Person against nature: a conflict between a character and a force of nature like a tornado, hurricane, tsunami</li> </ul>
<b>Dialogue</b>	<p>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.</p>
<b>Direct meaning</b>	<p>The meaning is obvious and straightforward, with no room for misinterpreting.</p>
<b>Drama</b>	<p>A piece of writing that tells a story and is performed on a stage.</p>
<b>Emotive language</b>	<p>Language used when a writer wants to convince the reader to believe something. The writer uses words that make the reader feel strong emotions.</p> <p>The use of the pronouns “We, us” makes the reader feel part of something.</p> <p>Some adjectives are very strong and make the reader feel an emotion like excitement, anger, sadness. This is emotive language that the author has chosen to use for a purpose.</p>
<b>Fact and opinion</b>	<p>A statement of fact in a reading text can be proved to be true using a source of proof.</p> <p>Opinion is an expression of the character or author’s personal likes, dislikes, view of life or ideas. This may differ from person to person.</p> <p>Distinguishing between what can be proven as a fact and what is the belief, or preference or thought process of the author. A fact can be supported by witnesses, evidence, numbers, experiments, but opinions are the point of view or perspective or life experience of the author or the character the author has created. Opinion is simply one way of viewing the world.</p> <p>Learners can be asked to imagine wearing different glasses – sunglasses, 3D movie glasses, and granny’s reading glasses. Colours will look different depending on which glasses you are wearing, just as an author will only explain an event because of the way he or she sees the world.</p>
<b>Figurative language</b>	<p>This includes figures of speech and idiomatic expressions.</p> <p>Figures of speech include alliteration, hyperbole, metaphor, onomatopoeia, simile, personification.</p>
<b>First person writing</b>	<p>Writing in the first person means writing from the author’s point of view. The words ‘I’, ‘me’, ‘mine’ and ‘my’ will be used.</p>
<b>Font types and sizes, the impact of font on comprehension</b>	<p>Font is the style or size of typing. If words are typed in bold or italics, it means you must pay more attention to them, as they are being typed differently to indicate their importance. The font shows that some words are important, they must be pronounced with more emphasis when reading aloud, or because they are important to the plot of the story, or understanding certain terms. The type of font can also be called typography.</p>
<b>Format</b>	<p>The format is how the writing or the text is laid out. Different types of writing have different formats. The way a letter is laid out is different to how a newspaper is laid out.</p>



<b>Genre</b>	Genre is the category or style of the book. E.g. mystery; fantasy; science-fiction; adventure; romance.
<b>Graphs</b>	A visual way to display information, especially figures/numbers.
<b>Headings and captions</b>	Headings always introduce a text or a poem and are useful in providing information about the article or text. Often settings, names, places, characters will be mentioned in headings and captions. A caption is usually under a newspaper article heading or a cartoon – one line to sum up the story.
<b>Hyperbole</b>	Hyperbole is the use of exaggeration for effect. E.g. My suitcase weighs a ton! I have told you a million times!
<b>Idioms and proverbs</b>	Idioms are part of figurative language. The ability to recognise common idioms is important, such as ‘The Midas touch’ or ‘Birds of a feather’ where the idiom has a deeper meaning, or wider context.
<b>Illustrations</b>	The illustrations are the pictures in a text. They can often help us to understand what is happening in the text.
<b>Imagery</b>	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. Imagery is another word for figurative language. It includes poetic devices such as similes, metaphors and personification.
<b>Interjections</b>	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!
<b>Lines and stanzas</b>	Poems are written in lines. Sometimes these lines are grouped together. If they are grouped together, the group of lines is called a stanza. Some poems are not written in stanzas but just in lines as the poet wishes to write. This is called free verse.
<b>Literal and figurative meaning / Figures of speech</b>	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.
<b>Main and supporting ideas</b>	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.

<b>Metaphor</b>	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
<b>Milieu</b>	Milieu means the physical or social setting in which something happens. Help learners to identify the milieu of the story – what is the class of the different characters? Are they working class? Are they middle class? To what degree are they educated, and how does this impact on their lives? What is their economic status, and how does this impact on their lives? What kinds of jobs do they have? What do they do for enjoyment?
<b>Mood</b>	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.
<b>Narrator</b>	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.
<b>Onomatopoeia</b>	Onomatopoeia are words which make a sound E.g. hiss; ping; buzz; splat; bang; zoom; sizzle
<b>Personification</b>	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
<b>Plot</b>	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.
<b>Purpose of a text (to inform, persuade)</b>	The writer has a reason for his or her work. Sometimes it is just to entertain the reader. Sometimes it is to share factual information and sometimes it is to persuade the reader to think about a different way of life, or to change their opinions on a topic. Try to work out why the author has written the text. This will also help with identifying language structures used. E.g. if the purpose is to entertain, adjectives and descriptive figurative language may be used. If the purpose is to persuade, you might identify bias and stereotypes.
<b>Rhetorical Question</b>	A question which does not require an answer. It is asked to make the listener think, not to actually be answered. The answer is usually quite obvious. E.g. What colour is the sky?

<b>Rhyme</b>	<p>Rhyme is a feature of some poems. Other poems do not rhyme. Rhyme depends on how the words sound when read aloud, not on how the words are spelled. Rhyming words in poems are found at the end of the line. There are different rhyming patterns or schemes.</p> <p>E.g. rhyming couplet:</p> <p>I cannot go to school today (a) Said little Peggy-Anne McKay (a) I have the measles and the mumps (b) A gash a rash and purple bumps (b) My mouth is wet, my throat is dry (c ) I'm going blind in my right eye. (c) My tonsils are as big as rocks, (d) I've counted sixteen chicken pox. (d)</p> <p>Or a,b,b,a:</p> <p>He treasured the thought (a) Of childhood days (b) Of teenage ways (b) Memories that can't be bought (a)</p> <p>Some poems, especially those written about more serious topics, are written in free verse and do not rhyme at all.</p>
<b>Rhythm</b>	The rhythm of a poem is almost like the musical beat, how the poem flows when read out loud. The words that we put emphasis on and those that we don't help create the rhythm.
<b>Setting</b>	The setting gives us an idea of the time when the story or drama happens, as well as where it takes place. The setting gives us the physical locations. This is where the story or drama takes place. The country, the community, the actual location – like classroom or soccer pitch. Setting also included when the story occurs – the time period the story is set in: modern, future or past time periods.
<b>Simile</b>	A simile is a comparison between two objects using the key words 'as' or 'like'. It shows that something is similar, used to create a clear mental image E.g. His eyes were like knives; she was as tall as a giraffe
<b>Socio – political and cultural background of text and of author.</b>	Often the author's own personal history, hometown, traditions, culture, political views and income level will strongly influence his or her writing.
<b>Target audience</b>	Who is the text being written for? Sports fans? Girls? Families? Nature lovers?
<b>Title</b>	The title identifies and introduces the story. It often gives us an idea about what the story is going to be about.
<b>Theme and message</b>	The theme of a text helps to carry the message the author wants to convey. Common themes are love, friendship, courage, death, greed.
<b>Third person writing</b>	This is when the writer writes from a third person point of view, and uses pronouns such as: he, she, it, they.
<b>Tone</b>	The general character, attitude, or mood of a piece of writing.



<p><b>Types of language - including: bias, prejudice, discrimination, stereotyping. How language and images reflect and shape values and attitudes.</b></p>	<p>Bias in writing is a writing style that will favour one group, thing, person or point of view over another. E.g. using the pronoun he all the time may favour men or boys, giving the idea that only men or boys are able to do that work.</p> <p>To identify prejudice in a text is an important reading skill, the reader must be able to identify if the author is using language which is creating an idea that one group is better than another. Prejudice is a stronger and more obvious language style than bias, and may use clearly ethnic, national, religious or gender terms to make one group appear superior to another.</p> <p>Stereotyping is when the author states that a whole group of people think or behave the same way. Stereotyping is not true. The behaviour might represent the majority or a large part of the group, but never the whole group.</p> <p>E.g. All women want to be mothers. All men love sport. All boys love fast cars. All women like to cook.</p>
<p><b>Typography</b></p>	<p>Typography is the typing style of a text. If typing is bolder, or in italics, it means the reader must place emphasis on or pay attention to those words more than others.</p>
<p><b>View point of writer</b></p>	<p>Writers can write from a first, second or third person point of view. The third person point of view is when the story is being told by a character who was not personally involved in the action, who was just watching the events unfold from the side lines. The narrator, simply explaining what he or she sees, is third person point of view, and is the most popular and frequent view point. However, sometimes the personal pronoun "I" is used, as the story is told from the point of view of the main character, who will explain the events and how he or she feels.</p>
<p><b>Visual texts</b></p>	<p>Texts that show something in pictures and diagrams rather than only in words. E.g. posters; adverts; charts; graphs.</p>

## LANGUAGE STRUCTURES AND CONVENTIONS

<b>Abbreviations</b>	<p>These are words which have been shortened, by using a few of the letters of the word, most often the first few letters.</p> <p>E.g. Dr. – Doctor Mr. – Mister Adj. – adjectives Sept. – September Geog. – Geography</p>
<b>Adjectives</b>	<p>An adjective describes a noun. It gives us more information about the noun. It adds details to the writing, helping the reader to visualise or imagine the story.</p> <p>E.g. The girl lived in a cottage. The small, poor, young, pretty, kind girl lived in a tiny, old, broken, dirty cottage.</p>
<b>Adjectives – superlative and comparative</b>	<p>Comparative adjectives show degrees of comparison. For example: pretty – prettier – prettiest.</p> <p>A superlative adjective is the best description possible. For example, instead of describing your mother’s cooking as good or better – you might say: My mother’s cooking is the best.</p> <p>Best is the superlative adjective. She is the prettiest girl in the class. Prettiest is the superlative adjective because it is the highest degree of comparison.</p>
<b>Adjectival clauses</b>	<p>Adjective clauses are a group of words that describe something. An adjectival clause provides more information to a sentence. These clauses are usually placed between commas.</p> <p>Here are some examples of sentences with the adjectival clauses underlined:</p> <ul style="list-style-type: none"> <li>• Pizza, <u>which is delicious</u>, is not very healthy.</li> <li>• The people, <u>whose names are on the list</u>, will go to camp.</li> <li>• Father remembers the old days, <u>when there was no television</u>.</li> <li>• Fruit that is imported is expensive.</li> <li>• Students <u>who work hard</u> get good results.</li> </ul>
<b>Adverbs of manner</b>	<p>Adverbs of manner are words that tell us how something was done. They give us more information on the way a person performed an action.</p> <p>E.g. He smiled happily. She cried loudly.</p> <p>Adverbs of manner usually end in – ly.</p>
<b>Adverbs of place</b>	<p>Adverbs of place are words which refer to a general place.</p> <p>E.g. Here; there; near; far.</p>
<b>Adverbs of time</b>	<p>Adverbs of time are words which refer to general time frames.</p> <p>E.g. Soon; later; now; immediately; afterwards; before; tomorrow; today; yesterday; fortnight; monthly; annually.</p>
<b>Adverbial clauses</b>	<p>Adverbial clauses describe more about how something was done, by telling the place, time, cause, and purpose of an action.</p> <p>These clauses usually answer the questions: where; when; why; and under what conditions.</p> <p>Here are some examples with the adverbial clause underlined:</p> <ul style="list-style-type: none"> <li>• Place: <u>If there is music</u> playing, people will often dance</li> <li>• Time: <u>When the work is done</u>, we can relax and chat.</li> <li>• Cause: She passed the course <u>because she worked hard</u>.</li> <li>• Purpose: <u>So that he would not ruin the carpet</u>, he took off his shoes.</li> </ul>

<b>Acronyms</b>	A word or name formed as an abbreviation, however the individual letters sound as though they make up a new word. E.g. A.N.C – African National Congress D.A – Democratic Alliance E.F.F – Economic Freedom Fighters
<b>Antonym</b>	A word that is opposite in meaning to another word in the same language. E.g. 'happy' and 'sad'; 'clean' and 'dirty'; 'bright' and 'dull'; or 'introvert' and 'extrovert'. Note that some words become antonyms by adding a prefix: happy – unhappy; obey – disobey; legal – illegal; and responsible – irresponsible.
<b>Apostrophe</b>	A punctuation mark to show who owns an item. E.g. Siphon's pen. The apostrophe shows that the pen belongs to Siphon. The boys' toys. If the owner is a plural, the apostrophe is placed after the 's'. This type of apostrophe is called the possessive case apostrophe, because it shows who owns, or possesses an item. We also use an apostrophe for a contraction. Contractions are words like cannot becoming can't. Should have becomes should've. Would have becomes would've. Did not becomes didn't. We put the apostrophe where the missing letter has disappeared.
<b>Auxiliary verbs</b>	Auxiliary verbs support the actual verb. E.g. is, are, were, was, am, have, has, had, be. They can stand alone in a sentence. E.g. I am happy. She was angry. Or they can support the verb. E.g. We are walking to school.
<b>Clauses</b>	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. E.g. When it was raining. Because you were late. Before you go to bed.
<b>Complex nouns</b>	Two nouns that have been put together. They can either be written as one word, or with a hyphen or as two separate words. E.g. classroom (class and room have been put together) raincoat, sunglasses, razor-blade, reading lamp.
<b>Concord</b>	The concord is when the subject and the verb in a sentence agree. E.g. If the subject is singular – the boy – we say the boy eats his food. If the subject is plural – boys – we say the boys eat their food. Boy – eats Boys – eat We are going to town. He is going to town. We – are He – is

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

<b>Phrases</b>	<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>
<b>Prepositions</b>	<p>Prepositions are words which indicate the placement or position of an object. E.g. on; in; under; above; below</p>
<b>Pronouns</b>	<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. Pronouns include he, him, his, she, her, I, me, my, you, us, we, they, them</p>
<b>Punctuation</b>	<p>Punctuation is the markings used in writing 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>Quotation marks show that someone is speaking or to show words have been taken directly from what someone else said. "..." Quotation marks can also be called inverted commas.</p> <p>Semi colons joins two main clauses if a conjunction isn't being used. Semi colons can indicate two opposite ideas in one sentence. It is a long pause that balances two equally important ideas within a sentence.</p> <p>Question marks are used at the end of sentences in which any question is asked. Key question words are 'who, where, when, what, why, how?' Sometimes question words can also be 'do, are, have, has, is?'</p>
<b>Reported speech</b>	<p>Reported speech is also called Indirect speech. It is when a person is repeating what was said, without the use of inverted commas.</p> <p>E.g. "Study hard for your exams!" said the teacher.</p> <p>The teacher said that we must study hard for our exams. The word 'that' is used and the pronoun changes from 'your' to 'our'. A class member is reporting on what the teacher said.</p>

<p><b>Sentences</b></p>	<p>A group of words that is complete in itself and make sense that conveys a message. Each sentence will contain a subject (who or what the sentence is about) and a verb.  A simple sentence contains only one clause, a single subject and a single predicate.  E.g. The boys played in the park.</p> <p>The simple sentence can then be added to, or built up with adjectives, adverbs, conjunctions and other figurative language.  E.g. The boys were playing outside.</p> <p>A simple sentence with a subject (boys) a verb (were playing) and the predicate is the rest of the sentence.</p> <p>Sentences fall into four groups.  A command. "Go outside at once!"  A question. "Where are you going?"  A statement. "I am going outside."  An exclamation. "I can't wait!"</p> <p>A complex sentence contains more than one clause.  E.g. I burned dinner, but not the cake.  (A clause is a group of words that has both a subject and a verb.)</p>
<p><b>Spelling</b></p>	<p>The process or activity of writing or naming the letters in a word. There are many spelling rules which can be taught. English is not a phonetic language so it is difficult to hear how to spell words. Not all words follow the rules, but there are some basic guidelines or spelling rules to follow.  E.g. Long and short vowel sounds.</p> <ul style="list-style-type: none"> <li>• A short vowel sound like 'e' means the last consonant must be doubled before adding –ing. Pet – petting</li> </ul> <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"> <li>• "i before e except after c"</li> <li>• When a word ends in a 'y' and you want it be a plural, look to see if the letter before the 'y' is a vowel or a consonant. If it is a vowel, you just add 's'. If it is a consonant, you drop the 'y' and add –ies.</li> </ul> <p>E.g:</p> <ul style="list-style-type: none"> <li>• Monkey – monkeys</li> <li>• Donkey – donkeys</li> <li>• Country – countries</li> <li>• Lady – ladies</li> <li>• City – cities</li> </ul>
<p><b>Subject verb agreement</b></p>	<p>The subject and verb in the sentence must both be the same tense, and both in the singular or in the plural form. They must agree.  E.g. My friends are kind. My friend is kind.</p>
<p><b>Suffixes</b></p>	<p>The suffix is attached to the end of the word and indicates some change in the root word. The suffix – ed indicates past tense. The suffix – ly shows adverb of manner. The suffix – ing shows continuous tense. The suffix – ness indicates an abstract noun. E.g. happiness; happily.</p>

<b>Synonyms</b>	Words which have the same meaning as other words in a language. The words can replace each other in the sentence, without changing the meaning of the sentence. E.g. The cheerful boy clapped. The happy boy clapped. The joyful boy clapped. Synonyms for beautiful would be: pretty, lovely, gorgeous, exquisite, and attractive.
<b>Verbs</b>	Verbs are doing words, they refer to actions that are performed. E.g. run, smile, talk, and whistle. The verbs follow strict rules when the tenses change. E.g. run – ran – has run Talk – spoke – has spoken Sing – sang – has sung Verbs are the building blocks of most sentences.
<b>Verb tenses</b>	Verbs determine what tense the sentence is written in. Simple present tense. I play tennis every week. Snakes are reptiles. Present continuous tense. She is watching the tennis game. Simple past tense. He woke up early and got out of bed. Past continuous tense. The children were sleeping in their beds. Past perfect tense. He had forgotten his keys. Simple future tense. We will teach the learners tomorrow. Future continuous tense. I will be working the whole day.



# 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.

- All process writing lessons follow a routine.
- The standard routine for a Gr 8 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.



“Romance is the sweetening of the  
soul, With fragrance offered by the  
stricken heart. ”

- Wally Soyinke

CYCLE

1

weeks

1 & 2

## READING

### CYCLE 1: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Drama or Play
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Action</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Narrator</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Titles, headings, captions, illustrations</li> <li>• Parts of a book: title page, table of contents, chapters, glossary, index, appendix, footnotes etc.</li> <li>• Context clues</li> <li>• Predicting information</li> <li>• Skimming</li> <li>• Scanning</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Rumours	Listening skills dialogue from teacher's guide	136
English Today	Equality for Everyone	Cissie	128
Interactive English	Believe in yourself	An interview with Richard Branson*	177
Platinum English	This is our story	The Gift of Stories	131
Spot On English	Where do we come from?	Inside a Time Machine	112
Successful English	My life, your life	Play extract	184
Top Class English	Let dreams take flight	The wet-and-dry machine	127
Via Afrika English	Reader's theatre	Billionaire Boy	121

# LESSON OUTLINE

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a drama or play.
3. Remind learners of the structure and format of a drama/play.
4. Go through relevant text features with the learners.

### SHARE BACKGROUND INFORMATION

5. Tell the learners any background information that you have found out, related to: the writer; the period in history; the setting of the drama.

### SKIM AND SCAN THE TEXT

6. Ask the learners:
  - a. Does the drama have a title? What does it tell you about the drama?
  - b. Does the drama have pictures? What clues about the text do we get from the pictures?
  - c. Skim and scan the list of characters and the first scene. Who are the characters and what is the setting?
  - d. Is there any dialogue? What do you notice about how it is set out? Point out to the learners that in a drama or play, the person's name is written in capital letters followed by a colon. The actions are put in brackets after the colon and then the actual words that the person says are written.  
E.g.  
ZANELE: (smiling) would you like to share my lunch?  
LERATO: (looking relieved) yes please! I forgot mine at home today.

### PREDICT WHAT THE DRAMA IS ABOUT

7. Ask the learners:
  - a. What they think the text is going to be about base on the title?
  - b. Why do they say this?

## **PARTS OF A BOOK**

8. If you have multiple copies of a book for learners to look at, allow them to page through this as you speak. If not, show them your book while you point out and explain the following parts to the learners: title page, table of contents, chapters, glossary, index, appendix, footnotes etc.

E.g.

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

9. Also explain the following terms to the learners: titles, headings, captions, illustrations (pictures).

# LESSON OUTLINE

## READING

30 MINUTES

### READ THE DRAMA

1. Read the drama aloud – select different learners to read the lines of different characters.
2. Read the text aloud once again, this time using different learners as readers.
3. Tell the learners:
  - a. As the drama is read they must try to visualise each scene by ‘building a movie’ in their minds.
  - b. They must read the drama once again, silently and on their own.

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

4. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don’t understand:
  - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole drama, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### LANGUAGE AND TONE

5. Ask the learners:
  - a. What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
  - b. How does the drama make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the drama.
  - c. Does the tone of the drama change in different parts?

### INTENSIVE READING

6. Instruct the learners to turn and talk to a partner.
7. Partners work together and read the whole extract again to each other.

8. Tell the learners that while they are reading they should:

- a. look out for the main characters and try to notice as much about them as possible
- b. think about these questions:
  - i. Who are they?
  - ii. Where do they live?
  - iii. What kind of people are they? (kind, angry, jealous, sad, grateful)
  - iv. Are they poor or rich?
  - v. Are they smart or foolish?

9. Draw this table on the board and ask learners to copy it into their work books

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

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

11. Partners to discuss who is telling the story? Who is the narrator? Is it a character in the story, or a third unseen person?

12. Explain that a narrator is a voice that tells the story, a voice that explains some of the plot, the setting, what things look like. This can be one of the characters or an all seeing, all knowing voice.

13. Partners to discuss which character in the story they liked the most and why, and which character they liked the least and why.

14. Partners to discuss which character they could identify with and why.

Ask the learners:

- Have you ever felt the same way as the character?
- What happened to make you feel that way?
- Have you had a similar experience to the character's experience?
- What was that experience and how was it similar to the character's experience?

### FINAL QUESTIONING

15. Ask the learners some of the following questions about the plot:

- a. Summarise the plot of the drama – give a brief overview of what happens.
- b. What is the conflict in the drama – the struggle between two characters, or a problem that must be addressed?
- c. How does the drama end?

## POST-READING

**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Teach or unpack any skills that may be needed to answer the questions. For example, if a question asks learners to compare two characters, explain to learners that they must do the following:
  - First, look at what is the same about the two characters
  - Then, look at what is different about the two characters
  - Finally, decide what this tells you about the two characters
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

## READING

### CYCLE 1: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Figures of speech</li> <li>• External structures, lines, words, stanzas</li> <li>• Typography</li> <li>• Figurative meaning</li> <li>• Tone</li> <li>• Theme and message</li> <li>• Direct and implied meaning</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Purpose of text</li> <li>• Target audience/group</li> <li>• Making inferences</li> <li>• Personal opinion</li> <li>• Fact and opinion</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 2	PAGE
Clever English	Rumours	For Anne Gregory	141
English Today	Equality for Everyone	Encounter with the Ancestors	135
Interactive English	Believe in yourself	The Optimist's Creed	182
Platinum English	This is our story	Haiku	133
Spot On English	Where do we come from?	POETRY IN CORE READER	
Successful English	My life, your life	Gossip	193
Top Class English	Let dreams take flight	Dreams	132
Via Afrika English	Reader's theatre	Limericks	



# LESSON OUTLINE

## PRE-READING

30 MINUTES

### INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem.
4. Ask learners why they think poets write poetry. Discuss their answers. (To share their thoughts, feelings and emotions. To paint a picture with words to describe how they feel about something. To pass down stories and lessons from generation to generation. To share ideas, to get the reader to think about different topics, to challenge the reader.)
5. Ask learners why they think we should read poetry. Remind learners that songs are a form of poetry. Discuss their answers. (To learn new things. To learn about ourselves. To escape the reality of the world. To hear new ideas. To hear ideas shared in a more interesting way – to enjoy the language used.)

### SHARE BACKGROUND INFORMATION

6. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

### SKIM AND SCAN THE POEM

7. Ask the learners:
  - a. Does the poem have a title? What does it tell you about the poem?
  - b. Does the poem have illustrations? What do the illustrations tell you about the poem?
  - c. Does the typography of the poem change, or is there anything interesting about it? (The type of the font, the size of the letters, if any words are written in bold or italics.)

### PREDICT WHAT THE POEM IS ABOUT

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

## READING

30 MINUTES

### READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:
  - a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
  - b. They must read the poem once again, silently and on their own.

### STRUCTURE, RHYME AND RHYTHM

4. 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.
5. 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)

6. Ask the learners to:
  - TURN and TALK to a partner
  - write down all the last words of each line of the poem
7. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme as shown above, by adding letters of the alphabet to the words that rhyme, starting with 'a'.
8. If there is no rhyming pattern, it is called free verse.
9. Ask the learners what the effect of a rhyming pattern is or of the poet's choice to use free verse.
10. Explain that rhyme is usually used for less serious topics, and creates a rhythm almost like a musical beat. This makes the mood light-hearted. Free verse is usually used for more serious topics.

## WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

11. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
- Tell learners to make inferences about words they do not know.
  - Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
  - Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
  - Use a dictionary to look up the meaning of the word.

## LANGUAGE AND TONE

12. Ask the learners:
- What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
  - Explain direct and implied meaning to the learners. Ask them to identify at least one place in the poem where the poet has used an implied meaning.
  - How does the poem make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the poem.
  - Does the tone of the poem change in different parts?
13. Ask the learners to listen for the metaphors and similes.
14. Remind the learners that a metaphor is a direct comparison and a simile is an indirect comparison using 'like' or 'as'. They are used to create an image in poetry. Metaphors and similes link one idea to another, they use imagery to help explain an idea.
15. Place the learners in groups of four. Tell the learners to read the poem together and to discuss the metaphors and similes they find. Learners must:
- identify what is being compared to what
  - say why they are being compared
  - discuss whether or not it is an effective (good) comparison. Does it help to explain the idea?
  - Identify any other figurative language (personification, alliteration, onomatopoeia)
16. Ask one person from each group to feedback to the rest of the class.
17. Tell the learners to discuss why punctuation might be different in poems – why the poet might not use capital letters for each new line.

## COMPREHENSION AND ANALYSIS

18. Ask learners some of the following questions about the poem:

- a. Summarise the poem – give a brief explanation of what the poem is about?
- b. Why do you think the poet wrote this poem?
- c. Who do you think it was intended for? (target audience)
- d. Is there any conflict in this poem? If so, what is it?
- e. How does the poem end?
- f. What did you like or dislike about this poem? Why?
- g. Are there any facts in this poem? What are they?
- h. Are there any opinions in this poem? What are they?
- i. What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?

## FINAL QUESTIONING

19. End the reading session by asking learners if they have any questions about the poem. (Try your best to answer all questions, or to find out the answers. Show learners where to find the answer in the poem, if applicable. Explain that there is not always one, correct answer about a poem – sometimes it is up to the reader to decide the meaning.)

## **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. Explain any questions learners do not understand. Allow class members to suggest possible answers.
4. Instruct the learners to write answers in their work books.
5. Use the teacher's guide to go through the answers with the learners.

## WRITING

### CYCLE 1: WEEKS 1 & 2

#### PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

##### ACTIVITY: Write a poem review

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

Textbook	Theme	Page Number in Tracker
Clever English	Rumours	140
English Today	Equality for Everyone	131
Interactive English	Believe in yourself	179
Platinum English	This is our story	134
Spot On English	Where do we come from?	112
Successful English	My life. your life	182
Top Class English	Let dreams take flight	122
Via Afrika English	Reader's theatre	119

**GENRE:** Reviews

**CAPS DESCRIPTION OF GENRE:** A written review is a piece of writing that expresses the personal opinion of the writer on a piece of art, a movie or theatre production, a book or other piece of writing. Reviews can even be written about restaurants and hotels.

**AUDIENCE:** Grade 8s

**TITLE OF WRITING TASK:** Write a poem review

**PURPOSE:** To share an opinion on a piece of writing or event.

**TOTAL TIME ALLOCATION:** 2.5 hours

**TENSE TO BE USED:** Simple past tense

**REQUIRED LENGTH OF TEXT:** 120-140 words

**RESOURCES REQUIRED:**

- Dictionary
- Thesaurus (if available)
- Copies of poems that are an appropriate level for learners to review
- Textbooks
- Reviews taken from newspapers of movies and restaurants

**WORD BOX**

**Vocabulary:** poet, poem, simile, metaphor, alliteration, personification, stanza, meaning, believe, think, opinion, think, like, dislike, boring, interesting, clever, beautiful, recommend, rating, wonderful, cheerful, read, love, wonderful, special, imagination

## TEACHING THE GENRE

**30 MINUTES**

### OUTCOMES:

- The learners will read and understand the poem "I am an African"
- 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 poem.

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 poem
- 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. Remind the learner:

- a. A poem is almost like painting pictures with words.
- b. A poem is not as long as a book, but the poet can tell us a story and make us feel things just by using a few words.
- c. The poets can do this because they know some clever ways of using language.
- d. These ways are called poetic devices. We will discuss some of these later.
- e. Poets write poems for all sorts of reasons.
- f. Poets show us what they are feeling and what is happening around them using words to paint us a picture.
- g. I am now going to read you a poem by a South African poet named Siyabonga Nxumalo. He was born in 1983. That means he is 33 years old now.
- h. Listen carefully as I read the poem.
- i. The poem is called 'I am an African'.

1. Read the poem below

I am an African – by Siyabonga A. Nxumalo

Not because i'm black.  
But because my heart warms  
And tears run down my face  
When i think about AFRICA.

I am an African,  
Not because i live here,  
But because the African  
Sun lit my paths.  
Because the air that i breath  
Is from these majestic mountains.



That air nurtured me  
Growing up.

I am an African,  
Not because i can speak  
Swahili, Shona, Zulu or Xhosa.  
But because my heart is  
Shaped like a question mark,  
Just like AFRICA.

I am an African,  
Not because i am black,  
But because my umbilical cord  
Is buried under the majestic  
Mountains of AFRICA.

Source: <http://www.poemhunter.com/poem/i-am-an-african-2/>

2. Say:

- I will read the poem again but I will first explain the meaning of a few of the more difficult words in the poem.

3. Write the following words and their meanings on the chalkboard:

Majestic mountains: mountains that are very big and make us feel very small.

Nurtured: To nurture something is to take very careful care of it.

Umbilical cord: An umbilical cord is the cord that connects a baby to its mother whilst she is still carrying it inside her. This cord is what carries food to the baby and keeps the baby alive.

4. Explain the meaning of these words to the learners.

5. Now tell the learners to close their eyes and read the poem to them again.

6. Write the following on the board:

Points to remember when writing a review:

- a. All reviews have a title.
- b. Use a variety of sentences types to make their reviews interesting
- c. Use simple past tense.
- d. Write in the first person
- e. Make the review interesting by using descriptive words.

7. 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.

## LEARNER ACTIVITY

Ask the learners the following questions to help them understand the poem before writing their review. Discuss the answers. *Note that suggested answers have been included after each question.*

1. What is the poem about? (About what makes a person an African.)
2. Who is the speaker? (The poet, Siyabonga Nxumalo, an African man.)
3. In every stanza, the poet says something about what makes him an African. What reasons does he give in stanza 1 and in stanza 5? (In stanza 1, the poet says he is African because he loves Africa, and he feels very strongly about Africa. In stanza 5, the poet says he is African because he was born in Africa – his umbilical cord is buried in Africa.)
4. What is the main message of the poem? (The main message of the poem is that people are African if Africa is in their blood, if they feel a passionate connection to Africa.)
5. Has the poet used any poetic devices? If so, what? (Personification – ‘that air nurtured me’. He is giving the air a human quality. Simile – ‘my heart is shaped like a question mark’. He directly compares the shape of his heart to a question mark, using the word ‘like’. Alliteration – ‘majestic mountains’. He repeats the ‘m’ sound.)
6. How does this poem make you feel? (Any reasonable answer.)
7. Would you recommend this poem to your friends or family to read? Why or why not

## MODELLING

**30 MINUTES**

### OUTCOMES

The learners will learn how to review a poem.

### TEACHER INPUT

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

1. My opinion was...
2. My thoughts were...
3. I felt that...
4. I was amazed that...
5. I was surprised to see...
6. I was disappointed....
7. I was hoping....

6. Tell learners that you will review the poem "I am an African". They will have a choice to review the same poem or to choose one of the other poems you have brought. For extension, some learners might choose to bring their own poems to review.
7. Draw the following planning grid on the chalkboard and complete it together with the learners by asking them what they would fill in in each section:

Paragraph	Keywords
<b>Introduction</b> (Background information on the poet. Title of poem. What is the poem about? )	I am an African by Siyabonga A. Nxumalo About what makes you an African
<b>Body 1</b> (What do you think the poem means? Refer to lines from the poem.)	Poet wants readers to understand that he loves Africa because he grew up there, his heart is shaped like Africa and "my umbilical cord is buried under the majestic mountains of Africa".
<b>Body 2</b> (How does the poet use poetic devices?)	personification "air nurtured me" alliteration "majestic mountains"
<b>Conclusion</b> (What is the main point of the poem? What did you think of the poem? What does this poem mean to you?)	When born in Africa, will always be African. Moving and powerful. Makes me proud.

8. Tell learners that during the planning part of the lesson they will complete a similar planning grid.
9. If learners choose to do the same poem as you, they MUST try to come up with some of their own ideas. They cannot simply copy what you have done.

## PLANNING



**30 MINUTES**

### OUTCOMES:

- The learners will complete a plan for their review.
- The learners will incorporate a variety of sentence types.

### TEACHER INPUT

1. Tell the learners that they will be working on their reviews on their own.
2. Learners may review “I am an African” or they may choose a different poem.
3. Learners will need time to read through some of the poems you have brought to class. Allow them to decide what they would like to review.
4. Draw the following table on the chalkboard:

Paragraph	Keywords
<b>Introduction</b> (Background information on the poet. Title of poem. What is the poem about? )	
<b>Body 1</b> (What do you think the poem means? Refer to lines from the poem.)	
<b>Body 2</b> (How does the poet use poetic devices?)	
<b>Conclusion</b> (What is the main point of the poem? What did you think of the poem? What does this poem mean to you?)	

5. Ask the learners to copy this table into their workbooks using a full page.
6. Explain that learners will plan their reviews by filling in key words for each question in the table.
7. Read and explain each question to the learners.
8. Remind learners that WRITERS PLAN BEFORE THEY WRITE..

### LEARNER ACTIVITY

1. Learners decide which poem they will review.
2. Learners work on their plans.
3. Give the learners a time limit to keep them on task.

## DRAFTING



20 MINUTES

### OUTCOMES:

The learners will write a first draft of their review.

### TEACHER INPUT

1. Tell the learners they are going to write the first draft of their review.
2. Explain to the learners that they should use their ideas from their planning table to write a review of their chosen poem.
3. Write the criteria below onto the chalkboard:

#### Criteria:

Write a review of the poem using the following criteria:

- The review is structured correctly with an introduction, a body of 2 paragraphs, and a conclusion
- The writer used a variety of sentences? Both simple and compound?
- The writer wrote in simple past tense?
- The writer made good use of describing words? (adjectives and adverbs)
- The writer has used interesting vocabulary?
- The review is between 120 – 140 words long?
- The review make sense?

4. Discuss the criteria with the learners.
5. Give the learners a time limit to complete draft to keep them on task.
6. While the learners write their first draft, move around the room and offer support.

### LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. As they write, walk around and HOLD MINI CONFERENCES.
3. Also remember to ENCOURAGE WRITERS.
4. Tell the learners to read through their reviews, because good WRITERS READ WHAT THEY WRITE.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

The learners will peer-edit their reviews using checklist provided.

**TEACHER INPUT**

1. Tell the class that they will peer-edit each other's reviews because WRITERS PEER EDIT.
2. Tell the learners to swap reviews and using the checklist you will write on the board, do a peer-edit.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is the review structured correctly with an introduction, a body of 2 paragraphs, and a conclusion?		
2	Did the writer use a variety of sentences? Both simple and compound?		
3	Did the writer write in simple past tense?		
4	Did the writer make good use of describing words? (adjectives and adverbs)		
5	Has the writer used interesting vocabulary?		
6	Is the review between 120 – 140 words long?		
7	Does the review make sense?		

4. Give the learners time to read and review each other's work using the check list.
5. Tell the learners that when they talk to each other they should both COMPLIMENT and SUGGEST.
6. Write this on the chalkboard:

**COMPLIMENT**

Compliment the writer by saying

I really liked the way you....

OR

I enjoyed the part where.....

**SUGGEST**

How would you feel about adding....?

OR

Maybe we can come up with a better way to...

**LEARNER ACTIVITY**

1. Learners complete the peer edit, and then TURN AND TALK.
2. Give learners a set time to do this.

## REWRITING & PRESENTING

**20 MINUTES**

### OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

### TEACHER INPUT

1. Learners must rewrite their reviews with the checklist and partner suggestions in mind.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask learners to hand in their final drafts once they have shared them with their peers.

### LEARNER ACTIVITY

1. Learners rewrite their reviews.
2. Learners get into groups of 4 or 5 and read their reviews to each other.

## COMPLETED EXAMPLE

This poem was written by Siyabonga Nxumalo, a South African poet. The poem is called 'I am an African'. It is about what makes you an African.

The poet says he is African because he loves Africa. Next, he says it's because he grew up in Africa. Thirdly, he says it's because his heart is shaped like Africa. Finally, he says it is because he was born here, 'my umbilical cord is buried under the majestic mountains of Africa.'

The poet uses personification when he talks about growing up in Africa, 'the air nurtured me'. He uses alliteration when he refers to the 'majestic mountains' of Africa.

I think that the main point of this poem is that when you born in Africa, you will always be an African. I think it is a moving and powerful poem. It makes me proud to be an African.

(Word count: 144)



# Cycle 1 Writing

ASSESSMENT						
RUBRIC						
Areas of assessment	Not yet competent		Competent		Exceeds competence	
Structure	The review has errors in tense. The writer has not used both simple and compound sentences. The review lacks purpose.	0-3	The review is written in the simple past tense. The writer has made an attempt to use both simple and compound sentences. The review shows some purpose.	4-6	The review is written in simple past tense. The writer has used both simple and compound sentences. The review shows clear purpose.	7-10
Language and style	The language use and style is still developing.	0-3	The review shows good understanding of the language. The style makes the piece interesting and keeps the reader engaged.	4-6	The level of language is exceeds the expectations at a Grade 8 level. The style is sophisticated and interesting.	7-10
Structure and features	The text does not follow the structure of a review.	0-3	It is easy to see this is a review and it is well written.	4-6	The text surpasses the expectations of this level of writing.	7-10
<b>Teacher's comments:</b> What I really like about _____ _____ _____ I think you could improve _____ _____ Total:            /30                      Date: _____            Signature: _____						

# CYCLE 2

# weeks

# 3&4

“There is that great proverb — that until the lions have their own historians, the history of the hunt will always glorify the hunter. ”

- Chinua Achebe

## READING CYCLE 2: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Newspaper/ magazine article about a social issue
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Format</li> <li>• Text Features</li> <li>• Language Use</li> <li>• Tone</li> <li>• Sequencing</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Context clues</li> <li>• Predicting information</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evaluate</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Air your view	Vocal News	153
English Today	Cell Phones at School	School cellphone ban call welcomed	139
Interactive English	Value education	'Hotstix' gets his matric	201
Platinum English	Look after wild animals	Rhino rescue needed urgently	142
Spot On English	Footprints in the wild	Walking in Wild Places	122
Successful English	What a disaster	Slaughter in Paradise	202
Top Class English	Litterbugs look out!	Conquering South Africa's Litterbugs	138
Via Afrika English	Rubbish!	Teaching your children not to litter is a valuable life lesson	134

# LESSON OUTLINE

## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell learners to open the textbook to the correct page.
2. Tell learners that in this lesson we are learning about a newspaper or magazine article.
3. Tell The learners:
  - that a news report is written in a special style
  - a news report will answer the who, where, when, why, what, how questions
  - a news report will interview people and include quotes from those people
  - a news report will use sensational headlines to attract the attention of readers
  - a news report is written in columns, not normal paragraphs as in a story

### SKIM AND SCAN THE ARTICLE

4. Tell learners to skim and scan the first paragraph.
5. Read the headline out loud to the class.
6. Explain to the learners that a news report headline must be very powerful to make sure that the newspaper is bought.
7. Tell the learners that the title of a news report will often use strong verbs or emotive language.
8. News headlines will also always be very brief to attract attention.
9. Ask the learners to tell you which words in the headline they just read were powerful or emotive - write these words on the board..
10. A news report title or headline will use many techniques like alliteration or famous names to attract attention. Write the following example on the board and discuss why they are effective:  
Hurricane Kenneth wreaks havoc!  
Sharks shatter Stormers  
Rabada revels in revenge
11. Ask the learners to come up with a few of their own examples.
12. Ask the learners to tell you what technique was used to make the headline in the newspaper article they are reading grab their attention?

### PREDICT WHAT THE TEXT IS ABOUT

13. Ask the learners:
  - a. What do you think this article is about?
  - b. Why do you say this?

## READING

30 MINUTES

### READ THE ARTICLE

1. Read the article out loud to the class.
2. Tell the learners that they must:
  - a. Follow in the text book as you read.
  - b. Read the article once again on their own.

### WORK OUT THE MEANING OF UNFAMILIAR WORDS

3. Teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
  - a. Context - read to the end of the sentence and try to work out the meaning of the word from where it is in the sentence.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole article, the headline and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### TEXT AND TEXT FEATURES

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

### LANGUAGE AND TONE

3. Tell the learners to listen for the tone and register of the article (formal or informal language.)
4. Tell learners to find at least 3 emotive words in the news report. Write learners suggestions on the chalkboard.
5. Discuss how these words make learners feel.
6. Tell the learners to listen for facts which can be proven, or interviews and opinions which are the thoughts, likes or dislikes of people.
7. Ask learners which quotes are opinions and which are facts
8. Was any jargon used? (words which are technical and only used by a group of people who work in a specific industry)
9. Ask learners some of the following questions about the article:
  - a. Summarise the article – give a brief explanation of what the article is about?
  - b. Briefly say what the order of events was in the article. Start with: First,
  - c. Does the first paragraph answer the '5 W' questions: what; who; where; when; how; why?
  - d. Did the writer share his or her own opinion in this article, or did it just share information?

## 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. Explain any questions learners do not understand. Allow class members to suggest possible answers.
4. Instruct the learners to write answers in their work books.
5. Give the learners 30 minutes to complete the written answers.
6. Use the remaining time to allow learners to share or read their answers to the class afterwards.
7. Use the teacher's guide to go through the answers with the learners.

# READING

## CYCLE 2: Reading & Viewing Lesson 2

\*Note: For text 2 you will have a Poetry option or a One Act play option depending on the textbook you are using.

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poetry or One Act Play
Features of text to be taught:	POETRY <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Figures of Speech</li> <li>• External structures, lines, words, stanzas</li> <li>• Typography</li> <li>• Figurative meaning</li> <li>• Message</li> </ul> ONE ACT PLAY <ul style="list-style-type: none"> <li>• Plot</li> <li>• Sub-plot</li> <li>• Character</li> <li>• Conflict</li> <li>• Dramatic response</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Predicting information</li> <li>• Visualisation</li> <li>• Analysing, evaluating and responding to texts</li> <li>• Context clues</li> <li>• Personal opinion</li> <li>• Skimming</li> <li>• Scanning</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Air your view	Old Granny (POEM)	155
English Today	Cell Phones at School	Teacher (POEM)	146
Interactive English	Value education	Happy Days for Harrison Gumedl (PLAY)	204
Platinum English	Look after wild animals	The Snare (POEM)	144
Spot On English	Footprints in the wild	The Porcupine (POEM)	126
Successful English	What a disaster	Dreams into Dust (PLAY)	208
Top Class English	Litterbugs look out!	Mummy, Oh Mummy (POEM)	142
Via Afrika English	Rubbish!	The Garbage Diet (PLAY)	131



# TEXT 2: POETRY OPTION

## LESSON OUTLINE

### PRE-READING

30 MINUTES

#### INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem.
4. Ask learners why they think poets write poetry. Discuss their answers. (To share their thoughts, feelings and emotions. To paint a picture with words to describe how they feel about something. To pass down stories and lessons from generation to generation. To share ideas, to get the reader to think about different topics, to challenge the reader.)
5. Ask learners why they think we should read poetry. Remind learners that songs are a form of poetry. Discuss their answers. (To learn new things. To learn about ourselves. To escape the reality of the world. To hear new ideas. To hear ideas shared in a more interesting way – to enjoy the language used.)
6. Go through relevant text features with learners.

#### SHARE BACKGROUND INFORMATION

7. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

#### SKIM AND SCAN THE POEM

8. Ask the learners:
  - a. Does the poem have a title? What does it tell you about the poem?
  - b. Does the poem have illustrations? What do the illustrations tell you about the poem?
  - c. Does the typography of the poem change, or is there anything interesting about it? (The type of the font, the size of the letters, if any words are written in bold or italics.)

#### PREDICT WHAT THE POEM IS ABOUT

9. Ask the learners:
  - a. What do you think this poem is about?
  - b. Why do you say this?

## READING

30 MINUTES

### READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:
  - a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
  - b. They must read the poem once again, silently and on their own.

### STRUCTURE, RHYME AND RHYTHM

4. Ask learners the following questions:
  - a. What is the structure of the poem? How many lines are there? Are there stanzas? Is this a certain kind of poem?
  - b. Is there a rhyme scheme to this poem? If so, what is it?
  - c. Is there a rhythm to this poem? Does it have a certain 'beat'? Clap out the rhythm of the poem.
  - d. How do you think the rhythm of this poem is created?

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

5. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
  - a. Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### LANGUAGE AND TONE

6. Ask the learners:
  - a. What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
  - b. How does the poem make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the poem.
  - c. Does the tone of the poem change in different parts?
  - d. What effect does the tone of the language have on the mood of the poem?
  - e. Ask learners to identify figures of speech within the poem (onomatopoeia, alliteration, personification, metaphor, simile). Write these down on the board.
  - f. Divide the learners into groups of four. Ask each group to:
    - discuss the meaning of the figure of speech
    - discuss the effectiveness of the figures of speech
    - feed back to the rest of the class

## **COMPREHENSION AND ANALYSIS**

7. Ask learners some of the following questions about the poem:

- a. Summarise the poem – give a brief explanation of what the poem is about?
- b. Is there any conflict in this poem? If so, what is it?
- c. How does the poem end?
- d. What is the theme or message of this poem?
- e. What did you like or dislike about this poem? Why?
- f. What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?

## **PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES**

8. 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?

## POST-READING

**45 MINUTES**

1. Read the comprehension questions out loud to the learners.
2. Explain the meanings of any questions that the learners do not understand.
3. Read the poem out loud to learners. Explain that learners should think about the questions as you read.
4. Read the comprehension questions out loud to learners once again.
5. Explain to learners how to compare, contrast and evaluate when answering questions.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.
- 9 Use the teacher's guide to go through the answers with the learners.

# TEXT 2: ONE ACT PLAY OPTION

## LESSON OUTLINE

### PRE-READING

30 MINUTES

#### INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a drama or play.
3. Remind learners of the structure and format of a drama/play.
4. Go through relevant text features with the learners.

#### SHARE BACKGROUND INFORMATION

5. Tell the learners any background information that you have found out, related to: the writer; the period in history; the setting of the drama.

#### SKIM AND SCAN THE TEXT

6. Ask the learners:
  - a. Does the drama have a title? What does it tell you about the drama?
  - b. Does the drama have illustrations? What do the illustrations tell you about the drama?
  - c. Skim and scan the list of characters and the first scene. Who are the characters and what is the setting?

#### PREDICT WHAT THE DRAMA IS ABOUT

7. Ask the learners:
  - a. What do you think this drama is about?
  - b. Why do you say this?

## READING

**30 MINUTES**

### READ THE DRAMA

1. Read the drama aloud – select different learners to read the lines of different characters.
2. Read the text aloud once again, this time using different learners as readers. (Only select learners who are comfortable reading aloud)
3. Tell the learners:
  - a. As the drama is read, they must try to visualise each scene, by ‘building a movie’ in their minds.
  - b. They must read the drama once again, silently and on their own.

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

4. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don’t understand:
  - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole drama, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### LANGUAGE AND TONE

5. Ask the learners:
  - a. What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
  - b. How does the drama make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the drama.
  - c. Does the tone of the drama change in different parts?

### COMPREHENSION AND ANALYSIS

6. Ask the learners the following questions about the characters:
  - a. Who are the main characters in the drama?
  - b. Describe each main character in more detail.
7. Ask the learners the following questions about the plot:
  - a. Summarise the plot of the drama – give a brief overview of what happens.
  - b. What is the conflict in the drama – the struggle between two characters, or a problem that must be addressed?
  - c. How does the drama end?

8. Help learners to analyse the drama by asking some of the following questions:

- a. What did you like or dislike about this drama? Why?
- b. What do you think the main theme of this drama is? What do you think the writer wants us to learn or take away from this drama?
- c. Are there any other sub themes in this drama? Any smaller messages or lessons that the writer wants to share?

**PERSONAL OPINIONS; RELATING TO THE POEM FROM PERSONAL EXPERIENCES**

13. Ask the learners:

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

## POST-READING

**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Teach or unpack any skills that may be needed to answer the questions. For example, if a question asks learners to compare two characters, explain to learners that they must do the following:
  - First, look at what is the same about the two characters
  - Then, look at what is different about the two characters
  - Finally, decide what this tells you about the two characters
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.



## WRITING

### CYCLE 2: WEEKS 3 & 4

#### PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Write a formal letter to the press

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

Textbook	Theme	Page Number in Tracker
Clever English	Air your view	155
English Today	Cell Phones at School	142
Interactive English	Valued education	211
Platinum English	Look after wild animals	142
Spot On English	Footprints in the wild	126
Successful English	What a disaster	205
Top Class English	Litterbugs look out!	143
Via Afrika English	Rubbish!	143

**GENRE:** In the style of the letter to the press

**CAPS DESCRIPTION OF GENRE:** A letter to the press is a formal letter where the writer expresses a point of view. It is usually written about an issue with which you are concerned and it contains strong arguments to persuade readers to share your opinions.

**TITLE OF WRITING TASK:** Write a formal letter to the press

**AUDIENCE:** Grade 8s

**PURPOSE:** To share a concern or view point with a large audience.

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 120-140 words

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbook
3. Examples of letters to the editor of the press

**WORD BOX:**

**Vocabulary:** walk, travel, taxi, bus, careless, shocking, quiet, deserted, crowded, harassed, bothered, pushed, threatened, committee, police, parents, safety, important, facilities, lack, sports fields, basketball, soccer, netball, dancing, hall, swimming pool, fit, healthy, fun, paint, draw, sing, dance, drugs, alcohol, bored, raise funds, organise, appeal, fix, repair, unemployed, employed, opportunities, poverty, food, clothing, transport, future, agency, jobs, life-changing

## TEACHING THE GENRE

**30 MINUTES**

### OUTCOMES:

The learners will learn how to write a letter to the press.

The learners will understand why people sometimes feel they need to write a letter to the newspaper about something they feel strongly about.

### TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a letter to the press.
2. Tell the learners that when we say the word ‘PRESS’, we mean that it is about writing a letter to a newspaper or magazine.
3. Tell learners that knowing how to write a letter to the press is very useful because sometimes we need a place to tell a large number of people in our community how we feel about something.
4. Explain that when we write a letter to the press, we are trying to convince as many people as possible to agree with us.
5. Tell the learners that to write a good letter to the press, we need to use something called **PERSUASIVE WRITING**.
6. Say:
  - Persuasive writing, is writing where the writer uses words to make other people think the same way as the writer.
  - We use can use the words **CONVINCE** and **PERSUADE**.
7. Write the words **CONVINCE** and **PERSUADE** on the chalkboard so that the learners can see the words.
8. There are certain words and phrases that we can use to try and make people think like us. Here are some examples:

9. Write the table below onto the chalkboard:

I am writing to...
Obviously...
We can solve this by...
I believe that...
This will cause...
If these plans go ahead...
Local people feel that...
Another thing...
Just think about...
What would happen if...
Do you want to be part of...
Of course...
How could you (we) possibly...
This will mean that...

10. Read over the list with the learners.

11. Next, tell the learners that sometimes things can make you really angry and you want to tell a lot of people about your feelings.

12. Tell the learners that maybe the thing that has made you angry involves your community.

13. Tell the learners that an easy way to reach their whole community is through the press. Say:

- a. Although we might have a lot of friends on Facebook, Instagram, WhatsApp and other electronic places, our community is much bigger.
- b. So, if you have something you need to get the community talking about, the press is a good place to start.
- c. If you would like to talk to the community through the press, you will have to write a letter.
- d. I will show you how to do that now.

14. Write the box below onto the chalkboard.

### The style of a letter to the press

1. Be professional and say who you are:
  - Type or neatly write the letter.
  - Use polite but persuasive language.
  - Say what your interest and experience on the topic are.
  - Be sure to include all the information.
2. Keep it brief and get to the point:
  - Keep your letter brief - too much detail can confuse the reader.
  - Use a convincing introduction sentence to get the reader's attention.
  - Then use short and clear factual points.
3. Make the topic personal:
  - Show how the issue will affect the reader and their family or friends.
  - Include facts or references.
4. End with a call to action:
  - Ask readers to follow up or join your cause.

15. Read through the above information with the class, explaining as you go through the information.

16. Tell the learners that a letter to the press has to be written in a special way.

17. Write the following onto the chalkboard:

### The structure of a letter to the press

1. Start with 'Dear Editor'
2. You do not need to put in the date if you email the letter.
3. Paragraph 1: State who you are and why you are writing the letter.
4. Paragraph 2: Explain the issue in the most persuasive terms possible.
5. Paragraph 3: Explain your solution or opinion.
6. Paragraph 4: State the action you would like to see.
7. Sign your name or state if you want to be anonymous. Even if you want to be anonymous, you will need to give your name to the newspaper – otherwise they will not publish it.

18. Read through the structure as outlined above.

19. Explain any difficult words used and what they mean.

## MODELLING



20 MINUTES

### OUTCOMES:

The learner will know the format for writing a letter to the press

### TEACHER INPUT

1. Tell the learners that a letter to the editor needs to be written in a special way and that you are going to do one together now.
2. Tell the learners that you are going to pretend to be a lady named Patience Ndlovu. She would like to write a letter to the press about something she is concerned about.
3. Read the outline in the box below to tell the learners about the letter you are about to write:

Patience Ndlovu is a concerned citizen and somebody who has lost a family member in a hit and run accident. She is concerned that there is no sidewalk for pedestrians in her community. Because there is no sidewalk, people are placing their lives in danger every day. She is very concerned.

4. Now tell the learners, if you were Patience Ndlovu, this is how you would write a letter to the press.
5. Write the following letter on the chalk board.
6. Discuss each paragraph with the learners, and point out how it meets the criteria.

Dear Editor

**(Paragraph 1: State who you are and why you are writing the letter.)**

I am a concerned member of the Bekkersdal community. I lost my brother in a hit and run accident last week. We need to build a sidewalk between Sunnyville Primary School and Protea Shopping Centre.

**(Paragraph 2: Explain the issue in the most persuasive terms possible.)**

At the moment, it is very dangerous to walk along Nelson Mandela Drive, but many people risk it because they have no other choice. Last year, ten pedestrians were injured and five were killed. Three of those who died were children.

**(Paragraph 3: Explain your solution or opinion.)**

Building sidewalks would allow people to walk more safely. Children and their parents could walk from the school to the shopping centre without putting their lives in danger. People in the neighbourhood could safely walk to the shops.

**(Paragraph 4: State the action you would like to see.)**

I urge all concerned citizens to come to the municipal meeting on Thursday, 15 July at 19h30 in the community hall. Mayor Dumane is expected to attend.

Let's make our voices heard!

Patience Ndlovu

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their own letter to the press.

### TEACHER INPUT

1. Tell the learners that they will be writing a letter to the press.
2. Tell the learners that they must think of a problem that affects them and their community.
  - Tell learners to close their eyes and think about some of the problems that affect them. Say:
  - How do you travel to school? Do you feel safe travelling to school?
  - What activities are there for you to do after school and on the weekends? Would you like to be able to play more sport? Would you like to do art, or music or acting?
  - Is there someone in your family who is unemployed? Are you worried about getting a job one day?
3. Tell the learners their letter is going to be about the issue that they select.
4. The main PURPOSE OF THE LETTER will be to invite young people to a meeting with the Councillor at the school hall.
5. Tell the learners you are now going to plan your letter because WRITERS PLAN BEFORE THEY WRITE.
6. Draw the following table on the chalkboard:

<b>Paragraph 1: State who you are and why you are writing the letter.</b>	<b>Paragraph 2: Explain the issue in the most persuasive terms possible.</b>
<b>Paragraph 3: Explain your solution or opinion.</b>	<b>Paragraph 4: State the action you would like to see.</b>

7. Tell the learners to copy the table into their workbooks.
8. Read over the headings of each box and tell the learners to think about what could be written in each paragraph. Tell them to write down key words.
9. Tell learners that WRITERS THINK AND PLAN before they write.
10. Tell the learners that WRITERS USE WORDS IN WORD BOXES because WRITERS USE RESOURCES TO WRITE.
11. Also remind learners to use the persuasive sentence starters that are written on the chalk board.
12. Set a time limit for planning to keep learners on task.

### LEARNER ACTIVITY

1. Learners plan their letter to the press by filling in keywords in the planning boxes.

## DRAFTING



30 MINUTES

### OUTCOMES:

The learners will write a first draft of their letters to the press.

### TEACHER INPUT

1. Tell the learners to write the first draft of their letter to the press.
2. Write the following criteria on the chalkboard:

#### CRITERIA

1. The letter starts with 'Dear Editor'.
2. Paragraph one says who you are.
3. Paragraph one says why you are writing the letter.
4. Paragraph two explains the issue or problem.
5. Paragraph three gives an opinion or a way to solve the problem.
6. Paragraph four says what the writer would like to happen.
7. The writer uses persuasive language.
8. The letter is polite.
9. The letter gets to the point.
10. The writer signed their name at the end.

3. Read over the criteria with the learners and explain if necessary.
4. Write the following on the chalkboard and go through it with the learners:

Paragraph 1: State who you are and why you are writing the letter.  
Paragraph 2: Explain the issue in the most persuasive terms possible.  
Paragraph 3: Explain your solution or opinion.  
Paragraph 4: State the action you would like to see.

### LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. As they write, walk around and HOLD MINI CONFERENCES.
3. Also remember to ENCOURAGE WRITERS.
4. Tell the learners to read through their letters, because good WRITERS READ WHAT THEY WRITE.

## EDITING & REVISING

**20 MINUTES**

### OUTCOMES:

The learners will peer-edit using checklist provided.

### TEACHER INPUT

1. Tell the class that they will peer-edit each other's work because WRITERS PEER-EDIT
2. Remind learners that to 'edit' means to check for, and correct, any mistakes in the writing.
3. Tell learners they should look for things the writer done well and for things that need to be improved.
4. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does the letter start with 'Dear Editor'?		
2	Does paragraph one say who writer is?		
3	Does paragraph one say why writer is writing the letter?		
4	Does paragraph two explain the issue or problem?		
5	Does paragraph three give an opinion or a way to solve the problem?		
6	Does paragraph four say what the writer would like to happen?		
7	Does the writer use persuasive language?		
8	Is the letter polite?		
9	Does the letter get to the point?		
10	Has the writer signed their name at the end?		

### LEARNER ACTIVITY

1. Tell learners to check each other's letters against the checklist and then they should TURN AND TALK.
2. Tell learners they should make both suggestions for improvement AND compliment the writer for what they have written. They should tell the writer what they liked about they wrote.



## REWRITING & PRESENTING



**20 MINUTES**

### OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

### TEACHER INPUT

1. Tell learners to rewrite their letters using the feedback they got from their TURN AND TALK partner.
2. Thank the class for all their efforts and for developing their writing skills.
3. Ask the learners to hand in their final drafts once they have shared them with the group.

### LEARNER ACTIVITY

1. Learners are to get into groups of 4 or 5 and read their letters to each other.

### COMPLETED EXAMPLE

Dear Editor

I am a concerned member of the Troyeville community. I walk to school past many houses where I do not feel safe. I would like the police to clean out these houses.

Imagine what it feels like for a young woman to walk past drug dealers, drunk men and prostitutes on the way to school? Sometimes, men try to touch or grab me. Sometimes, drug dealers try to sell us drugs. Is this a fair way to live?

I would like us to work together as a community. We need to form a committee to get these gangsters out, and to clean up our streets.

I would like to invite all the youth and parents to a meeting at Sunnyvale High School Hall, on the 11th June at 4pm. The Councillor and the police will be there.

Paulina Babalwa  
(Word count: 143)

# CYCLE 3

## weeks 5 & 6

“ When suffering knocks at your door  
and you say there is no seat for him, he  
tells you not to worry because he has  
brought his own stool. ”

- Chinua Achebe

**READING** 

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

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	Youth novel, short story or drama
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Action</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualisation</li> <li>• Inferring meaning [characters, setting, milieu, message]</li> <li>• Context clues</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evaluate</li> </ul>

**PLANNER AND TRACKER TABLE**

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Endangered Species	I heard the owl call my name	168
English Today	You can make a difference	The Little Hummingbird	151
Interactive English	Aim High	Jonathan Livingston Seagull	221
Platinum English	What is your real identity?	Message of the Black Eagle	161
Spot On English	The spirit of adventure	Bear Bait	134
Successful English	Looking into the past and future	Macbeth	227 and 228
Top Class English	School Struggles	Bongani's Secret	149
Via Afrika English	In the media	The taste of watermelon	144

## LESSON OUTLINE

### PRE-READING

30 MINUTES

#### INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Read the title to the class.
3. Explain that a short story or drama is often an “Extract from” which means it is a small section from the book/play and there are more acts or chapters.
4. Look at the pictures.
5. Do they give any ideas about where the story will take place? A country, a venue, a city or town? Ask learners to come up and write their ideas on the board.
6. Does the picture begin to give us information about the characters? Their ages, their jobs, and the type of people they might be? Ask learners to come up and write their ideas on the board.

#### SHARE BACKGROUND INFORMATION

7. Tell the learners any background information that you have found out, related to: the author; the period in history; the setting of the story.

#### SKIM AND SCAN THE TEXT

8. Skim read to find the names of the characters. Look for the capital letters, as proper nouns such as names always start with capital letters.
9. Skim read to find out where the action will take place – a school, park, river, and bedroom.
10. Ask learners if the ideas they have written on the board about the characters and setting match up with what they have learnt from skim reading?
11. Skim read to look for key words that give you clues about the mood.

E.g. words that express excitement or anger. Ask learners to write these words on the board and guess what the mood of the text might be.

#### PREDICT WHAT THE TEXT IS ABOUT

12. Discuss briefly with a partner what you think the theme of the story or play will be.
13. Can you predict if there will be any conflict in this drama or story? If so, what do you think it will be?

## READING

**30 MINUTES**

### READ THE TEXT

1. Read the text aloud – use different voices for any dialogue between the different characters.
2. Read the text aloud once again.
3. Tell the learners:
  - a. As the text is read, they must try to visualise each scene in the text, by ‘building a movie’ in their minds.
  - b. They must read the text once again, silently and on their own.
4. If you are studying a drama or play extract, tell the learners that:
  - in a drama or play extra information is given
  - information about the setting is given in the beginning. It is often written in a different font or typography such as italics
5. Ask the learners why a different font would be used?
6. Tell the learners to notice how dialogue in a drama or play extract is written.
7. Explain that the script will start with the name of the character who is talking, followed by a colon.
8. Explain that sometimes in brackets before or after the character speaks there is further information, such as how that character is feeling, what their body language is, how they are standing, what they are wearing, these are called stage directions.
9. If you are studying a short story, tell the learners that:
  - dialogue is written in the form of direct speech, with inverted commas which show the exact words that come from a character’s mouth

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

10. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don’t understand:
  - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole text, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

## LANGUAGE AND TONE

11. Ask the learners:

- a. What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
- b. How does the text make you feel? Is it happy, sad, exciting, scary, etc.? This is the TONE of the text. Does the tone of the text change in different parts?

## COMPREHENSION AND ANALYSIS

12. Select a few learners to read the text. One for every character and one as the narrator, or the person to read the stage directions and all additional information.

13. Read the text through a second time, using different learners.

14. Draw a table on the board. Complete the first line of the table on the board with the learners, filling in the names of a character and what the script says about them: their facial expressions, moods, body language and attitudes. E.g.

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

15. Remind the learners to use inference. The text might not tell you exactly what kind of person the character is, but by using clues, you can work it out.

16. Clues can be:

- a. the type of words the character uses
- b. the punctuation marks which show expression
- c. the type of clothing they wear
- d. How other characters respond to them.

17. Ask the learners some of the following questions about the characters and setting:

- Who are the main characters in the text?
- Describe each main character in more detail.
- What is the setting for the text?
- Describe the setting in more detail.

18. Ask the learners some of the following questions about the plot:

- Summarise the plot of the story – give a brief overview of what happens.
- What is the conflict in the story – the struggle between two characters, or a problem that must be addressed?
- How does the story end?

19. Help learners to analyse the text by asking some of the following questions:

- What did you like or dislike about this story? Why?
- What do you think the main theme of this story is? What do you think the writer wants us to learn or take away from this story?
- Are there any other sub themes in this story? Any smaller messages or lessons that the writer wants to share?

**PARTNER READING**

20. Turn and talk to a partner, read the script / dialogue / story to each other again and fill in any further information in the tables from the board.

21. Discuss with a partner which character represents someone you know.

22. Discuss with a partner:

- what you think is causing the conflict in the play/story
- how the conflict is resolved



## POST-READING

**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Teach or unpack any skills that may be needed to answer the questions. For example, if a question asks learners to compare two characters, explain to learners that they must do the following:
  - First, look at what is the same about the two characters
  - Then, look at what is different about the two characters
  - Finally, decide what this tells you about the two characters
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

# READING

## CYCLE 3: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Figures of Speech</li> <li>• External structures, lines, words, stanzas</li> <li>• Typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences [characters, setting, milieu, message]</li> <li>• Infer meaning of unfamiliar words</li> <li>• Emotive language</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Endangered Species	The Rabbit	167
English Today	You can make a difference	We Know	157
Interactive English	Aim High	Aim High	224
Platinum English	What is your real identity?	No poetry was provided for this cycle	
Spot On English	The spirit of adventure	POETRY AVAILABLE IN CORE READER	
Successful English	Looking into the past and future	Space Monkey	217
Top Class English	School Struggles	The red pen	153
Via Afrika English	In the media	Untitled	145

## LESSON OUTLINE

### PRE-READING

30 MINUTES

#### INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. Tell learners
  - to notice that punctuation is often different in poems
  - to notice the different types of rhyme schemes
  - to notice words which create moods
4. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem.
5. Ask the learners what they expect the poem to be about, according to the title?
6. Help the learners brainstorm words they know or associate with that theme. E.g. If the poem is going to be about nature, brainstorm all the words you can think of about the forces of nature, and elements of nature.
7. Write these words down on the board as learners call them out.
8. Instruct learners to look at the pictures.
9. Ask the learners:
  - What do you think the people in the poem are feeling, based on the facial expressions or body language in the picture?
  - Where do you think this poem is taking place? (the setting)
  - What mood do you think is created by the pictures?

#### SHARE BACKGROUND INFORMATION

10. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

#### SKIM AND SCAN THE POEM

11. Ask the learners:
  - a. Does the poem have a title? What does it tell you about the poem?
  - b. Does the poem have illustrations? What do the illustrations tell you about the poem?
  - c. Does the typography of the poem change, or is there anything interesting about it? (The type of the font, the size of the letters, if any words are written in bold or italics.)

#### PREDICT WHAT THE POEM IS ABOUT

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

## READING

30 MINUTES

### READ THE POEM

1. Tell the learners to:

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

2. Read the poem aloud once again.

3. Tell the learners:

- a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
- b. They must read the poem once again, silently and on their own.

### STRUCTURE, RHYME AND RHYTHM

4. 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.

5. 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)

6. Ask the learners to:

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

7. Ask learners to call out the words so you can write them on the board. Ask learners to help you work out the rhyming scheme as shown above, by adding letters of the alphabet to the words that rhyme, starting with 'a'.

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

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

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

## WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

11. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
- Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
  - Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
  - Use a dictionary to look up the meaning of the word.

## LANGUAGE AND TONE

12. Ask the learners:
- What kind of language is used? Is it formal or informal? Is the language straightforward, or descriptive? Is it easy to read and follow, or is it challenging?
  - How does the poem make you feel? Is it happy, sad, exciting, scary, etc.? This is the **TONE** of the poem.
  - Does the tone of the poem change in different parts?

13. Tell the learners:

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

## FIGURATIVE LANGUAGE

14. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification		
Simile		
Metaphor		

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

FIGURE OF SPEECH	MEANING	EXAMPLE
Personification	Giving a non-living object human qualities	
Simile	Direct comparison using 'like' or 'as'	
Metaphor	Direct comparison	

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

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

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

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

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

### **PARTNER READING**

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

20. Ask the learners to discuss with their partners:

- the main message of the poem
- is the poem meaningful to their own lives?
- have they ever had a similar experience or the same feelings?

## 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. Explain any questions learners do not understand. Allow class members to suggest possible answers.
4. Instruct the learners to write answers in their work books.
5. Give the learners 30 minutes to complete the written answers.
6. Use the remaining time to allow learners to share or read their answers to the class afterwards.

## WRITING

### CYCLE 3: WEEKS 5 & 6

#### PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

ACTIVITY: Write an informal letter to a friend

Note: If your school has 3,5 hours for Writing & Presenting, you should complete the writing task in the text book (1 hour) AND the process writing lesson below. (2.5 hours).

Textbook	Theme	Page Number in Tracker
Clever English	Endangered Species	164
English Today	You can make a difference	159
Interactive English	Aim High	226
Platinum English	What is your real identity?	160
Spot On English	The spirit of adventure	138
Successful English	Looking into the past and future	221
Top Class English	School Struggles	154
Via Afrika English	In the media	152

**GENRE:** Informal letter

**CAPS DESCRIPTION OF GENRE:** An informal letter is a letter that is written to someone you are familiar with and is often chatty and full of news about your life. It may have a specific intention too, such as a request or question. It is written almost as if you are saying it out loud.

**TITLE OF WRITING TASK:** Write an informal letter to a friend

**AUDIENCE:** A Grade 8 friend

**PURPOSE:** To share news with a friend and make a request.

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 120-140 words

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbooks

**WORD BOX**

**Vocabulary:** everything, well, health, watched, saw, went, bought, made, achieved, heard, event, important, exciting, thrilled, excited, saddened, terrible, awful, ask, request, would, could, may, have, borrow, give, together, please



## TEACHING THE GENRE



30 MINUTES

### OUTCOMES:

- The learners will know how to write an informal letter.
- The learners will understand why we write informal letters.

### TEACHER INPUT

1. Tell the learners that today we are going to learn about writing informal letters.
2. Say:
  - Informal letters are letters written to friends and family.
  - They have a very simple layout and format.
  - They are written almost as if you are talking to the person. You can ask questions and even make jokes.
  - They can be handwritten or sent by email.
3. Tell the class that you are now going to look at how to set out an informal letter and what goes into an informal letter.
4. Point out that the content of an informal letter can be absolutely anything. Writers must just follow the rule of separating writing into one main idea per paragraph.
5. Explain that in order to make this a little easier, we are going to tell learners what to write about in each paragraph.
6. Write the format on the chalkboard:

	Address line 1
	Address line 2
	Address line 3
	Postal code
	xxx
	Date
	xxx
Dear ....	
xxx	
Paragraph 1: Greeting, opening the letter.	
xxx	
Paragraph 2: Commenting on something; sharing news.	
xxx	
Paragraph 3: Making a request; asking something.	
xxx	
Paragraph 4: Casual ending.	
xxx	
Salutation,	
Your name	

7. Go through the structure of the friendly letter with learners as follows. Say:
  - a. The address is written in the top right hand corner. Do not abbreviate anything – write the address out in full. Every word in the address starts with a capital letter, as these are proper nouns. For example: Queen Street. Always include your postal code at the end of your address. We start a letter with an address so that the person can write back to you.
  - b. The xxx show you where to skip a line. After the address, skip a line and write the date. We write the date on a letter so that the recipient can see when the letter was written.
  - c. We address the letter to someone by saying ‘Dear...’ This lets the person know that the letter is definitely for him / her.
  - d. Think of a friendly letter as a written conversation. If you were with that person, what would you say? How would your conversation unfold?
  - e. The first paragraph should be some kind of greeting. Think about how you greet someone you haven’t seen for a while. You may say how long it has been since you saw each other. You may ask how that person is. You may tell the person how you are. It is the same in a letter – you need to greet the person to open the conversation.
  - f. In our letter, the second paragraph will be used to comment on something that is of interest to us both, or to share some news. This is often how a conversation develops. We talk about something we are interested in, or we share some news.
  - g. In our letter, the third paragraph will be used to make a request, or to ask something. Often, in a conversation, you will ask a friend or family member for something. This could be about making an arrangement to spend time together, or to do something together. It could also be that you need to ask for help, or for something that you need.
  - h. Most friendly letters end with a casual greeting – some way to let the person know that you are at the end of your ‘conversation’. Think about when you leave a person you have been talking to – you don’t just walk away. You say something to let the person know that you are leaving.
  - i. Finally, end with a salutation (greeting) and your name.
2. Once you have been through the structure with learners, write the following lists of key phrases on the chalkboard.
3. Read through these lists with learners and explain them.

<p><b>Paragraph 1: Greeting – opening the letter</b></p> <p>Thanks for your letter. Lovely to hear from you. How are you? How are things? I hope you’re well.</p>	<p><b>Paragraph 2: Commenting on something or sharing news</b></p> <p>I’m sorry to hear/learn ... I’m so pleased to hear ... It’s great to hear ...</p>
<p><b>Paragraph 3: Making a request, asking something</b></p> <p>Anyway, the reason I’m writing ... I thought I’d write to ask you... I was wondering ... Would you like</p>	<p><b>Paragraph 4: Casual ending</b></p> <p>Well, that’s all for now Write back soon Looking forward to hearing from you again All the best See you soon Take care</p>

## MODELLING



20 MINUTES

### OUTCOMES:

The teacher will model the writing skill.

### TEACHER INPUT

1. Tell learners that you are now going to show them how to write this kind of friendly letter.
2. Write the letter that follows on the chalkboard. As you write, point out the following:
  - a. The structural aspects of what you are writing. For example: I am writing my address. I write it in the top right hand corner of the paper. I write each word with a capital letter, etc.
  - b. The content aspects of what you are writing. For example: I skip a line and move on to the second paragraph. Here, I am going to comment on something, or share some news, etc.
  - c. When you have finished writing the letter, read it aloud to the class, and explain anything that they do not understand.

3244 Diepsloot  
Mandla Street  
Soweto  
2001

14 May 2019

Dear Sandi

Hello my friend! Just a quick note to find out how you are getting on in Cape Town. You only went to boarding school a month ago, but it feels like ages since we last hung out.

I still watch 'Idols' on TV, and I think of you whenever I watch! This season, I really like the young guy from KZN. He is good looking and I love his voice. I really hope he wins.

When do you plan on coming home for a visit? If you are coming home for the December holidays, can you come and stay with me for a few days? Please ask your mom. Maybe you can come before Christmas, and we can go shopping together.

I really miss you, please write soon!

Lots of love

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their informal letter.

### TEACHER INPUT

1. Tell the learners that they will start planning the letter.
2. **WRITERS THINK BEFORE THEY WRITE**, so ask learners to close their eyes for a minute, and to think about who they are going to write to, and what they are going to say.
3. Remind learners to write about something in their own lives, because **WRITERS WRITE WHAT THEY KNOW**.
4. Tell learners to draw a frame with four blocks, and to write key words for each paragraph in each block.
5. Remind them to think of the structure as follows

<b>Paragraph 1: Greeting – opening the letter</b>	<b>Paragraph 2: Commenting on something or sharing news</b>
<b>Paragraph 3: Making a request, asking something</b>	<b>Paragraph 4: Casual ending</b>

6. Remind learners to make use of the **WORD BOX** and their dictionaries because **WRITERS USE RESOURCES TO WRITE WORDS**.

### LEARNER ACTIVITY

1. Allow learners time to plan. Remind learners that in their plan they do not need full sentences, just ideas of what will go in each paragraph.
2. Learners work independently.
3. Set a time limit to keep learners on task.

## DRAFTING

**30 MINUTES**

### OUTCOMES:

The learners will write a first draft of their letters.

### TEACHER INPUT

1. Tell the learners to write the first draft of their letters using their key words.
2. Write the criteria below on the chalkboard.

### CRITERIA

1. The address is complete and in the top right hand corner.
2. There is a date below the address.
3. Paragraph 1 is a greeting, a way of opening the letter.
4. Paragraph 2 is a comment on something or have you shared some news.
5. Paragraph 3 is a request or question.
6. Paragraph 4 is a casual ending.
7. Use informal language.
8. Your grammar and punctuation is correct.
9. You have added interesting details.
10. Your letter is between 120 – 140 words.

3. Read over criteria with learners and explain where necessary.

### LEARNER ACTIVITY

1. Let the learners have time to write their first draft.
2. As they write, walk around and HOLD MINI CONFERENCES.
3. Also remember to ENCOURAGE WRITERS.
4. Tell the learners to read through their letters, because good WRITERS READ WHAT THEY WRITE.

## EDITING & REVISING

**20 MINUTES**

### OUTCOMES:

The learners will self-edit using the checklist provided.

### TEACHER INPUT

1. Tell the class that they will SELF-EDIT their letters using the checklist.
2. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Is the address complete and in the top right hand corner?		
2	Is there a date below the address?		
3	Is paragraph 1 a greeting, a way of opening the letter?		
4	Is paragraph 2 a comment on something or have you shared some news?		
5	Is paragraph 3a request or question?		
6	Is paragraph 4 a casual ending?		
7	Did you use informal language?		
8	Is your grammar and punctuation correct?		
9	Have you added interesting details?		
10	Is your letter between 120 – 140 words?		

### LEARNER ACTIVITY

1. Learners must work through the self-edit checklist and make changes to the draft.

## REWRITING & PRESENTING



**20 MINUTES**

### OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

### TEACHER INPUT

1. Tell learners to neatly rewrite their final versions of their letters.
2. Once learners have done this, divide learners into groups of 4-6.
3. In these groups, learners must take turns to read their letters aloud to each other.
4. Remind learners to complement each other on their writing, and to ENCOURAGE WRITERS.

### LEARNER ACTIVITY

1. Learner to rewrite their letters neatly.
2. Learners break into groups and read their letters to each other because WRITERS PRESENT WHAT THEY WRITE.

## COMPLETED EXAMPLE

3244 Diepsloot  
Mandla Street  
Soweto  
2001

14 May 2019

Dear Sandi

Hello my friend! Just a quick note to find out how you are getting on in beautiful Cape Town. You only went to boarding school a month ago, but it feels like ages since we hung out.

I still watch 'Idols' on TV, and it makes me think of you! This season, I really like Simphiwe, the young guy from KZN. He is good looking and his voice is amazing. I hope he wins.

When do you plan on coming home for a visit? If you are coming home for the December holidays, can you come and stay with me for a few days? Please ask your mom. Maybe you can come before Christmas, and we can go shopping together.

I really miss you, please write soon!

Lots of love  
Paula

(Word Count: 143)



# CYCLE 4

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## WEEKS 7&8

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“ The truth isn’t always beauty, but the  
hunger for it is. ”

– Nadine Gordimer

# READING

## CYCLE 4: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	short story or novel
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Action</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Narrator</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualisation</li> <li>• Meaning of words</li> <li>• Intensive reading</li> <li>• Predicting information</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Van Hunks and the Devil	In the withaak's shade (part 1 and 2)	181 and 183
English Today	Love Stories	Blue Train to the Moon	163
Interactive English	The next step	Jumping for Joy	241
Platinum English	Slavery at the Cape	The golden kris	170
Spot On English	The art of storytelling	The boy and the wolf	146
Successful English	Tell me something!	My cousin comes to Jo'burg	234
Top Class English	Old stories for modern times	The myth of Echo and Narcissus	161
Via Afrika English	The big wide world	Because pula means rain	158

## LESSON OUTLINE

### 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, character and plot
- 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.

#### SHARE BACKGROUND INFORMATION

3. Tell the learners any background information that you have found out, related to: the author; the period in history; the setting of the story.

#### SKIM AND SCAN THE TEXT

4. Ask the learners:

- a. Does the text have a title? What does it tell you about the text?
- b. Does the text have illustrations? What do the illustrations tell you about the text?
- c. Skim and scan the first paragraph. Does it mention any characters or the setting? If so, who are the characters and what is the setting?

#### PREDICT WHAT THE TEXT IS ABOUT

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

6. 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?

7. 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.

8. 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.)

<b>SETTING</b>		
Where:		
When:		
<b>CHARACTERS</b>		
Name:	Details (e.g. age, description):	Character type:
Joey	8 years old, tall	Lazy
<b>PLOT</b>		
First event	Second event	Third event
Climax (exciting part):		
Conflict:		

## READING

30 MINUTES

### READ THE TEXT

1. Read the text aloud – use different voices for any dialogue between the different characters.
2. Read the text aloud once again.
3. Tell the learners:
  - As the text is read, they must try to visualise each scene in the text, by 'building a movie' in their minds.
  - to listen to the plot of the story and how events unfold

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:

- a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
- b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
- c. Think about the whole text, the headings and the pictures. Make a guess as to what the word could mean.
- d. Use a dictionary to look up the meaning of the word.

### COMPREHENSION AND ANALYSIS

4. Tell the class:
  - Read the story again to a friend
  - Write down words you do not understand as you read
  - Work with your partner once you have read the story to each other and write down in number format what happened first, second, then third, fourth and so on, so that the events are numbered in a clear summary
9. Instruct learners to copy the table from the board (from the previous lesson) into their workbooks. Ask learners to complete the table in their workbook by filling in all the information they now know after reading the whole story.

### FINAL QUESTIONING

10. Tell learners to think about what they can learn from the story.
11. 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. Explain that learners will answer questions about the story in written format.
2. Summarise or recap orally what the text was about.
3. Ask learners:
  - a. Who are the main characters in the text?
  - b. What is the setting for the text?
  - c. Summarise the plot of the story – give a brief overview of what happens.
  - d. How does the story end?
  - e. What did you like or dislike about this story? Why?
  - f. What do you think the main theme of this story is?
  - g. What do you think the writer wants us to learn or take away from this story?
4. Read the comprehension questions out loud to learners.
5. Explain the meanings of any questions that the learners do not understand.
6. Explain to learners how to complete the activity in their workbooks.
7. Give learners 30 minutes to complete the work independently.
8. Instruct learners to TURN and TALK and discuss their answers with a partner.

## READING

### CYCLE 4: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	short story or novel
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Character</li> <li>• Action</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Background</li> <li>• Setting</li> <li>• Narrator</li> <li>• Theme</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Visualisation</li> <li>• Meaning of words</li> <li>• Intensive reading</li> <li>• Predicting information</li> </ul>

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Interactive English	The next step	Jumping for Joy	241
Platinum English	Slavery at the Cape	The golden kris	170
Spot On English	The art of storytelling	The boy and the wolf	146
Successful English	Tell me something!	My cousin comes to Jo'burg	234
Top Class English	Old stories for modern times	The myth of Echo and Narcissus	161
Via Afrika English	The big wide world	Because pula means rain	158

\*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, use this time to complete the first lesson in more detail, or supply a poem of your own.

# LESSON OUTLINE

## PRE-READING

30 MINUTES

### INTRODUCE THE POEM

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a poem.
3. If necessary, teach learners about the structure and form of the poem they are about to read, e.g.: a haiku poem.
4. Tell the learners:
  - to open their textbooks to the correct page
  - that the focus will be on theme and mood of this poem
  - to notice words that create a certain mood - adjectives or abstract nouns or imagery.

### SHARE BACKGROUND INFORMATION

5. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

### SKIM AND SCAN THE POEM

6. Read the title of the poem to the class.
7. Ask the learners:
  - What thoughts or words come to mind immediately when you hear the title?
  - Write all of these words on the board.
8. Look at the pictures.
  - Can you add any more words to the brainstorm of words on the board, based on what you see in the pictures?
  - Mood is the feeling or emotion that the poet is trying to create in the poem. Looking at the words on the board can you guess what the mood of the poem will be?

### PREDICT WHAT THE POEM IS ABOUT

9. Tell learners to read only the first stanza out loud. (Explain that a stanza is a grouping of lines in poetry).
10. One learner can be selected to read the stanza to the class.
11. Stop and ask the learners:



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

## READING

30 MINUTES

### READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:
  - a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
  - b. They must read the poem once again, silently and on their own.

### STRUCTURE, RHYME AND RHYTHM

4. Ask learners the following questions:
  - a. What is the structure of the poem? How many lines are there? Are there stanzas?
  - b. Is there a rhyme scheme to this poem?
    - Ask learners to read out the last word of every line out loud
    - Write these words on the board
    - Work out the rhyme scheme with the learners by placing the same letter of the alphabet next to each word that rhymes – starting with 'a'

E.g:

twinkle twinkle little star - a  
 how I wonder what you are - a  
 up above the world so high - b  
 like a diamond in the sky - b
  - c. Is there a rhythm to this poem? Does it have a certain 'beat'? Clap out the rhythm of the poem.
  - d. How do you think the rhythm of this poem is created?

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

5. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
  - a. Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

## LANGUAGE USE

7. Draw the following table on the board

FIGURE OF SPEECH	MEANING	EXAMPLE
Alliteration		
Onomatopoeia		
Personification		

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

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

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

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

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

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

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

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

## COMPREHENSION AND ANALYSIS

13. Ask learners some of the following questions about the poem:

- a. Summarise the poem – give a brief explanation of what the poem is about?
- b. Is there any conflict in this poem? If so, what is it?
- c. What do you think the author of the poem feels about \_\_\_?
- d. Can you find an example of a fact from this poem? If so, what is it?
- e. Can you find an example of an opinion from this poem? If so, what is it?
- f. How does the poem end?
- g. What did you like or dislike about this poem? Why?
- h. What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?
- i. What is the poet implying when he/she says \_\_\_?

## POST-READING

**45 MINUTES**

1. Explain that learners will answer questions about the poem in written format.
2. Tell learners to read the poem again silently to themselves for two minutes.
3. Read the comprehension questions out loud to learners.
4. Explain the meanings of any questions that the learners do not understand.
5. Explain to learners how to complete the activity in their workbooks.
6. Give learners 30 minutes to complete the work independently.
7. Instruct learners to TURN and TALK and discuss their answers with a partner.
8. Mark the answers to find out which learners are still struggling with written answers.

## WRITING

### CYCLE 4: WEEKS 7 & 8

#### PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

#### ACTIVITY: Write a short story

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

Textbook	Theme	Page Number in Tracker
Clever English	Van Hunks and the Devil	177
English Today	Love Stories	167
Interactive English	The next step	234
Platinum English	Slavery at the Cape	169
Spot On English	The art of storytelling	146
Successful English	Tell me something!	240
Top Class English	Old stories for modern times	157
Via Afrika English	The big wide world	154

**GENRE:** Short story

**CAPS DESCRIPTION OF GENRE:** A short story is a story that takes place over a short amount of time. The writing is longer than an essay but shorter than a novel (story that cover a longer piece of time).

**TITLE OF WRITING TASK:** Write short story

**AUDIENCE:** Grade 8s

**PURPOSE:** To entertain an audience. To express your thoughts and experiences creatively.

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 8 paragraphs or 2 pages

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbook
3. Thesaurus (if available)

**WORD BOX**

**Words to use instead of "said":**

announced, replied, declared, repeated, murmured, shouted, whispered, ordered, stressed, exclaimed, mumbled, screamed, exclaimed, stuttered, yelled, begged, gasped, laughed, spat, threatened, sneered, hissed, gushed

## TEACHING THE GENRE



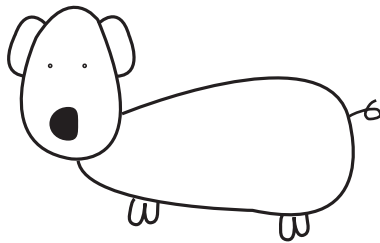
20 MINUTES

### OUTCOMES:

The learners will know how to structure a short story.

### TEACHER INPUT

1. Tell the learners that today we are going to learn about writing a short story.
2. Draw this on the board



3. Say:
  - a. A short story is almost like a sausage dog.
  - b. A sausage dog has a small head, a long body and a twisty tail.
  - c. A short story should have a small or short introduction, a long middle and an interesting, twisty tail (called the climax) followed by a conclusion.
  - d. Now we are going to look at the structure of a short story in more detail.
4. Write the table below onto the chalkboard.
5. Explain this structure to the learners. Say:
  - a. We are going to write a short story of 8 paragraphs.
  - b. In this story, we are going to share an experience that will entertain your classmates. The story can be true or made up.
  - c. In this story, like in most stories, the character will have a problem that he or she has to solve.
  - d. The solution to this problem is not going to happen straight away. The character is going to have to try TWO different ways to solve the problem.
  - e. Just when we think the problem is solved, something UNEXPECTED must happen.
  - f. Finally, the problem is solved and the story comes to an end. We should learn something from the story.

<b>Introduction (The small head of the dog)</b>	
Paragraph 1	Introduce your character
Paragraph 2	Set the scene
<b>Body (The long body of the dog)</b>	
Paragraph 3	Introduce a problem
Paragraph 4	Action – think of possible solution ONE
Paragraph 5	Reaction – why won't this solution work?
Paragraph 6	Action – think of possible solution TWO - this one seems to work
<b>Climax (The twisty tail of the dog)</b>	
Paragraph 7	Something unexpected happens
<b>Conclusion</b>	
Paragraph 8	The story is brought to an end – we learn something from the story



## MODELLING



**30 MINUTES**

### OUTCOMES:

The learners will know how to plan and draft a short story.

### TEACHER INPUT

1. Tell learners that you are going to show them how to plan and draft a short story that follows this structure.
2. Write numbers 1 – 8 on the chalkboard, with space next to the numbers for key words.
3. Talk through the plan for the story, and write down the key words as follows:

STORY PLAN		
	SAY:	WRITE THESE KEY WORDS:
1	I must introduce my character. I will write about Siphso Dlamini, a star soccer player in grade 8, who is very popular.	Siphso Dlamini, star soccer player, Grade 8, popular
2	Now I must set the scene. I will write about his school, Central High School, which is a very good school.	Central High School, very good school
3	In paragraph 3, I must introduce a problem. The problem is that Siphso is failing Maths. He has had lots of warnings. Now, he is not allowed to play soccer until he gets 80% for a Maths test.	Siphso failing Maths, many warnings, must get 80% for Maths test to play soccer
4	In paragraph 4, I must introduce a possible solution – Siphso could ask his ex-girlfriend to help him. She is good at Maths.	Ask Maria Skosana to help, ex-girlfriend, good at Maths
5	Now I must think of a reaction to this solution. Maria won't help Siphso because he dumped her, and she is still angry.	Siphso dumped Maria, still angry, won't help
6	In paragraph 6, I must think of a solution that can work. Let me see....Siphso can ask their neighbour and family friend, Mrs Kgale for help. She was his grade 7 Maths teacher. Maybe he does something for her in return. She gives him extra lessons and it goes well.	Asks Mrs Kgale, neighbour and friend, Grade 7 Maths teacher, chops wood for her in return, extra lessons go well
7	Hmm, now I need something unexpected to happen. I know, Siphso writes the test and does well, but he only gets 75% - he still can't play soccer!	Siphso writes test, gets 75%, still can't play soccer

8	How can my story end, and what can we learn from it? I know, the coach is happy with Siphó's efforts, and will allow Siphó to play if he keeps going to extra lessons. We can learn that hard work does pay off.	Coach happy with effort, allows Siphó to play, keeps going to extra lessons, hard work pays off
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4. Next, tell learners that you are now going to read them a short story that you wrote, using this plan.
5. Tell learners that you are going to tell them when you start a new paragraph, and what should happen in that paragraph. This does not appear in the story – you are just saying it to help them understand the structure.
6. Read the following story aloud:

**Paragraph 1: Introduce the character**

Siphó Dhlamini was a star soccer player. In actual fact, he was the best in the school. He had been the school soccer champion since he was in Grade 4. Everybody respected Siphó because not only was he a good soccer player, he was also a good person. He always had time to stop and talk. He was very popular, even with the matrics.

**Paragraph 2: Set the scene**

Siphó was lucky enough to go to Central High School. This was a very good school that excelled in academics, sports and cultural events.

**Paragraph 3: Introduce a problem**

Siphó's weakness however was Maths. To be honest, he was a little lazy when it came to Maths. At the end of Grade 7 he got 55%, but in Grade 8, he had dropped to 38%! His teacher was not happy, his mother was not happy, and his coach was angry! Siphó's coach told him that if he didn't score 80% in his Maths test at the end of the following week, he would not be allowed to play soccer. Siphó had to make a plan.

**Paragraph 4: Introduce possible solution ONE**

Siphó's ex-girlfriend Maria Skosana was very good at Maths – one of the best in the grade. Maria had helped Siphó with his Maths before. Siphó decided to ask her for some help.

**Paragraph 5: Reaction to possible solution**

Siphó found Maria and asked her to help. She just gave him a dirty look and walked away! Siphó remembered that he had dumped her. She was still angry with him! Oh dear...

### **Paragraph 6: Introduce possible solution TWO**

Finally, Siphso thought of his Grade 7 maths teacher, Mrs Kgale. She was a family friend and neighbour. Mrs Kgale was a very good Maths teacher. That afternoon Siphso went to Mrs Kgale's house and told her his problem. Mrs Kgale said, "I'm more than happy to help you Siphso, but I have some wood that needs to be chopped."

"I'll chop as much wood as you need," he replied. Siphso and Mrs Kgale arranged to meet every day from 16h00 – 17h00 for a Maths lesson. After this, Siphso would chop wood for half an hour.

The lessons went on for six days until the Maths test. Siphso worked very hard. He had to go to soccer practice, to extra maths lesson, and to chop wood for Mrs Kgale!

### **Paragraph 7: Something unexpected happens**

On the morning of the test, Siphso felt confident. He had worked so hard and he was sure that he knew his Maths. He had studied for many hours! After the test, Siphso felt great – the test went really well. But, when Siphso got his test back, he was so disappointed. He was so close, but he only got 75%! He was scared to tell his parents and his coach. How could he not play soccer anymore? It would be too terrible!

### **Paragraph 8: The story is brought to an end and we learn something**

After school Siphso took his results to his coach. His coach said he needed five minutes and went to make a phone call. After the phone call, Coach said, "I have just spoken to your mother. We are pleased with your attitude and your effort. Even though you did not get 80%, you can continue to play soccer. But, you have to keep going to extra Maths."

"Thank you Coach! Thank you!" shouted Siphso. He was so happy! Siphso realised that sometimes it paid to work hard. He felt proud about his Maths mark and he was glad that he had helped Mrs Kgale. But most of all, Siphso couldn't wait to play soccer again!

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their short story.

### TEACHER INPUT

1. Tell the learners that they will now start to plan their short stories.
2. Write the following topics on the chalkboard and explain them to the learners:
  - a. One night in the city
  - b. A family outing
  - c. Behind closed doors
3. Brainstorm each topic with the learners, to help them think of a problem that could happen in each topic. Here are some ideas of problems that could happen to the main character:
  - a. One night in the city
    - Get lost, no idea how to get home
    - Get robbed, no money to get home
    - Get separated from friend, how to find each other
  - b. A family outing
    - Out for a walk, someone breaks leg
    - Picnic, big argument between family members, stop talking to each other
    - At a park or shopping mall, lose little brother
  - c. Behind closed doors
    - Nothing to eat at home, too proud to tell anyone
    - Girl or boy abused by uncle, what to do?
    - Girl or boy feeling sad all the time, wants to commit suicide
4. Next, draw this planning grid on the chalkboard and tell the learners copy it into their workbooks:

STORY PLAN		
	SAY:	WRITE THESE KEY WORDS:
1	Introduce character	
2	Set the scene	
3	Introduce a problem	
4	Possible solution ONE	
5	Reaction to solution	
6	Possible solution TWO – one that can work	
7	Something unexpected happens	
8	Possible solution THREE – one that can work	

### LEARNER ACTIVITY

1. Tell learners to fill in key words for their story plan.
2. Set a time limit to keep learners on task.

## DRAFTING



**30 MINUTES**

### OUTCOMES:

The learners will write a first draft of their short stories.

### TEACHER INPUT

1. Tell the learners to write the first draft of their short stories.
2. Provide the learners with the criteria. Write the criteria onto the chalkboard and explain each one.

### CRITERIA

1. Give the story a title.
2. Follow the correct structure for the eight paragraphs. (introduction, body, climax, conclusion)
3. Write in past tense.
4. Make sure the story makes sense.
5. Use correct grammar.
6. Use correct spelling.
7. Write eight paragraphs.
8. Make sure your story teaches some kind of lesson.

### LEARNER ACTIVITY

1. Tell learners to write their first draft.
2. Remind learners to use the WORD BOX and their dictionaries because WRITERS USE RESOURCES TO WRITE WORDS.
3. As learners work, walk around and HOLD MINI CONFERENCES.
4. Also remember to ENCOURAGE WRITERS.
5. Tell the learners to read through their drafts, because good WRITERS READ WHAT THEY WRITE.
6. Learners can also TURN AND TALK to share their stories with a classmate.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**  
The learners will peer-edit using the checklist provided.

### TEACHER INPUT

1. Tell the class that they will peer-edit each other's work.
2. Partners are to swap pieces and read through each other's short stories.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	Yes	No
1	Does the story have a title?		
2	Does the story follow the correct structure for the eight paragraphs? (Introduction, body, climax, conclusion)		
3	Is the story written in past tense?		
4	Does the story make sense?		
5	Is the grammar correct?		
6	Is the spelling correct?		
7	Are there eight paragraphs?		
8	Do you learn something from the story?		

### LEARNER ACTIVITY

1. Once the learners have checked each other's writing against the check list, they should **TURN AND TALK**.
2. When they give each other feedback, they should use the checklist but also **COMPLIMENT** and **SUGGEST**.

#### COMPLIMENT

Compliment the writer by saying

I really liked the way you....

OR

I enjoyed the part where.....

#### SUGGEST

How would you feel about adding....?

OR

Maybe we can come up with a better way to...

## REWRITING & PRESENTING



**20 MINUTES**

### OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

### TEACHER INPUT

1. Tell the learners to rewrite their final drafts, using notes from the peer edit.
2. Once they have done this, split learners into groups of 3 to read their stories to each other.

### LEARNER ACTIVITY

3. Learners rewrite their final drafts.
4. Learners read their stories to each other because WRITERS PRESENT WHAT THEY WRITE.

**COMPLETED EXAMPLE** 

## A Soccer Star's Dilemma

Sipho Dhlamini was a star soccer player. In actual fact, he was the best in the school. He had been the school soccer champion since he was in Grade 4. Everybody respected Sipho because not only was he a good soccer player, he was also a good person. He always had time to stop and talk. He was very popular, even with the matrics.

Sipho was lucky enough to go to Central High School. This was a very good school that excelled in academics, sports and cultural events.

Sipho's weakness however was Maths. To be honest, he was a little lazy when it came to Maths. At the end of Grade 7 he got 55%, but in Grade 8, he had dropped to 38%! His teacher was not happy, his mother was not happy, and his coach was angry! Sipho's coach told him that if he didn't score 80% in his Maths test at the end of the following week, he would not be allowed to play soccer. Sipho had to make a plan.

Sipho's ex-girlfriend Maria Skosana was very good at Maths - one of the best in the grade. Maria had helped Sipho with his Maths before. Sipho decided to ask her for some help. Sipho found Maria and asked her to help. She just gave him a dirty look and walked away! Sipho remembered that he had dumped her. She was still angry with him! Oh dear...

Finally, Sipho thought of his Grade 7 maths teacher, Mrs Kgale. She was a family friend and neighbour. Mrs Kgale was a very good Maths teacher. That afternoon Sipho went to Mrs Kgale's house and told her his problem. Mrs Kgale said, "I'm more than happy to help you Sipho, but I have some wood that needs to be chopped." "I'll chop as much wood as you need," he replied. Sipho and Mrs Kgale arranged to meet every day from 16h00 - 17h00 for a Maths lesson. After this, Sipho would chop wood for half an hour. The lessons went on for six days until the Maths test. Sipho worked very hard. He had to go to soccer practice, to extra maths lessons, and to chop wood for Mrs Kgale!

On the morning of the test, Sipho felt confident. He had worked so hard and he was sure that he knew his Maths. He had studied for many hours! After the test, Sipho felt great the test went really well. But, when Sipho got his test back, he was so disappointed. He was so close, but he only got 75%! He was scared to tell his parents and his coach. How could he not play soccer anymore? It would be too terrible!



After school Sipho took his results to his coach. His coach said he needed five minutes and went to make a phone call. After the phone call, Coach said, "I have just spoken to your mother. We are pleased with your attitude and your effort. Even though you did not get 80%, you can continue to play soccer. But, you have to keep going to extra Maths."

"Thank you Coach! Thank you!" shouted Sipho. He was so happy! Sipho realised that sometimes it paid to work hard. He felt proud about his Maths mark and he was glad that he had helped Mrs Kgale. But most of all, Sipho couldn't wait to play soccer again!

(8 paragraphs)

# Cycle 5

## WEEKS 9 & 10

“Life, struggle, even amidst pain and blood and poverty, seemed beautiful.”  
– Ngugi wa Thiong’o

## READING

### CYCLE 5: Reading & Viewing Lesson 1

TEXT 1	1 HOUR 45 MINUTES
What text must be read?	short story or novel
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Background</li> <li>• Time</li> <li>• Milieu</li> <li>• Narrator</li> <li>• Message</li> <li>• Conflict</li> <li>• Direct and indirect speech</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Personal opinion</li> <li>• Answer questions</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evaluate</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Choices	The breadwinner	194/5
English Today	The sound of music	Jealous in Jozi	184
Interactive English	After school	Listening Story: The Pickle Jar from Teacher's Manual	249
Platinum English	Growing up in Africa	Far from home	182
Spot On English	Success is ...	Brother with "incredible" rhythm	160
Successful English	Share your feelings	Dancing in the Dust	247
Top Class English	A new country, a new life	The other side of truth	174
Via Afrika English	Heading for the stars	FEED	177

# LESSON OUTLINE

## PRE-READING

**30 MINUTES**

### INTRODUCE THE TEXT

1. Tell the learners to open the textbook at the correct page.
2. Tell learners that in this lesson we are learning about a novel or short story.
3. Remind learners of the purpose and structure of a novel or short story.
4. Go through relevant text features with the learners.

### SHARE BACKGROUND INFORMATION

5. Tell the learners any background information that you have found out, related to: the author; the period in history; the setting of the story.

### SKIM AND SCAN THE TEXT

6. Ask the learners:
  - a. Does the text have a title? What does it tell you about the text?
  - b. Does the text have illustrations? What do the illustrations tell you about the text?
  - c. Skim and scan the first paragraph. Does it mention any characters or the social setting (milieu)? If so, who are the characters and what is the setting?
  - d. Does the text have a narrator? What is the purpose of the narrator?

### PREDICT WHAT THE TEXT IS ABOUT

7. Ask the learners:
  - a. What do you think this text is about?
  - b. Why do you say this?

## READING

30 MINUTES

### READ THE TEXT

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

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

"I disagree with you!" said Sarah miserably.

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

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

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

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

Sarah said that she disagreed with Thomas.

Thomas replied that for her to disagree with him was like spitting in the wind, it would not change the facts. Sarah stubbornly stated that she would not listen to Thomas no matter how much proof he had.

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

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

7. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
  - a. Context - read to the end of the sentence and try to work out the meaning of the word from the surrounding sentence/s.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole text, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### DIALOGUE AND NARRATION

8. Ask the learners to volunteer to read one paragraph each.

9. When the story has been read once through, remind learners that when they notice the direct speech, with inverted commas, their voice must change, they must try to sound like the person who is speaking, whether it is an older man, or younger girl.
10. Tell the learners to turn to a partner and read the story through twice, each partner having a turn to read the story, focusing on reading the direct speech parts as the character in the story would sound.
11. Give the learners a maximum of ten minutes to complete the task.
12. Call the learners attention back to you.
13. Tell the learners to notice that the part of the text that was read in their own normal voice was the part the narrator would be telling. The 'in-between parts' where the story is being explained, or the events are being described, this is usually the part the narrator is telling.

### **INTENSIVE READING**

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

### **INFERRING MEANING - MESSAGE**

20. Help learners to analyse the text by asking some of the following questions:
  - a. What did you like or dislike about this story? Why?
  - b. What do you think the main theme of this story is? What do you think the writer wants us to learn or take away from this story?
  - c. Are there any other sub themes in this story? Any smaller messages or lessons that the writer wants to share?

## POST-READING

**45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Teach or unpack any skills that may be needed to answer the questions. For example, if a question asks learners to compare two characters, explain to learners that they must do the following:
  - First, look at what is the same about the two characters
  - Then, look at what is different about the two characters
  - Finally, decide what this tells you about the two characters
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

# READING

## CYCLE 5: Reading & Viewing Lesson 2

TEXT 2	1 HOUR 45 MINUTES
What text must be read?	Poem
Features of text to be taught:	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Figures of speech</li> <li>• External structures, lines, words, stanzas</li> <li>• Typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul>
Reading skills to be taught:	<ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences [characters, setting, milieu, message]</li> <li>• Infer meaning of unfamiliar words</li> <li>• Emotive language</li> </ul>

## PLANNER AND TRACKER TABLE

TEXTBOOK	THEME	TEXT 1	PAGE
Clever English	Choices	The mesh	196
English Today	The sound of music	Extract from a praise poem to Nelson Mandela	180
Interactive English	After school	See it through	255
Platinum English	Growing up in Africa	The shepherd and his flock	180
Spot On English	Success is ...	No Poetry provided for this cycle	
Successful English	Share your feelings	Wishes of an elderly man	260
Top Class English	A new country, a new life	Free Bird	177
Via Afrika English	Heading for the stars	Shape poems	165 and 167

\*Note: Not all text books include a second lesson. Refer to the Planner & Tracker Table. If your text book does not have a second text, find a poem that you can photocopy or write on the chalkboard for the learners.



## PRE-READING

30 MINUTES

### INTRODUCE THE TEXT

1. Tell the learners:

- to open their text book to the correct page
- that the focus will be on understanding the imagery the poet has used and what the purpose of that imagery is intended to be

### STUDY THE TITLE

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

### SHARE BACKGROUND INFORMATION

10. Tell the learners any background information that you have found out, related to: the poet; the period in history; the setting of the poem.

## READING

30 MINUTES

### READ THE POEM

1. Read the poem aloud to learners.
2. Read the poem aloud once again.
3. Tell the learners:
  - a. As the poem is read, they must try to visualise it, by building pictures or a movie in their minds.
  - b. They must read the poem once again, silently and on their own.

### STRUCTURE, RHYME AND RHYTHM

4. Ask learners the following questions:
  - a. What is the structure of the poem? How many lines are there? Are there stanzas? Is this a certain kind of poem?
  - b. Is there a rhyme scheme to this poem? If so, what is it?
  - c. Is there a rhythm to this poem? Does it have a certain 'beat'? Clap out the rhythm of the poem.
  - d. How do you think the rhythm of this poem is created?

### WORK OUT THE MEANINGS OF UNFAMILIAR WORDS

5. As you read, teach learners to use the following word-attack skills to work out the meanings of words they don't understand:
  - a. Context - read to the end of the phrase and try to work out the meaning of the word from the surrounding words.
  - b. Prefix, suffix - look closely at the word. Do you recognise the first or last part of the word – the prefix or suffix? Do you recognise the main part of the word – the root? Is there any part of the word that you understand? Can you try to work out the meaning from this part?
  - c. Think about the whole poem, the headings and the pictures. Make a guess as to what the word could mean.
  - d. Use a dictionary to look up the meaning of the word.

### FIGURATIVE LANGUAGE

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

7. 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?

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

9. Ask the learners to put their hands up and tell you some examples of alliteration in the poem. Write these down on the board and discuss what effect the alliteration has on the rhythm of the poem

10. Tell the learners to work in pairs and write down any examples of powerful adjectives or adverbs that helped to create an image in their minds. Did the words make you think of any sounds, smells, tastes etc? Ask learners to discuss with their partner how these words helped create the mood of the poem.

### COMPREHENSION AND ANALYSIS

11. Ask learners some of the following questions about the poem:

- a. Summarise the poem – give a brief explanation of what the poem is about?
- b. Is there any conflict in this poem? If so, what is it?
- c. How does the poem end?
- d. What did you like or dislike about this poem? Why?
- e. What do you think the main theme of this poem is? What do you think the poet wants us to learn or take away from this poem?

**POST-READING****45 MINUTES**

1. Read through the questions for the activity as presented in the text book.
2. Explain the meanings of any questions that the learners do not understand.
3. Teach or unpack any skills that may be needed to answer the questions.
4. Explain to learners how to complete the activity in their workbooks.
5. Use the teacher's guide to go through the answers with the learners.

## WRITING

### CYCLE 5: WEEKS 9 & 10

#### PROCESS WRITING TASK: LINK TO PLANNER AND TRACKER

##### ACTIVITY: Write a descriptive essay

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

Textbook	Theme	Page Number in Tracker
Clever English	Choices	196
English Today	The sound of music	172
Interactive English	After school	258
Platinum English	Growing up in Africa	181
Spot On English	Success is ...	164
Successful English	Share your feelings	251
Top Class English	A new country, a new life	179
Via Afrika English	Heading for the stars	173

**GENRE:** Descriptive writing

**CAPS DESCRIPTION OF GENRE:** Descriptive writing is writing that paints a picture with words. The writer may be asked to describe people, places, feelings or events.

**TITLE OF WRITING TASK:** Write a descriptive essay

**AUDIENCE:** Grade 8s

**PURPOSE:** To describe an event, animal, person or object in detail.

**TOTAL TIME ALLOCATION:** 2.5 hours

**REQUIRED LENGTH OF TEXT:** 180 - 210 words or 4-7 paragraphs

**RESOURCES REQUIRED:**

1. Dictionary
2. Textbooks
3. Thesaurus (if available)

**Vocabulary:**

Crowds, people, chattering, morning, stalls, vendors, advertise, buy, hawker, neon light, tattoo parlour, fashion, beggar, girlfriends, music, business, restaurant, clothes, garments, choices, cash, laughing, families, purchase, bargain, sale, discount, coffee, litter

**Synonyms for “nice” food:**

tasty, tempting, fresh, healthy, enticing, appetising, scrumptious, delectable, delicious, enticing, appetising, flavoursome, mouth-watering

**Synonyms for “nice” clothes:**

attractive, casual, colourful, fashionable, lovely, smart, trendy, colourful

**TEACHING THE GENRE****20 MINUTES****OUTCOMES:**

The learners will know the features of a descriptive text.

**TEACHER INPUT**

1. Tell the learners that today we are going to learn about writing a descriptive essay.
2. Explain that a descriptive text really gives you a clear picture and understanding of something, by describing it in detail.
3. Tell learners to close their eyes and listen closely as you read a description written by a Grade 8 girl, about her father. Tell them to try and build a picture in their minds as you read. Read the following description aloud:

I close my eyes and think of my father. I see his smiling eyes, sparkling like the sun. His teeth are white and even as he laughs. When he hugs me, his arms completely cover me, and I feel safe and warm. My dad wakes us in the morning. He comes into the room and we smell coffee and the smokiness of the fire. He works hard building houses all day, and comes home sweaty and tired. But later, we hear his deep voice, asking us questions and singing us songs. My mother looks at him, her eyes shine with love and respect. He smiles, and blows her a kiss as he thanks her for dinner. I smile too, knowing that my strong but gentle father will always keep us safe.

4. Ask the learners if the description painted a picture for them. Can they imagine what this man looks like, and what kind of person he is? Can they picture his home, and the relationship he has with his family? Discuss this with the learners.
5. Next, go through the following guidelines for writing a descriptive essay. Write this on the chalkboard, explain it to learners, and then ask learners to copy it down.

**Guidelines for writing a descriptive essay**

- a. Describe an event or experience in detail - try to paint a picture with words.
- b. Write about something that you know, or that is important to you.
- c. Write in the first person, as though you are there. Use the word 'I' a lot.
- d. Include many details about what can be seen, heard, smelt, felt, touched or tasted.
- e. Use adverbs to describe verbs, and adjectives to describe nouns.
- f. Use similes or metaphors because comparisons can help to build a picture.
- g. Make sure the essay has a point.
- h. Describe what you learnt from this experience.

6. Tell learners that before moving on, it is important to remind them of certain figurative language, that will help to make their writing more descriptive. Write this list on the chalkboard, explain it to the learners, and tell them to copy it down into their books.

## Figurative Language

- a. **Adverbs** are words used to describe verbs in more detail. Example: He ran QUICKLY towards the finish line.
- b. **Adjectives** are words used to describe nouns in more detail. Example: She was wearing a beautiful, red dress.
- c. **Similes** are direct comparisons of two things, using the words 'like' or 'as'. Example: He runs like the wind. (This means he runs very fast, just like the wind blows.)
- d. **Metaphors** are comparisons that are made without using the words 'like' or 'as'. Example: He is a walking dictionary. (This means he knows a lot of words and their meanings.)

## MODELLING



**30 MINUTES**

### OUTCOMES:

The learners will learn how to draft a plan for a descriptive essay

### TEACHER INPUT

*\*If possible, try to have some pictures of a farm for this lesson, or take learners to sit outside during the planning stage.*

1. Tell the learners that they will be writing a descriptive essay on a visit to a market or shopping centre.
2. Before they do this, you will model how to plan and write a descriptive essay.
3. You will write about a visit to a farm.
4. Start by planning the descriptive essay - draw the planning grid below onto the chalkboard.
5. Read through the planning grid with learners.
6. Ask learners to help you imagine what you may experience if you visited a beautiful farm, and write down key words in the planning grid. Ask them to think about all five senses as they do this: what will you see; what will you hear; what will you smell; what will you touch; what will you taste? (Some suggestions have been filled in for you.)

<b>At the Park</b>	
<b>What is this place? Why is it important or interesting? What happens there?</b>	Farm, calm green space with animals, cows and sheep stand peacefully in the pasture
<b>Where is this place? Describe the different parts or sections to it.</b>	In the countryside, lots of green paddocks, a big, old house, a large barn
<b>What is the first part of this place? As you walk through this first part, describe what you experience.</b>	First – walk through rusty gates, sweet smell of farm air and freshly cut grass
<b>What is the second part of this place? As you walk through this second part, describe what you experience.</b>	Second – big trees around dam, cool peaceful place for picnic, shady patterns on the ground as sun shines through leaves
<b>How does this place make you feel, and why?</b>	Can't help smiling, troubles and stress melt away, feel calm and relaxed, happy
<b>What do you learn from this experience?</b>	Nature can heal and calm us, when stressed, take off shoes and walk on the grass, close eyes, enjoy sun on my face



7. Next, tell the learners that you will use this plan to write your draft.
8. Explain that you are not going to write the draft now, but when you do write the draft, you will remember to:
  - a. Use adverbs and adjectives
  - b. Add details
  - c. Use a simile or a metaphor
  - d. Use the word boxes and dictionary to write words
  - e. Try to paint a picture with words

## PLANNING



**30 MINUTES**

### OUTCOMES:

The learners will complete a plan for their descriptive writing

1. Tell the learners that they will now start to plan their own descriptive essay, just like you did.
2. Remind learners that **WRITERS PLAN BEFORE THEY WRITE.**
3. Tell learners to copy the following grid into their workbooks.

<b>At the Market / Shopping Centre</b>	
<b>What is this place? Why is it important or interesting? What happens there?</b>	
<b>Where is this place? Describe the different parts or sections to it.</b>	
<b>What is the first part of this place? As you walk through this first part, describe what you experience.</b>	
<b>What is the second part of this place? As you walk through this second part, describe what you experience.</b>	
<b>How does this place make you feel, and why?</b>	
<b>What do you learn from this experience?</b>	

4. Tell the learners to choose a market (food, vegetable, fish or craft) or shopping centre as their topic.
5. Remind the learners to focus on the five senses when thinking about what they experience: see, feel, touch, taste, smell, and hear.
6. Tell writers to think about details because **WRITERS ZOOM INTO SMALLER MOMENTS** and **WRITERS ADD DETAILS.**
7. Tell learners to fill key words and phrases into the planning grid.
8. Set a time limit to keep learners on task.

### LEARNER ACTIVITY

1. Learners must fill in their descriptive essay plans independently.
2. Set a time limit to keep learners on task.

## DRAFTING



**30 MINUTES**

### OUTCOMES

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

### TEACHER INPUT

1. Tell the learners to write the first draft of their descriptive essays.
2. Provide the learners with the criteria. Write the criteria onto the chalkboard and explain each one:

### CRITERIA

1. Give your essay a title.
2. Make sure you have 6 paragraphs.
3. Use approximately 180-210 words.
4. Use interesting adjectives.
5. Use interesting adverbs.
6. Use at least one simile or metaphor.
7. Describe the market/shopping centre in detail.
8. Refer to the five senses (taste, smell, sight, touch, taste and hearing) in your writing.
9. Write the story in your own voice, using "I".
10. Check your spelling and grammar carefully.

### LEARNER ACTIVITY

1. Learners must write their first draft.
2. As learners write, remind them to use WORD BOXES and RESOURCES TO WRITE WORDS.
3. Walk around and HOLD MINI CONFERENCES.
4. Remember to ENCOURAGE WRITERS.
5. Tell the learners to read through their essays, because good WRITERS READ WHAT THEY WRITE.

## EDITING & REVISING

**20 MINUTES**

**OUTCOMES:**

The learners will peer-edit using checklist provided.

**TEACHER INPUT**

1. Tell the class that they will peer-edit each other's work.
2. Partners are to swap pieces and read through each other's descriptive essays.
3. Tell the learners to use the checklist. Write this checklist onto the chalkboard:

	Checklist	yes	no
1	Is there a title?		
2	Are there 6 paragraphs?		
3	Is the essay 180 – 210 words?		
4	Has the writer used interesting adjectives?		
5	Has the writer used interesting adverbs?		
6	Has the writer used any similes/metaphors?		
7	Is the market/shopping centre described in detail?		
8	Has the writer used the five senses of taste, smell, seeing, touch, tasting and hearing in the writing?		
9	Did the writer write the story in their own voice, using "I"?		
10	Is the spelling and grammar correct?		

**LEARNER ACTIVITY**

1. Once the learners have checked each other's writing against the checklist, they should **TURN AND TALK**.
2. When they give each other feedback, they should use the checklist but also **COMPLIMENT** and **SUGGEST**.
3. Write this on the chalkboard:

**COMPLIMENT**

Compliment the writer by saying

I really liked the way you....

**OR**

I enjoyed the part where.....

**SUGGEST**

How would you feel about adding....?

**OR**

Maybe we can come up with a better way to...

## REWRITING & PRESENTING

**20 MINUTES**

### OUTCOMES:

The learners will write their final draft.

The learners present their final drafts to a group of learners.

### TEACHER INPUT

1. Tell learners to write their final drafts using the comments from the peer edit.
2. Ask learners to hand in their final drafts once they have shared them with their peers.

### LEARNER ACTIVITY

1. Learners neatly rewrite their final drafts.
2. A few learners volunteer to read their descriptive essays aloud to the class.

**COMPLETED EXAMPLE** 

At the Market

Every Wednesday morning, a dusty piece of land in our village comes alive. It turns into a busy weekly market, where local people buy and sell all kinds of interesting things.

The market is arranged in a wavy line, under the trees. In the centre is the Mobile Clinic. The food stalls are to the left, out of the sun. Finally, there are the clothing stalls on the right.

First, I stand and look at the mobile clinic. The shiny new van has a shady cover attached to it. The sister greets people like an old friend as she takes their names. Her blue uniform is crisp and clean.

Secondly, I walk over to the clothing stalls. So many bright, beautiful colours! I touch soft, silky pyjamas, and a warm woolly jersey. I wish I could buy them all.

For a few hours every Wednesday, I forget everything else, and I enjoy being at the market. I feel happy and content.

Here, in the heart of my community, I never feel alone. Everyone comes together, and for a few hours, we forget our troubles.

(6 paragraphs)

## ASSESSMENT

### RUBIC

Areas of assessment	Not yet competent		Competent		Exceeds competence	
Structure and length	There are not 4-7 paragraphs. The word count is less than 180.	0-1	There are not 4-7 paragraphs OR the word count is not between 180 and 210.	2-3	There are 4-7 paragraphs and the word count is between 180 and 210.	4-5
Use of descriptive language	No attempt has been made to include adjectives and adverbs. Only one or two of the five senses are included in the descriptions.	0-3	Some adjectives and adverbs have been used, although they lack originality. Most of the five senses are included in the descriptions.	4-6	Interesting and original adjectives and adverbs have been used. All of the five senses are included in the descriptions.	7-10
Figurative language	The writer struggles to try and include a simile or metaphor.	0-1	The writer has included either a simile or a metaphor.	2-3	The writer has included both a simile and a metaphor, or two similes.	4-5
Spelling and grammar	Most words are spelled correctly. Grammar, punctuation and word usage have some errors.	0-3	Most words are spelled correctly. Grammar, punctuation and word usage are mostly appropriate.	4-6	All words are spelled correctly. Grammar, punctuation and word usage are appropriate.	7-10

#### Teacher's comments:

What I really like about \_\_\_\_\_

\_\_\_\_\_

I think you could improve \_\_\_\_\_

\_\_\_\_\_

Total:            /30                      Date: \_\_\_\_\_            Signature: \_\_\_\_\_