

# ENGLISH

## First Additional Language

### Grade 7

#### Lesson Plan

Term 3



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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## GRADE 7 EFAL ROUTINE

- This routine is designed for 30 minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

Monday Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
<b>LSC</b> <ul style="list-style-type: none"> <li>• Introduce theme</li> <li>• Activate background knowledge</li> <li>• Build vocabulary</li> <li>• Question of the day</li> </ul>	<b>L&amp;S</b> <ul style="list-style-type: none"> <li>• Speaking Activity</li> </ul>	<b>LSC</b> <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Build vocabulary</li> <li>• Question of the day</li> </ul>	<b>W&amp;P</b> <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Teach the LSC</li> <li>• Practice the use of the LSC in preparation for writing</li> </ul>	<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Independent reading &amp; comprehension</li> </ul>
<b>L&amp;S</b> <ul style="list-style-type: none"> <li>• Listening Activity</li> </ul>	<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Shared Reading: Pre-read</li> </ul>	<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Shared Reading: First read</li> <li>• Introduce LSC in context</li> </ul>	<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Shared Reading: Second read</li> <li>• Learners generate questions</li> </ul>	
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Teach the comprehension strategy</li> </ul>	<b>W&amp;P</b> <ul style="list-style-type: none"> <li>• Teach the writing genre</li> </ul>	<b>W&amp;P /</b> <ul style="list-style-type: none"> <li>• Process Writing: Drafting</li> </ul>	<b>W&amp;P</b> <ul style="list-style-type: none"> <li>• Process Writing: Editing</li> </ul>	<b>L&amp;S</b> <ul style="list-style-type: none"> <li>• Oral Presentations</li> </ul>
<b>R&amp;V</b> <ul style="list-style-type: none"> <li>• Shared Reading: Post-read</li> </ul>	<b>W&amp;P</b> <ul style="list-style-type: none"> <li>• Process Writing: Planning</li> </ul>		<b>W&amp;P</b> <ul style="list-style-type: none"> <li>• Process Writing: Publishing and Presenting</li> </ul>	<b>Theme conclusion:</b> <ul style="list-style-type: none"> <li>• <i>Build and monitor knowledge</i></li> <li>• <i>Summarise theme learning (no formal time allocation)</i></li> </ul>



## GRADE 7 EFAL CORE METHODOLOGIES

The core methodologies used in this programme are based on best teaching practice. They are also designed to address the challenges South Africa is experiencing in terms of reading and comprehension.

In this document, the core methodologies are arranged per component, as follows:

- Language Structures and Conventions
- Listening & Speaking
- Reading & Viewing
- Writing & Presenting

This means that the core methodology descriptions do not follow the sequence of the cycle routine. This has been done to showcase the sequence and logic within each component.



## LANGUAGE STRUCTURES AND CONVENTIONS

### *Introduce the theme*

#### *Instructions*

1. Ask learners to open their Learner Books to the theme title page.
2. Give learners a few minutes to read the title and browse through the theme pages.
3. Call learners to attention, and read the theme title.
4. Ask learners: What do you think this theme is about? What interests you about this theme?
5. Listen to learners' responses.

#### *Purpose*

- This will help you understand what learners already know about the theme, and will give you a sense of their levels of interest.



### *Activate background knowledge: Term 3*

#### *Instructions*

1. At the start of each theme, activate learners' background knowledge by using a graphic organiser.
2. Tell learners that there are many different kinds of graphic organisers that they can use.
  - Explain that in Term 3, we will use a K-W-L chart as a graphic organiser for all themes.
3. Explain to learners that a graphic organiser helps us to keep track of our learning, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a K-W-L chart on the board, and instruct learners to draw their own K-W-L chart in their exercise books.
5. Learners should use a double-page spread for this chart, and should start by writing the theme title.



Theme: Forms: Inform, Reform, Transform!		
K (what I know)	W (what I want to know)	L (what I have learnt)

6. The K-W-L chart has three columns, titled:
  - **K** – What I *know*
  - **W** – What I *want* to know
  - **L** – What I have *learnt*
7. Ask learners to think about what they already know about this theme.
  - Remind them that they may have started learning about this theme in another subject. It is important for learners to make these connections, and to integrate their learning from different subjects or sources.
  - Tell learners to turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the K column.
8. Next, ask learners to think about what they want to know about this theme.
  - Tell learners to Turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.
9. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
  - Tell learners that they may add any of the class ideas to their own W column.
10. Tell learners that throughout the theme they will return to their K-W-L charts to document what they have learnt, and to add ideas about what they still want to learn.



### **Build and monitor learners' knowledge: Term 3**

#### *Instructions*

1. Explain to learners that throughout the theme, it is important for learners to return to their graphic organisers, to build and monitor their knowledge on the theme.
2. Ask learners to think about what they have learnt about this theme.
  - Tell learners to turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the L column.
3. Next, ask learners to think about what else they still want to know about this theme.
  - Tell learners to turn and talk, and discuss this with a partner.
  - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.
4. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
  - Tell learners that they may add any of the class ideas to their own L column.
  - Tell learners that they may add any of the class ideas to their own W column.





5. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
  - Being aware of what we have learnt helps us to remember what we learn.
  - The more we learn and know about a theme, the easier it will be for us to understand and learn new things about the theme.
  - For this reason, it is important for us to monitor or keep track of our own knowledge.

#### *Purpose*

- The more background knowledge learners have on a theme or topic, the more likely they are to understand the texts that they will read.
- For this reason, it is important to activate learners' background knowledge, and to make them aware that they must bring their existing knowledge to the theme.
- Critical thinkers understand that all knowledge on a theme or topic is connected. We need to train learners to understand this, and to keep track of everything they know about a theme or topic.
- Learners must understand that they must try to make connections between all the knowledge that they have on a theme – even if it is from a different subject or source – it is all relevant.
- A graphic organiser like a K-W-L chart or a Mind Map helps to organise information and ideas.
- It also helps learners to monitor and remember their learning by visualising the chart.



### **Build vocabulary**

#### *Instructions*

1. Teach learners the vocabulary included in lesson plans.
2. Some of this vocabulary is drawn directly from the texts. Some of the vocabulary will enable learners to talk and write about the texts.
3. Use the 'PATS' methodology to teach new vocabulary.
4. PATS is an acronym for Point, Act, Tell and Say.
  - **P – POINT** to a picture or real item, if possible.
  - **A – ACT** out the theme word, if possible.
  - **T – TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
  - **S – SAY** the word in a sentence, and have the learners repeat the word after you.
5. It is not always possible to do all four actions for each theme word – just do what is appropriate.
6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

#### *Purpose*

- Vocabulary is an essential building block of comprehension.



- BICS, basic interpersonal communication skills, is the language that learners need to communicate in social settings. This is not sufficient for the language of learning and teaching.
- In this programme, the vocabulary that is taught to learners is to enable learners to achieve CALP, cognitive academic language proficiency. This will help learners to make meaning of academic texts and learning.



### ***Document vocabulary in personal dictionaries***

#### *Instructions*

1. Train learners to take out their personal dictionaries at the start of all EFAL lessons.
2. As new vocabulary is taught using PATS, encourage learners to record the words in their dictionaries, together with their own definitions.
  - These definitions may include different forms, such as: code-switching; a short written explanation; a sentence that uses the word in context; a diagram or drawing.
  - Encourage learners to find the best way of recording definitions for themselves.
3. Tell learners to also record new words and their meanings during other parts of the EFAL programme, such as shared reading lessons.
4. Explain to learners that they should also record new English vocabulary words from other subjects in their personal dictionaries – again, this shows learners the links between knowledge.
5. Train learners to use their personal dictionaries as a resource whenever they are required to produce original language, whether in spoken or written form.

#### *Purpose*

- The personal dictionary is a core part of the learners' language development.
- For learners to understand and make meaning of a text and a theme, it is essential that they understand the key words or vocabulary they will encounter. These words need to be explicitly taught.
- In addition to the main vocabulary, learners also need to have relevant words so that they can discuss and write about the texts they read.
- Learners must be responsible for building their own 'bank of words'.
- Learners must practice and use their new vocabulary as a way of explicitly understanding ideas and growing their schemas.



### ***Question of the day***

#### *Instructions*

1. Divide the class into 5 x 'question of the day' groups.
  - These groups should be mixed ability groups.
  - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
  - Train learners to know which group they belong to for this activity.
2. Write the 'question of the day' elements on the board.
  - Do this before the lesson begins.
  - Write the question of the day and the answer frame on one side of the board.



- Draw a graph below this, with the answer options filled in.
  - Write the follow up, extension questions and answer frames on the other side of the board.
3. For example:

<p><b>What do you think causes land disputes?</b> I think ____ cause/s land disputes.</p>			<p><b>Follow up and extension questions</b></p> <p>1. <b>What do most learners think causes land disputes?</b> Most learners think _____ causes land disputes.</p> <p>2. <b>What do you think causes land disputes?</b> I think _____ causes land disputes.</p> <p>3. <b>Do you think any of these are a good reason to go to war? Why or why not?</b> I do / do not think ____ is a good reason to go to war because ____</p> <p>4. <b>Do you know of any other land disputes between countries?</b> I know of a land dispute between ____ and ____</p>
<p><b>Graph</b></p>			
<p><i>mineral wealth</i></p>	<p><i>the need for space</i></p>	<p><i>different religions</i></p>	

4. Next, model filling out the graph as follows:
- Read the question and answer options out loud to the learners.
  - Explain the meanings if necessary.
  - Point to and read the options from which learners may choose.
  - Explain which option you prefer.
  - Write your vote in the correct column by drawing an X.
  - Say your answer aloud, using the answer frame.
5. Call up the relevant ‘question of the day group’, and let them complete the activity as follows:
- Train learners to stand in a line, and to answer one after the other.
  - The first learner draws an x in the relevant column, then says her/his answer aloud.
  - Repeat the learner’s answer, so that learners hear their choices articulated, with the vocabulary words repeated many times.
  - Ensure that learners also incidentally learn correct language structures, just by *hearing* correct sentences – do not explicitly teach this grammar, unless learners ask.
  - If a learner makes a grammatical error, just repeat the sentence in the correct form, do not explain unless the learner asks.
  - For example, in the answers below, learners hear the correct pronouns and the correct singular or plural form of the verb, which is difficult in English, as it is opposite:  
*Nomsa: I think different religions cause land disputes.*  
*Teacher: **She** thinks different religions cause land disputes.*  
 (religions – plural, therefore: cause)  
*Buhle: I think mineral wealth causes land disputes.*  
*Teacher: **He** thinks mineral wealth causes land disputes.*  
 (wealth – singular, therefore: causes)



6. Discuss the follow up questions as follows:
  - Count the number of crosses in each column and write down the total.
  - Ask one learner to answer the first follow up question: **What do most learners think causes land disputes?**
  - Ask a few individual learners (who were not in the question of the day group) to answer the second follow up question: **What do you think causes land disputes?**
7. Discuss the extension questions as follows:
  - Read each extension question aloud and explain the meanings if necessary.
  - Give learners a few minutes to turn and talk and discuss their answers.
  - Then, call learners to attention, and ask a few individual learners to share their answers.
  - You may allow some code-switching in the discussion and answering of the extension questions, as the development of critical thinking skills should not be hampered by language limitations.

#### *Purpose*

The 'question of the day' is a valuable and important activity for many reasons:

- It takes the average person 16–20 authentic interactions with a new word before they internalise it and are ready to use the word on their own. This activity reinforces new theme vocabulary for learners, by giving them the opportunity to use and repeat the target vocabulary words in complete oral sentences.
- It models correct grammar and syntax for learners in an authentic context.
- It creates regular opportunities for learners to hear and speak English in a real context.
- It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
- The question of the day asks learners an opinion-based question or a prediction type question. This means that all answers are correct. These types of questions allow learners to interact with new words without anxiety about making a mistake.
- The extension questions encourage learners to think beyond the language classroom, to use all of their knowledge on a subject, and to make connections. These questions develop the learners' critical thinking skills.



#### ***Introduce the LSC in context***

*Instructions:*

1. After completing the first read of the shared reading text, you will introduce the learners to a particular language structure or convention (LSC).
2. This is documented in the lesson plan, at the end of the Shared reading: First read lesson.
3. It is also noted in the Learner Book.
4. First, briefly explain the LSC to learners.
5. Next, show learners the examples of the LSC in the text.
6. Tell learners that you will engage more thoroughly with the LSC later in the cycle, in preparation for the writing task.



*Purpose:*

- When teaching a language structure or convention to learners, it is important for them to see that it has a real purpose. Showing learners the examples of the LSC in the text is an ideal way of illustrating this.
- It is also important to alert learners to the fact that they will be required to use this LSC correctly in their own writing, so that they take real notice of the examples.

***Teach and practice using the LSC***

*Instructions:*

1. Write the notes and activity on the board before the lesson.
2. Remind learners of the LSC you introduced them to the previous day, by showing them examples in the text.
3. Remind learners that they will use this LSC in their writing this cycle, so it is important that they understand how it is used in a text.
4. Explicitly teach the use of the LSC using the gradual release method:
  - I do – model the use of the LSC for learners
  - We do – complete an example together with learners
  - You do – instruct learners to complete the rest of the examples independently
5. Do this as follows:
  - Explain the LSC to learners once again, and model how to use it, by completing the first example in the activity. (I do...)
  - Next, complete the second example in the activity together with learners. Read the example, and ask a learner to complete it. If the learner struggles, provide prompts. If the learner still cannot answer, ask another learner to explain, or to complete the example. (We do...)
  - Finally, tell learners to complete the rest of the activity on their own, in their exercise books. (You do...)
6. In the last few minutes of the lesson, go through the answers with learners. Allow learners to check their own answers and make corrections, as this is a valuable learning strategy.
7. *If you have access to an approved textbook, check the Curriculum Tracker in the Management Document, and assign practice activities for homework.*

*Purpose*

- Again, it is important for learners to understand that language structures and conventions can help them to access meaning in a text, and to write more proficiently. It is meaningless to teach this out of context.
- For this reason, it is important to show learners examples in a text, and to ensure that they use the LSC in the writing task for the cycle.
- It can also be difficult for learners to fully understand the LSC after one explanation.
- For this reason, the gradual release method is used. The repeated explanation and modelling of the use of the LSC, whilst transition from observation to independent work is an effective scaffold for learning.



## LISTENING & SPEAKING

### Listening Lesson

Instructions:

1. Be well prepared to read the text.
  - In the 30-minute lesson, you will read the text three times.
  - It is important that you model fluent, expressive reading to learners.
  - The text is written in a table in the lesson plan. The table has 3 columns, and the text is in the first column. The three columns each have a particular function:

Read 1	Read 2	Read 3
Read the text and explain.	Read the text. Model 'thinking aloud'.	Read the text. Ask oral comprehension questions.

2. Prepare learners for the lesson by telling them to have their personal dictionaries ready, and to listen carefully. They may add new words to their personal dictionaries at any time.
3. Remind learners of the theme, and then begin reading.
4. For the first read, read the text fluently.
  - As you read, embed meaning by using vocal expression, actions, gestures and facial expressions.
  - You may also explicitly build meaning by pausing to explain something, or even by code-switching.
5. For the second read, read the text fluently and then model 'thinking aloud' about the text.
  - As you read, embed meaning, but do not explain or code switch.
  - After reading each part of the text, share your thoughts on the text. Do this by 'thinking aloud'. There are cues on how to do this in the second column.
  - This is a critically important skill to model properly. Learners must see that good readers always think about what they are reading.
  - Make sure that there is a clear distinction between what you are reading, and what you are thinking.
6. Finally, on the third read, read the text fluently and then ask learners questions about the text.
  - Again, embed meaning as you read.
  - After reading each part of the text, ask the question in the third column.
  - Direct and distribute these questions in order to include many learners in the lesson.
  - If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

**Purpose:**

The listening lesson is very important for the following reasons:

- Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
- Learners see how the teacher ‘thinks’ about the text, and in time, will start to develop their own critical thinking about texts.
- Learners have the opportunity to answer questions orally and individually on the text.
- Learners become familiar with the structure and tone of different text genres, which helps them to develop their knowledge and understanding of text types.
- Learners develop a love for text, by hearing engaging texts read to them by a fluent, expressive reader.

**Speaking Lesson****Instructions:**

1. Divide the class into ‘small discussion’ groups.
  - These groups should be mixed ability groups.
  - Groups should have between 3–5 members, but ideally 4 members.
  - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
  - Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
  - Explain that every learner in the group will take a turn to answer each discussion question.
  - Talking and listening may be controlled by a ‘talking stick’ or some other strategy.
  - Explain that the person who is holding the ‘talking stick’ gets to talk. Once he or she is finished, the stick is passed to the next person.
  - At first, groups should move the ‘talking stick’ in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
  - Once learners have mastered this, you should train them to start doing this in a more ‘conversational’ manner, with learners responding to, building on or asking questions about each other’s points. When doing this, it is important to ensure that each group member still gets a chance to share their points.
  - Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
  - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.
3. Implement the discussion as follows:
  - Remind learners of the ‘listening text’ that you read to them the previous day.
  - Then, read the discussion frame aloud, and briefly explain it to learners.



- If necessary, share your own 'model answers' to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
  - Tell groups to begin the discussion.
  - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
4. When there are 10 minutes left in the lesson, call all learners back together.
  5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
    - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
    - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
  6. If answers are incorrect, ensure that you correct them, quickly and clearly.
  7. If answers are incomplete, ask prompting questions to expand the answers.
  8. Remember to give some feedback to learners after they respond.
  9. Thank the learners for their answers and contributions.

*Purpose:*

- The Listening & Speaking component of a language programme should provide learners with opportunities for meaningful conversations in a supported, scaffolded manner.
- Having a discussion about a text that learners know and understand well is one way of providing this scaffolding, as it ensures that learners have the knowledge and language to engage in a discussion.
- Providing learners with a discussion frame and giving a clear explanation of this frame provides additional support and scaffolding.
- Ensuring that the classroom is a safe place for learners to try out new language without fear of ridicule or shame is another very important support mechanism. In order for learners to practice their language skills and build confidence in the language, they must feel safe and secure.
- Finally, allowing learners to code-switch or hold multilingual discussions about the more challenging aspects of the discussion leads to the development of critical thinking skills and new knowledge. If learners are interested and engaged in a topic, it is then easier to encourage them to learn the English vocabulary required to support their points.



### **Oral Presentations: Term 3 Unprepared Speech**

*Instructions:*

1. The last double lesson of every cycle is reserved for Oral Presentations.
2. The type of presentation changes from term-to-term, in order to cover all CAPS requirements.
3. In Term 3, learners will engage in Unprepared Speeches.
4. The topics of the speeches are always related to the theme.





5. Explain the purpose of an Unprepared Speech to learners as follows:
  - All of our themes are designed to make us think critically about issues. We should be able to talk about them and how we respond to these ideas. We need to be able to talk on a topic based on what we have read and discussed, but we also need to show our own opinions and have a personal response to them. Learners must use higher order comprehension and critical thinking skills.
  - Each learner will have a chance to present an unprepared speech in public over the course of the terms. Learners must formulate a logically structured response under pressure.
  - Once they have presented, the rest of the class may comment with positive feedback. Learners must develop respect and tolerance for differences of opinions.
  - An unprepared speech is for individuals to present to the class practicing both the verbal and non-verbal skills expected.
  - Use their new knowledge and language in an authentic situation.

These are all valuable life skills and are good preparation for other oral and written SP and FET tasks.
6. At the start of the term, train learners on the procedure for an Unprepared Speech as follows:
  - a. First, I will write some questions and/or statements on the board that relate to the theme.
  - b. Then, you need to think of what we have read and discussed in this cycle. You also need to think of your own thoughts and opinions on these questions. I will give you a few minutes to do this.
  - c. You can agree or disagree with the statements or answer the questions posed.
  - d. Next, you may turn and talk with a partner, to discuss your thoughts and opinions. You may also write down a few points that you'd like to say.
  - e. After a few minutes, I will call the class to attention.
  - f. Then I will call on individuals to stand up and do their speech.
7. These are sentence starters that can always be used.

#### **Introduction**

Today, I will talk about...

I think this topic is important because...

Everyone should think about ...

My speech today concerns...

#### **Explaining your points:**

My first / second /third / last point is...

From our readings and discussions we have learnt that...

I feel this is true because...

My experience has been...

#### **Conclusion:**

In conclusion...

To sum up...

I think I've explained/argued why...



8. In the first Oral Presentation of the term, the guidelines and instructions for a speech must be explained:

Content:

- a. Your speech should be between 1.5 – 2 mins.
- b. You need to structure your speech in a logical way: you must have an introduction; several points; and a conclusion.
- c. You need to have at least 3 good points that you want to make. Each point should be on the topic and add to your overall opinion or argument.
- d. Each point should have some explanation, examples or added details.
- e. You should try to use the vocabulary we've learnt in the cycle.
- f. Your language should be formal – do not use slang, do not greet the class or present your speech using colloquial (conversational) language.

Non-verbal skills:

- g. Your voice projection should allow everyone in the class to hear what you are saying.
  - h. Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  - i. You should maintain eye contact with your audience.
  - j. Your posture should be formal and upright.
  - k. You can use gestures if they add to the content of your speech.
9. While individuals are presenting their speeches, the rest of the class should be listening attentively. For each speech, they can write down the following:
- Learner and topic
  - Something I learnt or found interesting.
  - What I liked about the speech.
- After the speeches for the lesson have been presented, call on different learners to give positive feedback on each speech. For example, ask Themba to give feedback on Simphiwe's speech.
10. Establish some rules and consequences for behaviour during the Unprepared Speeches. It is a good idea to negotiate these with the class. Try to include rules and consequences that relate to:
- Listen respectfully when someone is presenting.
  - Do not interrupt when someone is presenting.
  - Applaud when the speaker is finished.
  - Be open-minded and tolerant of ideas that are different to your own.
  - Give feedback that is thoughtful and positive.
11. It is important to clearly and thoroughly explain the procedure and expectations for the Unprepared Speeches. Once you have done this, they should run smoothly.



## Oral Presentations on the Creative Writing Project: FAT 7

### Instructions:

1. Learners must do their Presentations of the Creative Writing (FAT 7).
2. These must be done in the double lesson each cycle starting in Week 6. Teachers must continue assessing these through Term 3 and into Term 4 until each learner has completed this task.
3. For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project). This is for 20 marks. In their presentations, the learners must:
  - use the reports they wrote and present their findings to the class.
  - read their creative response poems to the class.
4. For their orals, learners must structure their presentations as follows:  
(Write the following structure on the board.)
  - a. Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
  - b. Body – part one: Share the main findings of your research. Which form of poetry did you focus on? Why did you choose that type?
  - c. Body – part two: Read your own poem (with expression!)
  - d. Conclusion: Share the evaluation you made about poetry, as well as your evaluation of this experience
5. Learners also need to be aware of their non-verbal presentation skills:
  1. Your voice projection should allow everyone in the class to hear what you are saying.
  2. Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  3. You should maintain eye contact with your audience.
  4. Your posture should be formal and upright.
  5. You can use gestures if they add to the content of your speech. These might be especially effective when reading your poem.
6. As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section:
  - Participate in discussions
  - Give constructive feedback
  - Maintain a discussion
  - Show sensitivity to the rights and feelings of others

### Preparing The Oral

1. Learners will have 15 minutes to prepare their presentation.
2. Ensure that learners know the structure of their presentations.
3. Here are some suggested sentence starters they can use:

#### **Introduction:**

Today I will talk about...

The research I did was on...

My speech today concerns...

**Body:**

When I first heard about this project I felt / thought...

I chose to focus on the ...form, because...

I will now read my poem, entitled...

I hope you will enjoy poem. It's called...

**Conclusion:**

In conclusion...

To sum up...

Now that I've done this project, I can say that...

After doing this project, I feel...

4. Give learners time to plan their presentations and think about how they will read their poem in an effective way.

**Oral Presentations**

1. Remind the class that while learners are delivering their speeches, these are the expectations of the rest of the class:
  - Listening respectfully when someone is presenting.
  - Not interrupting when someone is presenting.
  - Applauding when the speaker is finished.
  - Being open-minded and tolerant of ideas that are different to your own.
  - Giving feedback that is thoughtful and positive.
2. While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.
3. Write on the board:
  - What did you like about the poem?
  - Why?
4. Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.
5. You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented and been awarded a mark (out of 20) for FAT 7.

**Feedback**

1. After the oral presentations for the lesson have been presented, call on several learners to give feedback on the presentations and the poems they enjoyed the most, and why they liked them.



## READING & VIEWING

### Shared Reading & Teaching the Comprehension Skill

Overview:

1. This component of language clearly has its own routine. The routine of these lessons is as follows:
  - Week 1 Tuesday / Day 2 – Shared Reading: Pre-Read
  - Week 1 Wednesday / Day 3 – Shared Reading: First Read
  - Week 1 Thursday / Day 4 – Shared Reading: Second Read
  - Week 2 Monday / Day 1 – Teach the Comprehension Strategy
  - Week 2 Monday / Day 1 – Shared Reading: Post-Read

What follows is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson, as well as how the lessons work together.



### Shared Reading: Pre-Read

Instructions:

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their exercise books and personal dictionaries for this lesson.
3. Start by telling learners to take a minute to look at the text features.
  - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)
  - Ask learners: What do these features tell us about the text we are about to read?
  - At first, you may have to provide some further prompts, such as:
    - Do you think this is a fiction or nonfiction text? Why?
    - What kind of fiction or nonfiction text do you think this is? Why?
4. Read and explain the meaning of the title.
5. Next, instruct the learners to scan the text.
  - Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
  - Instruct learners to scan the text and make a list of any words that they do not understand.
  - Also instruct learners to make a list of any words they think are important in telling us what the text is about.
  - Point out that some words may appear in both of their lists.
  - Train learners to document these words in their exercise books as follows:



Text: The Making of Maps	
Words I don't understand	Important words
distort cartographer	cartographer sailors Europeans

6. Call learners to attention and discuss the lists of words they do not understand as follows:
  - Ask learners to tell you which words they do not understand.
  - As learners list the words, make a class list on the board.
  - Identify the words that are important for learners to understand.
  - Find the word in the text, and read the sentence aloud.
  - Then, explain the meaning of the word in context.
  - Remind learners to include these words in their personal dictionaries.
7. Call learners to attention and discuss the lists of words they think are important as follows:
  - Ask learners to tell you which words they think are important.
  - As learners list the words, make a class list on the board.
    - a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
    - b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.
8. Finally, ask learners predictive questions, like:
  - a. What do you think this text is about?
  - b. What do you think we will learn from this text?
  - c. Why? (What evidence do you have?)
  - d. Do you think you will enjoy this text? Why?

*Purpose:*

The Pre-Read teaches learners a 'routine approach' to engaging with new texts. This is a skill that learners can use with all texts that they are required to read independently. By going through this Pre-Reading routine, learners will begin to have an idea of what kind of text they are going to read, as well as what the text is about. This means that the learners are building their understanding of the text before they actually read it.



**Shared Reading: First Read**

*Instructions:*

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their Learner Books, listen carefully and think as you read the text.
  - Read each paragraph or section fluently and clearly.
  - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
  - Where necessary, stop and explain a word or phrase to learners.



- If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
4. At the same time, during the First Read, model 'thinking about the text' for learners.
    - In the lesson plan, the text is written in two columns.
    - In the second column, you will see 'thinking aloud' prompts.
    - Read the text in Column 1, and then say the text in Column 2.
    - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
    - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
  5. Finally, give learners the opportunity to answer questions.
    - The first 2–3 questions are recall questions to gauge a straightforward understanding of the text.
    - Ask different learners to answer these questions.
    - Thereafter, there are 1–2 questions that demand more critical thinking.
    - Allow learners the chance to turn and talk and discuss their answers with a partner.
    - Then call on a few learners to share their answers.
    - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

*Purpose:*

The shared reading texts are longer and more complex than texts for independent reading. Because of this, it is important for teachers to follow the reading process and to read the text to learners. These texts present issues for learners to critically engage with, and to really think about.

The first read is important for many reasons, including:

- Modelling fluent, expressive reading for learners
- Ensuring that learners gain a basic understanding of the text
- Modelling 'thinking aloud' about the text, to show learners that good readers always think about what they are reading
- Modelling the use of specific comprehension strategies, for example: visualising or making connections



### **Shared Reading: Second Read**

*Instructions:*

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going read the text once again.



6. Tell learners to follow in their Learner Books, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
8. Read each paragraph or section fluently and clearly.
  - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
  - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
10. Once again, model 'thinking about the text' for learners.
  - In the lesson plan, the text is written in two columns.
  - In the second column, you will see 'thinking aloud' prompts.
  - Read the text in Column 1, and then say the text in Column 2.
  - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
  - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
11. Next, give learners the opportunity to answer questions written on the chalkboard.
  - Allow learners the chance to turn and talk and discuss their answers with a partner.
  - Then call on a few learners to share their answers.
  - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
12. Finally, ask learners to formulate a question about the text.
  - Ask learners to independently think of a question that they can ask about the text.
  - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
  - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
  - Tell learners to turn and talk, and share their questions with each other.
  - Then, ask a few learners to share their questions with the class.
  - Give other learners the opportunity to answer these questions.

*Purpose:*

- The repeated reading of the text gives learners the opportunity to reinforce their knowledge of the new vocabulary and content.
- It also allows learners to more deeply understand the text, by listening to the teacher 'thinking aloud' about the text.
- By giving learners the opportunity to formulate their own questions about a text, it encourages them to think about the text in a critical way.
- Thinking of and posing their own questions also helps to build learners' confidence.





## Teach the Comprehension Strategy

### Instructions:

1. At the start of the second week of each cycle, you will explicitly teach the comprehension strategy that has been modelled and practiced throughout the previous week.
2. This is done using the gradual release method:
  - I do – first, you will model the use of the comprehension strategy for learners
  - We do – next, you will complete an example of using the strategy together with learners
  - You do – finally, learners will complete an example of using the strategy independently
3. Do this as follows:
  - Start by sharing a brief explanation of the comprehension strategy, as included in the lesson plan.
  - The lesson plan also includes three examples of using the comprehension strategy to work through with the learners.
    - a. Model how to use the comprehension strategy, by completing the first example in the lesson plan. This will involve reading part of the text again, and showing learners how to do the comprehension strategy, e.g. visualise; make an inference; make a connection; etc. This is called: *I do...*
    - b. Next, complete the second example in the lesson plan together with learners. Read part of the text, and give the learners a chance to practice the strategy, e.g. visualise; make an inference; make a connection; etc. This is called: *We do...*
    - c. Finally, give learners the third example of using the comprehension strategy to complete in pairs or on their own. This is called: *You do...*
4. Towards the end of the lesson, ask a few learners to share their answers with the class.
5. Use this opportunity to clarify any misunderstandings around the comprehension strategy.
6. Finally, end the lesson by asking learners to write down or re-read a simple reminder of the comprehension strategy.

### Purpose:

- Ultimately, the aim is to develop learners who instinctively use all the comprehension strategies every time they read. The explicit teaching and practicing of strategies is a step in that direction.
- The table below provides the purpose/s of each comprehension strategy.



Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.



Steps (For predicting with text structures)	<ol style="list-style-type: none"> <li>1. Ask learners to look over the whole text.</li> <li>2. Ask learners: <i>What kind of text do you think this is? How is it laid out? (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?)</i></li> <li>3. Ask learners: <i>What do you think we might read about?</i></li> <li>4. If learners cannot answer, ask further prompting questions, or provide the answers.</li> </ol>
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Steps (For predicting by scanning the text)	<ol style="list-style-type: none"> <li>1. Ask learners to scan the text and identify two lists of words:             <ol style="list-style-type: none"> <li>a. words they do not understand</li> <li>b. words that they think are important</li> </ol> </li> <li>2. Go through the list of words that learners do not understand, and explain them in context.</li> <li>3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.</li> </ol>
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**Strategy 2: Visualise**

Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
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Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.
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Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Tell learners what you visualised. (Model the skill.)</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds.</li> <li>4. Read the text again.</li> <li>5. Ask learners: <i>What did you visualise? (What happened in your movie?)</i></li> <li>6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.</li> </ol>
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**Strategy 3: Search the text**

Explanation	Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information.
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Purpose	<p>These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them:</p> <ul style="list-style-type: none"> <li>• How to identify the kind of information the question is asking for</li> <li>• How to locate the information in the text</li> </ul>
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Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Ask learners a question about the text, like: <i>What did person x do?</i></li> <li>3. Ask learners: <i>What kind of information is this question asking for? (an action – we need to identify what person x did)</i></li> <li>4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i></li> <li>5. Ask learners to locate the part of the text where the action took place.</li> <li>6. Ask learners to read that part of the text, and to try and identify what person x did.</li> </ol>
<b>Strategy 4: Summarise</b>	
Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.
Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: <i>When we summarise, we identify the most important parts of a text.</i></li> <li>3. Explain: <i>Today we will summarise the text we just read. That means we will identify only the main points of the text.</i></li> <li>4. Tell learners to use the following questions as a guide:             <ol style="list-style-type: none"> <li>a. <i>What is this text about?</i></li> <li>b. <i>What is the main purpose of the text? Why was it written?</i></li> <li>c. <i>What did you learn from this text?</i></li> <li>d. <i>What did you like about this text and why?</i></li> </ol> </li> <li>5. Always give learners time to think about the text.</li> <li>6. Always instruct learners to turn and talk and discuss their summary with a partner.</li> <li>7. Next, instruct learners to write their summary down.</li> <li>8. Give learners a frame to help them to structure summaries.</li> </ol>
<b>Strategy 5: Think about the text (I wonder?)</b>	
Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	<p>By modelling how to think/wonder about a text, we teach learners two things:</p> <ol style="list-style-type: none"> <li>1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading.</li> <li>2. Secondly, we show learners the kinds of thoughts that good readers have about a text.</li> </ol> <p>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p>





Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.)</li> <li>3. Say: I wonder ...</li> <li>4. Let learners think about this.</li> <li>5. Learners do <b>not</b> need to answer – the point is to encourage them to think more deeply about the text.</li> </ol>
<b>Strategy 6: Make connections</b>	
Explanation	<p>When learners make connections, they compare the text to one of three things:</p> <ol style="list-style-type: none"> <li>1. To their own lives or experiences – sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. <ul style="list-style-type: none"> <li>• <u>This is called a text-to-self connection.</u></li> </ul> </li> <li>2. To another text – sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. <ul style="list-style-type: none"> <li>• <u>This is called a text-to-text connection.</u></li> </ul> </li> <li>3. To the world – sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. <ul style="list-style-type: none"> <li>• <u>This is called a text-to-world connection.</u></li> </ul> </li> </ol>
Purpose	<p>Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world.</p>
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners relevant connection questions, like: <ol style="list-style-type: none"> <li>a. When was a time that you felt x?</li> <li>b. Do you remember when we read about x? Can you make a connection between these two texts?</li> <li>c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?</li> </ol> </li> </ol>



**Strategy 7: Make inferences**

Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i> .
Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we work out about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...</li> </ol>
Example	<p><b>Text:</b> We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p><b>Inference:</b> Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.</p>



**Strategy 8: Evaluate**

Explanation	When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about: <ul style="list-style-type: none"> <li>• Characters, people or events</li> <li>• Facts versus opinions</li> <li>• The author's perspective, opinions and motivations</li> <li>• What they like or find interesting</li> <li>• What they dislike or find boring</li> </ul>
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.



Steps	<ol style="list-style-type: none"><li>1. Read the text on the page.</li><li>2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not?</li><li>3. Listen to and discuss learners' answers. Make sure that learners' answers are logical.</li><li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x ...</li><li>5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</li></ol>
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### **Shared Reading: Post-Read**

#### *Instructions:*

1. In Term 3, during the Post-Read, you will do one of the following activities:
  - Make a summary using a frame to guide using the strategies of making connections, evaluations and inferences.
  - Use the strategy of visualisation to recall a scene or event from the text.

#### *Instructions for a summary:*

1. Write the summary frame on the chalkboard before the lesson.
2. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can include:
  - Why we think the text was written
  - What we learnt from the text
  - What we liked about the text, and why
3. Each summary will focus on a particular comprehension strategy: connecting, evaluating and inferring.
4. Read through and explain the summary frame to learners.
5. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text was about.
6. Give learners 10–15 minutes to write their own summaries in their exercise books, using the summary frame.
7. Then, tell learners to turn and talk, and share their summaries with a partner.
8. Finally, create a class summary together – ask different learners to answer each part of the frame. Ensure that the learners have understood the particular comprehension strategy and have been able to use it correctly.
9. Write down the class summary.
10. Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

#### *Instructions for a visualisation*

1. Explain that learners will visualise a section from the text.
2. Instruct learners to close their eyes. Read the relevant section aloud.



3. Instruct learners to visualise what the scene looks like. They must try picture where it's happening, who is there, what they are doing, what sounds can be heard, what can be smelt.
4. Instruct learners to open their books and to draw a picture of what they can visualise.
5. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter:  
I can visualise...
6. Instruct learners to turn and talk with a partner and to discuss how they visualised the scene.
7. Encourage learners to use the vocabulary they learnt in the cycle.
8. Ask for volunteers or choose a few learners to share their visual summary.

*Purpose:*

- The post-read activities give learners the opportunity to consolidate their understanding of the text.
- Learners also get to use new language and vocabulary in an authentic context.
- Finally, these activities also give learners the chance to practice using the new comprehension skill that they have learnt.

## INDEPENDENT READING

### *Independent Reading Activities*

*Instructions:*

1. At the end of the first week of every cycle, there is a one-hour lesson for independent reading and comprehension.
2. Instruct learners to have their Learner Books, Personal Dictionaries and exercise books ready for this lesson.
3. Explain that learners must work independently or with a partner (this is up to you).
4. Orientate the class to the reading and comprehension activities that they must complete during this time.
5. Do this by going through the introduction section of the book, titled: **How to use this book**
6. Then, **orientate** learners to the **specific texts** for the theme.
  - Give learners a brief overview of each text
  - Ensure that learners know that once they have read the texts, they must complete the written activities that follow
  - Remind learners to write the answers in their exercise books
7. Develop your own system for learners to **check their answers** once they have completed the activities. You could do this in one of the following ways:
  - Make copies of the memoranda that are in the Management Document and display them in the classroom for learners to check their own work
  - Take some time to go through the activities with learners
  - It is good practice to allow learners to correct their own work, so they can see where they made mistakes



8. As learners complete their independent work, walk around from time to time, and **take note of common challenges**.
- Call learners to attention, and tell them that you have noticed that there are common challenges
  - Help learners by re-explaining to learners, and showing them how to correctly answer the question

*Purpose:*

- By Grade 7, learners should be proficient learners who can 'read to learn'.
- In order to do this, they must have good technical reading or decoding skills.
- They must also have an expanded vocabulary, that includes cognitive academic terminology, to help them make meaning of texts.
- Then, having a strategy, such as a 'routine' way of working through a new text to try and make meaning is a useful strategy for learners.
- Finally, learners need confidence to tackle new texts independently.
- This confidence can be built by equipping learners with decoding skills, an expanded vocabulary, and a strategy to approach and work through new texts.
- It can also be built by ensuring that learners have many opportunities to read texts of different genres independently, so that they become familiar with this process.

### **Working with Individual Learners**

*Instructions:*

1. Once you have orientated learners to the independent reading activities, settle them to work on the activities.
2. Then, use the rest of this time to work with individual learners.
3. In Term 3, use this time to complete the Oral Formal Assessment Task (FAT).
  - Please see the Term 3 Management Document for details of this FAT
  - A rubric for the Oral FAT is also included in the Management Document
4. Then, whenever possible, try to listen to individual learners read aloud in order to establish who may need some remedial help.
  - Make a note of who these learners are.
  - If your school has a reading remediation programme, try to include these learners in the programme.
  - Alternately, try to spend some time with these learners working on their decoding skills.

*Purpose:*

- This time when teachers can work with individual learners is invaluable. This time can be used to implement individual oral assessments.
- It can also be used to work with learners who are still struggling with decoding. Learners need to be able to read fluently and with understanding in order to succeed in the South African education system, which is largely built around the use of textbooks.





## WRITING & PRESENTING

### *Process writing: Teach the Genre*

#### *Instructions:*

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes orientating and explaining:
  - the purpose of the text
  - the audience
  - the structure
  - the language features
  - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

#### *Purpose:*

- It is important for learners to learn about the different genres of writing, as throughout their lives, they will have to engage with these genres for specific purposes.
- This engagement will occur when learners have to write or read genre specific documents, as the same genres apply to both disciplines.
- There are standard forms and purposes for these genres that learners need to know.
- Understanding the structure, format and purpose of these genres will help learners to make meaning both when reading texts, and when writing texts.
- Learners will essentially engage with and use the same genres for the rest of their academic education, as well as for practical purposes in life.
- The length and complexity of writing tasks or texts will increase, but if learners have a good understanding of the genre, this will be very helpful to them.

### *Process Writing: Planning*

#### *Instructions:*

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
  - A writing frame
  - A blank template
  - A planning table
  - A mind map
  - A list
2. Tell learners that very few writers start their process without planning.
3. Start this lesson by modelling the planning process for learners, so that they know exactly what to do. The lesson plan guides you on how to do this.
4. Write up your plan on the board to see, following this process:
  - Explain to learners that writers always think about what they are going to write.



- Model this by explaining your thoughts out loud, so that learners can hear them.
  - Use the planning template to create your own writing plan.
5. Next, give learners a few minutes to think about what they are going to write.
  6. Allow learners to turn and talk, and share their ideas with a partner.
  7. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
  8. Finally guide and support learners as they use the planning template to complete their own plans.

*Purpose:*

- Writing original texts takes skill and confidence.
- Equipping learners with standardised and effective planning strategies provides meaningful support and scaffolding as they work through the process of producing original texts.
- Learners must understand that most professional writers start the writing process by planning.
- They must also understand that this planning process may involve:
  - *Understanding the purpose of the text, the audience, and the genre*
  - *Thinking about what they want to write – this must be original*
  - *Completing research to gather or verify information to include in the text*
  - *Completing a plan using a strategy that will help them to write in the genre*

**Process Writing: Drafting**

*Instructions:*

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
  - Start by explaining the drafting frame.
  - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
  - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.
  - Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.
6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
7. As learners complete their draft, walk around the classroom, and hold mini-conferences.
  - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.



- Implement mini-conferences with selected individual learners to go through their plans, to identify and address any challenges, and to then support them as they prepare to write their drafts.
8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
    - Call learners to attention, and re-explain the area where learners are experiencing challenges.
  9. Tell learners to complete their drafts for homework, should they not finish in class.
  10. Ensure that learners have copied down the drafting frame to work from.

*Purpose:*

- Again, building confidence is a critical element of teaching writing.
- It is important for learners to truly understand that the purpose of a draft is to put their first thoughts and ideas down on paper, using their planning notes.
- Learners must understand that once they have done this, they should read and consider making changes or improvements to this draft.
- This could involve adding descriptions or details, reworking the sequence of events, changing the structure of a sentence, etc.
- Mini-conferences also play a vital role in getting learners to understand the writing process.
- As you hold mini-conferences, really engage learners and their thoughts.
- Ask learners to explain their writing piece, and then ask questions for clarity, or to prompt the learner's thinking about their writing.
- Make sure that this is a positive, developmental experience for learners by always praising a good aspect of their drafts, before challenging or probing aspects that can be improved.

### ***Process Writing: Editing***

*Instructions:*

1. Before the start of the lesson, write your draft from the previous lesson onto the board. Purposely make a few errors that link to the draft.
2. Also write the editing checklist onto the board.
3. Tell learners to open their exercise books to their completed draft.
4. Read through and explain the criteria to learners.
5. Next, show learners how to correct a common mistake on your own draft.
6. Also, pay attention to the criteria that refers to the LSC.
7. Ensure that the LSC is included and correctly used in your own draft – point this out to learners, or add or correct the LSC if required.
8. Allow learners time to edit and correct their own writing, using the checklist.
9. Once they have self-edited, ask learners to swop with a partner and peer-edit each other's writing.
10. Again, as learners work on editing their own drafts, walk around and hold mini-conferences.
  - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.



- Implement mini-conferences with selected individual learners to go through their drafts using the checklist, to identify and address any challenges, and to then support them as they edit their drafts.
11. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
- Call learners to attention, and re-explain the area where learners are experiencing challenges.
  - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.
12. Ask learners to complete the editing process for homework if required.

*Purpose:*

- Learners must understand that drafting and editing go together.
- They must feel confident to get their thoughts and ideas onto paper without fear or anxiety during the drafting phase.
- They must then understand that the editing phase is used to correct and improve their drafts, and that the editing checklist provided guidance.
- It is also important for learners to know that as they progress to higher grades, editing checklists may focus on higher order skills.
- This does not mean that they should disregard the basics. Editing must always involve checking and correcting:
  - The format and structure of the document
  - Punctuation
  - Spelling
  - Grammar and syntax

***Process Writing: Publishing & Presenting***

*Instructions:*

Explain to learners that these are the final steps in the writing process.

*Publishing:*

1. Tell learners that it is important for us to finalise our writing, after the editing phase.
2. Tell learners to do this by rewriting their drafts as final pieces, ensuring that they incorporate all the edits that were made.
3. Remind learners that it is human nature to want to read work that is well presented, so encourage learners to set out their writing properly, and to write as neatly as possible.

*Presenting*

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swap books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.



5. Then, in the last five minutes of the lesson, ask 1–2 learners to read their writing to the class.
  - If learners are too shy to read themselves, you can offer to read for them.
  - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
  - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books. You are required to formally assess FAT 6 Stage 1 (Research) and Stage 2 (Writing) of the Creative Writing Project in Term 3.
  - Please consult the Management Documents for Term 3 for details of the FATS, as well as for rubrics that may be used for the assessment.
7. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each cycle.

*Purpose:*

- Learners must see that writing has an audience and a purpose.
- Whenever possible and appropriate, try to provide learners with a wider and/or authentic audience for their writing tasks.
- This could mean allowing learners to write for a real purpose: a letter of suggestion / complaint or compliment to a real person or organisation; a script for a drama to be presented to the school; a research report to inform a school or class policy; etc.
- Authentic and positive feedback will lead to improvements in learners' writing. For this reason, it is important to ensure that some kind of feedback process always takes place, whether it is just the feedback from a writing partner, feedback from other learners in the class, feedback from yourself, or feedback from a wider audience.



## WRITING STRATEGIES

### Introduction

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident. Routines also give learners direction, so that they know what to do next. For this reason, teach learners the process writing cycle, and always include all steps of the cycle in your teaching.
4. In addition to the scaffolding and support provided by the routine, further scaffolding and support can be provided by teaching learners the strategies that follow, and encouraging them to use these strategies whenever they need extra support.
5. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
6. Train learners to recognise these key phrases, and to understand what they must do when they hear them.



**Strategy: Teacher models writing first**

1. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
2. By watching the teacher, the learners have a clear idea of the task.
3. Part of modelling writing is to explain the way good writers think about writing. The teacher must verbalise all the thoughts she has as she goes through the writing process.



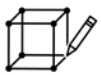
**Strategy: Writers think before they write**

1. Writing is the act of putting thoughts onto paper.
2. This means that writers must think first and decide what to write about before writing.
3. It also means that there are no correct or incorrect ‘answers’ when writing – every writer has his or her own thoughts to write about.
4. Always build in time for learners to think about what they want to write.



**Strategy: Writers turn and talk**

1. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
2. This can be used to share ideas about what to write about, to read their writing to each other, or to check that they understand what to do.
3. Teach learners to face each other, take turns, and talk quietly as they turn and talk.



**Strategy: Writers may create a framework**

*Use this as a remediation strategy for learners who struggle with writing.*

1. Once learners have created their plan, they may need to create a framework before they write their draft.
2. This can be done as follows:
  - a. First, learners must think about the format and layout of the text, and then draw pencil frames to indicate where they think each element of the draft will go on the page. For example: If learners are writing an essay, they can mark where the heading will go, and where each paragraph will go.
  - b. Next, learners should take the first point in their plans, and think about how to write that as a sentence.
    - Then, they must say the sentence out loud, and count how many words are in the sentence.
    - Next, learners should draw lines to represent each word in the sentence.
    - Lines must be the approximate length of the words. Learners must say the word as they draw each line.
    - At the end of the sentence, the learner must add an appropriate end punctuation mark.
  - c. When the lines are in place, the learner must fill in words that are known.
    - Next, learners must be encouraged to write words phonetically, i.e.: to write words as they hear them. This is known as ‘invented spelling’ and is proven to be an effective developmental writing and reading strategy.
    - At the very least, the phonetic word acts as placeholder so that the learner does not forget their thought.



- d. Then the learner can use resources like the personal or the class dictionary to check and correct their spelling before asking for help.
3. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.



### **Strategy: Writers use resources to write words**

1. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
  - Words on a word wall
  - Texts in their Learner Books
  - Personal dictionaries
  - Classmates
  - Their own memories



### **Strategy: Writers read what they write**

1. Learners must be trained to read their sentences aloud to themselves or to a peer.
2. Doing this helps learners to identify:
  - If the piece is properly sequenced, if it stays on topic, and if it makes sense
  - If any words are missing
  - If the sentence structure is incorrect
  - If there are problems with the tense
3. Once the final piece is published, it is important to give learners an audience for their writing, even if it is just a classmate.
4. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.



### **Strategy 8: Hold mini-conferences**

1. Mini-conferences are a useful strategy to use with all phases of the writing process.
2. Once you have explained and modelled the task, you should conduct mini-conferences.
3. For every writing cycle, target a different group of learners for mini-conferences, so that over a period of time all learners will get to experience this. Keep a record of which learners you have worked with, to prevent duplication or missing a learner.
4. Conduct mini-conferences as follows:
  - a. Ask the learner to tell you their idea for the task.
  - b. Next, ask them to show you the different parts of the writing process that have been completed. Ask the learner to tell you about each part.
  - c. Next, identify any challenges that the learner seems to be experiencing, and work with them on that point.
5. Make mental notes of common challenges that learners seem to be experiencing. Then, call the whole class to attention, and re-teach or explain the element that seems to be challenging.
6. Remember to give every learner some positive feedback, as well as some points for growth and improvement.





# THEME

## Forms: Inform, Reform, Transform!

Term 3

Weeks 1 & 2 | Cycle 1



## TERM 3: WEEK 1

## OVERVIEW



THEME	<b>Forms: Inform, Reform, Transform!</b>
PHONIC DECODING	flat, flap, game, mistake, shape, shaping, flying
SIGHT WORDS	career, future, idea, am, other, began, next, these, something, around
THEME VOCABULARY	environment, average, dealing with, personality, questionnaire, experience, strengths and weaknesses, shy, centre of attention, thoughtful, loyal, adventurous, awkward, confident
LSC	Simple and compound sentences
COMPREHENSION STRATEGY	<b>Making inferences</b>
WRITING GENRE	Filling out a form /questionnaire and reflecting on the results
WRITING TOPIC	<b>Fill in a questionnaire and reflect on the results</b>
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>personality and aptitude tests, facts about different kinds of personalities, stories and/or information about different jobs, information about different study options, etc.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>diagrams about different kinds of personalities, pictures or brochures of different jobs, brochures or pamphlets about different study options, etc.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol>



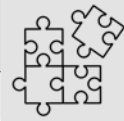
## WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

### INTRODUCE THE THEME



- Use the Learner Book cover page for Theme 1: **Forms: Inform, Reform, Transform!**
- Introduce the theme as follows:**
  - Explain to learners that in Life Orientation this term, they will look at the the World of Work and different places of employment, subject choices, personality characteristics and the value of choosing fulfilling work.
  - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand these aspects of the world of work and their future jobs.
  - This theme will also make them aware of the importance of filling in forms correctly and how we can get important personal information from personality tests.

### ACTIVATE BACKGROUND KNOWLEDGE

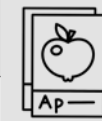


- Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
  - What are you good at? What makes you happy?**
  - What would you like to contribute to the world?**
  - What kind of job would you like to do?**
  - In what kind of environment/place would you like to work?**
  - How can find out more information about the kind of person you are and what your strengths are?**
  - What is a personality test?**
  - How can a personality test help you learn more about yourself?**

Follow the core methodologies to:

- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Ask learners to answer the question of the day, the follow up and extension questions

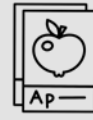
### LSC: DEVELOP THEME VOCABULARY



#### environment

**Tell** learners that an environment is everything that is around a living thing. The environment could be the weather, the house or buildings, the people, the sounds.

**Say:** The learners liked the environment of the classroom: it was warm, the teacher was friendly, and there were bright posters on the walls.

**LSC: DEVELOP THEME VOCABULARY**

<b>average</b>	<b>Tell</b> learners that average means the usual and ordinary amount.
	<b>Say:</b> On average, children like chocolate more than broccoli.
<b>dealing with</b>	<b>Tell</b> learners that ‘dealing with’ something is when you have to <i>do</i> something about a difficult situation to make it better.
	<b>Say:</b> Thuli was dealing with a lot at home because her mom was sick. She had to go to the clinic to get medication, and make sure her mom ate healthy food.
<b>personality</b>	<b>Act</b> out being shy, confident, aggressive and polite.
	<b>Tell</b> learners that someone’s personality is who they are, and all the different parts that make that person different from other people. Personality is made up of what we like, how we are around other people, and what we are good at.
<b>questionnaire</b>	<b>Act</b> out filling in a questionnaire – ticking boxes, reading questions.
	<b>Tell</b> learners that a questionnaire is a special kind of form that asks you questions about a topic. The answers you give can give information about that topic, or could tell you more about who you are as a person.
<b>experience</b>	<b>Tell</b> learners that experience is all the things you have done, learnt from, lived through, and seen. This can be in a one aspect of life (like experience in sports), or life as a whole.
	<b>Say:</b> Working in my uncle’s shop gave me great experience. I now understand more about being a businessperson, which is what I want to be one day.

**QUESTION OF THE DAY**

QUESTION	What kind of environment would you like to work in?
GRAPH	4 COLUMN GRAPH
OPTIONS	I would like to work _____. <i>inside / outside / alone / with people</i>

**FOLLOW UP AND EXTENSION QUESTIONS****FOLLOW UP QUESTIONS**

- What environment would most learners like to work in?**  
Most learners would like to work \_\_\_\_\_.
- What environment would you like to work in?**  
I would like to work \_\_\_\_\_.

**EXTENSION QUESTIONS**

- What is good about working alone?**  
Working alone is good because \_\_\_\_\_.
- What is good about working with other people?**  
Working with other people is good \_\_\_\_\_.

**HOMEWORK**

- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

**WEEK 1 MONDAY / DAY 1: LISTENING (30 minutes)****LISTEN TO...**

Follow the core methodology to conduct the listening lesson using an information text: **The importance of filling out a Personality Questionnaire**

<b>Read 1:</b> <b>Read and explain</b>	<b>Read 2:</b> <b>Read and think aloud</b>	<b>Read 3:</b> <b>Read and ask questions</b>
What job or career do you want when you've finished Grade 12? What is important to you? What are you good at? What do you like doing? What kind of environment do you like – inside, outside, alone, with people, in a quiet place or surrounded by noise and activity? What do you want to contribute to the world?	Wow, there are so many amazing jobs and there are so many different things to consider about each one!	What are you good at? (own answer)  What kind of job do you want? (own answer)  Do you think you would like to work alone in a quiet place or with people in a noisy environment? (own answer)



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p>Did you know, the average person is currently on this earth for around 28 thousand days, or 79 years! When we grow up, much of our lives are spent at work. Most people spend about 13 years or 90 thousand hours at work. And often, even when we're not at work, we're still thinking about work, or dealing with things because of work, or getting to and from work! Because of this, it is very important to choose work that we love, or at least like!</p>	<p>Wow! I did not know that! <b>I wonder</b> how many people know that adults spend that much of their lives busy with work?</p>	<p>How many years does an average person currently live for? (79 years)</p> <p>How many years does an average person currently spend at work? (13 years)</p>
<p>Some of us always know what we'd like to be or the kind of work we'd like to do. However, many young adults aren't sure. There are several tests that you can take that show you what kind of personality you have, and what kinds of work environments are best for you. These are called aptitude or personality tests.</p> <p>These tests ask you to fill in a questionnaire with lots of questions that show your strengths and weaknesses, and your likes and dislikes. There are no right or wrong answers, so you don't have to be nervous. These questionnaires are a way of helping people to make good decisions when choosing what to study or what job to choose.</p>	<p>When I was young, I always wanted to be a teacher. I used to pretend to be a teacher and I used to make my little sister be the learner!</p> <p><b>I think</b> taking this aptitude or personality test is a great way to see what kind of job would be good for you.</p> <p><b>I wonder</b> how a person can take this test?</p>	<p>What is an aptitude test? (a test that shows your strengths and weaknesses, and your likes and dislikes and what job you might be good at)</p> <p>Why do young people take this test? (to see what job they would be good at or what kind of job would suit them)</p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
Now, you might not get your dream job immediately. You might have to study for some years to qualify. You might have to start at the bottom to get experience and to improve your skills. What's more, you might get a job that only exists in the future and hasn't even been invented yet!	I remember my cousin had to study for 7 years to be a doctor! He had to work so hard!  That's a strange idea that there are jobs that have not been invented yet! <b>I wonder</b> what jobs there will be in the future?	What might stop you from getting your dream job immediately? <i>(needing to study, getting more experience, job not invented yet!)</i>
Many things about your future and your future careers are still unclear. But the important thing to keep in mind is to know who you are, know what you're good at, and what you would like to do with your life. Sometimes you'll have to take a job that you don't love. But this doesn't have to be forever. You need to hold on to what's important to you and to keep aiming to achieve what you want to get out of life.	<b>I think</b> it's so important to remember that we may to work hard and wait for years to get our dream job.	What is important for all young people to remember? <i>(know who you are, what you're good at, and what you would like to do with your life)</i>
[** Just some extra information: you will also spend 26 years of your life sleeping, 4 years eating, 1 year and 4 months exercising and 115 days laughing!]		

**HOMEWORK**

Learners must add any new words and explanations to their personal dictionaries.



## WEEK 1: TUESDAY / DAY 2: SPEAKING (30 minutes)

### DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text: **The importance of filling out a Personality Questionnaire**
2. Use the following discussion frame:  
**The importance of filling out a Personality Questionnaire**
  - a. **This text was about...**
  - b. **In this text I learnt that...**
  - c. **I think this text is...because...**
  - d. **I think this text was written to help me think about ...**

## WEEK 1: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	<b>Personality Questionnaire: How outgoing are you?</b>
LEARNER BOOK	Pages 2–4
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	<b>Making inferences</b>

### PRE-READING ACTIVITY

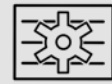


TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>1. Read and explain the meaning of the title: <b>Personality Questionnaire: How outgoing are you?</b></li> <li>2. This text seems to be about filling in a questionnaire. <b>I think</b> it's to see how friendly and sociable I am. <b>I wonder</b> what kind of questions there will be? Should I study for this? <b>I wonder</b> how I will fill out the answers? <b>I wonder</b> if I know the answers? <b>I wonder</b> what the results of this questionnaire will be?</li> <li>3. Follow the core methodology to instruct learners to scan the text.</li> </ol>





## PRE-READING ACTIVITY



	<p>4. Suggestions of important words and how they connect to this text:</p> <ul style="list-style-type: none"> <li>• <b>apply</b> – to apply for something means to ask or request something. For example, you apply for a job. You need to have the right qualifications and experience. So you might want it, but you won't always get it as you have to <b>apply</b> or ask and go through a process first.</li> <li>• <b>get on with</b> – to be friendly with someone. This questionnaire will see how friendly you are with people. Some jobs you have to work with others, so it's important to know if you <b>get on with</b> or can be friendly and work with others.</li> <li>• <b>honestly</b> – telling the truth. You should always speak honestly. If you tell lies or make up incorrect information you can get you into trouble.</li> </ul> <p>5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example: <i>'If you complete this kind of questionnaire <b>honestly</b>, you will learn new things about yourself.'</i> <i>You need to be honest and tell the truth when you're completing the questionnaire and putting in your answers. If you don't fill in your honest answers, the information will not be correct and you will not learn anything about yourself.</i></p>
ASK PREDICTIVE QUESTIONS	<p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> <li>• What do you think this text will be about?</li> <li>• Why do you think that?</li> <li>• What does the picture on the first page help you understand?</li> <li>• What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?</li> </ul>

## HOMEWORK

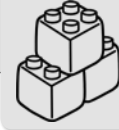


1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



## WEEK 1: WEDNESDAY / DAY 3: LSC (30 minutes)

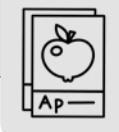
### BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their KWL chart
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

### LSC: DEVELOP THEME VOCABULARY



**strengths and weaknesses**

**Tell** learners that strengths and weaknesses are the things you are really good at, and the things you struggle with.

**Say:** When Sandy was writing her application, she had to think about her strengths and weaknesses. She knew her strengths were maths and science. Her weaknesses were spelling and sports – she knew she had to work on these more to get better!

**shy**

**Act** out being shy – look down at the floor, stand in the corner and don't talk to others.

**Tell** learners that being shy is when someone struggles to be around lots of people, meet new people, or talk to others.

**centre of attention**

**Act** out being the centre of attention – speak loudly, give everyone hugs, and say: 'Look at me! Look at me!'

**Tell** learners that being the centre of attention is when everyone is looking at and talking about you.

**thoughtful**

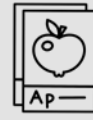
**Act** out being thoughtful – scratch your head and pretend to think, offer someone an object and say: 'I noticed you were looking for this earlier.'

**Say:** Hlubi was a thoughtful person, because he always thought of others and what they may be needing or feeling.

**loyal**

**Point** to a picture of a dog.

**Say:** Being loyal is when you are stick by someone, and are a true friend (even when things are difficult). People often say dogs are the most loyal animals, because they will always stick with and look after their owners.

**LSC: DEVELOP THEME VOCABULARY**

<b>adventurous</b>	<b>Point</b> to a picture of someone climbing a mountain, or skiing or diving.
	<b>Tell</b> learners that when someone is adventurous, they love going on adventures, and taking risks in order to find excitement or fun. This could be like climbing a mountain, diving in the sea, or skiing in snow.
<b>awkward</b>	<b>Act</b> out being awkward – trip over something, make a silly joke that no-one laughs at.
	<b>Tell</b> learners that being awkward means to be clumsy and knock into things, or to struggle being with other people or socialising.
<b>confident</b>	<b>Act</b> out being confident – stand up tall, head held high, and say: 'I believe I can do this!'
	<b>Tell</b> learners that confident means when you are sure of yourself, know what you are good at, and believe in yourself.

**QUESTION OF THE DAY**

QUESTION	What is the most important thing about filling in a questionnaire?
GRAPH	3 COLUMN GRAPH
OPTIONS	The most important thing about filling in a questionnaire is _____. <i>being honest / reading the instructions / working out your results</i>

**FOLLOW UP AND EXTENSION QUESTIONS**

FOLLOW UP QUESTIONS	<ol style="list-style-type: none"> <li><b>What do most learners think is the most important thing about filling in a questionnaire?</b> Most learners think the most important thing about filling in a questionnaire is _____.</li> <li><b>What do you think is the most important thing about filling in a questionnaire?</b> I think the most important thing about filling in a questionnaire is _____.</li> </ol>
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EXTENSION  
QUESTIONS

1. **How can filling in a personality questionnaire help you see what kind of job you would be good at?**

I think filling in a personality questionnaire would help me find a job that I would be good at because \_\_\_\_\_.

2. **Would you like to fill in a personality questionnaire? Why/Why not?**

I would/would not like to fill in a personality questionnaire because \_\_\_\_\_.

## HOMEWORK

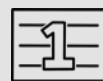


Learners must add any new words and explanations to their personal dictionaries.

WEEK 1: WEDNESDAY / DAY 3:  
FIRST READ (30 minutes)

TITLE	<b>Personality Questionnaire: How outgoing are you?</b>
LEARNER BOOK	Pages 2–4
ACTIVITY	First Read
COMPREHENSION STRATEGY	<b>Make inferences</b>

## FIRST READ



Follow the core methodology to complete the first read of the text

<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Hey there teens, You are at an interesting time in your lives. Many of you will be thinking about what subjects to choose, what to study after school, or even what jobs to apply for. This is a good time to start getting to know yourself better! You can do this by taking our quick and easy personality questionnaire.</p>	<p>Mm, <b>I think</b> many teenagers are thinking about their future jobs.</p> <p><b>I wonder</b> how this personality questionnaire can help?</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Now, don't stress – personality questionnaires are not tests to find out what you know. Instead, they ask questions about you – how you get on with other people, how you deal with problems, and what you like to do. In a personality questionnaire, there are no right or wrong answers.</p> <p>If you complete this kind of questionnaire honestly, you will learn new things about yourself. This can help you in lots of different ways. Firstly, it will help you think about your own strengths and weaknesses. Secondly, it can help you think about good career choices.</p>	<p>Oh, so this isn't a test like the tests and exams we write at school! This is to find out more about ourselves.</p>
<p>Most personality questionnaires give you a statement or a question. Your task is to choose the answer that is closest to your behaviour, thoughts, or feelings. Before you start the questionnaire, read the instructions carefully. At the end of the questionnaire, you will be told how to work out your score.</p> <p>Remember that it is important to reflect on yourself and you must be as honest as possible! Good luck and have fun!</p>	<p>Oh, <b>I see</b>. There are multiple choice questions, but there are no 'wrong' answers. You just have to choose the one that's true for you.</p> <p>And like all forms or questionnaires, following the instructions is very important.</p>
<p><i>Read each of the following questions. Choose and circle the answer that best describes you.</i></p> <ol style="list-style-type: none"> <li>1. <b>Do you like spending time alone?</b> <ol style="list-style-type: none"> <li>a. Yes, it helps me think.</li> <li>b. Sometimes I like it.</li> <li>c. No, I prefer being around other people all the time.</li> </ol> </li> <li>2. <b>What sounds like the best thing to do on the weekend?</b> <ol style="list-style-type: none"> <li>a. Read a book or go for a walk by myself.</li> <li>b. Sit and chat with my best friend all day.</li> <li>c. Spend the day with lots of friends. Meet some new and interesting people.</li> </ol> </li> </ol>	<p>Oh, these questions are really just about me! This isn't like a school test at all!</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>3. <b>How do you feel about making new friends?</b></p> <ul style="list-style-type: none"> <li>a. I feel shy around new people. I find it difficult to open up to new people.</li> <li>b. I like making new friends, but I prefer spending time with my old friends.</li> <li>c. I love making new friends. I am really good at it!</li> </ul> <p>4. <b>Do you like being the centre of attention?</b></p> <ul style="list-style-type: none"> <li>a. No, I do not like having attention on me.</li> <li>b. Yes, sometimes.</li> <li>c. Absolutely. I always like it!</li> </ul>	<p>Some of these questions are quite hard to answer! <b>I infer</b> that we need to think carefully before choosing the answer that fits us best!</p>
<p>5. <b>What do you like about yourself?</b></p> <ul style="list-style-type: none"> <li>a. I am thoughtful. I think about things a lot.</li> <li>b. I am caring and loyal. I spend a lot of time doing nice things for my good friends.</li> <li>c. I am adventurous. I love doing and trying new things.</li> </ul> <p>6. <b>How many friends do you have?</b></p> <ul style="list-style-type: none"> <li>a. A few good friends.</li> <li>b. I have lots of friends.</li> <li>c. Everyone is my friend.</li> </ul>	<p>Wow, these questions are really making me think hard about who I am!</p> <p><b>I think</b> it's quite nice to think of the things I like about myself.</p>
<p>7. <b>How do you feel when the teacher calls on you in class but your hand is not raised?</b></p> <ul style="list-style-type: none"> <li>a. I feel embarrassed. I do not like speaking during class time.</li> <li>b. Sometimes I feel fine about it – if I know the answer. Sometimes I feel embarrassed.</li> <li>c. I feel excited. I like to speak in class.</li> </ul> <p>8. <b>How do you feel when someone gives you a compliment?</b></p> <ul style="list-style-type: none"> <li>a. I feel awkward. I don't know what to say.</li> <li>b. I like it, but I prefer if it is not in front of a group of people.</li> <li>c. I feel confident. It makes me feel good.</li> </ul>	



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Count the number of As, Bs and Cs you chose in the questionnaire.</p> <p>A _____ B _____ C _____</p> <p>Score yourself based on your answers:</p>	
<p><b>Mostly As</b> You prefer to spend time alone. However, you are a really good friend to the few people who manage to get close to you.</p> <p>You feel shy around new people. You do not like to draw attention to yourself.</p> <p>Sometimes you need to push yourself to speak up. Don't let yourself get lost in a crowd!</p>	<p>Oh, <b>I think</b> these are the shy, quiet people.</p> <p><b>I wonder</b> what jobs they would like to do?</p>
<p><b>Mostly Bs</b> You can enjoy time by yourself sometimes. You prefer to spend time with a few close friends or family.</p> <p>You can be outgoing in situations where you feel comfortable. However, you can often become quieter in unfamiliar situations.</p> <p>You are well balanced and can adapt to many situations.</p>	<p><b>I can infer</b> that these people can be happy in different situations – both with people and by themselves.</p>
<p><b>Mostly Cs</b> You are very outgoing and you love making new friends!</p> <p>You feel confident in big groups of people. You have a hard time spending time by yourself.</p> <p>Sometimes, you have to be careful about not taking up all of the attention in a room!</p>	<p>Oh, <b>I wonder</b> if teachers are mostly C type of people?</p>

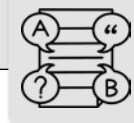


<b>Text: Read</b>	<b>First Read: Think Aloud</b>
Understanding yourself and your personality will help you to make good choices when it comes to a career. Keep this information in mind as you think about the choices you make. Your perfect job is out there!	<b>I think</b> young adults should definitely spend time thinking about their futures. This kind of test is very helpful.

<b>Recall questions</b>	<b>Responses</b>
What information does a Personality Questionnaire give you?	It can tell you how you get on with other people, how you deal with problems, and what you like to do.
If you are Mostly As, what kind of person are you?	You are shy and quiet and like to be alone.

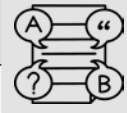
<b>Critical thinking</b>	<b>Possible responses</b>
Why is it important to know yourself when you're thinking about jobs and careers?	Adults spend a lot of time at work, so it helps if you are doing something that you enjoy. Therefore, you need to think about who you are and what you like when thinking about studying for a career or getting a job.
What kind of things are you good at: being creative, listening to others, being focused, being organised or something else?	Own answers

## INTRODUCE THE LSC IN CONTEXT

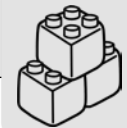


1. Explain to learners that in this cycle, they will learn about: **simple and compound sentences**.
2. Explain this as follows:
  - a. **The simple sentence** has one finite verb. [Finite verb = has a subject; is singular or plural and has a tense.] It expresses a single main idea. The basic sentence has a subject and a verb. Example: I ran. [ran: subject - I: singular; past tense]  
However, a simple sentence is not always very short. Sometimes a sentence can be long, but it only has one finite verb and one idea.



**INTRODUCE THE LSC IN CONTEXT**

- b. **The compound sentence** has two or more finite – or complete – verbs. It is made up of two or more simple sentences, usually joined by a conjunction. The conjunction, 'and' is a co-ordinating conjunction. It joins simple sentences or ideas that are equally important. There are seven co-ordinating conjunctions: 'for', 'and', 'nor', 'but', 'or', 'yet', and 'so'. (The first letter of each spells FANBOYS – which is how many people remember the list.)
- The simple sentences in a compound sentence may also be joined by a **semi-colon**, for example: She only likes studying languages; she does not like geography.
- When you are analysing sentences, the first thing to do is to find the complete or finite verbs. If there is only one finite verb, it is a simple sentence.
3. Point out the following examples of this in the text, making sure that learners can see where the finite verbs are.
- a. *You **are** at an interesting time in your lives.*  
**Simple sentence:** one finite verb = **are**
- b. *Remember that it is important to reflect on yourself and you must be as honest as possible!*  
**Compound sentence:** two finite verbs = **is** and **must be**  
 Two **simple sentences** joined by a **co-ordinating conjunction – and**.

**WEEK 1: THURSDAY / DAY 4:  
WRITING AND PRESENTING (30 minutes)****BUILD AND MONITOR BACKGROUND KNOWLEDGE**

Follow the core methodology to help learners add to their KWL charts.

**TEACH AND PRACTICE THE USE OF THE LSC**

- Remind learners of the LSC that you introduced on Wednesday: **simple and compound sentences**
- Show the learners the LSC again in context. Here are some more examples:
  - This **can help** you in lots of different ways. (Simple sentence – one finite verb)
  - I **like** making new friends, **but** I **prefer** spending time with my old friends. (Compound sentence – 2 finite verbs and a co-ordinating conjunction)

**TEACH AND PRACTICE THE USE OF THE LSC**

3. Tell learners to copy the following **LSC note** in their books:

**Simple and compound sentences**

- a. **The simple sentence** has one finite verb. It expresses a single main idea. The simple sentence has a subject and a verb.
- b. **The compound sentence** has two or more finite – or complete – verbs. It is made up of two or more equally important simple sentences, usually joined by a co-ordinating conjunction (for, and, nor, but, or, yet, so).  
When you are analysing sentences, the first thing to do is to find the complete or **finite verbs**. If there is only one finite verb, it is a simple sentence.

**Language Writing Activity:**

1. Ask learners to put the words in the correct order to form a **simple sentence**:
  - a. at will many You spend hours work.
  - b. a should Everyone do personality questionnaire.
  - c. be jobs lots I would at good of.
  - d. is and She confident loud.
2. Next, tell learners to join the sentences to make **compound sentences**, using a co-ordinating conjunction. Choose the one that best fits: **and / but / so**
  - a. I am good at listening to people. I am not good at working with numbers. (*but*)
  - b. She would love to work outdoors. She would love to do something with animals. (*and*)
  - c. Thabo is a talented musician. He wants to train as a singer. (*so*)
3. Ask learners to complete these sentence starters. The learners need to make sure they are creating a simple or a compound sentence as indicated:
  - a. I like ..... (simple sentence)
  - b. He is good at ... but ... (compound sentence)
  - c. In the future, I will... (simple sentence)
  - d. She can ... or she... (compound sentence)
4. Correct this activity together with learners.

**HOMEWORK**

Find a suitable consolidation activity from the textbook in the Management Document.  
Tell learners to complete this for homework.



**WEEK 1: THURSDAY / DAY 4:  
SECOND READ (30 minutes)**

TITLE	<b>Personality Questionnaire: How outgoing are you?</b>
LEARNER BOOK	Pages 2–4
ACTIVITY	Second Read
COMPREHENSION STRATEGY	<b>Make inferences</b>

**SECOND READ**

- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
  - Is a personality test like the tests at school? Why/Why not?
  - What must you do before you start the questionnaire?
  - If you are a Mostly B type of person, how do you act in unfamiliar situations?
  - Do you know someone who is mostly an A type of person? What job do you think they would be good at?
  - Which do you think is more important, being able to adapt or being confident? Why?
  - What type of personality are you? What type of work would you be good at?

<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Hey there teens,</p> <p>You are at an interesting time in your lives. Many of you will be thinking about what subjects to choose, what to study after school, or even what jobs to apply for. This is a good time to start getting to know yourself better! You can do this by taking our quick and easy personality questionnaire.</p>	



**Text: Read**

Now, don't stress – personality questionnaires are not tests to find out what you know. Instead, they ask questions about you – how you get on with other people, how you deal with problems, and what you like to do. In a personality questionnaire, there are no right or wrong answers.

If you complete this kind of questionnaire honestly, you will learn new things about yourself. This can help you in lots of different ways. Firstly, it will help you think about your own strengths and weaknesses. Secondly, it can help you think about good career choices.

Most personality questionnaires give you a statement or a question. Your task is to choose the answer that is closest to your behaviour, thoughts, or feelings. Before you start the questionnaire, read the instructions carefully. At the end of the questionnaire, you will be told how to work out your score.

Remember that it is important to reflect on yourself and you must be as honest as possible! Good luck and have fun!

*Read each of the following questions. Choose and circle the answer that best describes you.*

1. **Do you like spending time alone?**
  - a. Yes, it helps me think.
  - b. Sometimes I like it.
  - c. No, I prefer being around other people all the time.
2. **What sounds like the best thing to do on the weekend?**
  - a. Read a book or go for a walk by myself.
  - b. Sit and chat with my best friend all day.
  - c. Spend the day with lots of friends. Meet some new and interesting people.

**Second Read: Think Aloud**

**I can infer** that this test is very useful, especially if you're not sure what kind of job or career you'd be good at.

**I can infer**, if you're not honest, the test won't really help you because all your information won't be true.

**I wonder** what my results will show about me?



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>3. <b>How do you feel about making new friends?</b></p> <ul style="list-style-type: none"> <li>a. I feel shy around new people. I find it difficult to open up to new people.</li> <li>b. I like making new friends, but I prefer spending time with my old friends.</li> <li>c. I love making new friends. I am really good at it!</li> </ul> <p>4. <b>Do you like being the centre of attention?</b></p> <ul style="list-style-type: none"> <li>a. No, I do not like having attention on me.</li> <li>b. Yes, sometimes.</li> <li>c. Absolutely, I always like it!</li> </ul>	<p><b>I wonder</b> how these questions will help me choose a job?</p>
<p>5. <b>What do you like about yourself?</b></p> <ul style="list-style-type: none"> <li>a. I am thoughtful. I think about things a lot.</li> <li>b. I am caring and loyal. I spend a lot of time doing nice things for my good friends.</li> <li>c. I am adventurous. I love doing and trying new things.</li> </ul> <p>6. <b>How many friends do you have?</b></p> <ul style="list-style-type: none"> <li>a. A few good friends.</li> <li>b. I have lots of friends.</li> <li>c. Everyone is my friend.</li> </ul>	<p><b>I can infer</b>, that you need lots of information about yourself to know what kind of person you are!</p>
<p>7. <b>How do you feel when the teacher calls on you in class but your hand is not raised?</b></p> <ul style="list-style-type: none"> <li>a. I feel embarrassed. I do not like speaking during class time.</li> <li>b. Sometimes I feel fine about it – if I know the answer. Sometimes I feel embarrassed.</li> <li>c. I feel excited. I like to speak in class.</li> </ul> <p>8. <b>How do you feel when someone gives you a compliment?</b></p> <ul style="list-style-type: none"> <li>a. I feel awkward. I don't know what to say.</li> <li>b. I like it, but I prefer if it is not in front of a group of people.</li> <li>c. I feel confident. It makes me feel good.</li> </ul>	<p><b>I can infer</b> that this test is using normal things from everyday life to see what kind of person I am and what I do and do not like to do.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Count the number of As, Bs and Cs you chose in the questionnaire.</p> <p>A _____</p> <p>B _____</p> <p>C _____</p> <p>Score yourself based on your answers:</p>	
<p><b>Mostly As</b></p> <p>You prefer to spend time alone. However, you are a really good friend to the few people who manage to get close to you.</p> <p>You feel shy around new people. You do not like to draw attention to yourself.</p> <p>Sometimes you need to push yourself to speak up. Don't let yourself get lost in a crowd!</p>	<p><b>I can infer</b> that these people might be good researching in books or on the internet. They might be good at developing new apps.</p> <p><b>I think</b> they would like to work alone in a quiet environment. Or they might be good at art or writing or something creative.</p>
<p><b>Mostly Bs</b></p> <p>You can enjoy time by yourself sometimes. You prefer to spend time with a few close friends or family.</p> <p>You can be outgoing in situations where you feel comfortable. However, you can often become quieter in unfamiliar situations.</p> <p>You are well balanced and can adapt to many situations.</p>	<p><b>I think</b> these people need to know who they are with so that they feel confident.</p> <p><b>I think</b> being able to adapt is a very important thing in the workplace.</p>
<p><b>Mostly Cs</b></p> <p>You are very outgoing and you love making new friends!</p> <p>You feel confident in big groups of people. You have a hard time spending time by yourself.</p> <p>Sometimes, you have to be careful about not taking up all of the attention in a room!</p>	<p><b>I infer</b> it's good to know what kind of person you are so that you know how other people 'see' you.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
Understanding yourself and your personality will help you to make good choices when it comes to a career. Keep this information in mind as you think about the choices you make. Your perfect job is out there!	<b>I can infer</b> that if you really want to be happy at work, you need to think a lot about who you are so that you can make good choices.

<b>Recall questions</b>	<b>Responses</b>
Is a personality test like the tests at school? Why/Why not?	No because it doesn't test what you know. You choose the answer that fits you best.
What must you do before you start the questionnaire?	You must read through the instructions carefully.
If you are a Mostly B type of person, how do you act in unfamiliar situations?	You become quiet.

<b>Critical thinking</b>	<b>Possible responses</b>
Do you know someone who is mostly an A type of person? What job do you think they would be good at?	Own answers
Which do you think is more important, being able to adapt or being confident? Why?	Own answers, with reason
What type of personality are you? What type of work would you be good at?	Own answers

## LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

## HOMework



Learners must add any new words and explanations to their personal dictionaries.



## WEEK 1: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

### ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

### WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the oral formal assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

## WEEK 2: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **making inferences**.
2. Explain that when we make an inference, we take what is **written in the text + what we already know and we make a good guess and work out what isn't said in the text**. This is a key comprehension skill.
3. Hand out the Learner Books. Instruct learners to open to: page 2 and look at the text, **Personality Questionnaire: How outgoing are you?**
4. Today we will make inferences about text.





	<p>5. Model making an inference.</p> <p>a. <i>'Now, don't stress – personality questionnaires are not tests to find out what you know.'</i></p> <p><b>I make an inference</b> that the writer of the text understands that usually when learners write tests at school, they get worried and stressed. The tests learners write at school are for marks and these are important, so learners often feel pressured to do well. <b>I can also infer</b> that this questionnaire is a very different kind of test as it is not asking what the learners know. I wonder what it is asking?</p>
<p>WORK WITH LEARNERS: (We do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, we will make an inference together!</li> <li>2. Read: <i>'Remember that it is important to reflect on yourself and you must be as honest as possible!'</i></li> <li>3. Ask learners: What inferences can you make from that sentence? If needed, you can prompt by asking:             <ol style="list-style-type: none"> <li>a. What do you think will happen if you are not honest when you do the questionnaire?</li> </ol> </li> <li>4. Listen to learners' ideas, like:             <ol style="list-style-type: none"> <li>a. <b>I make an inference</b> that the questionnaire is to find out more about yourself so you can make good choices about your job. So if you're not honest the answers won't help you as they won't be true for you.</li> </ol> </li> </ol>
<p>PAIR WORK: (You do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will make <b>their own inference</b> about the text.</li> <li>2. Read out loud while learners follow along: <i>'Mostly As: You prefer to spend time alone. You feel shy around new people. You do not like to draw attention to yourself. Sometimes you need to push yourself to speak up. Don't let yourself get lost in a crowd!'</i></li> <li>3. Ask learners: <i>Make an inference about the description of the Mostly A type of personality.</i></li> <li>4. Explain that learners can use this frame to help them: <i>I can infer that the Mostly A type of people... because...</i></li> <li>5. Instruct learners to turn and talk and discuss this with a partner.</li> <li>6. After 3–5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their inferences, like:             <ol style="list-style-type: none"> <li>a. <i>I can infer that the Mostly A type of personalities don't like to be in situations where they are with new people as they feel scared and nervous.</i></li> <li>b. <i>I can infer that Mostly A type of personalities might let others talk over them. They aren't brave to share their ideas or lead a group.</i></li> </ol> </li> </ol>



NOTES

1. Make sure the learners write the following note in their exercise books:

**Strategy: Making inferences**

To make an inference, we take:

**what is written in the text**

**+**

**what we already know**

**and we make a good guess and work out what isn't said in the text.**

2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).

**WEEK 2: MONDAY / DAY 1:  
POST-READING (30 minutes)**

TITLE

**Personality Questionnaire: How outgoing are you?**

LEARNER BOOK

Pages 2–4

ACTIVITY

Post-Read

COMPREHENSION  
STRATEGY

**Making inferences**

**BUILD AND MONITOR BACKGROUND KNOWLEDGE**



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

**POST-READ: SUMMARY**



1. Explain that today we will **draw conclusions about the purpose of this text.**  
This means that we will think about why the writer wrote this text. We will think about what this text is meant to be used for and where someone might find this text.
2. We will also **develop an opinion** about the text.  
This means that we will decide what we think about the text.
3. Write the following frame on the chalkboard:  
*I think this text was written for... (Who was meant to read or use this text?)*





*I think this text is meant to... (What is the purpose of this text?)*

*This text is interesting / not interesting to me because...*

*This text is useful / not useful to me because...*

*Overall, I think this text is...*

*I would / would not recommend this text to my friends because...*

4. Instruct learners to write the date and heading: **Personality Questionnaire: Post-Read** in their exercise books.
5. Give learners 15 minutes to think about and complete this frame on their own in writing.
6. Next, instruct learners to TURN and TALK with a partner. Partners must take turns presenting their thoughts and listening.
7. Call learners back together.
8. Ask learners: Did you and your partner have the same or different opinions about the text? Explain.
9. Call on a few learners to answer this question.
10. With the remaining time, call learners up to the front of the classroom to present to the class. Make sure learners understand the purpose of the text.

### WEEK 2: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Filling in a Form / Questionnaire</b>	<ul style="list-style-type: none"> <li>• Fill in a form / questionnaire for various reasons and to find out specific information, e.g. to apply for a job or leave; to enter competitions or contests; to apply for places in school or university, to apply for a bursary or scholarship, etc.</li> <li>• Provide information as required by the institution to which the form is addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Specific questions or prompts</li> <li>• State what is required, followed by a colon with space for the answer/s</li> <li>• Information divided into sections</li> </ul>	<ul style="list-style-type: none"> <li>• Answers filled in concisely and accurately</li> <li>• Formal language used</li> <li>• Follow instructions, e.g. initials; one word answer; 'for office use only'; birthdate written in specific way (dd/mm/yyyy) and so on</li> </ul>



## INTRODUCE THE GENRE

1. Explain that this cycle, learners will fill in a **form / questionnaire**.
2. Remind learners that this is to obtain specific information and needs to be filled in carefully and correctly.
3. When filling in a form, your writing must be formal, concise and clear.
4. The form has a logical structure and questions are asked in sections.
5. Explain to learners that we must follow the **instructions** when filling out a form or a questionnaire.
6. Explain to learners that when we fill out a questionnaire, there are different answers provided. We need to choose the answer that best fits us/ our behaviour.
7. We are now all going to learn more about the genre, by **filling in a questionnaire**.
8. Read through the questionnaire with the class and allow them to choose their most fitting answer for each statement.
9. Hand out the learners' exercise books. Learners must write the number and their answer (a, b or c) in their exercise books.

## READ THE FOLLOWING QUESTIONNAIRE

**Taking risks: Are you a rule-follower or a daredevil?**

1. As the end of break bell goes, a friend suggests you don't go back to class but rather leave school to go have fun.
  - a. You ignore him and hurry to get to class on time.
  - b. You think about it, but you're worried about being caught by a teacher.
  - c. You grab your bag and ask what the plan is.
2. Your mother has left you to look after your younger brother and sister for the afternoon.
  - a. You start cooking food so that they won't be hungry later.
  - b. You phone some friends to come round and have a party.
  - c. You say goodbye to your siblings, lock the door and go out to meet your friends who are planning on getting drunk.
3. Your friends are smoking dagga at a party. You've never smoked before, but they're inviting you to join them.
  - a. You say no and move away from them. You are sad because you didn't think your friends would do this.
  - b. You've always wanted to try and it seems like a good time because you're with your friends that you feel comfortable with and trust.
  - c. You accept as you have been wanting to try dagga to see what it feels like.
4. Tomorrow is the beginning of your final Grade 7 exams.
  - a. You are very stressed about the exams and worried you won't do well.



	<p>b. You know you're quite clever and you'll be okay.</p> <p>c. You think you'll be fine and you don't really care.</p> <p>5. A teacher accuses you of cheating in a test, but you didn't do it and you are innocent.</p> <p>a. You want to try to explain and show the teacher your work to prove that you didn't do anything wrong, but you are afraid of making the teacher more angry.</p> <p>b. You feel angry that you being blamed for something you didn't do, but you'll just do the test again so you don't have to go to detention.</p> <p>c. You are furious and shout at the teacher that you are innocent.</p> <p>6. Your birthday is next week. Your friends tell you they have a surprise planned that'll be a new experience for you.</p> <p>a. You feel stressed because you don't like new things.</p> <p>b. You are excited and looking forward to it.</p> <p>c. You can't wait! You love trying new things!</p>		
RESULTS: What your answers mean:	<p><b>Mostly As</b></p> <p>You are a rule-follower. You have a lot of respect for authority (the people in charge – parents, teachers) and you don't like to get into trouble. You get stressed easily if you are worried. You are conservative (careful) and prefer to make the comfortable choice of things that you know.</p>	<p><b>Mostly Bs</b></p> <p>You are mostly relaxed in all situations. You do worry about getting into trouble, but you sometimes do take chances. You like to have fun, but you do respect the rules.</p>	<p><b>Mostly Cs</b></p> <p>You are a daredevil and love to take risks. You think first about having a good time and not about what might happen later. You are confident and like to try new things. You sometimes have a temper and get emotional before you stop and think.</p>
RESULTS	<p>1. After the learners have gone through the questionnaire and chosen their answers, ask them to find out their results.</p> <p>2. Learners must work out which letter they mostly answered: a, b or c.</p>		



## WEEK 2: TUESDAY / DAY 2: PLANNING (30 minutes)

TOPIC	<b>Reflection on your answers: Taking risks: rule-follower or daredevil?</b>
GENRE	Reflective response
PLANNING STRATEGY	Answering questions
INTRODUCTION	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that their answers show interesting things about themselves and their personalities. It's important to reflect on their answers to the questionnaire.</li> <li>3. When we <b>reflect</b>, we think about something that happened or something that we have learnt and <b>what we think this means for us</b>.</li> <li>4. You are going to reflect on and think about what your answers to the questionnaire mean for you.</li> <li>5. Explain to learners that they must do this in their exercise books.</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><i>Reflective writing</i></b></p> <ol style="list-style-type: none"> <li>1. <i>When we reflect, we think about something that happened to us, or something that we did or learnt.</i></li> <li>2. <i>We describe what happened.</i></li> <li>3. <i>We think about how we feel about this, what this means for us in our future and what we learnt from this.</i></li> </ol>
MODELLING: (I do...)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic. You are going to reflect on your results of the questionnaire.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some ideas: <i>Hmm, that questionnaire was interesting. I had to think about what I would do in those different situations. I tried to be honest. I learnt about myself and the kind of person I am. I must reflect what this means for me and what I need to be aware of in my future.</i></li> <li>4. Have the questions written on one side of the chalkboard.</li> <li>5. Show learners how you answer the questions.</li> <li>6. Do this on the other side of the chalkboard.</li> </ol>



	<b>Questions for Reflective response</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. Which kind of personality are you?</li> <li>2. Think about an experience in your life that shows this behaviour/personality. What happened? What did you do?</li> <li>3. What do you as a person need to be aware of as you go forward in your life? Are there things about yourself you would like to change? Do you behave in ways that might be dangerous for you? Is your behaviour stopping you from living your life?</li> </ol>	<ol style="list-style-type: none"> <li>1. From my answers, I am a Mostly B type of personality.</li> <li>2. Once when my brother and I were younger, we were playing with a ball. I kicked the ball and my brother missed it and it went through the window. He was so scared that my parents would be angry, and he started crying. But I didn't do it on purpose so I wasn't worried.</li> <li>3. I know that I don't always take things seriously. I can get into trouble if I am not careful. And one day, I might do something that will hurt myself or someone else.</li> </ol>
<b>LEARNERS PLAN:</b> (You do...)	<ol style="list-style-type: none"> <li>1. Instruct learners to close their eyes and think about their answers and what their results say about them.</li> <li>2. Next, tell learners to turn and talk to with a partner about what their results have made them think about themselves.</li> <li>3. Show learners the questions and your answers on the chalkboard.</li> <li>4. Hand out the exercise books.</li> <li>5. Tell learners they must write their own answers to the questions – they must not copy your answers.</li> <li>6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol>	



Hand written plan: Reflective response

1. From my answers, I am a Mostly B type of personality.

2. Once when my brother and I were younger, we were playing with a ball. I kicked the ball and my brother missed it and it went through the window. He was so scared that my parents would be angry, and he started crying. But I didn't do it on purpose so I wasn't worried.

3. I know that I don't always take things seriously. I can get into trouble if I am not careful. And one day, I might do something that will hurt me or someone else.





## WEEK 2: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

**Reflective response**

Before class begins, rewrite the questions and responses on the board.

	<b>Questions for Reflective response</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. Which kind of personality are you?</li> <li>2. Think about an experience in your life that shows this behaviour/personality. What happened? What did you do?</li> <li>3. What do you as a person need to be aware of as you go forward in your life? Are there things about yourself you would like to change? Do you behave in ways that might be dangerous for you? Is your behaviour stopping you from living your life?</li> </ol>	<ol style="list-style-type: none"> <li>1. From my answers, I am a Mostly B type of personality.</li> <li>2. Once when my brother and I were younger, we were playing with a ball. I kicked the ball and my brother missed it and it went through the window. He was so scared that my parents would be angry, and he started crying. But I didn't do it on purpose so I wasn't worried.</li> <li>3. I know that I don't always take things seriously. I can get into trouble if I am not careful. And one day, I might do something that will hurt myself or someone else.</li> </ol>
<b>EXPLAIN THE DRAFTING FRAME</b>	<ol style="list-style-type: none"> <li>1. Next, tell learners they must use their answers in their frame to write their reflections.</li> <li>2. They must use each point to write two paragraphs.</li> <li>3. Remind learners paragraph 1 must be in the past tense and paragraph 2 is in the present tense.</li> <li>4. Remind learners they can use helpful vocabulary have learnt in this cycle: <b>experience, strengths and weaknesses, shy, centre of attention, thoughtful, loyal, adventurous</b> And they can use vocabulary from previous cycles as well. For example: Term 1 Cycle 2 (Poetic Personalities) – <b>emotion, express, deal with, sensitive, curious, take a risk</b>. You can write these words on the board to help the learners as they write and remind learners to add them in their personal dictionaries.</li> </ol>	



	<p>5. Write the following on the chalkboard and explain it to the learners:</p> <p><b>Paragraph 1: What happened and what did you do?</b>  <i>Point 2</i>  <i>What was the incident you are describing?</i>  <i>What happened?</i>  <i>What did you do?</i>  <i>How does this show that you are a ..... personality?</i></p> <p><b>Paragraph 2: What does this make you think?</b>  <i>Point 3</i>  <i>How do you feel about this?</i>  <i>What does this mean for you in your future?</i>  <i>What have you learnt from this?</i></p>
DRAFTING	<ol style="list-style-type: none"> <li>Follow the core methodology to help learners complete their drafts.</li> <li>Specify the following points: <ul style="list-style-type: none"> <li><b>They must structure their writing in two paragraphs.</b></li> <li><b>Remind learners to write about something that happened and then to reflect on it.</b></li> <li><b>Use the vocabulary and personal dictionaries to help them.</b></li> </ul> </li> <li>As learners write, walk around the classroom and hold mini-conferences as per the core methodology.</li> </ol>

### HOMEWORK



If learners have not fully completed their draft, they must do so for homework.



Hand written draft

Reflective response

1 Once when my brother and I were younger, we playing soccer. I kicked the ball and my brother miss it and it went threw the window and it broke! He so scared that my parents would be angry, and he cried! But I didnt do it on purpose so I wasnt worried. I'm usualy relaxed

2 I know that I dont always take things seriosly, like in this experience. I can get into trouble if I was not more thoughtful. And one day, I mite do something that will hurt me or someone else. I can be adventurous without taking a risk.

### WEEK 2: THURSDAY / DAY 4: EDITING (30 minutes)

**Follow the core methodology to help learners to edit their draft texts.**

#### EDITING CHECKLIST



*(Write this on the board before class begins)*

1. Do I have 2 paragraphs? (They must not be numbered.)
2. Is my first paragraph in the past tense and my second in the present tense?
3. In the second paragraph have I reflected on what I can learn from this?
4. Have I used good vocabulary to help my describe my personality.
5. Did I spell all words correctly?
6. Does every sentence start with a capital letter?
7. Does every sentence end with the correct punctuation mark?

**HOMEWORK**

If learners have not fully completed their final draft, they must do so for homework.

Hand written draft

Reflective response

1 Once when my brother and I were <sup>o</sup> younger, we <sup>were</sup> playing soccer. I kicked the ball and my brother missed <sup>^</sup> it and it went threw the window and it broke! He so scared that my parents would be angry, and he cried! But I didnt do it on purpose so I wasnt worried. I'm usually <sup>^</sup> relaxed about things.

2 I know that I dont <sup>^</sup> always take things seriously, like in this experience. I can get into trouble if <sup>u</sup> I <sup>am</sup> ~~was~~ not more thoughtful. And one day, I <sup>might</sup> ~~mite~~ do something that will hurt me or someone else. I can be adventurous without taking a <sup>harmful</sup> risk. <sup>^</sup>

**WEEK 2: THURSDAY / DAY 4:  
PUBLISHING AND PRESENTING (30 minutes)**

**PUBLISHING**

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Read through their corrections.
2. Rewrite a copy of their Reflection in their exercise books, correcting any mistakes



## PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
  - Try do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.

### Reflecting on my actions and myself

Once when my brother and I were younger, we were playing soccer. I kicked the ball and my brother missed it and it went through the window and it broke! He was so scared that my parents would be angry, and he cried! But I didn't do it on purpose so I wasn't worried. I'm usually relaxed about things.

I know that I don't always take things seriously, like in this experience. I can get into trouble if I am not more thoughtful. And one day, I might do something that will hurt me or someone else. I need to learn to be adventurous without taking a harmful risk.



## WEEK 2: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

### UNPREPARED SPEECH



Follow the core methodology to implement an Unprepared Speech

EXPLAIN THE  
UNPREPARED  
SPEECH  
10 minutes

1. At the start of the term, train learners on the procedure for an Unprepared Speech as follows:
  - a. First, I will write some questions and statements on the board that relate to the theme.
  - b. Then, you need to think of what we have read and discussed in this cycle. You also need to think of your own thoughts and opinions on these questions. I will give you a few minutes to do this.
  - c. You can agree or disagree with the statements or answer the questions posed.
  - d. Next, you may turn and talk with a partner, to discuss your thoughts and opinions. You may also write down a few points that you'd like to say.
  - e. After a few minutes, I will call the class to attention.
  - f. Then I will call on individuals to stand up and do their speech.

2. Remember, when you give your speech, you have to think carefully about **what** you say and also **how** you say it.
 

**Content:**

  - a. Your speech should be between 1.5 – 2 mins.
  - b. You need to structure your speech in a logical way: you must have an introduction; several points; and a conclusion.
  - c. You need to have at least 3 good points that you want to make. Each point should be on the topic and add to your overall opinion or argument.
  - d. Each point should have some explanation, examples or added details.
  - e. You should try to use the vocabulary we've learnt in the cycle.
  - f. Your language should be formal – do not use slang, do not greet the class or present your speech using colloquial (conversational) language.

**Non-verbal skills:**

  - a. Your voice projection should allow everyone in the class to hear what you are saying.
  - b. Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  - c. You should maintain eye contact with your audience.
  - d. Your posture should be formal and upright.
  - e. You can use gestures if they add to the content of your speech.



<p><b>BRAINSTORM AND WRITE</b> 5 minutes</p>	<ol style="list-style-type: none"> <li>1. Explain that today, everyone must think about an unprepared speech on the theme and ideas we've covered this cycle. You will probably only get through 15 speeches every cycle. Ensure that every learner gets a chance throughout the term.</li> <li>2. Read through the following and make sure everyone understands each one. The topics we will be focusing on today are:             <ol style="list-style-type: none"> <li>a. <b>Why is it so important to know yourself when thinking about your job?</b></li> <li>b. <b>What can you do to prepare yourself for your future job?</b></li> <li>c. <b>Everyone should do a personality questionnaire.</b></li> <li>d. <b>I think I am mostly a ____ type of person, because....</b></li> <li>e. <b>My dream job is...</b></li> <li>f. <b>The Reflection task made me realise .....about myself.</b></li> </ol> </li> </ol>
<p><b>PREPARE FOR UNPREPARED SPEECH</b> 5 minutes</p>	<ol style="list-style-type: none"> <li>1. Give learners 5 minutes to choose which one they would like to respond to and brainstorm some ideas for their speeches.</li> <li>2. Each learners should have at least 3 points they would like to talk about relating to their statement or question.</li> <li>3. Once they have at least 3 points they would like to talk about, they must turn to their partner and share their topic and their points.</li> <li>4. Now they can start thinking how to structure their speech. Here are some sentence starters they can use: (These can be found at the back of the Management Documents.)             <p><b>Introduction:</b> Today I will talk about... I think this topic is important because... Everyone should think about ... My speech today concerns...</p> <p><b>Explaining your points:</b> My first / second /third / last point is... From our readings and discussions we have learnt that... I feel this is true because... My experience has been...</p> <p><b>Conclusion:</b> In conclusion... To sum up... I think I've explained/argued why...</p> </li> <li>5. Call the class back together.</li> </ol>





TERM 3

WEEK 2

FRIDAY

UNPREPARED  
SPEECHES  
25 minutes

1. Remind the class that while learners are delivering their speeches:
  - Listen respectfully when someone is presenting.
  - Do not interrupt when someone is presenting.
  - Applaud when the speaker is finished.
  - Be open-minded and tolerant of ideas that are different to your own.
  - Give feedback that is thoughtful and positive.
2. Write on the board:
  - Something I learnt or found interesting.
  - What I liked about the speech.
3. While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.
4. Call on individuals to present their speeches. Each speech should be between 1,5 and 2 minutes.

FEEDBACK  
10 minutes

1. After the speeches for the lesson have been presented, call on several learners to give feedback on the speeches they enjoyed, what they have learnt/found interesting and why they liked the speech.

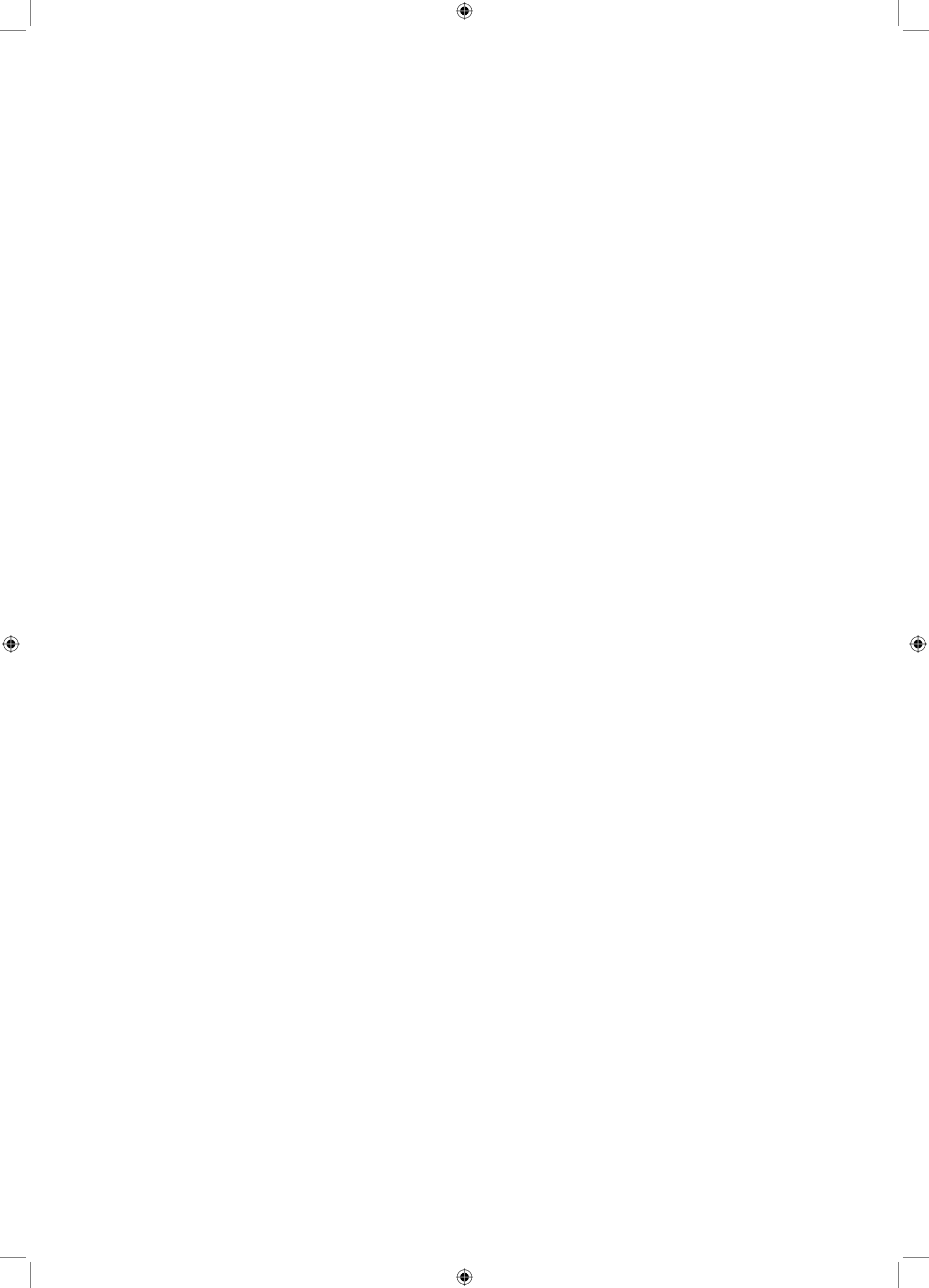




## CONCLUSION

**Find 10 minutes at the end of the cycle to do the following:**

SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a <b>discussion</b> task). For example:</p> <p><b>This cycle we:</b></p> <ul style="list-style-type: none"> <li>• Learnt new vocabulary words about our personalities and jobs</li> <li>• Listened to an article about finding out what job would suit us best</li> <li>• Learnt about simple and compound sentences</li> <li>• Read different texts about personality forms and finding out more about ourselves so that we can make good choices</li> <li>• Spoke about the texts</li> <li>• Answered questions about the texts</li> <li>• Learnt about how to write a form / questionnaire and fill one in</li> <li>• Filled in a questionnaire and reflected on our answers</li> <li>• Delivered unprepared speeches, listened to others and gave feedback on others' speeches.</li> </ul>
REFLECT	<ol style="list-style-type: none"> <li>1. Ask learners to think about something they think they did well during the cycle.</li> <li>2. Call on a few learners to share.</li> <li>3. Ask learners to think about something they think they could have done better during the cycle.</li> <li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li> <li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li> <li>6. <b>Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of.</b> <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i></li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> <li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li> <li>• Celebrate the achievements of those learners, and also of the whole class!</li> </ul>



# **THEME**

## **Moving Populations**

**Term 3**

**Weeks 3 & 4 | Cycle 2**



**TERM 3: WEEK 3**

**OVERVIEW**



THEME	<b>Moving Populations</b>
PHONIC DECODING	thank, thinking, sink, time, hide, side
SIGHT WORDS	difficult, leave, place, last, better, life, would, did, again, good
THEME VOCABULARY	double shifts, complain, immigrant communities, hardships, perseverance, inspires, heritage, festivals, urgent, unacceptable, apologise, civil war, overcame
LSC	Punctuation
COMPREHENSION STRATEGY	<b>Visualise</b>
WRITING GENRE	Interview
WRITING TOPIC	<b>Interview with someone who is from another place</b>
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>articles, stories, poems about moving, immigration, living in a new place; interviews with people who've moved; information about xenophobia, refugees, asylum seekers; etc</b></li> <li>3. Try to find some pictures and visuals, for example: <b>graphs and tables showing movement in and out of provinces and South Africa; diagrams and maps showing people's movement around South Africa and Africa; pictures and photographs of immigrants, refugees and asylum seekers; etc</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol>



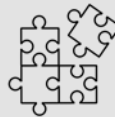
## WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 2: **Moving Populations**
2. **Introduce the theme as follows:**
  - Explain to learners that in Social Science (Geography) this term, they will look at Population Growth and Change.
  - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand these aspects of movement and changes in populations.
  - This theme will look at some of the reasons why people move and also the social and emotional effects of starting in a new place.

### ACTIVATE BACKGROUND KNOWLEDGE

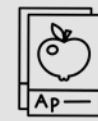


1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
  - a. **Why do populations change?**
  - b. **How do populations change?**
  - c. **Have you ever moved (house, city, country)?**
  - d. **Do you know anyone who moved from another place or country?**
  - e. **Why do people move? Do they move because they want to get away from somewhere or because they want to go to a new place?**
  - f. **What is it like for the people who move?**
  - g. **What is 'home'?**

Follow the core methodologies to:

2. Teach learners new vocabulary using PATS (and add to personal dictionaries).
3. Ask learners to answer the question of the day, the follow up and extension questions.

### LSC: DEVELOP THEME VOCABULARY



#### double shifts

**Tell** learners that a shift is a length of time that people work.  
A double shift is when someone works two shifts straight after each other.

**Say:** My dad is a security guard and sometimes works double shifts to make more money. He works day shift and also night shift.



**LSC: DEVELOP THEME VOCABULARY**



**complain**

**Act** out complaining – share all your unhappy feelings about something (for example: about loadshedding or how long it took to get to work).

**Tell** learners that to complain means to say all your unhappy feelings about a situation out loud.

**immigrant communities**

**Tell** learners that immigrants are people who have left their home country to go and live somewhere else. Immigrant communities are groups of people who left the same home country who live close together and support each other in the new country they moved to.

**Say:** There is an Congolese immigrant community near my school. Whenever I walk through, I hear Kikongo and Swahili being spoken, and I smell yummy Congolese food being cooked.

**hardships**

**Tell** learners that hardships are difficult and challenging things in life.

**Say:** My parents faced many hardships growing up: they sometimes didn't have enough food to eat, and had to walk far to get to school.

**perseverance**

**Act** out perseverance – pretend try to do a really difficult maths problem on the board. Pretend to struggle, keep trying and say, 'I'll keep trying!'

**Tell** learners that perseverance is when you keep trying even if things are difficult.

**inspires**

**Tell** learners that when something inspires you, it gives you ideas, it makes you feel big emotions, and helps you to create something.

**Say:** The coach's hard work inspires her team to work harder, to want to be a success and win the tournament.

**QUESTION OF THE DAY**



**QUESTION**

What is the best way to succeed in life?

**GRAPH**

4 COLUMN GRAPH

**OPTIONS**

The best way to succeed in life is to \_\_\_\_\_.  
*persevere / study hard / not complain / be happy with what you have*



**FOLLOW UP AND EXTENSION QUESTIONS**



<p><b>FOLLOW UP QUESTIONS</b></p>	<p>1. <b>What do most learners think is the best way to succeed in life?</b> Most learners think that you need to _____ to succeed in life.</p> <p>2. <b>What do you think is the best way to succeed in life?</b> I think you need to _____ to succeed in life.</p>
<p><b>EXTENSION QUESTIONS</b></p>	<p>1. <b>Do all immigrants have a hard time settling into their new lives? Why/Why not?</b> All immigrants do/do not have a hard time, because _____.</p> <p>2. <b>What do you think it is like to move to another country?</b> I think _____.</p>

**HOMEWORK**



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

**WEEK 3: MONDAY / DAY 1:  
LISTENING (30 minutes)**

**LISTEN TO...**



Follow the core methodology to conduct the listening lesson using a dialogue:

**The measure of success**

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>The measure of success</b></p> <p><i>(Enelo walks in the door, throws her school bag on the floor, and sits down heavily with a sigh. Her mother is busy stirring a pot on the stove.)</i></p>	<p>It sounds like Enelo is frustrated about not having certain things that some of her school friends have. <b>I wonder</b> if her mom will understand?</p>	<p>Why is Enelo upset when she comes home from school? <i>(she is frustrated and tired and complains that some of her friends have more than she does, e.g. cars and phones)</i></p>



<p><b>Read 1:</b> <b>Read and explain</b></p>	<p><b>Read 2:</b> <b>Read and think aloud</b></p>	<p><b>Read 3:</b> <b>Read and ask questions</b></p>
<p><b>Sana:</b> Hi love, how was your day? How was school?  <b>Enelo:</b> Oh, fine, Ma, thanks. But you know it's so unfair. Do you know there are kids in my class whose parents drive them to school? They don't have to take public transport. And some of my friends have their own phone, with data! I'm so sick of having so little!</p>		
<p><b>Sana:</b> <i>(Sighing)</i> Oh my daughter, I know that things have been tough for a while for us. I'm working double shifts at the hospital and I'm still trying to send some money back to Maputo to help my parents.</p> <p><b>Enelo:</b> Sorry Mama, I don't mean to complain, I know how hard you're working.</p> <p><b>Sana:</b> You know, just because things are like this now, it doesn't mean they'll always be like this.</p> <p><b>Enelo:</b> What do you mean?</p>	<p><b>I think</b> her mom definitely understands. It sounds like they have a good relationship and they care for each other.</p>	<p>Where do Sana's parents live? <i>(Maputo, capital of Mozambique)</i></p> <p>How does she help them? <i>(she sends them money)</i></p>
<p><b>Sana:</b> In the bus today, I picked up a magazine and there was a whole section in it about success. It was about who succeeds and why.</p> <p><b>Enelo:</b> Oh, what did it say? How can I make sure that I am successful and rich one day?</p>	<p><b>Oh, I wonder</b> what the article said? I wonder if it has useful ideas on how to be successful?</p>	<p>What was the section about that Sana read in the magazine? <i>(about who succeeds and why)</i></p>





<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Sana:</b> <i>(Picks up the crumpled magazine from her bag and opens it.)</i> Well there were a few interesting articles. This one was looking at immigrant communities. Very often, communities that start as poor families of immigrants become very successful. Often, these people endured many hardships in their home countries, and even more hardships to get to their new countries.</p> <p><b>Enelo:</b> That makes me think of these cousins in my class who also came from Mozambique. They are so poor – they have nothing. But they work harder than anyone else! They can both speak fluent Siswati and English already. <i>(Chuckles)</i> I am so glad that you are a nurse and that you have a good job!</p>	<p><b>I can make a connection</b> with this. I have known people whose immigrant families had very little and they overcame these challenges and have become very successful in their careers.</p>	<p>What did the article say about immigrants? <i>(that many immigrants overcome hardships and do very well)</i></p> <p>What two languages do the cousins in Enelo’s class speak? <i>(Siswati and English)</i></p>
<p><b>Sana:</b> Ha! Finances are also a great struggle for me, miss! I just protect you from many hardships! That is why I work so hard and I push you to do well at school.</p>	<p><b>I think</b> Sana is doing her best to make sure her daughter can do well. <b>I think</b> education is a high priority for her.</p>	<p>What job did Zarina and Bushra’s grandfather have? <i>(he was a shop-keeper)</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Enelo:</b> I guess we are like my friends Zarina and Bushra! Today at break they were telling me how their cousin has just graduated as a doctor and the whole family is so proud. They were saying how their grandfather only had a little shop when he first came from Pakistan, but he made sure all his children and grandchildren studied.</p>		
<p><b>Sana:</b>Wow, that’s a great example. And yes, we are like that family – I will make sure you go to university! This article also says that kids who have grit – that is perseverance and passion for their long-term goals – become better readers. Even those from poor homes. And that’s definitely you, Enelo.You always have your nose in a book!</p> <p><b>Enelo:</b> So, I guess we are on the right track for success, Ma? I mean, your magazine seems to say that success comes to those who work hard and are committed to what they want?</p>	<p><b>I can infer</b> that being a good reader will help you to succeed. <b>I think</b> being a reader expands your knowledge and your interest in the world so you know more about what you can do!</p>	<p>What is Sana’s plan for Enelo after school? <i>(studying at university)</i></p> <p>What is ‘grit’? <i>(perseverance and passion for your goals)</i></p>



<p><b>Read 1:</b> <i>Read and explain</i></p>	<p><b>Read 2:</b> <i>Read and think aloud</i></p>	<p><b>Read 3:</b> <i>Read and ask questions</i></p>
<p><b>Sana:</b> I guess so. There was one other thing in an article that I liked. It was a quote: ‘Who is rich? The person who is happy with what they have.’ It explained that being rich doesn’t necessarily make you happy. We must always try to remember that wealth and success is not about always wanting more. Some people are just greedy. I thought that was also interesting.</p> <p><b>Enelo:</b> (<i>Paging through the magazine</i>) Wow... this kinda makes me feel proud to be an immigrant. And it inspires me to work even harder. Do you mind if I give this magazine to the cousins in my class?</p>	<p>Oh, I really like this. Success isn’t always about having money and material possessions. It’s also about being satisfied with what you have.</p> <p><b>I can infer</b> that it must be very hard to be an immigrant and Enelo found the information reassuring and motivating.</p>	<p>Finish the quote: Who is rich? The person who is happy with... (<i>what they have</i>)</p>

**HOMEWORK**



Learners must add any new words and explanations to their personal dictionaries.



**WEEK 3: TUESDAY / DAY 2:  
SPEAKING (30 minutes)**

**DISCUSS...**



1. Follow the core methodology to guide learners to discuss the listening text:

**The measure of success**

2. Use the following discussion frame:

**The measure of success**

- a. **This text was about...**
- b. **In this text I learnt that...**
- c. **I think this text is... because...**
- d. **I think this text was written to help me think about...**

**WEEK 3: TUESDAY / DAY 2:  
PRE-READING (30 minutes)**

TITLE	<b>Heritage Day lessons</b>
LEARNER BOOK	Pages 18–27
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	<b>Visualisation</b>

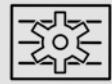
**PRE-READING ACTIVITY**



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>1. Read and explain the meaning of the title: <b>Heritage Day lessons</b></li> <li>2. This text seems to be about learning about our heritage. <b>I wonder</b> if it's about our South African public holiday, Heritage Day? <b>I think</b> people, maybe school children, will learn things about each other's heritage. Or maybe they will learn not only about each other's heritage, but other things as well. <b>I wonder</b> if the teacher has planned these lessons?</li> <li>3. Follow the core methodology to instruct learners to scan the text.</li> </ol>



**PRE-READING ACTIVITY**



	<p>4. Suggestions of important words and how they connect to this text:</p> <ul style="list-style-type: none"> <li>• <b>presentations</b> – to give a speech or a talk to an audience. At school, learners need to do presentations to their class. Sometimes at work, people also need to present information or ideas and share with colleagues.</li> <li>• <b>expression</b> – the emotions that show on your face. We communicate not only with our words, but with our body language as well. So we can show our feelings with the look or expression on our face. If you have an unkind expression, it means you have a mean or cruel feeling towards someone.</li> <li>• <b>meet their eyes</b> – to look at someone in the eye. If you can't look someone in the eye, it might be because you are afraid or embarrassed or shy.</li> </ul> <p>5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example:  <i>'Samuel looked <b>nervously</b> around the class.'</i>  <i>If someone is <b>nervous</b> they are worried or anxious about something. Samuel has not started his presentation, but he is nervous about saying it to the class. Maybe he is worried there will be nasty comments. Maybe there is someone who is mean to him or bullying him and he is worried he will not be strong enough to do his presentation.</i></p>
<p>ASK PREDICTIVE QUESTIONS</p>	<p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> <li>• What do you think this text will be about?</li> <li>• Why do you think that?</li> <li>• What does the picture on the first page help you understand?</li> <li>• What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?</li> </ul>

**HOMEWORK**

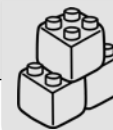


1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



**WEEK 3: WEDNESDAY / DAY 3:  
LSC (30 minutes)**

**BUILD AND MONITOR BACKGROUND KNOWLEDGE**



Follow the core methodologies to:

- Help learners add to their KWL chart
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

**LSC: DEVELOP THEME VOCABULARY**



<b>heritage</b>	<b>Tell</b> learners that heritage is your family's history, traditions or beliefs.
	<b>Say:</b> My family comes from Lesotho, so the language and traditions of that country are part of my heritage.
<b>festivals</b>	<b>Tell</b> learners that festivals are important celebrations that mark something special. Festivals often have to do with religion.
	<b>Say:</b> I love December because there are so many festivals! Christmas, Channukah and Diwali are all around that time, and I love all the celebrations.
<b>urgent</b>	<b>Act</b> out urgent – pretend to shout, wag your finger and point at your watch, saying, 'Hurry up! This is urgent!'
	<b>Tell</b> learners that urgent describes when something is important and needs to be done quickly.
<b>unacceptable</b>	<b>Tell</b> learners that unacceptable describes something that is very bad and that can't be allowed.
	<b>Say:</b> Zweli, this is unacceptable work. I can't allow you to hand it in! Please do it again.
<b>apologise</b>	<b>Act</b> out apologising to someone – pretend to knock into them, and then say, 'I'm so sorry!'
	<b>Tell</b> learners that to apologise means to say sorry.
<b>civil war</b>	<b>Tell</b> learners that civil war is when different groups of people within the same country are fighting each other.
	<b>Say:</b> The civil war between the Hutus and the Tutsi people in Rwanda started in 1990.



<p><b>overcame</b></p>	<p><b>Tell</b> learners that to have overcome something is to have won against something, or to have got over or past something difficult.</p> <p><b>Say:</b> I overcame the fear I had about maths. I passed my maths exams!</p>
<p><b>discrimination</b></p>	<p><b>Tell</b> learners that discrimination is when you treat people differently or unfairly because of who they are, or because of a group that they belong to.</p> <p><b>Say:</b> To treat someone unfairly just because they are a woman is discrimination!</p>

**QUESTION OF THE DAY**



<p>QUESTION</p>	<p>What is the most important thing about a heritage?</p>
<p>GRAPH</p>	<p>3 COLUMN GRAPH</p>
<p>OPTIONS</p>	<p>The most important thing about a heritage is _____ <i>history / traditions and festivals / language</i></p>

**FOLLOW UP AND EXTENSION QUESTIONS**



<p>FOLLOW UP QUESTIONS</p>	<ol style="list-style-type: none"> <li><b>What do most learners think is the most important thing about a heritage?</b> Most learners think the most important thing about a heritage is _____.</li> <li><b>What do you think is the most important thing about a heritage?</b> I think the most important thing about a heritage is _____.</li> </ol>
<p>EXTENSION QUESTIONS</p>	<ol style="list-style-type: none"> <li><b>What is your heritage? Give one thing that's important to you about your heritage.</b> My heritage is _____. One thing about my heritage that's important to me is _____.</li> <li><b>Does everyone deserve tolerance and respect? Why/ Why not?</b> Everyone does/does not deserve tolerance and respect because, _____.</li> </ol>



## HOMWORK

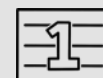


Learners must add any new words and explanations to their personal dictionaries.

### WEEK 3: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	<b>Heritage Day lessons</b>
LEARNER BOOK	Pages 18–27
ACTIVITY	First Read
COMPREHENSION STRATEGY	<b>Visualise</b>

## FIRST READ



Follow the core methodology to complete the first read of the text.

<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p><b>Heritage Day lessons</b></p> <p>It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.</p>	<p>Oh, <b>I think</b> this is their class activity. The teacher is using the public holiday to learn about everyone's heritage .</p>





<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song. The clicks were hard, but fun! Nobantu had shared some pictures about her isiZulu culture: the beehive huts and woven baskets. She even shared some ujeqe that her dad had made and did a demonstration of the indlamu dance. Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.</p>	<p><b>I can visualise this.</b> The clear bright, blue sky outside and all the learners in the class listening to the orals. <b>I can see</b> all the interesting clothes and food that people have brought to show and share.</p>
<p>After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'</p>	<p><b>I can infer</b> that Samuel is anxious about doing his oral. <b>I think</b> it is he is worried what the others will say about his oral.</p>
<p>From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with <i>your</i> country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face.</p> <p>Mr Busakwe looked away from Samuel and gave Mpumelelo a stern look. 'Mpumelelo, please remember our universal rules of respect and tolerance. Please continue, Samuel,' he said.</p>	<p><b>I can infer</b> from the way he speaks ('<i>your</i> country') that Mpumelelo doesn't think Samuel belongs in South Africa.</p>
<p>Samuel coughed and continued. 'This is a <i>pagne</i>,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.'</p> <p>'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.</p>	<p><b>I think</b> Mpumelelo is really mean and saying things that he knows will upset Samuel. <b>I wonder</b> if he's like this with other kids as well?</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>'Mpumelelo, that is enough. We have spent a lot of time discussing how we all want to be treated, and this is completely out of order. Please leave the class and go to the Principal Khuboni's office immediately!' Mr Busakwe instructed firmly. 'I will need to call your parents to an urgent meeting.'</p> <p>Mpumelelo glared at Samuel as he walked out with his hands in his pockets.</p>	<p><b>I think</b> Mr Busakwe is strict, but fair. <b>I can connect</b> to this because I had a teacher who also expected us to obey the rules. But we had all agreed to the rules as a class and we knew they were fair.</p>
<p>Half an hour later, Mr Busakwe, Principal Khuboni, Mpumelelo and his parents were sitting in the office. Mr and Mrs Zwane were upset and worried.</p> <p>'What's this about, Principal? We were called in urgently. Has Mpumelelo done something wrong?' They looked at their son, but he just stared at his hands in his lap and wouldn't meet their eyes.</p> <p>'I'm afraid he has,' said the principal, 'something very serious. Mr Busakwe, please can you tell us what happened in your class this morning.'</p>	<p><b>I can visualise</b> Mpumelelo sitting in the chair, looking down at his lap. <b>I think</b> he's embarrassed his parents have been called and worried about what the principal will do.</p>
<p>Mr Busakwe told them about the Heritage Day orals and what Mpumelelo had said when Samuel was presenting his oral. As he spoke, Mr Zwane's eyes widened and he shook his head. Mrs Zwane looked like she was going to cry.</p> <p>'In this school, we have no place for bullying. We take it very seriously. All learners in this school are welcomed and part of our community. We will not allow any xenophobic actions. I hope this is very clear. Mpumelelo's comments are unacceptable. In addition to his punishment, he will have to apologise sincerely to Samuel.'</p>	<p><b>I think</b> Mpumelelo's parents are very shocked to hear what happened. <b>I can infer</b> that they never thought Mpumelelo could behave like this.</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>'Mpumelelo! I can't believe you've behaved this way,' Mrs Zwane looked at her husband and continued. 'My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.'</p>	<p>This is so ironic and quite sad. Mpumelelo was doing to Samuel exactly what Mr and Mrs Zwane hoped would never be done to him!</p>
<p>Mpumelelo looked at his mother with shock. 'What are you saying? Why have you never told me this? Why do I not know about them? And what about dad? Are we Rwandan?' he whispered unbelievably.</p>	<p>Wow! Mpumelelo must be in shock! This is a lot of information – his whole identity is different to what he thought it was! <b>I wonder</b> if he's angry with his parents for keeping this from him?</p>
<p>'I came here as a young girl, and fell in love with your father, who – as you know, is an isiZulu South African! I never wanted you to feel the discrimination that your grandparents felt. We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country,' explained Mrs Zwane.</p> <p>'But it is clear to us both that we made a bad decision to keep this from you,' Mr Zwane nodded sadly.</p>	



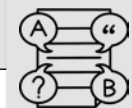
<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>'I can't believe this. I feel so bad about the things I said to Samuel. I don't know why I was so mean to him,' Mpumemelo said shaking his head. 'He always looks so scared. It was just easy to tease him for a laugh. I never thought how it felt for him.'</p> <p>'I suppose I should also be ashamed,' said Mrs Zwane. 'It seemed easier to me to not explain your full heritage. But there are so many things about Rwanda and Rwandan culture that I would like you to know. I am sorry, my son.'</p>	<p><b>I can infer</b> that Mpumelelo is not a bad person. He acted without thinking of the consequences of his actions. <b>I think</b> he has learnt about a lot about himself from this, not only about his heritage!</p>
<p>'Well today I learnt about a pagne and a Karyenba drum, so I've already started learning about Rwanda's neighbours!' Mpumelelo realised. Then his expression changed, and he looked down at the floor. 'I guess I owe Samuel an apology.'</p> <p>'And, Mpumelelo? What about your teacher?' said Principal Khuboni sternly.</p> <p>'Um, I am sorry for being rude, Sir,' said Mpumelelo. He took a deep breath and went on, 'And thank you Sir, for making our classroom a safe space for everyone. The way you handle us is cool.'</p>	<p><b>I can visualise</b> Mpumemelo talking to his teacher and apologising. <b>I think</b> it shows maturity to acknowledge the way Mr Busakwe treats the class.</p>

<b>Recall questions</b>	<b>Responses</b>
Why is the class not having their normal lessons?	They're doing orals to celebrate Heritage Day.
Where is Samuel from? What did he bring for his presentation?	He is from Burundi. He brought a traditional pagne and a Karyenba drum.



<b>Critical thinking</b>	<b>Possible responses</b>
Why did Mr and Mrs Zwane not tell Mpumelelo about his Rwandan heritage? Do you think this was a good decision? Why or why not?	They didn't want him to face any discrimination, like his grandparents had faced. Own response with reason
What do you think about the way Mr Busakwe treats the class? Would you like a teacher like Mr Busakwe? Why or why not?	Own responses with reason

## INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **punctuation**.
2. Explain this as follows:

### Punctuation

#### Capital letter

- Every sentence always starts with a capital letter.
- Always use capital letters to show proper nouns. For example, South Africa, Bafana Bafana, Saturday, Pretoria, Desmond Tutu, Orange River, November, Pep Stores, Walter Sisulu University
- Always use capital letters to show proper adjectives. For example, South African food, Victorian architecture, Christian holidays
- A person's title is with a capital letter. For example, Mr Dlamini, Dr Mkhize, Prof. Plum
- People's initials are shown with capital letters. For example, D. M. Zulu, Ms A. Makhapela

#### Full stop

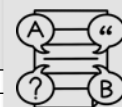
- A full stop (.) shows that the sentence has ended.
- We use a full stop to show some abbreviations (example: e.g.), although these days many people don't use full stops with abbreviations at all.
- Abbreviations that are written with the first and last letter of the word (as in Dr for Doctor and Mr for Mister) usually do not get a full stop.
- Other common abbreviations, such as ml (millilitres) and cm (centimetres) are also not usually shown with a full stop.

#### Question mark

- A question mark (?) shows that the sentence is a question.

#### Exclamation Mark

- An exclamation mark (!) shows that someone feels strongly about something, such as fear, joy, worry, disbelief, sadness, etc. For example: Help me! Yay, I passed my exams! Watch out!

**INTRODUCE THE LSC IN CONTEXT**

In dialogue, exclamation marks are often used with verbs such as ‘screamed’, ‘shouted’, ‘exclaimed’.

For example:

- ‘That’s crazy! I can’t believe it!’ he exclaimed.
- She shouted, ‘Come quickly! We’re over here!’

**Comma**

Commas are used for the following reasons:

- To separate words or phrases in a list: Nomsa went to the shop and bought milk, a newspaper, bread and jam. She forgot to buy salt and pepper, flour and a tray of eggs.
- To separate names from the rest of the sentence: Her neighbour, Funeka, was also walking home.
- Before direct speech: Nomsa greeted her neighbour, ‘Hello, Funeka, how are you?’
- Before tag questions: ‘You are forgetful, aren’t you?’ she said crossly.
- To separate words such as ‘however’, ‘of course’, ‘nevertheless’, from the rest of the sentence: Nomsa , however, always did her best to be helpful.
- To separate phrases and clauses: When Nomsa got home, her mother was irritated with her for forgetting the flour and eggs.

(If you don’t know what clauses and phrases are, a good idea is to read the sentence out loud and see where there is a natural pause. This is a place for a comma!)

**Colon**

The colon (:) tells us to expect something. It could be:

- A list: You will need: a pen, pencil, eraser, ruler, glue, exercise book, scissors.
- An explanation: The meaning is clear: you are not allowed in this property.
- A quotation: Our principal’s famous saying was: Do what is right, not what is easy.
- Dialogue after a speaker’s name in a script: Zintle: What is that coming through the window?

**Semi Colon**

- A semi-colon (;) marks a pause between two ideas that are equally important. The pause is longer than a comma but shorter than for a full stop.
- A semi-colon replaces co-ordinating conjunctions, or linking words, such as: for, and, but, yet, so.

The two ideas separated by a semi-colon may be closely related.

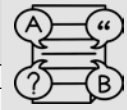
For example: They left immediately; there was no point in waiting.

They may also be opposite.

For example: I love being outdoors and active; my sister prefers reading inside.



## INTRODUCE THE LSC IN CONTEXT



### Quotation Mark

Quotation marks ( ‘ ’ ) are also called speech marks or inverted commas.

- Quotation marks show the words that a person says (direct speech). For example: ‘Hello,’ Ayanda greeted her; ‘are you waiting for someone?’
- The words that Ayanda said (Hello, are you waiting for someone?) are in the quotation marks.
- As in the example, the second quotation marks should appear after the other punctuation (comma, full stop, question mark or exclamation mark).

### Apostrophe

Apostrophe showing Contraction or Omission

- Apostrophes are used when there’s a letter or letters left out.
- we use language informally, for example, in conversation, friendly letters or written dialogue, we often join two words, to create one.
- We leave out letters, but we use an apostrophe to show that letters have been omitted (left out).
- The pronouns ‘I’, ‘you’, ‘she’, ‘he’, ‘we’ and ‘they’ are often joined with am/are/is/has/had/will to form a contraction. For example:

I + am = I’m	I + have = I’ve
you + are = you’re	you + will = you’ll
she + is = she’s	he + is = he’s
he + had = he’d	we = have = we’ve
they + will = they’ll	they + had = they’d

### Note:

- In informal language, we also combine ‘not’ with words to create contractions: have/must/could/do/does + not = haven’t/mustn’t/couldn’t/doesn’t/don’t.
- For example: I do not like it = I don’t like it.
- Note the spelling of the following: can + not = can’t (only one ‘n’); will + not = won’t. (I will not go = I won’t go.)

Here are other common contractions:

- would + have = would’ve (I would’ve loved to go, too.)
- should + have = should’ve (I should’ve remembered to take my keys.)
- what + is = what’s (What’s the time?)
- where + is = where’s (Where’s the toilet, please?)
- it + is = it’s (It’s a sunny day.)
- who + is = who’s (Who’s coming with me?) NOTE: Don’t confuse ‘who’s’ with the possessive pronoun ‘whose’ (Whose pen is this?)
- let + us = let’s

**INTRODUCE THE LSC IN CONTEXT****Apostrophe showing possession**

The apostrophe shows that something belongs to someone (the 'possessor'). For example:

- The boy's book is missing. (The book that belongs to the boy is missing.)
- The car's windows are broken. (The windows of the car are broken.)

There are different rules about where the possessive apostrophe must go:

**Singular Possessor**

If the possessor is a singular noun (there is just one owner), then add an apostrophe and 's', for example:

- the school Jonathan goes to = Jonathan's school
- the walking stick of the uncle = the uncle's walking stick
- the laws of the country = the country's laws

If the possessor is a singular noun that ends in 's', then usually we add an apostrophe and 's', for example:

- the desk that belongs to the boss = the boss's desk
- the car that Jonas bought = Jonas's car
- BUT sometimes people just add the apostrophe and leave the 's', especially for proper nouns, for example: Mr Thomas' suitcase is over there.

**Plural Possessor**

If the possessor is a plural noun (there is more than one owner), and it doesn't end in 's', then add an apostrophe and 's', for example:

- the games of the children = the children's games
- the rules of the people = the people's rules

If the possessor is a plural noun and it does end in 's', then just add the possessive apostrophe. For example:

- That is the boys' soccer team. (the soccer team of many boys)
- This is the girls' soccer team. (the team of many girls)
- The dogs' tails were wagging. (many dogs)

**Brackets**

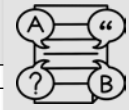
Brackets can be used instead of commas to add extra information. The information in brackets is not essential to the sentence – it is just giving extra information of some sort.

- Adding information, for example: The house is the third one on the left (with a red front door).
- Explaining or clarifying: My neighbour (the one who is always playing music) is coming for a braai tomorrow.





## INTRODUCE THE LSC IN CONTEXT



### Hyphen

A hyphen is a short line that joins words or parts of words.

Here are a few main reasons for using hyphens:

- They join prefixes to words, for example: mid-December, semi-automatic, co-worker, ex-wife
- They join two or more words to form a compound word, for example: ice-cream, mother-in-law, twenty-four
- They separate a prefix and a joined word, where the first ends and the other starts with the same vowel, for example: co-operate, re-elect

### Ellipsis

The ellipsis, the three little dots, shows that something is missing.

The ellipsis can show a pause in speech or that a sentence that is not complete. This is used in stories or when writing direct speech. It can help to make the speaker sound like they're pausing while talking. For example:

- 'Sipho, can you, um . . . never mind, I forgot what I was saying.'
- 

Ellipsis can be to build suspense or excitement as things are left unsaid. For example:

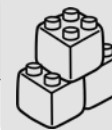
- When she finally opened the door, she couldn't believe what she saw...
- As he waited alone in the house, he heard a door creak open...

- Point out the following examples of this in the text:
  - It was a bright spring **September** day in **Johannesburg**.  
**Capital letters to start the sentence and for proper nouns (names of places and months).**
  - Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'  
**Colon before direct speech.**  
**Quotation marks for direct speech.**
  - Why did they come here?  
**Question mark to indicate asking a question.**
  - Principal Khuboni's office – **apostrophe to indicate possession.**  
What's wrong – **apostrophe to indicate omission.**
  - We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country.  
**Commas to separate a name in a sentence and to indicate a pause.**



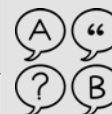
## WEEK 3: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

### BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.

### TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **punctuation**
2. Tell learners to copy the following **LSC note** in their books:

#### **Punctuation**

##### **Capital letter**

- Every sentence always starts with a capital letter.
- Always use capital letters to show proper nouns.
- Always use capital letters to show proper adjectives.
- A person's title is with a capital letter.

##### **Full stop**

- A full stop shows that the sentence has ended.
- We use a full stop to show some abbreviations.

##### **Colon**

- A colon is used in direct speech to introduce the words someone is saying.
- A colon is used to indicate an explanation is following.

##### **Question mark**

- A question mark shows that the sentence is a question.

##### **Apostrophe**

- The apostrophe shows omission (letters left out).
- The apostrophe shows possession.

##### **Quotation mark**

- Quotation marks show the words that a person says (direct speech).

##### **Comma**

- A comma is used to separate names from the rest of the sentence.
- A comma is used before direct speech.
- A comma is used to show a pause in the sentence.



**Language Writing Activity:**

1. Ask learners to **punctuate** the following sentences correctly: (Note there is direct speech.)
  - a. where are you going she asked  
im going to roodepoort he answered  
why  
I ve heard there re jobs there he said hopefully mr yonga said there were  
well good luck im sure you ll find something she replied positively  
*‘Where are you going,’ she asked.*  
*I’m going to Roodepoort,’ he answered.*  
*‘Why?’*  
*‘I’ve heard there’re jobs there,’ he said hopefully. ‘Mr Yonga said there were.’*  
*‘Well, good luck. I’m sure you’ll find something,’ she replied positively.*
  - b. but wait nelissa thats not yours its Asiphos  
*But wait, Nelisa, that’s not yours, it’s Asipho’s.*
  - c. i need the following for school a pen a pencil my books and a daily planner  
*I need the following for school: a pen, a pencil, my books and a daily planner.*
  - d. i love mozambican style fish, but I prefer spicy pakistani food for a special treat  
*I love Mozambican stye fish, but I prefer spicy Pakistani food for a special treat.*
2. Correct this activity together with learners and explain the answers where necessary.

**HOMEWORK**



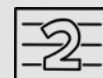
Find a suitable consolidation activity from the textbook in the Management Document.  
Tell learners to complete this for homework.

**WEEK 3: THURSDAY / DAY 4:  
SECOND READ (30 minutes)**

TITLE	<b>Heritage Day lessons</b>
LEARNER BOOK	Pages 18–27
ACTIVITY	Second Read
COMPREHENSION STRATEGY	<b>Visualisation</b>



**SECOND READ**



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
  - a. Who taught the class an isiXhosa song?
  - b. Where was Mrs Zwane born? Where was Mr Zwane born?
  - c. Why did Mrs Zwane's parents come to South Africa?
  - d. Give an adjective to describe how you think Mr Busakwe felt when Mpumelelo made his mean comments towards Samuel.
  - e. What kind of school do you think Principal Khuboni was trying to create? (What was important to her?)
  - f. What do you think Mpumelelo and his parents will speak about when they go home?

<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p><b>Heritage Day lessons</b></p> <p>It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.</p>	<p><b>I can infer</b> that some learners had worked very hard to make their speeches interesting, but others had not.</p>
<p>Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song. The clicks were hard, but fun! Nobantu had shared some pictures about her isiZulu culture: the beehive huts and woven baskets. She even shared some ujeqe that her dad had made and did a demonstration of the indlamu dance. Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.</p>	<p><b>I can evaluate</b> that the learners in the class come from many different heritages and cultures.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'</p>	<p><b>I can visualise</b> Samuel in his traditional cloth holding a big drum. <b>I wonder</b> if he will play the drum?</p>
<p>From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with <i>your</i> country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face.</p> <p>Mr Busakwe looked away from Samuel and gave Mpumelelo a stern look. 'Mpumelelo, please remember our universal rules of respect and tolerance. Please continue, Samuel,' he said.</p>	<p><b>I wonder</b> if Mpumelelo has broken these rules before? Mr Busakwe acts quickly to remind him of the class's values of respect and tolerance.</p>
<p>Samuel coughed and continued. 'This is a <i>pagne</i>,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.'</p> <p>'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.</p>	<p><b>I wonder</b> if the other kids laughed because they actually thought it was funny, or just because Mpumelelo was a bully and they were afraid of him?</p>
<p>'Mpumelelo, that is enough. We have spent a lot of time discussing how we all want to be treated, and this is completely out of order. Please leave the class and go to the Principal Khuboni's office immediately!' Mr Busakwe instructed firmly. 'I will need to call your parents to an urgent meeting.'</p> <p>Mpumelelo glared at Samuel as he walked out with his hands in his pockets.</p>	<p><b>I can visualise</b> Mpumelelo's mean stare as he left. I think he's angry at being shouted at and he's acting as though it's Samuel's fault.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Half an hour later, Mr Busakwe, Principal Khuboni, Mpumelelo and his parents were sitting in the office. Mr and Mrs Zwane were upset and worried.</p> <p>‘What’s this about, Principal? We were called in urgently. Has Mpumelelo done something wrong?’ They looked at their son, but he just stared at his hands in his lap and wouldn’t meet their eyes.</p> <p>‘I’m afraid he has,’ said the principal, ‘something very serious. Mr Busakwe, please can you tell us what happened in your class this morning.’</p>	<p><b>I wonder</b> what Mr and Mrs Zwane are thinking? <b>I think</b> they must be very upset to be called to this meeting.</p>
<p>Mr Busakwe told them about the Heritage Day orals and what Mpumelelo had said when Samuel was presenting his oral. As he spoke, Mr Zwane’s eyes widened and he shook his head. Mrs Zwane looked like she was going to cry.</p>	<p><b>I can visualise</b> Principal Khuboni’s expression: very serious. <b>I wonder</b> if they have that rule because of an incident that happened before?</p>
<p>‘In this school, we have no place for bullying. We take it very seriously. All learners in this school are welcomed and part of our community. We will not allow any xenophobic actions. I hope this is very clear. Mpumelelo’s comments are unacceptable. In addition to his punishment, he will have to apologise sincerely to Samuel.’</p>	
<p>‘Mpumelelo! I can’t believe you’ve behaved this way,’ Mrs Zwane looked at her husband and continued. ‘My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.’</p>	<p><b>I can evaluate</b> that it is very hard for new immigrants to make a home for themselves in a new country.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Mpumelelo looked at his mother with shock. 'What are you saying? Why have you never told me this? Why do I not know about them? And what about dad? Are we Rwandan?' he whispered unbelievably.</p> <p>'I came here as a young girl, and fell in love with your father, who – as you know, is an isiZulu South African! I never wanted you to feel the discrimination that your grandparents felt. We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country,' explained Mrs Zwane.</p> <p>'But it is clear to us both that we made a bad decision to keep this from you,' Mr Zwane nodded sadly.</p>	<p><b>Hmm, I wonder</b>, is a person's identity always connected with their family and history? Or can a person exist as an individual with no past?</p>
<p>'I can't believe this. I feel so bad about the things I said to Samuel. I don't know why I was so mean to him,' Mpumemelo said shaking his head. 'He always looks so scared. It was just easy to tease him for a laugh. I never thought how it felt for him.'</p> <p>'I suppose I should also be ashamed,' said Mrs Zwane. 'It seemed easier to me to not explain your full heritage. But there are so many things about Rwanda and Rwandan culture that I would like you to know. I am sorry, my son.'</p>	<p><b>I wonder</b> if his parents were ever going to tell him if this had not happened? <b>I think</b> he would have found out at some point.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>'Well today I learnt about a pagne and a Karyenba drum, so I guess I've already started learning about Rwanda's neighbours!' Mpumelelo realised.' Then his expression changed, and he looked down at the floor. 'I guess I owe Samuel an apology.'</p> <p>'And, Mpumelelo? What about your teacher?' said Principal Khuboni sternly.</p> <p>'Um, I am sorry for being rude, Sir,' said Mpumelelo. He took a deep breath and went on, 'And thank you Sir, for making our classroom a safe space for everyone. The way you handle us is cool.'</p>	<p><b>I wonder</b> how Samuel will react when Mpumelelo apologises to him and explains everything? <b>I wonder</b> if they will become friends?</p>

<b>Recall questions</b>	<b>Responses</b>
Who taught the class an isiXhosa song?	Khanyisa
Where was Mrs Zwane born? Where was Mr Zwane born?	Mrs Zwane – Rwanda Mr Zwane – South Africa
Why did Mrs Zwane's parents come to South Africa?	They left to escape the civil war in Rwanda.

<b>Critical thinking</b>	<b>Possible responses</b>
Give an adjective to describe how you think Mr Busakwe felt when Mpumelelo made his mean comments towards Samuel?	disappointed / upset / angry / let down / disrespected / other suitable responses
What kind of school do you think Principal Khuboni was trying to create? (What was important to her?)	An integrated community based on mutual respect./ A safe place where everyone is treated the same. / own suitable responses
What do you think Mpumelelo and his parents will speak about when they go home?	Own answers / their heritage / Rwanda / his grandparents / their decision not to tell him / the incident at school / other responses





## LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

## HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

## WEEK 3: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

### ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

### WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the oral formal assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

**WEEK 4: MONDAY / DAY 1:  
TEACH THE COMPREHENSION STRATEGY (30 minutes)****MODELLING: (I do...)**

1. Remind the learners that this cycle, we have been working on **visualising**.
  - Explain that when we visualise, we try **to imagine what is happening in the text, like a movie inside our minds**.
  - This is a key comprehension skill.
  - We try see, hear, smell, taste and feel what is happening in the text.
  - Visualisation helps learners to see how the events in the text are **connected to each other**.
  - This helps them to think about the **story as a whole**, rather than just page by page.
  - This also helps to give **meaning to the words on the page** – by turning them into a scene from a movie in our minds.
2. **Model visualising**

*It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.*

  - a. Close your eyes and explain what you visualise is happening in this part of the story:
    - I visualise a a clear spring day with lovely, crisp weather outside.
    - I visualise a Grade 7 classroom with desks and learners and a teacher.
    - Some of the learners are sitting up, interested.
    - Some of the learners have their heads on their desks.
    - On some desks are hats and clothes and a pot of food.
    - The teacher is sitting at his desk with papers all over. He has his mark book open.
    - I visualise one learner in the front wearing traditional clothes over her uniform. She is talking to the class.



**WORK WITH LEARNERS: (We do...)**

1. Explain that now, we will visualise together.
2. Read: *'From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with your country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face.'*
3. Instruct learners to close their eyes, and to visualise the scene. Ask learners: What did you visualise?
4. Listen to learners' ideas, like:
  - a. **I visualise** a tall boy in the back of the class. His head is turned to the boy next to him and they are laughing in an unkind way.
  - b. **I visualise** a boy leaning back in his chair. He is confident and has a mean look on his face.
  - c. **I visualise** all the other learners looking behind them to see who said that.

**PAIR WORK: (You do...)**

1. Explain that now, learners will visualise the text on their own.
2. Read out loud while learners follow along: *'My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.'*
3. Ask learners: What do you visualise? What do you see, hear (smell, taste and feel)?
4. Explain that learners can use this frame to help them:  
*I can visualise...*
5. Instruct learners to turn and talk and discuss this with a partner.
6. After 3–5 minutes, call learners back together.
7. Call on a few learners to share their visualisations:
  - a. *I can visualise two young people holding a small child looking lost in a busy, noisy crowded street. No one is helping them.*
  - b. *I can visualise a man asking for a job and being answered in harsh, cruel way and told he must go home.*
  - c. *I can visualise a young couple trying to ask for directions, but no one understands what they are saying.*
  - d. *I can visualise a young couple sitting close together holding each other. She is crying and he is comforting her.*



**NOTES**

1. Make sure the learners write the following note in their exercise books:

**Strategy: Visualisation**

*Visualisation is to try to imagine what is happening in the text, like a movie inside our minds.*

To visualise I must:

- Close my eyes.
- Try see, hear, smell, taste and feel what is happening in the text.
- Connect the events in the text to each other.
- Think about the story as a whole.

2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).

**WEEK 4: MONDAY / DAY 1:  
POST-READING (30 minutes)**

TITLE	<b>Heritage Day lessons</b>
LEARNER BOOK	Pages 18–27
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	<b>Visualisation</b>

**BUILD AND MONITOR BACKGROUND KNOWLEDGE**



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.



**POST-READ: VISUALISATION SUMMARY**



1. Follow the core methodology to help learners complete a summary of the text:  
**Heritage Day lessons**
2. Remind learners that this week we have been visualising a text.
3. Explain that today, learners will visualise the scene when Samuel is doing his presentation. Instruct learners to close their eyes. Read the following passage aloud:  
*‘Samuel coughed and continued. ‘This is a pagne,’ he said holding up the colourful cloth, ‘it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.’*  
*‘Do they eat that gross, stinking fish that you bring to school at your festivals as well?’ teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.’*
4. Instruct learners to visualise what the classroom looks like. They must try picture what the weather is, what the learners look like, what Mpumelelo is doing, how Samuel looks, what the other learners are doing, what signs and posters are on the walls, what Mr Busakwe is doing.
5. Instruct learners to open their books and to draw a picture of the classroom.
6. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter: I can visualise...
7. Instruct learners to turn and talk with a partner and to discuss how they visualised the classroom in the text. Encourage learners to use the vocabulary they learnt in the cycle.

**WEEK 4: TUESDAY / DAY 2:  
TEACH THE GENRE (30 minutes)**

<b>TEXT TYPE</b>	<b>PURPOSE</b>	<b>TEXT STRUCTURE</b>	<b>LANGUAGE FEATURES</b>
<b>Interview</b>	Written record of an interview: A transcription (written down) of an interview conducted in order to have a record of the questions asked and the responses given.	<ul style="list-style-type: none"> <li>• Give the names of the speaker on the left side of the page</li> <li>• Use a colon after the name of the person who is speaking</li> <li>• Use a new line to indicate each new speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language for the situation (e.g. formal or more conversational depending on who is being interviewed)</li> <li>• Probe the interviewee by asking questions</li> <li>• Portray the interviewee’s strong points, talents, weak points, etc</li> </ul>



INTRODUCE THE GENRE

1. Explain that this cycle, learners will do **an interview**.
2. An interview is conducted by an **interviewer**.
3. The interviewer asks questions to an **interviewee** and the interviewee responds.
4. An interview can happen for many reasons: to hire someone for a job; to ask how a sports person feels before or after a match; to ask how a politician / community leader is responding to a situation or what they are doing in their job; to find out more about the life and job of a musician / film-maker / actor / scientist / etc; to get information from an expert on a situation; to find out about someone's experience; and so on.
5. The interviewer has to prepare before the interview to make sure she or he knows a lot about the topic / person and is asking the most pertinent questions.
6. The interviewee must answer as honestly and as best as they can.

READ THE FOLLOWING INTERVIEW

Interviewer: I am so happy to have the opportunity to speak with you today, Portia. Thank you for your time to speak to *Sports SA* magazine.

Portia: It's my pleasure!

Interviewer: You are quite the rising star! How are you feeling, just a few weeks before the big national competition?

Portia: Excited. Terrified. Ready.

Interviewer: Can you tell me how you got to this level? Someone spotted you at your school athletics event? How often does that happen?

Portia: Not very often! I was incredibly lucky! Yes, I was running at school, and someone was there to support his niece in Grade 3! He happened to be a national athletics coach. He saw me win my race and came up and spoke to me. He took me on immediately and we started training.

Interviewer: Wow! And has your life changed?

Portia: Completely! My whole focus has shifted. Just this year, I've taken part in several provincial competitions and I've won them all! I've even broken a record! I've also travelled to other provinces to compete. It's been amazing! A big part of every day is training and working out. I also have to eat properly, oh and I have to do some school work too!

Interviewer: And if you win this national championship, you'll be selected to represent South Africa at the next Olympic Games! How does that make you feel?



	<p>Portia: Excited! Terrified! Ready! (<i>laughs</i>) I never ever thought I would be in this position. I am so grateful to my coach for everything. In addition to training me, he has raised funds for me and organised everything. My parents and family and teachers have also been incredible! I could not have done this without their support and belief in me!</p> <p>Interviewer: Well, all of us at <i>Sports SA</i> wish you well! We'll be watching you closely! I can't wait to interview you with your gold medal!</p> <p>Portia: One step at a time!</p> <p>Interviewer: Thanks again. It's been great chatting with you.</p> <p>Portia: Thank you!</p>
DISCUSS	<ol style="list-style-type: none"> <li>1. Who speaks first?</li> <li>2. How does the interviewer start the interview?</li> <li>3. What kinds of questions are asked?</li> <li>4. How do you know the interviewer has prepared for this interview?</li> <li>5. How does the interview end?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and to write down the following heading and notes:</b></p> <p><b><u>Interview</u></b></p> <ul style="list-style-type: none"> <li>• <i>An interviewer asks an interviewee questions to find out information.</i></li> <li>• <i>The interviewee responds.</i></li> <li>• <i>The interviewer has to prepare well before to know what questions to ask.</i></li> <li>• <i>The interviewer has to keep the interview going.</i></li> <li>• <i>The language and tone could be formal or conversational depending on what the topic is and who is being interviewed.</i></li> <li>• <i>Give the names of the speakers on the left side of the page.</i></li> <li>• <i>Use a colon after the name of the person who is speaking.</i></li> <li>• <i>Use a new line to indicate each new speaker.</i></li> </ul>



**WEEK 4: TUESDAY / DAY 2:  
PLANNING (30 minutes)**

TOPIC	<b>Interview with someone who is from another place</b>	
GENRE	Interview	
PLANNING STRATEGY	Answering questions	
INTRODUCTION	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that they are going to write an interview.</li> <li>3. The interviewer will interview someone who is from another place to find out more about their experiences.</li> <li>4. Explain to learners that they must do this in their exercise books.</li> </ol>	
MODELLING: (I do...)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you think before you write.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: <i>I'm going to interview an immigrant. I need to ask a bit about who they are and some personal details, for example, their age, their family, their job, etc. I will ask why they left their country and what their experience has been like in South Africa. I will ask if there are any similarities between the two countries and what the differences are. I will ask about any struggles since they've moved and how they are overcoming these.</i></li> <li>4. Have the questions written on one side of the chalkboard.</li> <li>5. Show learners how you answer the questions.</li> <li>6. Do this on the other side of the chalkboard.</li> </ol>	
	<b>Questions for Interview</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. Tell me a bit about you – your family, your job and so on.</li> <li>2. Where are you from?</li> <li>3. Why did you come to South Africa?</li> <li>4. What was it like when you first arrived?</li> <li>5. What are the similarities and differences between this country and your home country?</li> </ol>	<ol style="list-style-type: none"> <li>1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers.</li> <li>2. Zimbabwe.</li> <li>3. No jobs for us at home. Need to help the family.</li> <li>4. Very hard</li> <li>5. A lot is the same, but more is different.</li> </ol>





	<ol style="list-style-type: none"> <li>6. What are the similarities or differences between your life here and your life in your home country?</li> <li>7. How have you overcome your struggles since you've been here?</li> </ol>	<ol style="list-style-type: none"> <li>6. Here I am working as an Uber driver. Better than being unemployed.</li> <li>7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.</li> </ol>
<p>LEARNERS PLAN: (You do...)</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to imagine an immigrant who has come from another country. What do they look like? What is their background? What has their experience been like in South Africa? What would you like to know about them?</li> <li>2. Next, tell learners to turn and talk to with a partner about the person they are going to interview.</li> <li>3. Show learners the questions and your answers on the chalkboard.</li> <li>4. Hand out the exercise books.</li> <li>5. Tell learners they must write their <b>own answers</b> to the questions – they must not use your answers.</li> <li>6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol>	

Hand written plan: Interview – answers to questions

1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers.

2. Bulawayo, Zimbabwe.

3. No jobs for us at home. Need to help the family.

4. Very hard

5. A lot is the same, but more is different.

6. Here I am working as an Uber driver. Better than being unemployed.

7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.



**WEEK 4: WEDNESDAY / DAY 3:  
DRAFTING (60 minutes)**

TOPIC

**Interview with someone who is from another place**

Before class begins, rewrite the questions and responses on the board.

	<b>Questions for Interview</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. Tell me a bit about you – your family, your job and so on.</li> <li>2. Where are you from?</li> <li>3. Why did you come to South Africa?</li> <li>4. What was it like when you first arrived?</li> <li>5. What are the similarities and differences between this country and your home country?</li> <li>6. What are the similarities or differences between your life here and your life in your home country?</li> <li>7. How have you overcome your struggles since you've been here?</li> </ol>	<ol style="list-style-type: none"> <li>1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers.</li> <li>2. Zimbabwe.</li> <li>3. No jobs for us at home. Our father died last year and we need to help the family.</li> <li>4. Very hard</li> <li>5. A lot is the same, but more is different.</li> <li>6. Here I am working as an Uber driver. Better than being unemployed.</li> <li>7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.</li> </ol>
<b>EXPLAIN THE DRAFTING FRAME</b>	<ol style="list-style-type: none"> <li>1. Next, tell learners they must use their answers to write their interview.</li> <li>2. Remind learners that the interviewer asks a question and the interviewee responds.</li> <li>3. The answers must be written out in full, as though the person is answering.</li> </ol>	
<b>DRAFTING</b>	<ol style="list-style-type: none"> <li>1. Follow the core methodology to help learners complete their drafts.</li> <li>2. Specify the following points: <ul style="list-style-type: none"> <li>• <b>They must make their interview sound realistic with the language they use.</b></li> <li>• <b>Give the names of the speakers on the left side of the page.</b></li> <li>• <b>Use a colon after the name of the person who is speaking.</b></li> <li>• <b>Use a new line to indicate each new speaker.</b></li> </ul> </li> <li>3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.</li> </ol>	

**HOMEWORK**

If learners have not fully completed their draft, they must do so for homework.

TERM 3

WEEK 4

WEDNESDAY

Hand written plan: Interview

Interviewer: Thxs so much for agreeing to anser my questions and to help me with my writing on the experence of foreners leaving in Jhb.

Mishack: No prob?

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: He is a 28 years old. He lives here with my brother, Tawanda. They left their parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from? From Zim

Interviewer: Why have you come to South Africa.

Mishack: There were no jobs for us at home. Our family needs money. We get work here and sent money back home to help our parents and grandparents.



### WEEK 4: THURSDAY / DAY 4: EDITING (30 minutes)

*Follow the core methodology to help learners to edit their draft texts.*

#### EDITING CHECKLIST



*(Write this on the board **before** class begins)*

1. Do I have 2 people: the interviewer asking questions and the interviewee responding?
2. Are the names of the speakers on the left side of the page?
3. Is there a colon after the name of the person who is speaking?
4. Have I started on a new line every time someone speaks?
5. Does the language I use sound like a real interview?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every sentence end with the correct punctuation mark? (All the interviewer's questions must end with a question mark.)

#### HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.



Hand written plan: Interview

Interviewer: Thx<sup>anks</sup> so much for agreeing to answer<sup>e</sup> my questions and to help me with my writing on the experience of fore<sup>i</sup>gners<sup>ig</sup> leaving in Jhb. living in Johannesburg.

Mishack: No prob? A pleasure. I'm happy to help.

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: I<sup>am</sup> is a 28 years old. He<sup>I</sup> lives here with my brother, Tawanda. We<sup>left</sup> their<sup>our</sup> parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from? From Zim

Mishack: We are from Zimbabwe

Interviewer: Why have you come to South Africa?

Mishack: There were no jobs for us at home. Our father died last year and our family needs money. We can get work here and sent money back home to help our parents and grandparents.

Interviewer: What was it like when you first arrived?

Mishack: It was very hard because we didn't know anyone and we struggled to speak isiZulu.

Interviewer: What are the similarities and differences between this country and your home country?

Mishack: A lot is the same, but more is different. We now live in a busy, loud city. At home it was more peaceful.

Interviewer: What are the similarities or differences between your life here and your life in your home country?

Mishack: Here I am working. Even though it's not in my right profession job, I am now an Uber driver, at least I am earning some money. It's much better to get up in the morning and feel like I am doing something.

Interviewer: How have you overcome your struggles since you've been here?

Mishack: We have met other Zimbabweans. That has been a great support. I have felt the kindness of many strangers, Zimbabweans and South Africans. I also had to have a very positive attitude and never give up, even when it's been so hard. One of my Uber passengers thinks she can help me get an engineering job, so I am hopeful.

Interviewer: Mishack, thank you so much for your time and for sharing your experiences with me.

Interviewer: Thxs, bye

Mishack: A pleasure. And thank you for the coffee.



## WEEK 4: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

### PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Read through their corrections.
2. Rewrite a copy of their Interview in their exercise books, correcting any mistakes.

### PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. If there is time, you could ask learners to read their interviews out in pairs.
3. Collect learners' exercise books to mark the writing task.
4. When you are giving feedback on a learner's piece of writing:
  - Try do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.





### Interview – An immigrant's experience

Interviewer: Thank you so much for agreeing to answer my questions and to help me with my research on the experiences of foreigners living in Johannesburg.

Mishack: A pleasure. I'm happy to help.

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: I am 28 years old. I live here with my brother, Tawanda. We left our parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from?

Mishack: We are from Zimbabwe.

Interviewer: Why have you come to South Africa?

Mishack: There were no jobs for us at home. Our father died last year and our family needs money. We can get work here and send money back home to help our parents and grandparents.

Interviewer: What was it like when you first arrived?

Mishack: It was very hard because we didn't know anyone and we struggled to speak isiZulu.

Interviewer: What are the similarities and differences between this country and your home country?

Mishack: A lot is the same, but more is different. We now live in a busy, loud city. At home it was more peaceful.

Interviewer: What are the similarities or differences between your life here and your life in your home country?

Mishack: Here I am working. Even though it's not in my profession, I am now an Uber driver. At least I am earning some money. It's much better to get up in the morning and feel like I am doing something.

Interviewer: How have you overcome your struggles since you've been here?

Mishack: We have met other Zimbabweans. That has been a great support. I have felt the kindness of many strangers, Zimbabweans and South Africans. I also had to have a very positive attitude and never give up, even when it's been so hard. One of my Uber passengers thinks she can help me get an engineering job, so I am hopeful.

Interviewer: Mishack, thank you so much for your time and for sharing your experiences with me.

Mishack: A pleasure. And thank you for the coffee.



**WEEK 4: FRIDAY / DAY 5:  
LISTENING AND SPEAKING (60 minutes)**

**UNPREPARED SPEECH**



Follow the core methodology to implement an Unprepared Speech.

**EXPLAIN THE  
UNPREPARED  
SPEECH**  
10 minutes

1. Remind learners of the procedure for the Unprepared Speech presentations:
  - a. They must respond to questions and statements on the theme using what they have read and discussed this cycle.
  - b. They can agree or disagree and express their own opinions.
  - c. They will have a few minutes to think, then learners will be called up to present and the rest of the class will listen.
2. Remember, when you give your speech, you have to think carefully about **what** you say and also **how** you say it.
 

**Content:**

  - a. Your speech should be between 1.5 – 2 mins.
  - b. You need to structure your speech in a logical way: you must have an introduction; several points; and a conclusion.
  - c. You need to have at least 3 good points that you want to make. Each point should be on the topic and add to your overall opinion or argument.
  - d. Each point should have some explanation, examples or added details.
  - e. You should try to use the vocabulary we've learnt in the cycle.
  - f. Your language should be formal – do not use slang, do not greet the class or present your speech using colloquial (conversational) language.

**Non-verbal skills:**

  - a. Your voice projection should allow everyone in the class to hear what you are saying.
  - b. Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  - c. You should maintain eye contact with your audience.
  - d. Your posture should be formal and upright.
  - e. You can use gestures if they add to the content of your speech.

**BRAINSTORM AND  
WRITE**  
5 minutes

1. Explain that today, everyone must think about an unprepared speech on the theme and ideas we've covered this cycle. You will probably only get through 15 speeches every cycle. Ensure that every learner gets a chance throughout the term.





	<p>2. Read through the following and make sure everyone understands each one.</p> <p>The topics we will be focusing on today are:</p> <ol style="list-style-type: none"> <li><b>Sometimes there is no other choice but to leave your home and start somewhere new.</b></li> <li><b>Our heritage and ancestry are part of who we are.</b></li> <li><b>What is the responsibility of the host country to refugees and asylum seekers?</b></li> <li><b>If I had to leave South Africa, I would like to go to...</b></li> <li><b>A diverse population is...</b></li> <li><b>People under pressure who face hardships often do better than those who don't.</b></li> </ol>
<p>PREPARE FOR UNPREPARED SPEECH 10 minutes</p>	<ol style="list-style-type: none"> <li>Give learners 5 minutes to choose which one they would like to respond to and brainstorm some ideas for their speeches.</li> <li>Each learners should have at least 3 points they would like to talk about, relating to their statement or question.</li> <li>Once they have at least 3 points they would like to talk about, they must turn to their partner and share their topic and their points.</li> <li>Now they can start thinking how to structure their speech. (There are some sentence starters they can use which can be found at the back of the Management Document.)</li> <li>Call the class back together.</li> </ol>
<p>UNPREPARED SPEECHES 25 minutes</p>	<ol style="list-style-type: none"> <li>Remind the class that while learners are delivering their speeches they must:                     <ul style="list-style-type: none"> <li>Listen respectfully when someone is presenting.</li> <li>Do not interrupt when someone is presenting.</li> <li>Applaud when the speaker is finished.</li> <li>Be open-minded and tolerant of ideas that are different to your own.</li> <li>Give feedback that is thoughtful and positive.</li> </ul> </li> <li>Write on the board:                     <ul style="list-style-type: none"> <li>Something I learnt or found interesting...</li> <li>What I liked about the speech...</li> </ul> </li> <li>While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.</li> <li>Call on individuals to present their speeches. Each speech should be between 1.5 and 2 minutes.</li> </ol>
<p>FEEDBACK 5 minutes</p>	<ol style="list-style-type: none"> <li>After the speeches for the lesson have been presented, call on several learners to give feedback on the speeches they enjoyed, what they have learnt/ found interesting and why they liked the speech.</li> </ol>



## CONCLUSION

**Find 10 minutes at the end of the cycle to do the following:**

### SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

**This cycle we:**

- Learnt new vocabulary words about moving populations
- Listened to a dialogue about the immigrants' experience and how to achieve success
- Learnt about punctuation
- Read different texts about why people move countries and what the experience is like for them
- Spoke about the texts
- Answered questions about the texts
- Learnt about how to write an interview
- Wrote an interview
- Delivered unprepared speeches, listened to others and gave feedback on others' speeches.

### REFLECT

1. Ask learners to think about something they think they did well during the cycle.
2. Call on a few learners to share.
3. Ask learners to think about something they could have done better during the cycle.
4. Call on a few learners to share. Praise learners for their honesty and self-reflection.
5. Ask learners if they have any last questions to ask. Address these as well as possible.
6. **Ask learners to think about the connections between this theme and what they have been learning about in Social Science (Geography). Ask learners to share any connections that they can think of.** *(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)*

### ACKNOWLEDGE AND CELEBRATE

- Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.
- Celebrate the achievements of those learners, and also of the whole class!

# **THEME**

## **Lovely Literature**

**Term 3**

**Weeks 5 & 6 | Cycle 3**



## TERM 3: WEEK 5

## OVERVIEW



THEME	<b>Lovely Literature</b>
PHONIC DECODING	sparkling, spend, home, alone, helped, hoped
SIGHT WORDS	together, listen, story, quiet, read, feel, book, our, told, because
THEME VOCABULARY	news broadcast, recognition, inspires, glitz and glamour, professional, collaborating, orally, genre, chants, prehistorical, slam poetry, rhyme, syllable, interpreted
LSC	Simple present and simple past
COMPREHENSION STRATEGY	<b>Making connections</b>
WRITING GENRE	Report Poem
WRITING TOPIC	<b>Write a report on the literary genre of poetry</b> <b>Write a creative response: a poem</b>
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>poems, information about poetry, slam poetry, ancient story tellers, information about current poets, information about South African poets (you might use some of the material you used in Term 1, Cycle 2), also information about songs and song writers, South African singers, song writers and performers.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>South African poets and slam poets, slam poetry events, South African landscapes, people performing, dancing on stage, pictures showing emotions, etc.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol>



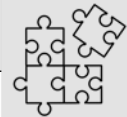
## WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 3: **Lovely Literature**
2. **Introduce the theme as follows:**
  - Explain to learners that in **EFAL** this term, they need to learn about **genres of literature** and do a project.
  - Explain that we are going to be looking at poetry as a genre. We will learn about different kinds of poetry.
  - In the cycle, we will doing research on this genre. We will be writing a report. The skills of writing a research report can be used in other subjects and for other purposes.

### ACTIVATE BACKGROUND KNOWLEDGE

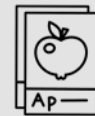


1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
  - a. **Do you remember we learnt about Tony Stewart and her poems in Term 1?**
  - b. **What do you know about poetry?**
  - c. **Why do people write poems?**
  - d. **What different types of poems do you know?**
  - e. **Do you know any poems?**
  - f. **What poems do you like?**
  - g. **Have you ever written a poem or a song? What was that experience like for you?**

Follow the core methodologies to:

1. Teach learners new vocabulary using PATS (and add to personal dictionaries)
2. Ask learners to answer the question of the day, the follow up and extension questions.

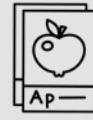
### LSC: DEVELOP THEME VOCABULARY



#### news broadcast

**Act** out doing a news broadcast – hold a pretend microphone, sing a jingle and say: ‘Welcome to the news, where we will tell you all the important events of the day.’

**Tell** learners that a news broadcast is a part of a television, radio, or internet channel show, where journalists show the news events of the day with the public.

**LSC: DEVELOP THEME VOCABULARY**

<b>recognition</b>	<b>Act</b> out giving a moment of recognition to a learner for something they've achieved. This can be a real achievement (something this learner has actually done), or you can make something up ('I'd like to recognise Diphoo for all the progress she's made in Natural Science this term').
	<b>Tell</b> learners that recognition is when you notice someone's achievements, and give them praise for these.
<b>inspires</b>	<b>Tell</b> learners that when something inspires you, it gives you ideas, it makes you feel big emotions, and helps you to create something.
	<b>Say:</b> The coach's hard work inspires her team to work harder, to want to be a success and win the tournament.
<b>glitz and glamour</b>	<b>Point</b> to a picture of a red carpet, jewellery, fancy clothes and people and an expensive-looking party.
	<b>Tell</b> the learners that 'glitz and glamour' is when there seems to be a lot of money, beauty, fame, and an exciting and glamorous lifestyle.
<b>professional</b>	<b>Tell</b> learners that to be professional is to keep your focus on the job, and to perform well in this job.
	<b>Say:</b> When Pam and Sam were waiters, they always wanted to eat some of the food in the restaurant because it looked so tasty! They had to remind each other to be professional and not mess around.
<b>collaborating</b>	<b>Point</b> to a picture of two people shaking hands or working together.
	<b>Tell</b> learners that collaborating means working with others and sharing ideas.

**QUESTION OF THE DAY**

<b>QUESTION</b>	What do award ceremonies celebrate?
<b>GRAPH</b>	3 COLUMN GRAPH
<b>OPTIONS</b>	Award ceremonies celebrate _____ musical talent / glitz and glamour / inspirational performers



## FOLLOW UP AND EXTENSION QUESTIONS



### FOLLOW UP QUESTIONS

1. **What do most learners think award ceremonies are held to celebrate?**

Most learners think award ceremonies are held to celebrate \_\_\_\_\_.

2. **What do you think award ceremonies are held to celebrate?**

I think award ceremonies are held to celebrate \_\_\_\_\_.

### EXTENSION QUESTIONS

1. **All musicians want to win awards for their work. Do you agree or disagree with this statement? Give a reason for your answer.**

I agree/disagree with the statement, because \_\_\_\_\_.

2. **Do you think songs and music can inspire people to live their lives better? Why/Why not?**

I think songs and music can / cannot inspire people to live better lives because \_\_\_\_\_.

## HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.



## WEEK 5: MONDAY / DAY 1: LISTENING (30 minutes)

### LISTEN TO...



Follow the core methodology to conduct the listening lesson using a news broadcast: **Award Winner**

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p>And to end tonight's news broadcast, we turn to music. Last night the 26<sup>th</sup> South African Music Awards, the SAMAs, were held. Ami Faku won the <b>Best Female Artist of the Year</b> award.</p>	<p>The news often has a happy story at the end. Oh, I've heard Ami Faku's music! She's great! I'm glad she won Best Female Artist!</p>	<p>What are the SAMAs? <i>The South African Music Awards.</i> Who won Best Female Artist? <i>Ami Faku</i></p>
<p>Ami Faku was born in 1993 in the township of Ezinyoka, in Gqeberha. She is a South African musician, performer and songwriter. At the age of 6, Faku developed a strong love for music and singing. She started singing at a house church, where her father was the pastor. Her music is influenced by church music, reggae and hip hop. Faku rose to fame as a contestant on 'The Voice SA' in 2017 and shortly after, began getting recognition in the music industry. In 2020, she was named as the most streamed female artist in South Africa. To discuss her award and her music we now talk to Ami live.</p>	<p>I know many singers started singing in church. <b>I wonder</b> if her dad, the pastor, approved of her listening to reggae and hip hop? <b>I think</b> being a contestant in 'The Voice SA' helped to make her famous.</p>	<p>Where was Ami Faku born? <i>Ezinyoka, in Gqeberha</i> What were her musical influences? <i>Church music, reggae and hip hop</i></p>





<p><b>Read 1:</b> <b>Read and explain</b></p>	<p><b>Read 2:</b> <b>Read and think aloud</b></p>	<p><b>Read 3:</b> <b>Read and ask questions</b></p>
<p>Ami, what inspires you and your songs? <i>What inspires me is definitely where I grew up, how I grew up. I like to think and write about the changes I'd like to see within the society. And I'd like to educate people about their circumstances. And to give hope, to a Black child. I want to motivate and make a difference. I want to tell the youth it's possible. With hard work and dedication, you can succeed. I feel like that's what I do and that's what I want to continue to do.</i></p>	<p><b>I wonder</b> what her friends and family think about her now that she is famous? <b>I think</b> it's really good for famous people to have a positive message of hope.</p>	<p>What is the message Ami wants to send in her music? <i>A message of motivation and hope.</i></p>
<p>How does this feel to win this award, this being your very first SAMAs? <i>I'm so honoured. I'm so happy. I'm grateful. You know, we've come a long way as women. A lot of women fought for this, so I'm grateful to be able to be here today.</i></p>		<p>How does Ami feel about winning the award? <i>She feels honoured, happy and grateful.</i></p>
<p>All your fans see the glitz and the glamour of being a singer and a star. What have you learned and experienced that you didn't know before? <i>It's a lot of work! I love singing but performing is hard work. You always have to be professional. There might be something wrong with the sound, or you feel tired, or you had a fight with someone, but you have to go out there and be professional and be great, because that's what the people want to see and that's what they deserve to see!</i></p>	<p><b>I never thought</b> that performers think of it as work! <b>I think</b> it's interesting because singing and performing always looks like a lot of fun, but to be excellent takes lots of hard work!</p>	<p>What has Ami learned about being a professional performer? <i>It's a lot of hard work. Even if there are things that are not good, you still have to be the best performer.</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p>When you want to create music, what do you do? <i>I guess I have to be away from people. As a teenager, I spent a lot of time in my room, so that's how I get inspired – being alone and reflecting on life and where I am. I also need it to be calm around me.</i></p>	<p><b>I can connect</b> to that. When I need to think and write, I also like to be alone.</p>	<p>Why does Ami like to be away from people when she writes music? <i>She used to often be alone when she was young and she likes it to be calm around her.</i></p>
<p>You're collaborating with some great artists. <i>Yes, I've worked with very talented musicians. I'd love to collaborate with an international star and sing in Xhosa. When collaborations happen with international stars you find that it is always in English. I want to sing in Xhosa on an international collaboration because I love my language and I am very proud of it. I think as Africans we must be proud of our languages.</i></p>	<p>Wow! That is great! I'd love to hear South African musicians, singing in South African languages with international stars.</p>	<p>What language is Ami proud of? <i>isiXhosa</i></p>
<p>Where do you come up with the words and the ideas for your songs? <i>For me it just happens. I like it when it's an unplanned session. If I feel I want to write, then I write. I have so many ideas and so many feelings I don't have to go deep to write. There are so many different things that affect us as people, My music is honest. It's based on touching people in a certain way.</i></p>	<p><b>I wonder</b> if Ami writes about things that happen in her life? <b>I think</b> you have to be brave to be able to share your stories with so many strangers.</p>	<p>Where does Ami get her ideas for her songs? <i>She writes about things that happen to people and life around her.</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p>Well,Ami, I'm sure this is the beginning of many great things and many more awards. Thank you so much for being with us tonight. <i>It's a pleasure and thanks for having me.</i></p>		

**WEEK 5: TUESDAY / DAY 2:  
SPEAKING (30 minutes)**

**DISCUSS...**



1. Follow the core methodology to guide learners to discuss the listening text:  
**Award Winner**
2. Use the following discussion frame:  
**Award Winner**
  - a. **This text was about...**
  - b. **In this text I learnt that...**
  - c. **I think this text is...because...**
  - d. **I think this text was written to help me think about ...**

**WEEK 5: TUESDAY / DAY 2:  
PRE-READING (30 minutes)**

TITLE	<b>Looking at poetry</b>
LEARNER BOOK	Pages 40–47
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	<b>Making connections</b>

**PRE-READING ACTIVITY****TEXT FEATURES**

Follow the core methodology to get learners to think about text features.

**SCANNING THE TEXT**

1. Read and explain the meaning of the title: **Looking at poetry**
2. This text seems to be about learning more about poetry. **I think** we will learn about different types of poems. **I wonder** if we will read any poems? Maybe we will read more South African poetry. **I wonder** if we will learn about old poems or new poems?
3. Follow the core methodology to instruct learners to scan the text.
4. Suggestions of important words and how they connect to this text:
  - **experiences** – these are things that happen to people. For example, you might experience something good, bad, exciting, and so on. People might write poetry to think about or express their experiences and how they feel about these things that happened to them.
  - **theatrical ceremonies** – this a ceremony (a service or a ritual) that happens with an audience, like a play or theatre performance. In Africa, poetry used to be part of these ceremonies and the poets would act or sing out the poems with drama.
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example:
 

*‘Poems are not written in paragraphs – they are written in **stanzas**.’*

*So when we talk about literature and poetry, we use some special words. In poetry, we don’t talk about paragraphs, like in a story, we talk about stanzas for lines that are grouped together. Different poems will have different formats and stanzas.*

**ASK PREDICTIVE QUESTIONS**

1. Ask learners predictive questions:
  - What do you think this text will be about?
  - Why do you think that?
  - What does the picture on the first page help you understand?
  - What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?

**HOMEWORK**

1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



## WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)

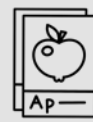
### BUILD AND MONITOR BACKGROUND KNOWLEDGE



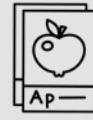
Follow the core methodologies to:

- Help learners add to their KWL chart
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

### LSC: DEVELOP THEME VOCABULARY



<b>orally</b>	<b>Tell</b> learners that orally means when something is spoken rather than written down.
	<b>Say:</b> My grandmother always tells her stories orally. She makes us sit around her and then she tells them to us. She never reads them out of a book – I wonder how she remembers them!
<b>genre</b>	<b>Tell</b> learners that genres are different kinds or categories of things.
	<b>Say:</b> You can get many genres or kinds of books: horror, comedy, drama or romance.
<b>chants</b>	<b>Act</b> out doing a chant – teach the learners a simple chant. You speak the chant, and they copy after you. You could say, “We love learning yes we do! We love learning how ‘bout you?” and they repeat each line after you.
	<b>Tell</b> learners that a chant is a song that is sung using one note only, or in a simple rhythm.
<b>prehistorical</b>	<b>Tell</b> learners that prehistorical describes a time before history was written down by humans.
	<b>Say:</b> These dinosaur bones are prehistorical.
<b>slam poetry</b>	<b>Point</b> to a picture of a slam poet holding a microphone in front of a crowd. You could find this picture on Google.
	<b>Tell</b> learners that slam poetry is a kind of poetry. Slam poetry is written, and performed in front of a crowd and often the crowd gets involved in the performance. Slam poetry often forms part of a ‘poetry battle’, where poets compete against each other.

**LSC: DEVELOP THEME VOCABULARY**

<b>rhyme</b>	<b>Act</b> out being a rapper, and making rhymes – pretend to hold a microphone, do a short dance move and rap: 'I'm a poet, and I really, really know it!'
	<b>Tell</b> learners that when words rhyme, the words end with the same sound as each other. For example: cat and mat; shoe and flu.
<b>syllable</b>	<b>Act</b> out syllables by clapping while speaking the syllables of different words. For example, clap while saying the different syllables of the word 'banana' (ba-na-na). Do this with a few words and learners' names.
	<b>Tell</b> learners that syllables are the different parts of the word made up by a single vowel sound and the consonants that surround each vowel. For example: Ba-na-na.
<b>interpreted</b>	<b>Tell</b> learners that when you interpret something, you decide what the meaning of the thing is.
	<b>Say:</b> My mom has interpreted my behaviour ever since I was a baby. She knows the meaning of everything I do!

**QUESTION OF THE DAY**

<b>QUESTION</b>	When we read a poem, we should always _____.
<b>GRAPH</b>	4 COLUMN GRAPH
<b>OPTIONS</b>	When we read a poem we should always _____. know about the poet / read it out loud / understand the form / interpret the meaning ourselves

**FOLLOW UP AND EXTENSION QUESTIONS**

<b>FOLLOW UP QUESTIONS</b>	1. <b>What do most learners think we should do when we read a poem?</b> Most learners think we should _____ when we read a poem.
	2. <b>What do you think we should do when we read a poem?</b> I think we should _____ when we read a poem.



EXTENSION QUESTIONS	<p>1. <b>Do you think we should study poems? Why or why not?</b> I think we should/should not study poems, because _____.</p> <p>2. <b>Is writing poetry and writing songs the same thing? Why or why not?</b> Writing poetry and writing songs is/is not the same thing, because _____.</p>
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**HOMework**

Learners must add any new words and explanations to their personal dictionaries.

**WEEK 5: WEDNESDAY / DAY 3:  
FIRST READ (30 minutes)**

TITLE	<b>Looking at poetry</b>
LEARNER BOOK	Pages 40–47
ACTIVITY	First Read
COMPREHENSION STRATEGY	<b>Make connections</b>

**FIRST READ**

Follow the core methodology to complete the first read of the text.

<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p><b>Looking at poetry</b> People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. There are countless forms of these. One such genre is poetry.</p>	<p><b>I think</b> that there are lots of different ways that people express themselves. Poetry is one of these ways.</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry. Poetry was often recited at theatrical ceremonies. These poetic performances could be for different functions, including political, educational, spiritual and entertainment. Often drums were used to accompany the poets.</p>	<p><b>I can make a connection</b> to the praise poets we see at some political functions. They use drama and music to express themselves. <b>I see</b> that this is an ancient tradition that has been passed down.</p>
<p>Today's poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.</p>	<p><b>I wonder</b> if today's slam poets know they are following in an ancient tradition of performing poetry?</p>
<p>Poems are not written in paragraphs – they are written in <b>stanzas</b>. And when we discuss poems, we talk about <b>lines</b> of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning. This genre is the poet's way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.</p>	<p><b>I can see</b> that when we talk about poetry, we use the language of poetry.</p> <p><b>I wonder</b> if poets take a lot of time to arrange their words to best match their meaning?</p>





<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>1. <b>Free verse:</b> the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.</p> <p>Example of free verse:  <b>Winter where I live</b>                      Where I live, we don't get snow                      Or ice                      Or snowmen                      Or go sledding                      in Winter.</p> <p>Where I live, we get blue skies and tired sunshine                      We get soccer and strepsils                      hot chocolate in the evening                      We get exams in June.</p> <p>My winter is:                      Beanies and scarves                      Snuggling under my blanket watching <i>Uzalo</i>                      Seeing my breath in the morning chill.</p>	<p><b>I can make a connection</b> to Tony Stewart's poetry that we read in Term 1. Her poetry was free verse, allowing her to express herself without fitting into a structure.</p> <p><b>I think</b> the speaker in this poem is South African. These things sound like a South African winter, to me!</p>
<p>2. <b>Rhyming couplet:</b> the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.</p> <p>Example of a rhyming couplet:  <b>Growing up</b>                      I'm not a baby, don't tell me what to <b>do</b>,                      I'm tired of being told things when I know what is <b>true</b>.</p> <p>I'm nearly thirteen, that seems very <b>old</b>,                      Do I have to know everything and always be <b>bold</b>?</p> <p>Maybe it's okay to be young for a longer <b>while</b>...</p> <p>I think I'll stay a kid 'til I find my own <b>style</b>!</p>	<p>Oh, so this type of poem has to follow rules. <b>I wonder</b> if it's hard to find rhyming words when you're writing these couplets?</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>3. <b>Haiku:</b> This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. Traditionally, Haikus were about nature. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.</p> <p>Example of a haiku:  <b>Exams, the answer</b>  My mind has gone blank!  I learnt all this yesterday...  And then – it comes back!</p>	<p>Wow, these rules are strict! <b>I think</b> you really have to plan a haiku very carefully, because you don't have a lot of space to express yourself.</p>
<p>Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so you the reader can bring your own ideas. And you can also write your own poetry – there is no 'wrong' way to do this!</p>	<p><b>I can make a connection</b>, when I listen to songs I always have my own ideas about what the song is about. <b>I think</b> it is the same when reading poems.</p>

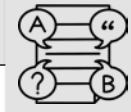
<b>Recall questions</b>	<b>Responses</b>
<p>What musical instrument did early African poets use in their performances?</p>	<p>Drums</p>
<p>What do we call a 'paragraph' in poetry?</p>	<p>A stanza</p>
<p>What do you call a poem that has no set structure?</p>	<p>Free verse</p>

<b>Critical thinking</b>	<b>Possible responses</b>
<p>What do you think is the most important reason for ancient poetry: explaining history, telling family stories or reinforcing the customs and laws of society? Why?</p>	<p>Own answer with reason</p>



Why do you think some poets prefer free verse and some prefer a structured form? Own response

**INTRODUCE THE LSC IN CONTEXT**



Explain to learners that in this cycle, they will revise: **simple past and simple present tense**

Explain this as follows:

**Past Simple Tense**

The **past simple tense** tells us when something **has already happened**. For example:

- Yesterday, I **walked** to school, so I was late.
- My teacher **was** angry, and she **gave** me punishment.
- She **told** me to clean the school grounds at break time. I **did not enjoy** that.

Many past tense verbs are formed by adding -ed, but there are many **exceptions**. Some even stay the same in the present and past tense! There are no rules to help learn these. Here are some commonly used examples:

be – was/were	become- became	choose – chose	make – made
begin – began	buy – bought	see - saw	put – put
catch – caught	cut – cut	sing – sang	pay – paid
do – did	drink – drank	speak – spoke	read – read
eat – ate	grow – grew	think – thought	sit – sat
keep – kept	leave – left	sleep – slept	take – took

**Present Simple Tense**

The **present simple tense** tells us whether something **usually happens** (universal statements) or **is true right now**. For example:

- The sun **rises** every morning.
- I **ride** my bicycle to school so that I **arrive** there early.
- Usually, when I **walk** to school, I **am** late.
- I generally **prefer** to ride my bike, but it **is** broken at the moment.

It is also used when **presenting research** on a topic.

- All the evidence **shows** that children are creative and **have** original ideas.



Point out the following examples in the text:

**‘There are countless forms of these. One such genre is poetry.’**

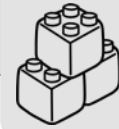
The simple present is used to present a true statement.

**‘The first poetry came before any writing.’**

The simple past tense shows that these things happened in the past.

## WEEK 5: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

### BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.

### TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: simple past and simple present tenses.
2. Show the learners the LSC again in context. Here are some more examples:
  - a. ‘Today’s poetry **is** a form of literature that expresses experiences or emotions.’  
Simple present – stating a universal truth or fact.
  - b. ‘And when we **discuss** poems, we **talk** about lines of poetry, rather than sentences.’  
Simple present – stating a universal truth or fact.
  - c. ‘Early poetry **was** in the forms of chants and songs.’  
Simple past – stating that this is in the past.
3. Tell learners to copy the following **LSC note** in their books:

#### **Simple tenses**

- **The simple present tense** tells us something that is happening right now.  
*It can also be used for a statement that is true (a universal statement). It is used when presenting research on a topic.*
- **The simple past tense** tells us when something has already happened.

4. Next tell learners to change the following into the **present tense**: (Note some sentences have more than one verb)
  - a. Poets always chanted or sang their poems. (*Poets always chant or sing their poems.*)
  - b. I wrote many poems when I was in love! (*I write many poems when I am in love!*)
  - c. It was taking her a long time to get the right amount of syllables. (*It takes her a long time to get the right amount of syllables.*)
  - d. He loved poetry, so he bought two poetry books. (*He loves poetry so he buys two poetry books.*)



### TEACH AND PRACTICE THE USE OF THE LSC



Change the following sentences into the **past tense**:

- e. They keep all their children's writing. (*They kept all their children's writing.*)
  - f. I think all poems had to rhyme. But I am wrong! (*I thought all poems had to rhyme. But I was wrong!*)
  - g. Slam poets speak and express their opinions with no fear. (*Slam poets spoke and expressed their opinions with no fear.*)
  - h. I am reading so much poetry, and I am learning a lot about the genre. (*I read so much poetry and I learnt a lot about the genre.*)
5. Tell learners to write 2 sentences of their own: one using simple present and one using the simple past.
  6. Correct this activity with the learners.

### HOMework

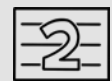


Find a suitable consolidation activity from the textbook in the Management Document. Tell learners to complete this for homework.

## WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	<b>Looking at poetry</b>
LEARNER BOOK	Pages 40–47
ACTIVITY	Second Read
COMPREHENSION STRATEGY	<b>Make connections</b>

### SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
  - a. **Why do people write poems?**
  - b. **What ideas and content do slam poets often write and perform about?**
  - c. **What is the structure of a haiku?**
  - d. **Which form of poetry – free verse, rhyming couplets or haiku – do you think is best? Why?**
  - e. **Why do you think the genre of poetry is still popular all these centuries later?**
  - f. **What would you like to write a poem about?**

**Text: Read****Looking at poetry**

People have been telling stories, singing songs and sharing ideas, lessons and experiences for centuries. These were first told orally and passed down through the generations. There are countless forms of these. One such genre is poetry.

The first poetry came before any writing. The earliest poetry is believed to have been recited or sung. It was used as a way of remembering history, family stories and the customs and laws of society. Poetry is often closely connected to musical traditions. Early poetry was in the forms of chants and songs. In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry. Poetry was often recited at theatrical ceremonies. These poetic performances could be for different functions, including political, educational, spiritual and entertainment. Often drums were used to accompany the poets.

Today's poetry is a form of literature that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry has stayed on the page using a variety of forms and structures. Poetry has also returned to the stage, with poets performing slam poetry, often to express political ideas.

**Second Read: Think Aloud**

**I can make a connection** to other genres. They all started with stories being told orally, by word of mouth.

**I can make an evaluation** that early societies used poetry for many practical reasons.



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Poems are not written in paragraphs – they are written in <b>stanzas</b>. And when we discuss poems, we talk about <b>lines</b> of poetry, rather than sentences. Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page creates rhymes and rhythms that also help to create meaning. This genre is the poet’s way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.</p>	<p>Oh, <b>I see</b> how poets use structure to get their feelings and meanings across to their readers.</p> <p><b>I think</b> using the sounds of words to make meaning is very interesting. <b>I can make a connection</b> to music. Sad songs have different rhythms and instruments to dance music and happy songs.</p>
<p>1. <b>Free verse:</b> the poet does not have to follow any rules. The poet can choose to use punctuation marks or not. The poet is also free to play with sentence structure in order to create the effect she wants.</p> <p>Example of free verse:  <b>Winter where I live</b>                      Where I live, we don’t get snow                      Or ice                      Or snowmen                      Or go sledding                      in Winter.</p> <p>Where I live, we get blue skies and tired sunshine                      We get soccer and strepsils                      hot chocolate in the evening                      We get exams in June.</p> <p>My winter is:                      Beanies and scarves                      Snuggling under my blanket watching <i>Uzalo</i>                      Seeing my breath in the morning chill.</p>	<p>Oh, <b>I see</b> how this poet has ‘broken the rules’. She hasn’t used correct sentences or punctuation. I see how this has helped ‘create pictures using words’.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>2. <b>Rhyming couplet:</b> the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.</p> <p>Example of a rhyming couplet:  <b>Growing up</b>  I'm not a baby, don't tell me what to <b>do</b>,  I'm tired of being told things when I know what is <b>true</b>.</p> <p>I'm nearly thirteen, that seems very <b>old</b>,  Do I have to know everything and always be <b>bold</b>?</p> <p>Maybe it's okay to be young for a longer <b>while</b>...</p> <p>I think I'll stay a kid 'til I find my own <b>style</b>!</p>	<p><b>I can connect</b> to the speaker in the poem. I also sometimes feel grown up, but sometimes still too young to know what to do.</p>
<p>3. <b>Haiku:</b> This is a Japanese style of poetry. It has a specific structure of lines and syllables to describe something or a moment in time. Traditionally, Haikus were about nature. The poet arranges the words in three lines. The first line has 5 syllables. The second line has 7 syllables, and the third line has 5 syllables.</p> <p>Example of a haiku:  <b>Exams, the answer</b>  My mind has gone blank!  I learnt all this yesterday...  And then – it comes back!</p>	<p>Wow, <b>I can make a connection</b>. This poet has captured a moment that I have also experienced – writing a test and forgetting the answer!</p>
<p>Many people believe that poetry is hard to understand, but it's just a way of expressing feelings, ideas and thoughts. Poetry can be interpreted in many different ways, so you the reader can bring your own ideas. And you can also write your own poetry – there is no 'wrong' way to do this!</p>	<p><b>I think</b> I have changed my idea about poetry. I used to think it was boring and for old people, but <b>I can see</b> that everyone can enjoy it.</p>





<b>Recall questions</b>	<b>Responses</b>
Why do people write poems?	To express emotions, to capture a moment in time, to tell stories
What ideas and content do slam poets often write and perform about?	Often political ideas
What is structure of a haiku?	3 lines: first line – 5 syllables, second line – 7 syllables third line – 5 syllables

<b>Critical thinking</b>	<b>Possible responses</b>
Which form of poetry – free verse, rhyming couplets or haiku – do you think is best? Why?	Own responses with reason
Why do you think the genre of poetry is still popular all these centuries later?	Own response
What would you like to write a poem about?	Own response

## LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

## HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



## WEEK 5: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

### ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.
6. All of the texts this cycle are related to the genre of poetry, even the decodables. All the texts can be used for their research and to inspire the learners' Creative Responses. We will be actively thinking and learning about the project and the assessment tasks as we progress through the cycle.

### WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the oral formal assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



## WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

<p>MODELLING: (I do...)</p>	<ol style="list-style-type: none"> <li>1. Remind the learners that this cycle, we have been working on <b>making connections</b>. <ul style="list-style-type: none"> <li>• Explain that sometimes when we make connections: <ul style="list-style-type: none"> <li>• we think about how something from the text is like something from our own lives</li> <li>• we think about how something from the text reminds us of things we know about the world</li> <li>• we make connections between different texts we have read</li> </ul> </li> <li>• Making connections is a key thinking and comprehension skill.</li> </ul> </li> <li>2. Model making a connection. <ol style="list-style-type: none"> <li>a. <i>'In Africa, poetry has a history dating back to prehistorical times with the creation of hunting poetry and praise poetry.'</i> <p><b>I can make a connection</b> from this <b>text</b> to things I've seen in <b>the world</b>. I have seen praise poets at political, cultural and religious events. It seems today's praise poets are continuing a long tradition from generations ago. They also use lots of expression and drama when reciting and performing their poems.</p> </li> </ol> </li> </ol>
<p>WORK WITH LEARNERS: (We do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now we will make a connection together.</li> <li>2. Read out loud while learners follow along: <p><i>'...Where I live, we get blue skies and tired sunshine We get soccer and strepsils hot chocolate in the evening We get exams in June.</i></p> <p><i>My winter is: Beanies and scarves Snuggling under my blanket watching Uzalo Seeing my breath in the morning chill.'</i></p> </li> </ol>



3. Ask learners: what things does the speaker experience during winter?
4. Listen to learners' ideas, like:
  - a. soccer and sore throats
  - b. exams
  - c. sunny, but not always hot days
  - d. watching TV under a blanket
5. Ask learners: Can you make a connection? Is this what you experience in your winters?
6. Listen to learners' ideas:
  - a. I can also connect because I also write tests/exams in June.
  - b. Where I live the sun also shines in winter, but not as hot as summertime.
  - c. My brother and I sometimes also get sore throats in winter and my mom puts Vicks on us and makes us eat oranges and take vitamins.
  - d. At my house, we each bring our own blanket to the TV. Sometimes we fight over what we're going to watch.

PAIR WORK: (You do...)

1. Explain that now, learners will make **their own connection** to the text.
2. Read out loud:
 

**Growing up**  
*I'm not a baby, don't tell me what to do,  
 I'm tired of being told things when I know what is true.*

*I'm nearly thirteen, that seems very old,  
 Do I have to know everything and always be bold?*

*Maybe it's okay to be young for a longer while...  
 I think I'll stay a kid 'til I find my own style!*
3. Ask learners: Have you even experienced this feeling? Can you connect to feeling both grown up and still young at the same time? Do you relate to how the speaker of the poem feels?
4. Explain that learners can use this frame to help them:  
*I can make a connection...*
5. Instruct learners to turn and talk and discuss this with their partner.
6. After 3–5 minutes, call learners back together.

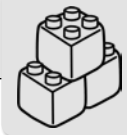


	<p>7. Call on a few learners to share their connections, like:</p> <p>a. <i>I can make a connection about feeling these things. Sometimes it seems like I know lots of things and want to be independent. But then, there's also so much I don't understand and so many things that I still find scary or confusing.</i></p> <p>b. <i>I can make a connection because sometimes my parents expect me to behave like an adult. They want me to do chores and be responsible for my little sister. But then when I want to go out by myself, they say I'm too young and don't know enough. It can be quite confusing and frustrating.</i></p>
<p>NOTES</p>	<p>1. Make sure the learners write the following note in their exercise books:</p> <p><b>Strategy: <u>Make connections</u></b>  <i>To make a connection, we:</i>  <i>Think about what a character does, thinks or feels.</i>  <i>Think about how this is like something from our own lives or to something we've read or something we know about in the world.</i>  <i>Say: I can make a connection... or That reminds me... or That's like when I...</i></p> <p>2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (You do...).</p>

**WEEK 6: MONDAY / DAY 1:  
POST-READING (30 minutes)**

<p>TITLE</p>	<p><b>Looking at poetry</b></p>
<p>LEARNER BOOK</p>	<p>Pages 40–47</p>
<p>ACTIVITY</p>	<p>Post-Read</p>
<p>COMPREHENSION STRATEGY</p>	<p><b>Make connections</b></p>

**BUILD AND MONITOR BACKGROUND KNOWLEDGE**



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

**POST-READ: SUMMARY**

1. Follow the core methodology to help learners complete a summary of the text:

**Looking at poetry**

Remind learners that when we make **connections** we connect what we are reading to our own experiences, to other texts we've read and to what we see and know in the world around us.

2. Use the following summary frame:

***This text is about...***

***I think the author wrote the text so that...***

***In the text I learnt...***

***In this text, I can make a connection...***

***I liked...because...***

***Overall, I think the text is...***

3. Once you have completed the activity, come up with a class summary, for example:

**Looking at poetry**

***This text is about*** where poetry came from and why people write poems. It also explains and gives examples of three types of poems: free verse, rhyming couplets and the haiku. ***I think the author wrote the text so that*** the reader can learn more about this genre and get information about poetry. ***In the text I learnt*** that people have been creating poetry since before we could write it down. ***In this text, I can make a connection*** to music. Poets use the sounds of words and rhythms and rhyme to make meaning. Musicians also choose the rhythm or instruments to make different sounds and to create different emotions in their music. ***I liked*** the examples of the poems ***because*** I could relate to the one about winter and the one about forgetting the answer in an exam! ***Overall, I think the text*** is informative and interesting.

### WEEK 6: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Report	To inform, educate and enlighten the reader on a topic, situation or event	<ul style="list-style-type: none"> <li>• Give a succinct title and add clear sub-titles.</li> <li>• Start with an introduction (background, purpose and scope)</li> <li>• Follow with the body (information / facts)</li> <li>• End with a conclusion (evaluations, reason, example)</li> </ul>	<ul style="list-style-type: none"> <li>• Write in paragraphs with sub-headings</li> <li>• Use clear and concise language</li> <li>• Use simple present tense</li> <li>• Use factual descriptions</li> <li>• Use technical words</li> </ul>



**INTRODUCE THE GENRE**

1. Explain that this cycle, learners will do their own research and then write a report.
2. Explain that research means to find out more about a topic. Sometimes we do this by reading about it, or speaking to people, or by watching videos on the topic.
3. Tell learners that once they have done their research, they will write the information that they find in the form of a report.
4. A report is very carefully structured into headings and sections.
5. When we write a report, we use the simple present tense. Our report presents findings that continue to be true or are unlikely to change. We call these universal truths.
6. Give learners some idea of what they are going to do, by writing the sample text on the board, and showing it to them.

**READ THE SAMPLE TEXT**

Report Title: **Where do Grade 7s get their information from?**

1. **Introduction**

This report is to understand where Grade 7s get their information from, regarding important issues in their communities, news, politics and the world around them.

The report was researched by:

- Reading an article about 10–15 year olds and social media
- Giving 20 Grade 7s a questionnaire to complete
- Reading their answers in the questionnaires
- Putting together all the information from the questionnaires.

2. **Findings**

The questionnaires indicated the following information:

- 43% of Grade 7s get their information from their parents and teachers
- 27% of Grade 7s get their information from their friends
- 11% of Grade 7s get their information from social media
- 12% of Grade 7s get their information from Church
- 7% of Grade 7s get their information from newspapers

The article

The article said that most 13 year olds got information from their parents and friends. But it also said that those who had access to social media were very influenced by Facebook, YouTube and TikTok.

3. **Conclusion**

I make the evaluation that Grade 7 learners are very influenced by their parents. Friends also play an important role. In the Grade 7s questioned in this survey social media were not a major influence, but in other communities this might differ.



DISCUSS	<ol style="list-style-type: none"> <li>1. What is the title?</li> <li>2. What is the first heading?</li> <li>3. What information is given under the first heading?</li> <li>4. What is the second heading?</li> <li>5. There are two sub-headings. What are they?</li> <li>6. What information is given here?</li> <li>7. What is the third heading?</li> <li>8. What information is given here?</li> <li>9. Do you think the report does its job, and tells the reader where Grade 7s get their information from?</li> <li>10. Does the report give an evaluation about the findings on the influences on Grade 7s?</li> <li>11. What evaluation is made?</li> </ol>
NOTES	<p>Tell learners to open their exercise books, and to write down these notes to remind them of how to write a report:</p> <p><b>Report</b></p> <p>In a report we must write:</p> <ul style="list-style-type: none"> <li>• The title</li> <li>• Heading 1: Introduction             <ol style="list-style-type: none"> <li>a. This must say what the report is about</li> <li>b. It must say how the research will be done</li> </ol> </li> <li>• Heading 2: Findings             <ol style="list-style-type: none"> <li>a. This must share the information that was found out</li> <li>b. It must be written under different sub-headings</li> </ol> </li> <li>• Heading 3: Conclusion             <ol style="list-style-type: none"> <li>a. This must give an evaluation</li> <li>b. It can include examples</li> </ol> </li> </ul>

### WEEK 6: TUESDAY / DAY 2: PLANNING (30 minutes)

TOPIC	<b>Write a report on the literature genre of poetry</b> <b>Write a Creative Response: a poem</b>
GENRE	Report Poem
PLANNING STRATEGY	Answering questions





<p>MODELLING: (I do...)</p>	<ol style="list-style-type: none"> <li>1. Introduce the writing topic. You are going to write a report on the literary genre of poetry.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally share some ideas:  <i>I will write a report to share what I find out about poetry. I will write about the purpose of poetry and why people write poems. I will write about some of the specific words and language we use when we discuss poetry. I will write about the main features of one type of poem. I will make an evaluation about this type of poem, and I will write an example poem.</i> </li> <li>4. Have the planning frame written on one side of the chalkboard.</li> <li>5. Explain that we will do two planning activities.             <ol style="list-style-type: none"> <li>a. For the report, we will plan by answering questions.</li> <li>b. For the poem, we will also plan by answering questions.</li> </ol> </li> <li>6. Show learners how you plan by answering the questions for the report, and for the poem.</li> <li>7. Do this on the other side of the chalkboard.</li> </ol>
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	<b>Planning Part 1: Report</b>	<b>Planning Part 1: Report</b>
	<ol style="list-style-type: none"> <li>1. What is the purpose of this report?</li> <li>2. How will you research the topic?</li> <li>3. When did people first start creating poetry?</li> <li>4. What are some reasons why ancient people created poems? What are some reasons people today write poems?</li> <li>5. Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry?</li> <li>6. Why don't poets have to follow grammar rules?</li> <li>7. Name three kinds of poetry.</li> <li>8. Choose one type of poetry and explain more about it.</li> <li>9. Make an evaluation about this type of poetry. Do you like it or not? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1. The purpose of this report is to find out more about poetry.</li> <li>2. I will research the topic by reading information texts about poetry and reading poems.</li> <li>3. People first started creating poetry...</li> <li>4. Ancient people wrote poems to.... Today people write poems to...</li> <li>5. In the language of poetry we talk about ... and ....</li> <li>6. Poets don't have to follow grammar rules because, ...</li> <li>7. ..., ... and... are three kinds of poetry.</li> <li>8. The type of poetry that I will explain is ... The main features of this type of poem are:...</li> <li>9. My evaluation of this type of poetry is.... I like/do not like it because...</li> </ol>



	Planning Part 2: Poem	Planning Part 2: Poem
	<ol style="list-style-type: none"> <li>1. What is the topic of your poem?</li> <li>2. What will you write about – tell the story/content of your poem.</li> <li>3. Which words / vocabulary will you use?</li> <li>4. How do you feel about this topic?</li> <li>5. What type of poem will you write?</li> </ol>	<ol style="list-style-type: none"> <li>1. The things I love</li> <li>2. I will write about different people, places, food and activities that I love</li> <li>3. special friends, beautiful open places, delicious chocolate, dancing to music</li> <li>4. makes me happy and relaxed</li> <li>5. Rhyming couplet</li> </ol>
LEARNERS PLAN: (You do...)	<p><b>Report</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that they can use the information in this week's Reading Text, <b>Looking at Poetry</b>, the <b>information from Term 1 Weeks 3&amp;4 (Poetic Personalities)</b> and all the poems they have read to help them with their research and to help them write their reports.</li> <li>2. Next, tell learners to turn and talk to with a partner about all the things they know about poetry.</li> <li>3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their report.</li> <li>4. <b>Hand out exercise books.</b></li> <li>5. Tell learners to make their plans in their exercise books.</li> <li>6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol> <p><b>Poem</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are also going to do a Creative Response. They are going to write their own poem.</li> <li>2. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poem.</li> <li>3. Tell learners to make their plans in their exercise books.</li> </ol>	

Hand written plan: report

1. The purpose of this report is to find out more about poetry.
2. I will research the topic by reading information texts about poetry and reading poems.
3. People first started creating poetry around two thousand B.C.
4. Ancient people wrote poems to remember their history. Today people write poems to understand ourselves and the world around us.
5. In the language of poetry we talk about stanzas and rhymes.
6. Poets don't have to follow grammar rules because poetry is art.
7. A haikoo, a ballad and a sonnet are three kinds of poetry.
8. The type of poetry that I will explain is a haikoo poem. The main features of this type of poem are: that the poem only has three lines with a syllable pattern of 5 7 5
9. My evaluation of this type of poetry is that it is a very good type of poem because it makes a big impact without saying too much.

Hand written plan: poem

1. The things I love
2. I will write about different people, places, food and activities that I love
3. special friends, beautiful open places, delicious chocolate, dancing to music
4. Makes me happy and relaxed
5. Rhyming couplet



## WEEK 6: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

**Write a report on the literature genre of poetry**  
**Write a poem**

Before class begins, rewrite the questions and responses on the board.

	Planning Part 1: Report	Planning Part 1: Report
	<ol style="list-style-type: none"> <li>1. What is the purpose of this report?</li> <li>2. How will you research the topic?</li> <li>3. When did people first start creating poetry?</li> <li>4. What are some reasons why ancient people created poems? What are some reasons people today write poems?</li> <li>5. Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry?</li> <li>6. Why don't poets have to follow grammar rules?</li> <li>7. Name three kinds of poetry.</li> <li>8. Choose one type of poetry and explain more about it.</li> <li>9. Make an evaluation about this type of poetry. Do you like it or not? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1. The purpose of this report is to find out more about poetry.</li> <li>2. I will research the topic by reading information texts about poetry and reading poems.</li> <li>3. People first started creating poetry...</li> <li>4. Ancient people wrote poems to.... Today people write poems to...</li> <li>5. In the language of poetry we talk about ... and ....</li> <li>6. Poets don't have to follow grammar rules because, ...</li> <li>7. ..., ... and... are three kinds of poetry.</li> <li>8. The type of poetry that I will explain is:... The main features of this type of poem are:</li> <li>9. My evaluation of this type of poetry is.... I like/do not like it because...</li> </ol>



	Planning Part 2: Poem	Planning Part 2: Poem
	<ol style="list-style-type: none"> <li>1. What is the topic of your poem?</li> <li>2. What will you write about – tell the story/content of your poem.</li> <li>3. Which words / vocabulary will you use?</li> <li>4. How do you feel about this topic?</li> <li>5. What type of poem will you write?</li> </ol>	<ol style="list-style-type: none"> <li>1. The things I love</li> <li>2. I will write about different people, places, food and activities that I love</li> <li>3. special friends, beautiful open places, delicious chocolate, dancing to music</li> <li>4. makes me happy and relaxed</li> <li>5. Rhyming couplet</li> </ol>
EXPLAIN THE DRAFTING FRAME	<ol style="list-style-type: none"> <li>1. Explain that learners that for their <b>report</b>, they must turn each point in their plan into a sentence and that they need to structure their information correctly.</li> <li>2. For their report, learners must remember to write in the simple present tense as the information they are presenting is always true.</li> <li>3. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.</li> <li>4. Write the following frame on the chalkboard, and explain it to learners:  <b>Title: A report on the literature genre of poetry</b>   <b>Introduction</b>  <i>Points 1 and 2</i> <ol style="list-style-type: none"> <li>1. The purpose of this <u>report</u> is to...</li> <li>2. The research was done by...</li> </ol> <b>Findings</b>  <i>Points 3 and 4</i> <ol style="list-style-type: none"> <li>1. <u>The purpose of poetry</u>                      The purpose of poetry:                     <ul style="list-style-type: none"> <li>• in ancient times...</li> <li>• today...</li> </ul> </li> </ol> <i>Points 5 and 6</i> <ol style="list-style-type: none"> <li>2. <u>The language and rules of poetry</u> <ul style="list-style-type: none"> <li>• When we discuss poetry we talk about...</li> <li>• When poets write they...</li> </ul> </li> </ol> </li> </ol>	



	<p><i>Points 7 and 8</i></p> <p>3. <u>Types of poetry</u></p> <ul style="list-style-type: none"> <li>• There are different types of poetry.</li> <li>• The type of poetry that I will explain is...</li> <li>• The main features of this type are: <ul style="list-style-type: none"> <li>• Xx</li> <li>• Xx</li> </ul> </li> </ul> <p><b>Conclusion</b></p> <p><i>Point 9</i></p> <p>My evaluation on this type of poetry is that...</p> <p>I like / do not like it because...</p> <p><b>Creative Response:</b> Here is an example of this type of poem: (Write your own poem and insert it here)</p>
DRAFTING	<p>1. Hand out learners' exercise books.</p> <p><b>Report</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that they will write a report using the frame.</li> <li>2. Remind learners to write in the simple present tense.</li> <li>3. Instruct learners to write the date and heading: <b>Report: Draft</b></li> <li>4. Instruct learners to find their plan from Tuesday and think about their ideas.</li> <li>5. Instruct learners to complete the writing frame using their plans.</li> <li>6. Remind learners of the strategies they can use to help them.</li> <li>7. Remind learners that they can use the information text, <i>Looking at poetry</i> and examples of poems to help them.</li> </ol> <p><b>Poem</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that they will must also write an example poem.</li> <li>2. Instruct learners to write the date and heading: <b>Poem: Draft</b></li> <li>3. Instruct learners to find their plan from Tuesday and think about their ideas.</li> <li>4. Instruct learners to complete the draft using their plans.</li> <li>5. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.</li> </ol>



## HOMework



If learners have not fully completed their draft, they must do so for homework.

DRAFT: A report on the literature genre of poetry

### Introduction

1. The purpose of this report is to to find out more about poetry.
2. The research was done by myself.

### Findings

#### 1. The purpose of poetry

The purpose of poetry:

- in ancient times it was use to remember hiroty.
- today it is used to understand ourselves and the world around us.

#### 2. The language and rules of poetry

- When we discuss poetry we talk about stanzas, rhymes, synonyms, metaphors and similies.
- When poets write they use their imagination and think about their feelings and emotions.

#### 3. Types of poetry

- There are diferent kinds of poetry.
- The type of poetry that I will explain is a Haikoo poem.
- The main features of this type are:
- The poem consists of 3 lines
- It follows a silable pattern of 5 7 5 syllables

### Conclusion

My evaluation on this type of poetry is that it is nice. I like it because it can have a big impact without saying much.



DRAFT:

Creative Response: My poem

There are so many beautiful things all around me  
That brings me joy and make me happy

Ive got lots of friends who make me smile  
They make sure I'm always in stile

We dance, we sing, we pretend we are stars  
And some one makes sure theres always a choclit bar!

### WEEK 6: THURSDAY / DAY 4: EDITING (30 minutes)

**Follow the core methodology to help learners to edit their draft texts.**

#### EDITING CHECKLIST



*(Write this on the board  
before class begins)*

##### **Report**

1. Did I use the proper format for my report? Have I structured the information under the correct headings?
2. Did I spell all words correctly?
3. Have I used the correct tense?
4. Does every sentence start with a capital letter?
5. Does every sentence end with a full stop?
6. Did I use some technical terms?
7. Did I make an evaluation at the end?
8. Does my report make sense?

##### **Poem**

1. Is my poem a free verse, rhyming couplet or haiku?
2. Did I follow the rules for my poem?
3. Is the spelling correct?





## HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.

### DRAFT: A report on the literature genre of poetry

#### Introduction

1. The purpose of this report is to to find out more about poetry.
2. The research was done by myself.

#### Findings

1. The purpose of poetry

The purpose of poetry:

- I. ~~In~~ ancient times it was use to remember ~~history~~ <sup>history</sup>.
- T. ~~Today~~ it is used to understand ourselves and the world around us.

2. The language and rules of poetry

- When we discuss poetry we talk about stanzas, rhymes, synonyms, metaphors and similies.
- When poets write they use their imagination and think about their feelings and emotions.

3. Types of poetry

- There are <sup>f</sup>diferent kinds of poetry.
- The type of poetry that I will explain is a Haikoo poem.
- The main features of this type are:
- The poem consists of 3 lines
- It follows a <sup>syllable</sup> sitable pattern of 5-7-5 syllables

#### Conclusion

My evaluation on this type of poetry is that it is <sup>effective because it sums up an idea nicely</sup> nice. I like it because it can have a big impact without <sup>^</sup>saying much.



DRAFT:

Creative Response: My poem

There are so many beautiful things all around me,  
That brings me joy and make me happy.

I've got lots of friends who make me smile  
They make sure I'm always in style.

We dance, we sing, we pretend we are stars  
And some-one makes sure there's always a chocolate cheddit bar!

### WEEK 6: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

#### PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Give their report and their poem each their own title.
2. Rewrite a neat copy of their report and poem, correcting any mistakes  
If they have time – illustrate their poem by drawing a picture.

#### PRESENTING



1. The learners will share their report findings and their poems in their Oral Presentations (Task 7) over terms 3 and 4.
2. Collect learners' exercise books to mark the writing tasks (Task 6). See the guidelines and rubrics for the Report and the Creative Response in the Management Document.
3. When you are giving feedback on a learner's piece of writing:
  - Try do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



## A report on the literature genre of poetry

### Introduction

1. The purpose of this report is to to find out more about poetry.
2. The research was done by reading texts and listening to my teacher .

### Findings

#### 1. The purpose of poetry

The purpose of poetry:

- In ancient times it was use to remember history.
- Today, it is used to understand ourselves and the world around us.

#### 2. The language and rules of poetry

- When we discuss poetry we talk about stanzas, rhymes, synonyms, metaphors and similies.
- When poets write they use their imagination and think about their feelings and emotions.

#### 3. Types of poetry

- There are different types of poetry.
- The type of poetry that I will explain is a Haiku poem.
- The main features of this type are:
- The poem consists of 3 lines
- It follows a syllable pattern of 5 7 5 syllables

### Conclusion

My evaluation on this type of poetry is that it is effective because it is short and sums up an idea nicely. I like it because it can have a big impact without saying much.

My poem

There are so many beautiful things all around me,  
That bring me joy and make me happy.

I've got lots of friends who make me smile,  
They make sure I'm always in style.

We dance, we sing, we pretend we are stars  
And someone makes sure there's always a chocolate bar!

### WEEK 6: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

#### ORAL PRESENTATION

This week you will introduce and explain Task 7, the Oral Presentation of their Creative Writing Project. Learners must start their presentations this week and continue through Term 3 and into Term 4 until each learner has presented their FAT 7 and been awarded a mark.

**EXPLAIN THE ORAL PRESENTATION**  
(Formal Assessment Task 7: 20 marks)  
15 minutes

1. For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project).
2. The learners need to use the reports they wrote and present their findings to the class.
3. They will also read their poems to the class.
4. For their orals, learners must **structure their presentations** as follows:  
(Write the following structure on the board.)
  - a. **Introduction:** Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
  - b. **Body** – part one: Share the main findings of your research. Which form of poetry did you focus on? Why did you choose that type?
  - c. **Body** – part two: Read your own poem (with expression!)
  - d. **Conclusion:** Share the evaluation you made about poetry, as well as your evaluation of this experience



	<p>5. Learners also need to be aware of their <b>non-verbal presentation skills</b>:</p> <ol style="list-style-type: none"> <li>Your <b>voice projection</b> should allow everyone in the class to hear what you are saying.</li> <li>Your <b>pace</b> should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.</li> <li>You should maintain <b>eye contact</b> with your audience.</li> <li>Your <b>posture</b> should be formal and upright.</li> <li>You can use <b>gestures</b> if they add to the content of your speech. These might be especially effective when reading your poem.</li> </ol> <p>6. As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section:</p> <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Give constructive feedback</li> <li>• Maintain a discussion</li> <li>• Show sensitivity to the rights and feelings of others</li> </ul>
<p>PREPARE YOUR ORAL 15 minutes</p>	<ol style="list-style-type: none"> <li>Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</li> <li>Ensure learners know that this is an Assessment Task for 20 marks.</li> <li>Ensure that learners know the structure of their presentations.</li> <li>Here are some sentence starters they can use:           <p><b>Introduction:</b> Today I will talk about... The research I did was on... My speech today concerns...</p> <p><b>Body:</b> When I first heard about this project I felt / thought... I chose to focus on the ... poetry form, because...  I will now read my poem, entitled... I hope you will enjoy poem. It's called...</p> <p><b>Conclusion:</b> In conclusion... To sum up... Now that I've done this project, I can say that... After doing this project, I feel...</p> </li> <li>Give learners time to plan their presentations and think about how they will read their poem in an effective way.</li> </ol>



**ORAL PRESENTATIONS:**  
25 minutes

1. Remind the class that while learners are delivering their speeches:
  - Listen respectfully when someone is presenting.
  - Do not interrupt when someone is presenting.
  - Applaud when the speaker is finished.
  - Be open-minded and tolerant of ideas that are different to your own.
  - Give feedback that is thoughtful and positive.
2. Write on the board:
  - What did you like about the poem?
  - Why?
3. While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.
4. Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.
5. You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented.

**FEEDBACK**  
5 minutes

1. After the oral presentations for the lesson have been presented, call on several learners to give feedback on the poems they enjoyed, and why they liked them.



## CONCLUSION

**Find 10 minutes at the end of the cycle to do the following:**

SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a <b>discussion</b> task). For example:</p> <p><b>This cycle we:</b></p> <ul style="list-style-type: none"> <li>• Learnt new vocabulary words about literature and the genre of poetry</li> <li>• Listened to a news broadcast about an award winning South African singer song-writer</li> <li>• Learnt about simple tenses: present and past</li> <li>• Read different information texts about poetry and read examples of poems</li> <li>• Spoke about the texts</li> <li>• Answered questions about the texts</li> <li>• Learnt about how to write a report on our research and how to write a poem</li> <li>• Wrote a report and a poem</li> <li>• Delivered Oral Presentations on our reports and our poems, listened to others and gave feedback on others' presentations.</li> </ul>
REFLECT	<ol style="list-style-type: none"> <li>1. Ask learners to think about something they think they did well during the cycle.</li> <li>2. Call on a few learners to share.</li> <li>3. Ask learners to think about something they think they could have done better during the cycle.</li> <li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li> <li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li> <li>6. <b>Ask learners to think about the connections between this theme, the poetry they looked at in Term 1 and other literary genres they have read: fables, short stories and dramas.</b> (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> <li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li> <li>• Celebrate the achievements of those learners, and also of the whole class!</li> </ul>





# **THEME**

## **Rewilding The Earth**

**Term 3**

**Weeks 7 & 8 | Cycle 4**



## TERM 3: WEEK 7

## OVERVIEW



THEME	<b>Rewilding the Earth</b>
PHONIC DECODING	which, why, huge, true, cool, fool, look, shook, shoot, food
SIGHT WORDS	or, didn't, long, has, magic, animals, green, friends, grow, connect
THEME VOCABULARY	crisis, generates, renewable solar power, affordable, marine life, restricted, solutions, connected, impact, tragedy, nutrients, predator, overcame, used up
LSC	Persuasive and emotive language
COMPREHENSION STRATEGY	<b>Making evaluations</b>
WRITING GENRE	Newspaper article
WRITING TOPIC	<b>Write a newspaper article about someone who is helping to save the Earth</b>
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>articles on environmental problems; articles and stories on people and organisations who are doing things to save the planet; slogans about saving the planet; etc.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>graphs and tables showing how human population is destroying the world; pictures of the natural unspoilt wild places; pictures of how humans have destroyed the forests, polar regions, grasslands, oceans; posters for saving the Earth; pictures of climate activists; maps showing information of wild spaces and protected areas; etc.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol>



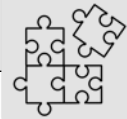
## WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 4: **Rewilding the Earth**
2. **Introduce the theme as follows:**
  - Explain to learners that in Social Science (Geography) this term, they will look at Population Growth and Change. In Life Orientation, they will focus on Environmental Health, and individuals and communities who are taking action to deal with these problems.
  - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand how these aspects of our growing population are impacting on the environment.
  - In this theme there is information on communities who are doing things to try and save their environment and make better choices for the planet.

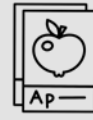
### ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
  - a. **What are humans doing that is damaging the natural world?**
  - b. **How do our lives and our choices affect our environment?**
  - c. **What does a big, growing human population mean for the rest of the animals and the plants?**
  - d. **Why are healthy oceans important?**
  - e. **Why are healthy forests important?**
  - f. **Why is it important to have wild spaces on the planet that are not inhabited or affected by humans?**
  - g. **How might your choices and actions impact on the environment?**

Follow the core methodologies to:

2. Teach learners new vocabulary using PATS (and add to personal dictionaries).
3. Ask learners to answer the question of the day, the follow up and extension questions.

**LSC: DEVELOP THEME VOCABULARY**

<b>crisis</b>	<b>Tell</b> learners that a crisis is a serious and often dangerous thing where you aren't sure what is going to happen.
	<b>Say:</b> The COVID-19 pandemic was a crisis! So many people were in danger and no-one knew what was going to happen next.
<b>generates</b>	<b>Tell</b> learners that generate means to make something.
	<b>Say:</b> Exam-time generates so much stress for our learners.
<b>renewable solar power</b>	<b>Point</b> to a picture of solar panels.
	<b>Tell</b> learners that renewable solar power is when energy from the sun is used to make the power we need (like electricity). Using energy from the sun is renewable because using it does not harm the sun or take away the sun's power.
<b>affordable</b>	<b>Tell</b> learners that affordable means when something is cheap enough to buy with the money you have.
	<b>Say:</b> This coat is so affordable – I can pay for it with the money I earned from washing my aunt's car.
<b>marine life</b>	<b>Point</b> to a picture of fish, dolphins, whales, turtles, sea weed, kelp, jelly fish (or any animal and plant life you find in the sea).
	<b>Tell</b> learners that marine life is all the living things you find in the sea. This could be fish, dolphins, sharks, seals, whales and the sea plants.
<b>restricted</b>	<b>Point</b> to a 'Restricted Area: No Entry' sign.
	<b>Tell</b> learners that restricted means to have set limits or rules that stopped people doing something or going somewhere.

**QUESTION OF THE DAY**

QUESTION	<b>What is the most important issue to focus on in this environmental crisis?</b>
GRAPH	3 COLUMN GRAPH
OPTIONS	<b>The most important environmental issue to focus on is _____.</b> <i>renewable solar energy / a healthy marine life / indigenous forests</i>



**FOLLOW UP AND EXTENSION QUESTIONS**



<p><b>FOLLOW UP QUESTIONS</b></p>	<p>1. <b>What do most learners think is the most important environmental issue to focus on?</b> Most learners think the most important environmental issue to focus on is _____.</p> <p>2. <b>What do you think is the most important environmental issue to focus on?</b> I think the most important environmental issue to focus on is _____.</p>
<p><b>EXTENSION QUESTIONS</b></p>	<p>1. <b>Do you think the way you live your life can make a difference to the environment to have both good and bad effects?</b> I think _____.</p> <p>2. <b>Do you think it is important to know what your government's environmental policies are? Why / Why not?</b> I think _____ because, _____.</p>

**HOMEWORK**



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

**WEEK 7: MONDAY / DAY 1:  
LISTENING (30 minutes)**

**LISTEN TO...**



Follow the core methodology to conduct the listening lesson using a magazine article:

**How some countries are helping to save the planet**

<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
The bad news is: our planet is facing a crisis! The good news is, there are governments who are doing amazing work to put things right and to bring back biodiversity.	Wow! I knew things were bad, but a crisis sounds serious! <b>I wonder</b> what these governments are doing?	What is the bad news? ( <i>earth is facing a crisis / in serious trouble</i> )  What is the good news? ( <i>some governments are taking action</i> )



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<ul style="list-style-type: none"> <li>The living world is solar powered. All life on Earth gets its energy from the Sun. The Earth's plants capture 3 trillion kilo-watt hours of solar energy each day. That is almost three times the energy we need – just from sunshine. So why are humans using oil and gas for our needs?</li> </ul>	<p>Why <i>do</i> humans use gas and oil to make energy? Aren't these the things that make dangerous carbon emissions? Is it expensive to use solar energy? <b>I wonder</b> why people don't just use the sun's energy?</p>	<p>Where does all life on Earth get energy from? (the sun)</p>
<p>In the year 2000, Morocco used to buy oil and gas for almost all its energy needs. Today it generates 40% of its energy from renewable solar power. Morocco is partially in the Saharan Desert, so there is more than enough sunshine! Morocco is hoping to be able to export their energy directly into Southern Europe by 2050.</p> <p>Renewable energy is full of benefits: it's more affordable; cities are cleaner, quieter and the energy will never run out. Imagine, a world powered by sunlight, wind and water.</p>	<p>Wow, not only is Morocco using its location to generate solar energy, it can even make money selling the energy! <b>I think</b> cleaner, quieter and healthier cities sounds like an excellent plan! <b>I wonder</b> if we are doing that in SA?</p>	<p>These days, how much of Morocco's energy is generated by the sun? (40%)</p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<ul style="list-style-type: none"> <li>The natural world cannot survive without a healthy ocean, and neither can we! The ocean is critical to reduce carbon in the atmosphere. The more diversity of marine life, the better it can do that job. The ocean is also an important source of food. But our fishing methods are so successful that we are catching too many fish and killing the whole ecosystem.</li> </ul>	<p><b>I can evaluate</b> that because of our advanced technology trying to catch more fish, we've actually made things worse!</p>	<p>What 2 things does the ocean do for us? <i>(reduces carbon in the atmosphere and provides food)</i></p>
<p>In Palau, a Pacific-island nation, they rely on the coral reefs for fishing and tourism. When too much fishing reduced all fish and life in the ocean, the government restricted fishing and banned it in many areas. In just a few years, these protected areas soon became so healthy that the marine life was thriving again. If we fish the right way, everyone wins. The healthier the marine habitat, the more fish there will be to catch.</p>	<p>Wow, <b>I can evaluate</b> that the government realised how serious the problem was. Nature is incredible that it can fix itself so quickly!</p>	<p>How did the government of Palau solve the problem of the over-fished seas? <i>(they restricted fishing and even banned it in many areas and created protected areas)</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<ul style="list-style-type: none"> <li>Forests are essential to the Earth's recovery. We need these to be strong and healthy. The wilder and more diverse, the better! However, half of the fertile land on Earth is now used as farmland.</li> </ul> <p>A century ago, more than <math>\frac{3}{4}</math> of Costa Rica, a Central American country, was covered with forests. By the 1980s, this was reduced to <math>\frac{1}{4}</math>. The government acted. They offered grants to landowners to replant indigenous trees. In just 25 years the forest has returned to cover half the land once again.</p>	<p>Again, in making sure we have our food through farming, humans have done so much damage to the wild spaces on Earth! <b>I can evaluate</b> that humans are selfish!</p> <p><b>I can visualise</b> farms being left alone and the indigenous, natural plants and trees growing back.</p>	<p>How much of fertile land on Earth is farmland? <i>(half)</i></p> <p>How did the government in Costa Rica solve the problem of deforestation? <i>(they gave money to farmers to replant indigenous trees)</i></p>
<p>Do you know what our government is doing to save the Earth? Find out and demand that we do our part to protect the planet.</p> <p>'We do not inherit the Earth from our parents, we borrow it from our children.'</p>	<p><b>I think</b> if every generation, even the youth, treated the Earth as something they have to pass on, we would start to protect our planet.</p>	<p>Finish the sentence: 'We do not inherit the Earth from our parents, we borrow it...' <i>(from our children)</i></p>

**HOMEWORK**

Learners must add any new words and explanations to their personal dictionaries.





## WEEK 7: TUESDAY / DAY 2: SPEAKING (30 minutes)

### DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:  
**How some countries are helping to save the planet**
2. Use the following discussion frame:  
**How some countries are helping to save the planet**
  - a. **This text was about...**
  - b. **In this text I learnt that...**
  - c. **I think this text is... because...**
  - d. **I think this text was written to help me think about...**

## WEEK 7: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	<b>Rewilding the Earth</b>
LEARNER BOOK	Pages 62–71
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	<b>Making evaluations</b>

### PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>1. Read and explain the meaning of the title: <b>Rewilding the Earth</b>.</li> <li>2. This text seems to be learning about our planet. <b>I wonder</b> what rewilding means? <b>I wonder</b> how we must rewild the planet? <b>I wonder</b> why we must rewild the planet? <b>I think</b> there are too many humans and too many buildings and roads. <b>I think</b> we have changed all the wild places so that humans can live, and now the animals can't live there anymore.</li> <li>3. Follow the core methodology to instruct learners to scan the text.</li> </ol>



	<p>4. Suggestions of important words and how they connect to this text:</p> <ul style="list-style-type: none"> <li>• <b>energetic</b> – to do things with lots of energy and excitement and to do things in a very lively, active way. This young woman must be very excited to be there and full of energy and passion for the event.</li> <li>• <b>locally and globally</b> – locally is about things in the areas near you: your neighbourhood, your community, your province. Globally is about things that affect the globe, the whole planet. So this conference and these speakers are going to talk about environmental things happening in Soweto, Johannesburg and things affecting the whole world.</li> <li>• <b>tricky</b> – something that is complicated and problematic. Lungelo is realising that everything is connected and what we do affects the planet. This is tricky, or could cause problems, because that means we have to think about how we live and what that means for the Earth.</li> </ul> <p>5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: <b>‘There is no planet B.’</b> <i>This sounds like something I have heard before. I’ve heard people talk about having a ‘plan B’. That means if your first idea or plan (plan A) doesn’t work, you should have a back-up plan, another plan – plan B. Lungelo is making a pun (play on words) with the word plan – planet. He is saying, if we mess up and destroy this planet, there is no other planet for us to live on, no plan(et) B.</i></p>
ASK PREDICTIVE QUESTIONS	<p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> <li>• What do you think this text will be about?</li> <li>• Why do you think that?</li> <li>• What does the picture on the first page help you understand?</li> <li>• What else gives you some ideas and clues about what the text is about (e.g. the heading, images and layout)?</li> </ul>

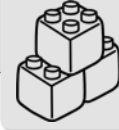
**HOMEWORK**

1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



**WEEK 7: WEDNESDAY / DAY 3:  
LSC (30 minutes)**

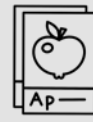
**BUILD AND MONITOR BACKGROUND KNOWLEDGE**



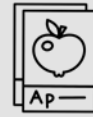
Follow the core methodologies to:

- Help learners add to their KWL chart.
- Teach learners new vocabulary using PATS (and add to personal dictionaries).
- Answer the question of the day, and follow up and extension questions.

**LSC: DEVELOP THEME VOCABULARY**



<b>solutions</b>	<b>Tell</b> learners that solutions are the answers to a problem.
	<b>Say:</b> I thought there was no way that I could fix my bike, but I actually found three solutions and now it is fixed.
<b>connected</b>	<b>Point</b> to dots on the board, and draw lines connecting them together.
	<b>Tell</b> learners that connected means to have joined or linked things together.
<b>impact</b>	<b>Tell</b> learners that to impact means to have a strong or powerful effect on something or someone.
	<b>Say:</b> My teachers impact the way I think about things. They make me excited to know more!
<b>tragedy</b>	<b>Tell</b> learners that a tragedy is when a very sad or bad thing happens. Often in a tragedy, people are hurt.
	<b>Say:</b> Any war is a tragedy, because people are hurt.
<b>nutrients</b>	<b>Tell</b> learners that nutrients are the things in food that help people, animals and plants live and grow.
	<b>Say:</b> Ice-cream has no nutrients! Even though it is yummy, it doesn't have anything in it that helps you grow.
<b>predator</b>	<b>Point</b> to pictures of predators (lions, cats, humans, sharks).
	<b>Tell</b> learners that predators are animals that hunt other animals for food.

**LSC: DEVELOP THEME VOCABULARY****overcame****Tell** learners that to have overcome something is to have won against something, or to have got over or past something difficult.**Say:** I overcame the fear I had about my exams. I passed them all!**used up****Tell** learners that when something is 'used up', it means that it is finished and there is nothing left.**Say:** I used up all my energy playing soccer! Now I have none left and I'm so tired.**QUESTION OF THE DAY**

QUESTION

**I think it is a good thing that there is nothing that threatens the growth of human population.**

GRAPH

2 COLUMN GRAPH

OPTIONS

**I think it is a good thing that there is nothing that threatens the growth of human population.***I agree / I disagree***FOLLOW UP AND EXTENSION QUESTIONS**

FOLLOW UP QUESTIONS

1. **Most learners think it is / is not a good thing that there is nothing that threatens the growth of the human population.**
2. **I think it is / is not a good thing that there is nothing that threatens the growth of the human population.**

EXTENSION QUESTIONS

1. **I think it is / is not a good thing that there is nothing that threatens the growth of human population. Why?**  
I think \_\_\_\_\_ because \_\_\_\_\_.
2. **What is the solution for the environmental crisis?**  
The solution for the crisis is \_\_\_\_\_.

**HOMEWORK**

Learners must add any new words and explanations to their personal dictionaries.



## WEEK 7: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	<b>Rewilding the Earth</b>
LEARNER BOOK	Pages 62–71
ACTIVITY	First Read
COMPREHENSION STRATEGY	<b>Making evaluations</b>

### FIRST READ



Follow the core methodology to complete the first read of the text.

<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p><b>Rewilding the Earth</b></p> <p>A young, energetic woman walks onto the stage in the community hall in Orlando. Across her t-shirt are the words: 'The climate is changing. Why aren't we?'</p> <p>'Good morning, everyone. My name is Nkuli Mbatha. Welcome to the Youth Climate Warriors' Conference! We have learners and students from all over Gauteng. The presentations will be looking at various environmental challenges we're facing locally and globally, and hopefully some solutions. I'm looking forward to an inspiring two days. Our first speaker today is a very active Climate Warrior from Soweto. Please come up, Lungelo Ndebele!'</p>	<p>Oh, <b>I can make a connection</b> to Vanessa Nakate, from Uganda. She is also a young climate warrior! <b>I wonder</b> if these presenters in Soweto have heard of her?</p>
<p>'Thank you, Nkuli. Good morning, fellow climate activists. I am <i>not</i> happy to be with you here today. I wish I didn't have to share my message. However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!'</p>	<p>Hmm, usually speakers say they <b>are</b> happy to be there. Lungelo has a good way of getting the audience's attention by starting like this.</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>So, the tricky thing I'm realising about life on this planet, is that everything is connected. We might think we can just live our lives the way we want and make decisions that work for us, and that everything will be fine. But everything we do and all the decisions we make, affect the natural environment. Everything – from what we choose to eat, to how we move around, how we cook our food and even how we throw away our rubbish – has an effect on our world! All our good and bad choices impact on the natural world. And we might not realise it, but we rely on the natural world around us to keep us alive.</p>	<p>Wow, <b>I can evaluate</b> that everything we do, even the things that seem meaningless, have an effect. <b>This makes me think</b> of what food I eat and how much plastic everything is always wrapped in.</p>
<p>There have been several environmental disasters over the decades that made everyone sit up and worry. However, those were just separate incidents. The true tragedy of our time is happening, every day, right across the globe, and we don't even notice it. I'm talking about the loss of our planet's wild places, the loss of its biodiversity. These wild spaces contain complicated ecosystems that are all connected.</p>	<p><b>This reminds</b> me of the story of the frog in the pot. If you put a frog in boiling water, it will jump out. But if the frog is put in lukewarm water which is then brought to a boil slowly, it won't realise the danger and it will be cooked to death! We are like the frog not realising the danger we're in!</p>
<p>For example, in the ocean, currents force important nutrients to the surface. Smaller fish eat these nutrients. Large predator fish then eat these smaller fish and take in the essential nutrients. The predator fish recycle the nutrients back into ocean and keep the system going. But powerful fishing companies are catching too many predator fish. This ends the natural cycle of the nutrients, and our oceans are beginning to die.</p>	<p>Hmm, we've come up with better fishing techniques, but we haven't come up with ways to sustain the balance of the ocean.</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive. But greedy fisheries are killing our oceans for profit. And we are not helping by throwing away single-use plastic bags and bottles that land up in the ocean killing marine life.</p>	<p><b>I can evaluate</b> that the fishing companies do not care about keeping our oceans healthy. <b>I think</b> it is shameful that they only care about making money!</p>
<p>It seems unbelievable that humans can have such a real impact on the planet. And we have only one planet. There is no planet B!</p>	<p>Wow! <b>I think</b> this really is the point! There is no other planet we can live on!</p>
<p>There was a time, not so long ago, when the human population was smaller. The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands. But then technology grew, our societies advanced, and unlike the rest of the animals, we overcame the things that threatened us. We have no predators. There are very few life-threatening diseases. We have worked out how to produce food. There is nothing left to restrict us. Nothing to stop us. Our populations will keep growing.</p>	<p><b>I can visualise</b> these beautiful natural wild places. I would love to see the Serengeti one day.</p>
<p>It is our growing population that will keep consuming the earth until we have used it up. It is disgraceful and inconceivable that we humans, a single species, could one day threaten the very existence of the earth and all the wild spaces.</p>	<p>When I hear the word 'consume' it's often about eating... so it's like we're eating the Earth!</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>What can we do? It's been staring us in the face all along. We need to restore the world's biodiversity. We need to rewild the world! There are some countries and organisations doing incredible work and we need to follow their lead. Every individual needs to be responsible for the choices they make.</p>	<p>Okay, so everyone needs to do something. <b>We</b> can all help.</p>
<p>Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.</p> <p>I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.'</p>	<p><b>I wonder</b> if this is possible, to lead sustainable lives? Can humans really give up so much of what we've become used to?</p>

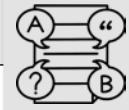
<b>Recall questions</b>	<b>Responses</b>
<p>What is this conference about? Where is it being held?</p>	<p>The conference is about the challenges facing the planet and the solutions. It's happening in Orlando, Soweto.</p>
<p>Why is the speaker, Lungelo, not happy to be there?</p>	<p>He is not happy to be there, because the information he has is terrible and affects us all. He wishes it were different.</p>

<b>Critical thinking</b>	<b>Possible responses</b>
<p>Why do you think plastic bags and bottles kill the animals and plants in the sea?</p>	<p>Plastic can't be broken down. / Tiny particles get swallowed by the animals and kill them. / Birds, fish and all sea life get tangled in bags and die. / Other suitable responses</p>
<p>Do you consider yourself an animal in the animal kingdom? Why or why not?</p>	<p>Own response with reason</p>





## INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **persuasive and emotive language**
2. Explain this as follows:

### Persuasive and Emotive Language

People use persuasive language to make others **agree with them** and share their values and ways of thinking. Persuasive language is used to **convince people** of a certain **idea** or to follow a certain action. People who use persuasive language are often those in advertising, politicians, people in campaigns and writers trying to convince readers of their point of view.

Those who are trying to persuade others choose the way **they use language very carefully**. They choose specific ways of saying or describing or presenting ideas and facts so that their audience connects and reacts emotionally. Persuasive language is intentionally planned to get an emotional response. The speaker or writer can make the audience feel sad, angry, excited, motivated, worried or any other emotion.

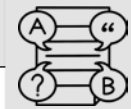
### Some Persuasive Language Techniques

- **Repetition** – to emphasise key words, phrases and ideas
- **Pronouns** – using ‘we’ and ‘us’ and ‘our’ to show a close relationship between the speaker/writer and the audience; using ‘they’ and ‘them’ to distance oneself with the ‘enemy’/ ‘other people’; uses ‘you’ to make the audience feel responsible
- **Lists** – to give more detail and provide examples
- **Short sentences** – to grab attention
- **Questions** – rhetorical questions to involve the audience and make them think about how they feel / what they can do.
- **Choice of words** – specific nouns, adjectives and adverbs are used because they have feelings associated with them (connotations). For example, look at the difference between ‘house’ and ‘home’; the difference between ‘skinny’ and ‘slender’; ‘interested’ and ‘nosy’; ‘quiet’ and ‘uncommunicative’

3. Point out the following examples of these in the text:
  - a. Repetition to emphasise the point: **‘However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!’**
  - b. Short sentences to grab attention: **‘Nothing to stop us.’ ‘There is no planet B.’ ‘Just imagine that.’**
  - c. Pronouns to show how we are involved and affected: **‘We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive...’**



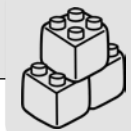
### INTRODUCE THE LSC IN CONTEXT



- d. Rhetorical questions makes the audience feel involved and responsible:  
**‘What can we do?’**
- e. Choice of words for an emotive response: **‘The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands.’**

## WEEK 7: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

### BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.

### TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **persuasive and emotive language**
2. Tell learners to copy the following **LSC note** in their books:

#### **Persuasive and Emotive Language**

People use persuasive language to make others agree with them and share their values and ways of thinking. Persuasive language is used to convince people of a certain idea or to follow a certain action. Those who are trying to persuade others choose the way they use language very carefully. Persuasive language is planned to bring about an emotional response.

#### **Some Persuasive Language Techniques**

- Repetition – to emphasise key words, phrases and ideas.
- Pronouns – using ‘we’ and ‘us’ and ‘our’ to show a close relationship between the speaker / writer and the audience; to show who is involved and affected.
- Short sentences – to grab attention.
- Questions – rhetorical questions to involve the audience and make them think about how they feel / what they can do.
- Choice of words – specific nouns, adjectives and adverbs are used because they have feelings associated with them (connotations).

3. Remind learners of the examples in the text that you pointed out in Wednesday’s lesson.

**Language Writing Activity:**

1. Choose the word that you think has a more **emotive** (would cause an emotional reaction) effect:
  - a. After the long week, everyone was **exhausted / tired**. (*exhausted*)
  - b. We will not stop until we **find / bring to light** the truth! (*bring to light*)
  - c. I couldn't live without you. You are my **soul mate / friend**. (*soul mate*)
  - d. 'You need to support me,' she **begged / said**. (*begged*)
  - e. The situation made us feel **sad / depressed**. (*depressed*)
  - f. When we heard what was hapenning we were **upset / terrified**. (*terrified*)
  - g. He **moved fast / bolted** through the crowds. (*bolted*)
2. Rearrange the following to create rhetorical sentences:
  - a. think that true could you How is? (*How could you think that is true?*)
  - b. a future to have want your you Don't children? (*Don't you want your children to have a future?*)
  - c. problem of the you Are part? (*Are you part of the problem?*)
  - d. do to going to What you are change? (*What are you going to do to change?*)
  - e. you realise will When? (*When will you realise?*)
3. Add a pronoun to make people feel connected and motivated.
  - a. This is the time where \_\_\_\_\_ all need to be involved! (I / you / he) – *you*
  - b. I need \_\_\_\_\_ support. (your / our / her) – *your*
  - c. My fellow South Africans, \_\_\_\_\_ are all in this together. (they / you / we) – *we*
  - d. \_\_\_\_\_ can be part of the solution! (she / they / you) – *you*
4. Correct this activity together with learners and explain the answers where necessary.

**HOMEWORK**

Find a suitable consolidation activity from the textbook in the Management Document. Tell learners to complete this for homework.

**WEEK 7: THURSDAY / DAY 4:  
SECOND READ (30 minutes)**

TITLE	<b>Rewilding the Earth</b>
LEARNER BOOK	Pages 62–71
ACTIVITY	Second Read
COMPREHENSION STRATEGY	<b>Making evaluations</b>



### SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
  - a. What kinds of decisions that we make affect the planet?
  - b. Which does the presenter think is worse: big environmental disasters or the everyday destruction of the Earth's wild places?
  - c. How does the fishing companies' greed affect the natural balance of marine life (all life in the sea)?
  - d. How has our advanced technology become a threat to ourselves? (Why was a smaller, less advanced human population better for the planet?)
  - e. Do you think that the actions of humans (over-fishing the oceans, over-farming the land, pollution, etc) will actually destroy the planet?
  - f. If you were giving a speech about the dangers facing the planet, what would you say in your introduction to get your audience's attention?

<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p><b>Rewilding the Earth</b> A young, energetic woman walks onto the stage in the community hall in Orlando. Across her t-shirt are the words: 'The climate is changing. Why aren't we?'</p> <p>'Good morning, everyone. My name is Nkuli Mbatha. Welcome to the Youth Climate Warriors' Conference! We have learners and students from all over Gauteng. The presentations will be looking at various environmental challenges we're facing locally and globally, and hopefully some solutions. I'm looking forward to an inspiring two days. Our first speaker today is a very active Climate Warrior from Soweto. Please come up, Lungelo Ndebele!'</p>	<p><b>I wonder</b> how old you have to be to be a climate warrior? <b>I wonder</b> what Lungelo does to help the environment?</p>
<p>'Thank you, Nkuli. Good morning, fellow climate activists. I am not happy to be with you here today. I wish I didn't have to share my message. However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!'</p>	<p><b>I can see</b> that he uses language to make us see how important this is! He is saying that if we don't do something there won't be future generations!</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>So, the tricky thing I'm realising about life on this planet, is that everything is connected. We might think we can just live our lives the way we want and make decisions that work for us, and that everything will be fine. But everything we do and all the decisions we make, affect the natural environment. Everything – from what we choose to eat, to how we move around, how we cook our food and even how we throw away our rubbish – has an effect on our world! All our good and bad choices impact on the natural world. And we might not realise it, but we rely on the natural world around us to keep us alive.</p>	<p>I don't like to think that I might be part of the problem. But if individuals don't take responsibility, <b>I can infer</b> we will all suffer.</p>
<p>There have been several environmental disasters over the decades that made everyone sit up and worry. However, those were just separate incidents. The true tragedy of our time is happening, every day, right across the globe, and we don't even notice it. I'm talking about the loss of our planet's wild places, the loss of its biodiversity. These wild spaces contain complicated ecosystems that are all connected.</p>	
<p>For example, in the ocean, currents force important nutrients to the surface. Smaller fish eat these nutrients. Large predator fish then eat these smaller fish and take in the essential nutrients. The predator fish recycle the nutrients back into ocean and keep the system going. But powerful fishing companies are catching too many predator fish. This ends the natural cycle of the nutrients, and our oceans are beginning to die.</p>	<p><b>I can make a connection</b> to the Food Chains we learnt about in Natural Science. Each part of the chain is important and can't be removed.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive. But greedy fisheries are killing our oceans for profit. And we are not helping by throwing away single-use plastic bags and bottles that land up in the ocean killing marine life.</p> <p>It seems unbelievable that humans can have such a real impact on the planet. And we have only one planet. There is no planet B!</p>	<p><b>I realise</b> that I buy plastic cooldrink bottles.  <b>I think</b> I need to buy a non-disposable water bottle instead.</p>
<p>There was a time, not so long ago, when the human population was smaller. The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands. But then technology grew, our societies advanced, and unlike the rest of the animals, we overcame the things that threatened us. We have no predators. There are very few life-threatening diseases. We have worked out how to produce food. There is nothing left to restrict us. Nothing to stop us. Our populations will keep growing.</p>	<p><b>I thought</b> it was good that we had nothing to threaten us, but maybe it is not?</p>
<p>It is our growing population that will keep consuming the earth until we have used it up. It is disgraceful and inconceivable that we humans, a single species, could one day threaten the very existence of the earth and all the wild spaces.</p>	<p>So, this is confusing: we got rid of everything that threatened our lives, but by doing that, we became so powerful, we are destroying the planet we live on and therefore threatening our lives!</p>
<p>What can we do? It's been staring us in the face all along. We need to restore the world's biodiversity. We need to rewild the world! There are some countries and organisations doing incredible work and we need to follow their lead. Every individual needs to be responsible for the choices they make.</p>	<p><b>I can make a connection</b> to the magazine article we listened to – the countries that banned fishing and farming to help the natural world grow back.</p>



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.</p> <p>I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.'</p>	<p><b>I think</b> we need to see ourselves differently, not <i>outside</i> of the natural world, but <i>part</i> of it! Maybe that's a start!</p>

<b>Recall questions</b>	<b>Responses</b>
<p>What kinds of decisions that we make affect the planet?</p>	<p>All decisions: what we eat, how we travel, what we buy, how we get rid of our waste, etc.</p>
<p>Which does the presenter think is worse: big environmental disasters or the everyday destruction of the Earth's wild places?</p>	<p>Everyday destruction of the wild places.</p>
<p>How does the fishing companies' greed affect the natural balance of marine life (all life in the sea)?</p>	<p>The big companies are over-fishing and taking out the predators in the ocean. Valuable nutrients are being taken out and not replaced.</p>

<b>Critical thinking</b>	<b>Possible responses</b>
<p>How has our advanced technology become a threat to ourselves? (Why was a smaller, less advanced human population better for the planet?)</p>	<p>Our technology is so effective, we are destroying forests and oceans. This in turn will mean life on Earth cannot be sustained and our lives will be in danger.</p>
<p>Do you think that the actions of humans (over-fishing the oceans, over-farming the land, pollution, etc) will actually destroy the planet? Why / Why not?</p>	<p>Own responses with reasons</p>
<p>If you were giving a speech about the dangers facing the planet, what would you say in your introduction to get your audience's attention?</p>	<p>Own responses (Passionate, attention-grabbing, asking the audience a rhetorical question, etc)</p>



## LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

## HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

## WEEK 7: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

### ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

### WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the oral formal assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.





## WEEK 8: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

<p>MODELLING: (I do...)</p>	<ol style="list-style-type: none"> <li>1. Remind the learners that this cycle, we have been working on <b>making evaluations</b>.</li> <li>2. Explain that this week, we have been working on <b>making evaluations</b>. <ul style="list-style-type: none"> <li>• Explain that when we make an evaluation, we <b>make a judgement</b>.</li> <li>• This is a key comprehension skill.</li> <li>• This can be about the <b>characters</b>, or the <b>events</b> in the text.</li> <li>• We can also <b>evaluate the text</b> itself: is it interesting, did you like it and so on?</li> <li>• When we make an evaluation, we always need to have a <b>reason or evidence to justify our judgement</b>.</li> </ul> </li> <li>3. Model making an evaluation. <p><b>Characters:</b> <i>Nkuli Mbatha is the organiser of the Youth Climate Warriors' Conference and Lungelo Ndebele is the opening speaker. <b>I can make the evaluation</b> that both Nkuli and Lungelo are knowledgeable and passionate about saving the planet. Nkuli has organised a whole conference to educate people and find solutions to the problems. At the start, her introductory words are enthusiastic and sincere. Lungelo's presentation shows he knows a lot about the reasons why and how humans are destroying the planet. He has a lot of examples and uses scientific evidence to make his points. He makes people see how they are responsible and also how they can be part of the solution.</i></p> </li> </ol>
<p>WORK WITH LEARNERS: (We do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, we will make a character evaluation together!</li> <li>2. Say: Do you think <b>the fishing companies are greedy</b>? Why or why not?</li> <li>3. Explain that we can use this frame to help us: Yes, I think they are greedy because... No, I think they are not greedy because...</li> <li>4. Listen to learners' ideas, like: <ol style="list-style-type: none"> <li>a. Yes, I think they are greedy because they just want to make money. Their actions have a huge impact of the health and balance of the ocean life, but they do not stop fishing. They do not care about the consequences of their actions. They continue to use technology to help them and the result is over-fishing and the destruction of life in the ocean.</li> </ol> </li> </ol>



	<p>b. No, I think they are not greedy because this is their job. It is not their fault that their work has these consequences. They need to do their jobs to earn a living and provide for their families. People want to eat fish and the companies can provide fish. They are just responding to people's need and the economic demand.</p>
<p>PAIR WORK: (You do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will make <b>their own evaluation</b> about the text.</li> <li>2. Read out loud while learners follow along: <i>Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.</i> <i>I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.</i></li> <li>3. Ask learners: <b>Make an evaluation about the effectiveness of Lungelo's speech.</b> Are you convinced by the arguments and information he presents? Will you change your actions and choices because of his speech? Has he used language effectively to get you to share his concerns and opinions and to take action? Give a reason for your evaluation.</li> <li>4. Explain that learners can use this frame to help them: <i>I think Lungelo's speech is / is not convincing because ...</i></li> <li>5. Instruct learners to turn and talk and discuss this with a partner.</li> <li>6. After 3–5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their evaluations, like: <ol style="list-style-type: none"> <li>a. <i>I think the speech is convincing. Lungelo's facts and the way he presented them made me aware of the urgency of the crisis. He also made me realise that all of us, even me, are responsible for our choices and that our choices affect the planet.</i></li> </ol> </li> </ol>
<p>NOTES</p>	<ol style="list-style-type: none"> <li>1. Make sure the learners write the following note in their exercise books: <b>Strategy: Making evaluations</b> <i>Making evaluations is about making judgements and forming opinions based on what is happening in the text.</i> <u>To make an evaluation I must:</u> <ul style="list-style-type: none"> <li>• Think about what a character does or says.</li> <li>• Think about the purpose of the text.</li> <li>• Decide what I think about this and form my own opinion.</li> <li>• Think about the text as I read and look for evidence that my judgement is correct or incorrect.</li> </ul> </li> </ol>

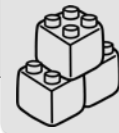


- If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).

## WEEK 8: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	<b>Rewilding the Earth</b>
LEARNER BOOK	Pages 62–71
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	<b>Making evaluations</b>

### BUILD AND MONITOR BACKGROUND KNOWLEDGE



- Follow the core methodology to help learners add to their KWL chart.
- Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

### POST-READ: MAKING EVALUATIONS SUMMARY



- Follow the core methodology to help learners complete a summary of the text:  
**Rewilding the Earth**  
Remind learners that this week we have been making evaluations about a text.
- Use the following summary frame:  
**This text is about...**  
**I think the author wrote the text so that...**  
**In the text I learnt...**  
**I liked... because...**  
**Overall, I think the text is...**  
**From this text, I can evaluate...**



3. Once you have completed the activity, come up with a class summary, for example:

**Rewilding the Earth**

**This text is about** the dangers facing the planet and what needs to be done to start saving it. **I think the author wrote the text so that** the reader can learn about why things are the way they are and the urgency of these dangers. I also think the author wanted the reader to see how everyone is responsible and that there are solutions to the problems.

**In the text I learnt** that because humans have nothing that threaten us, our actions are devastating to the planet. / the ocean is very important. / about rewilding the planet. **I liked** the solutions presented **because** it's reassuring to know we can start changing things and saving the planet. / the descriptions of the wild spaces. **Overall, I think the text is** necessary for people to hear / informative / scary! **From this text, I can evaluate** that people need to be told this information so they can make better choices in their lives.

**WEEK 8: TUESDAY / DAY 2:  
TEACH THE GENRE (30 minutes)**

<b>TEXT TYPE</b>	<b>PURPOSE</b>	<b>TEXT STRUCTURE</b>	<b>LANGUAGE FEATURES</b>
<b>Newspaper article</b>	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> <li>• State facts briefly but accurately.</li> <li>• Strive to communicate the essence without losing the reader.</li> <li>• Summarise accurately, without slanting the truth.</li> <li>• Give a succinct headline and add a clear sub-title.</li> <li>• Start with the most important facts: the who, what, how, when, where, why, and to what degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language</li> <li>• Written in 3<sup>rd</sup> person.</li> <li>• Can use an active or passive voice, depending on the focus and which is more engaging for the reader.</li> <li>• Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.</li> </ul>

INTRODUCE THE  
GENRE

1. Explain that this cycle, learners will write **a newspaper article**.
2. A newspaper informs (tells) people of something important that has happened or something that is of interest to the public.
3. Explain that we learn about who, what, when, where, why, and how the event happened in the first paragraph of the article.
4. Explain that a newspaper article has some special features that we might not have in other types of writing.
5. Explain these features:
  - a. **Headline:** A short statement that grabs the reader's attention. Full sentences are not necessary.
  - b. **Sub-title:** Also known as a blurb. Tells the reader what the article is about and appears directly below the headline.
  - c. **Byline:** 'By... ' (the name of the writer of the article).
6. Show learners how this is set out:
 

**Local company working on global problem** [centered]  
How a Cape Town company makes environmentally safe  
beauty and cleaning products and gives back to the youth  
[centered]  
[leave a line]  
By Xoli Mayaba [align right]

READ THE  
FOLLOWING  
NEWSPAPER ARTICLE

**Local company giving back while saving the world**  
How a Cape Town company makes environmentally safe  
beauty and cleaning products and gives back to the youth  
By Xoli Mayaba

Nurturer is a company focused on doing good. They were recently awarded the *Most Impact in the Community Award*. The event took place at the Khayelitsha Civic Centre on the 14<sup>th</sup> August. Their mission statement focuses on creating affordable, earth-friendly products and giving all their profits to a youth development NPO to give youth a chance. Khululekani Nyobole is an eco-friendly entrepreneur who started Nurturer.

Nyobole talks animatedly about their work. 'You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make,' he explains. 'All our products are 100% natural, plant-based and biodegradable, and that includes all our recyclable packaging. And, an amazing part of this is that we are giving back to and empowering the youth everyday! It is a real privilege to be having such an effect on our community.'



	<p>Khwezi Matabile, the organiser of the event, commented, 'The impact Nurturer is having is really changing lives. They are working locally to develop youth, and globally, to help our planet. We hope they go from strength to strength.'</p> <p>Nurturer's products include beauty products, kids' products, home cleaning, business cleaning and water saving products. Everything is locally-sourced and plant-based. 'Our brand and our ideas are growing and the more we grow, the better for everyone!' smiles Nyobole.</p> <p>If you want to purchase any Nuturer products, they are all available on Takealot or you can find out more on their website: <a href="http://nurturer.co.za">nurturer.co.za</a></p>
DISCUSS	<ol style="list-style-type: none"> <li>1. What is the headline of the article?</li> <li>2. What is the byline? (Who wrote the article?)</li> <li>3. What event (and company) does this article give us information about?</li> <li>4. Where do you find out who the article is about?</li> <li>5. Where do you find out what this person did?</li> <li>6. Where do you find out where this happened?</li> <li>7. How do we know that this is a newspaper article?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and to write down the following heading and notes:</b></p> <p><b><u>Newspaper Article</u></b></p> <ol style="list-style-type: none"> <li>1. Write about who, what, when, where, why, and how in the first paragraph.</li> <li>2. Must have these features:       <ol style="list-style-type: none"> <li>a. <b>Headline:</b> A short statement that grabs the reader's attention. Does not need to be a full sentence.</li> <li>b. <b>Sub-title:</b> Also known as a blurb. Tells the reader what the article is about and appears directly below the headline. Does not need to be a full sentence.</li> <li>c. <b>Byline:</b> 'By...' (the name of the writer of the article).</li> </ol> </li> <li>3. Includes some quotations.</li> <li>4. Written in clear, concise language.</li> <li>5. Written in the 3<sup>rd</sup> person.</li> </ol>



**WEEK 8: TUESDAY / DAY 2:  
PLANNING (30 minutes)**

TOPIC	<b>Write a newspaper article about someone who is helping to save the Earth</b>	
GENRE	Newspaper article	
PLANNING STRATEGY	Write a list of questions	
INTRODUCTION	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that they are going to write a newspaper article.</li> <li>3. The article must be about someone in their community who is helping to save the planet. (If they know of a real person they can write about that person; or they can research someone doing environmental work; or they can make up a person.)</li> <li>4. Explain to learners that they must do this in their exercise books.</li> </ol>	
MODELLING: (I do...)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you think before you write.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: <i>I'm going to write an article about someone who is doing something to save the planet. I'm going to write about Gloria in my neighbourhood who cleans up litter and educates others to do the same. I will write about her as though I don't know her. I will give details about her work and put in some quotes from her.</i></li> <li>4. Have the questions written on one side of the chalkboard.</li> <li>5. Show learners how you answer the questions.</li> <li>6. Do this on the other side of the chalkboard.</li> </ol>	
	<b>Questions for Newspaper Article</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. Who is the person you will be writing about?</li> <li>2. What does this person do that is making a difference / helping to save the planet?</li> <li>3. Where does this person do her / his work?</li> <li>4. When do the activities take place?</li> </ol>	<ol style="list-style-type: none"> <li>1. Gloria Nontshizala</li> <li>2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important.</li> <li>3. Gloria lives in Sakhile and works in and around the community.</li> </ol>



	<ol style="list-style-type: none"> <li>5. What does the person say about his / her work? (a quote)</li> <li>6. What do others say about this person and their work?</li> <li>7. Are there any other interesting or important details? For example, events that the public should know about or how to contact the person to help and get involved.</li> </ol>	<ol style="list-style-type: none"> <li>4. She is always 'working'! But she organises monthly community clean-ups.</li> <li>5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.'</li> <li>6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.'</li> <li>7. Big community event for all primary schools planned in spring.</li> </ol>
<p>LEARNERS PLAN: (You do...)</p>	<ol style="list-style-type: none"> <li>1. Instruct learners to think about this person and their work. Why do they stand out and make a difference?</li> <li>2. Next, tell learners to turn and talk to with a partner about the person and their work and share their idea.</li> <li>3. Show learners the questions and your answers on the chalkboard.</li> <li>4. Hand out the exercise books.</li> <li>5. Tell learners they must write their <b>own answers</b> to the questions – they must not use your answers.</li> <li>6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol>	





Hand written plan: Newspaper article - answers to questions

1. Gloria Nontshizala

2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important.

3. Gloria lives in Sakhile and works in and around the community.

4. She is always 'working!' But she organises monthly community clean ups.

5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.'

6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.'

7. Big community event for all primary schools planned in spring.



## WEEK 8: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

**Write a newspaper article about someone who is helping to save the Earth**

Before class begins, rewrite the questions and responses on the board.

Questions for Newspaper Article	My answers
<ol style="list-style-type: none"> <li>1. Who is the person you will be writing about?</li> <li>2. What does this person do that is making a difference / helping to save the planet?</li> <li>3. Where does this person do her/his work?</li> <li>4. When do the activities take place?</li> <li>5. What does the person say about his/her work? (a quote)</li> <li>6. What do others say about this person and their work?</li> <li>7. Are there any other interesting or important details? For example, events that the public should know about or how to contact the person to help and get involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gloria Nontshizala</li> <li>2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important.</li> <li>3. Gloria lives in Sakhile and works in and around the community.</li> <li>4. She is always 'working'! But she organises monthly community clean-ups.</li> <li>5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.'</li> <li>6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.'</li> <li>7. Big community event for all primary schools planned in spring.</li> </ol>



<p><b>EXPLAIN THE DRAFTING FRAME</b></p>	<ol style="list-style-type: none"> <li>Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>They must also arrange the sentences into 3 paragraphs.</li> <li>Write the following frame on the chalkboard, and explain it to learners:                     <p><b>My newspaper article</b></p> <p><b>Paragraph 1</b></p> <p>This paragraph gives us the basic introduction and summary. It helps us understand what we will read about.</p> <p><i>Points 1–4</i></p> <p><b>Paragraph 2</b></p> <p>This paragraph goes more in depth about the person and her / his work. There are quotes from the person and others.</p> <p><i>Points 5–6</i></p> <p><b>Paragraph 3</b></p> <p>This paragraph tells us any other interesting points, details of events or contact details of the person or organisation.</p> <p><i>Point 7</i></p> </li> <li>Next, tell learners they must use their answers to write their article.</li> </ol>
<p><b>DRAFTING</b></p>	<ol style="list-style-type: none"> <li>Follow the core methodology to help learners complete their drafts.</li> <li>Specify the following points:                     <ul style="list-style-type: none"> <li><b>Remind learners that the article is about someone who is working hard to save the planet and make a difference.</b></li> <li><b>They must have a headline, sub-title and byline.</b></li> <li><b>The language should be clear and concise and in the 3rd person.</b></li> <li><b>Their article must have quotes.</b></li> </ul> </li> <li>As learners write, walk around the classroom and hold mini-conferences as per the core methodology.</li> </ol>

**HOMEWORK**



If learners have not fully completed their draft, they must do so for homework.



Hand written plan: Newspaper Article

Cleaning the Hood

Community member tirelessly cleans up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Gloria is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, she also goes further afield to the residential streets. Ms Nontshizala always welcomes helpers, and often contacts the local schools to encourage the learners to get involved too. When she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

'All this pollution doesn't just stay on our roads and in our neighborhood. This bottle of detergent is the waste poisoning our rivers and this is the plastic killing our sea!' she says, holding up a bottle. Everyone has to do their bit. I think it is so important to inform the youth so we can try end this problem, says Gloria.

A community member says, Gloria never gets tired on her mission. She always has a friendly smile, a black bag and a biscuit for anyone wanting to help. She is one of the heroes in our community. And thanks to her hard work, we are seeing a difference and the streets are cleaner. People are also using the recycling bins more.

Gloria is planning a Big Spring Clean-Up at the beginning of September. She is hoping for many of the local schools to get involved. If anyone wants to help Gloria, contact her on 071 966 5020.



## WEEK 8: THURSDAY / DAY 4: EDITING (30 minutes)

*Follow the core methodology to help learners to edit their draft texts.*

### EDITING CHECKLIST



*(Write this on the board  
before class begins)*

1. Do I have a headline, a sub-title and a byline?
2. Does my newspaper article answer who, what, when, where and why?
3. Does my article give information about someone who is doing something to save the planet?
4. Does my newspaper article have at least one quotation?
5. Did I spell all words correctly?
6. Does each sentence begin with a capital letter?
7. Does each sentence end with proper punctuation?

### HOMework



If learners have not fully completed their final draft, they must do so for homework.



Hand written plan: Newspaper Article

Cleaning the Hood

Community member tirelessly cleans up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Gloria is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, <sup>but</sup> she also goes further afield to the residential streets. Ms Nontshizala always <sup>^</sup>welcomes helpers, and often <sup>a</sup>contacts the local schools to encourage the learners to get involved too. When <sup>^</sup>she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

'All this pollution doesn't just stay on our roads and in our neighborhood. This bottle of detergent is the waste poisoning our rivers and this is the plastic killing our sea!' she says, holding up a <sup>bottle</sup> bottle. Everyone has to do their bit. I think it is so important to inform the youth so we can try end this problem,' says Gloria.

A community member says, 'Gloria never gets tired on her mission. She always has a friendly smile, a black bag and a biscuit for anyone wanting to help. She is one of the <sup>e</sup>heros <sup>f</sup>in our community. And thanks to her hard work, we are seeing a <sup>f</sup>diference and the streets are cleaner. People are also using the recycling bins more.'

Gloria is planning a Big Spring Clean-Up at the beginning of September. She is hoping for many of the local schools to get involved. If anyone wants to help Gloria, contact her on 071 966 5020.



## WEEK 8: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

### PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Instruct learners to read through their corrections.
2. Rewrite a copy of their newspaper article in their exercise books, correcting any mistakes

### PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
  - Try do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.





### Cleaning the 'Hood'

Community member tirelessly clean up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Gloria is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, but she also goes further afield to the residential streets. Ms Nontshizala always welcomes helpers, and often contacts the local schools to encourage the learners to get involved too. When she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

'All this pollution doesn't just stay on our roads and in our neighbourhood. This bottle of detergent is the waste poisoning our rivers and this is the plastic killing our sea!' she says, holding up a bottle.

'Everyone has to do their bit. I think it is so important to inform the youth so we can try end this problem,' says Gloria. A community member says, 'Gloria never gets tired on her mission. She always has a friendly smile, a black bag and a biscuit for anyone wanting to help. She is one of the heroes in our community. And thanks to her hard work, we are seeing a difference and the streets are cleaner. People are also using the recycling bins more.'

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## WEEK 8: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

### ORAL PRESENTATION

This week you will introduce and explain Task 7, the Oral Presentation of their Creative Writing Project. Learners must start their presentations this week and continue through Term 3 and into Term 4 until each learner has presented their FAT 7 and been awarded a mark.

EXPLAIN THE ORAL PRESENTATION  
(Formal Assessment Task 7: 20 marks)  
15 minutes

1. For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project).
2. The learners need to use the reports they wrote and present their findings to the class.
3. They will also read their poems to the class.
4. For their orals, learners must **structure their presentations** as follows:  
(Write the following structure on the board.)
  - a. **Introduction:** Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
  - b. **Body** – part one: Share the main findings of your research. Which form of poetry did you focus on? Why did you choose that type?
  - c. **Body** – part two: Read your own poem (with expression!)
  - d. **Conclusion:** Share the evaluation you made about poetry, as well as your evaluation of this experience
5. Learners also need to be aware of their **non-verbal presentation skills**:
  - a. Your **voice projection** should allow everyone in the class to hear what you are saying.
  - b. Your **pace** should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  - c. You should maintain **eye contact** with your audience.
  - d. Your **posture** should be formal and upright.
  - e. You can use **gestures** if they add to the content of your speech. These might be especially effective when reading your poem.
6. As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section:
  - Participate in discussions
  - Give constructive feedback
  - Maintain a discussion
  - Show sensitivity to the rights and feelings of others



<p><b>PREPARE YOUR ORAL</b> 15 minutes</p>	<ol style="list-style-type: none"> <li>1. Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</li> <li>2. Ensure learners know that this is an Assessment Task for 20 marks.</li> <li>3. Ensure that learners know the structure of their presentations.</li> <li>4. Here are some sentence starters they can use:           <p><b>Introduction:</b> Today I will talk about... The research I did was on... My speech today concerns...</p> <p><b>Body:</b> When I first heard about this project I felt / thought... I chose to focus on the ... poetry form, because...  I will now read my poem, entitled... I hope you will enjoy poem. It's called...</p> <p><b>Conclusion:</b> In conclusion... To sum up... Now that I've done this project, I can say that... After doing this project, I feel...</p> </li> <li>5. Give learners time to plan their presentations and think about how they will read their poem in an effective way.</li> </ol>
<p><b>ORAL PRESENTATIONS:</b> 25 minutes</p>	<ol style="list-style-type: none"> <li>1. Remind the class that while learners are delivering their speeches:           <ul style="list-style-type: none"> <li>• Listen respectfully when someone is presenting.</li> <li>• Do not interrupt when someone is presenting.</li> <li>• Applaud when the speaker is finished.</li> <li>• Be open-minded and tolerant of ideas that are different to your own.</li> <li>• Give feedback that is thoughtful and positive.</li> </ul> </li> <li>2. Write on the board:           <ul style="list-style-type: none"> <li>• What did you like about the poem?</li> <li>• Why?</li> </ul> </li> <li>3. While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.</li> <li>4. Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.</li> <li>5. You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented.</li> </ol>
<p><b>FEEDBACK</b> 5 minutes</p>	<ol style="list-style-type: none"> <li>1. After the oral presentations for the lesson have been presented, call on several learners to give feedback on the poems they enjoyed, and why they liked them.</li> </ol>



## CONCLUSION

**Find 10 minutes at the end of the cycle to do the following:**

### SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

**This cycle we:**

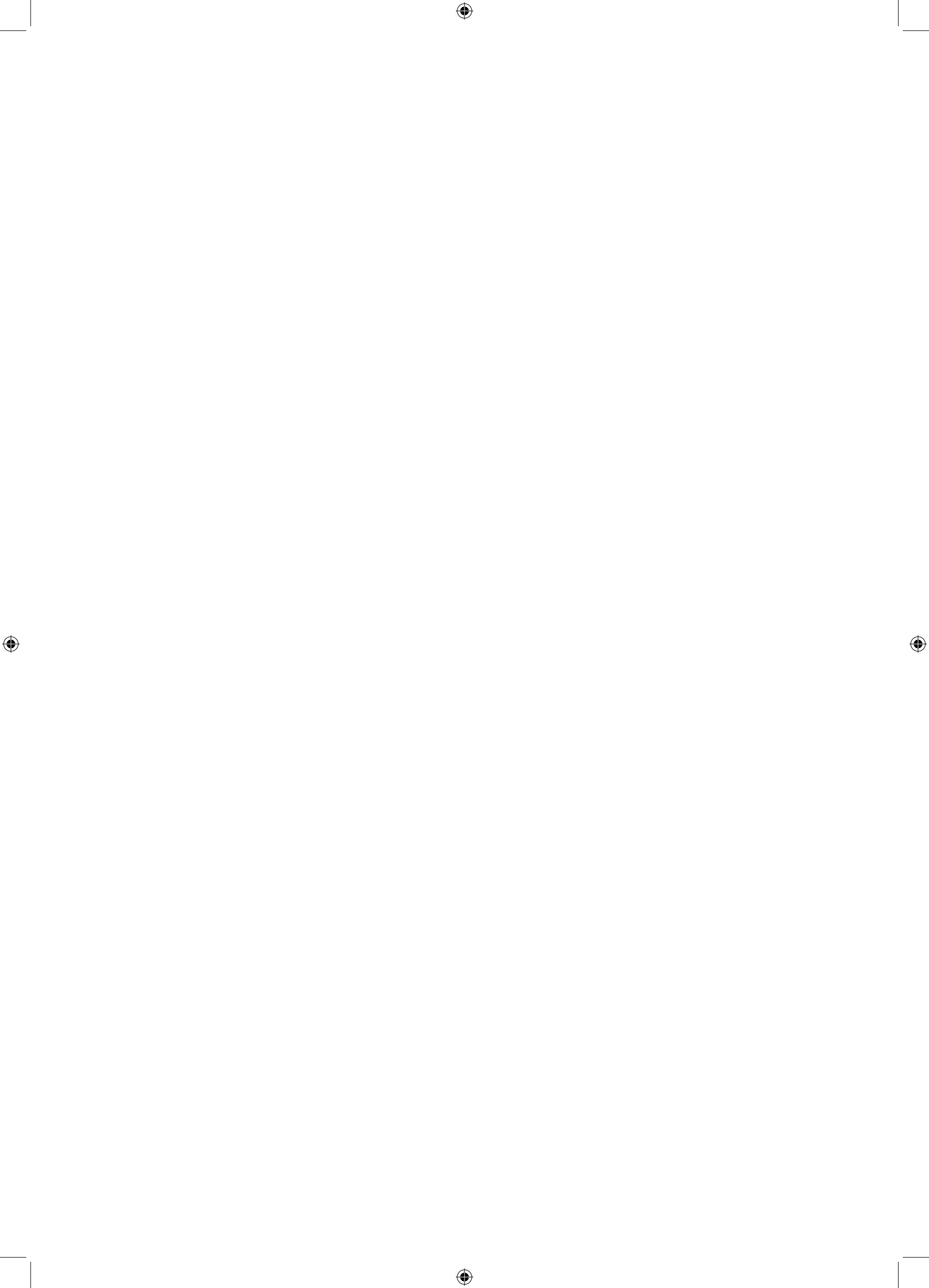
- Learnt new vocabulary words about the effect the growing human population is having on the planet.
- Listened to an article about some countries' actions to save the Earth.
- Learnt about persuasive and emotive language
- Read different texts about how humans are destroying the Earth and solutions to try save it.
- Spoke about the texts.
- Answered questions about the texts.
- Learnt about how to write a newspaper article.
- Wrote a newspaper article.
- Delivered Oral Presentations on our reports and our poems, listened to others and gave feedback on others' presentations.

### REFLECT

1. Ask learners to think about something they think they did well during the cycle.
2. Call on a few learners to share.
3. Ask learners to think about something they think they could have done better during the cycle.
4. Call on a few learners to share. Praise learners for their honesty and self-reflection.
5. Ask learners if they have any last questions to ask. Address these as well as possible.
6. **Ask learners to think about the connections between this theme and what they have been learning about in Social Science (Geography) and Life Orientation. Ask learners to share any connections that they can think of.** *(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)*

### ACKNOWLEDGE AND CELEBRATE

- Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.
- Celebrate the achievements of those learners, and also of the whole class!



# **THEME**

## **Addiction and Abuse**

**Term 3**

**Weeks 9 & 10 | Cycle 5**



## TERM 3: WEEK 9

## OVERVIEW



THEME	<b>Addiction and Abuse</b>
PHONIC DECODING	slow, sleep, slap, free, flee, keep
SIGHT WORDS	speak, mean, happy, wrong, yourself, power, shout, over, does, before
THEME VOCABULARY	advice, lose it, peer pressure, gut instinct, eye on you, stand up, despondent, anxious, inevitable, disgust, clench, shove, heartbreak
LSC	Subject and predicate
COMPREHENSION STRATEGY	<b>Making inferences</b>
WRITING GENRE	Descriptive essay
WRITING TOPIC	<b>Describe a time when you felt _____.</b>
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>articles about drug use and abuse; stories about addiction; interviews with addicts; stories about families of addicts; stories and information about recovery from addiction; information about rehabilitation; information about types and symptoms of substance abuse; stories, poems about peer pressure and why people start taking drugs and alcohol; etc.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>pamphlets and posters about abuse and addiction; graphs and tables showing how and why people start taking drugs; photos and visuals of addicts and their symptoms; etc.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol>



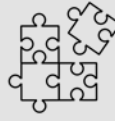
## WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 5: **Addiction and Abuse**
2. **Introduce the theme as follows:**
  - Explain to learners that in Life Orientation they will focus on Substance Abuse.
  - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand peer pressure and the both physical and emotional effects of abuse.

### ACTIVATE BACKGROUND KNOWLEDGE

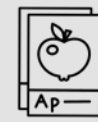


1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
  - a. **What are some reasons why people start taking drugs and abusing alcohol?**
  - b. **Why do some teenagers start taking drugs?**
  - c. **What is peer pressure?**
  - d. **How does addiction and abuse affect a person – physically, mentally and emotionally?**
  - e. **How can living with an addict affect a family?**
  - f. **What is rehabilitation?**

Follow the core methodologies to:

2. Teach learners new vocabulary using PATS (and add to personal dictionaries).
3. Ask learners to answer the question of the day, the follow up and extension questions.

### LSC: DEVELOP THEME VOCABULARY



#### advice

**Tell** learners that advice is the help or ideas you give someone who is needing to make a difficult choice.

**Say:** Mom, my friends are being mean to be and I don't know what to do. Please give me advice?

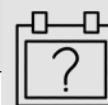
#### lose it

**Act** out 'losing it' – pretend to shout, get mad, shake your hands, and pull an angry expression.

**Tell** learners that to 'lose it' means to lose your cool and your calm, and to get really angry.

**LSC: DEVELOP THEME VOCABULARY**

<b>peer pressure</b>	<b>Act</b> out peer pressure – pretend to pressure someone to drink something, or do something they don't want to do.
	<b>Tell</b> learners that peer pressure is when a peer (someone your age) tries to make you do something you aren't comfortable doing.
<b>gut instinct</b>	<b>Tell</b> learners that a gut instinct is you just know or understand something, without needing to think more about it.
	<b>Say:</b> My gut instinct is to trust you!
<b>eye on you</b>	<b>Act</b> out having your eye on someone – pretend to watch them, point to your eye and then to them.
	<b>Tell</b> learners that 'eye on you' means to watch someone closely.
<b>stand up</b>	<b>Tell</b> learners that to stand up to someone means to be brave and tell them that you don't agree with what they are doing.
	<b>Say:</b> Mzonke, you must stand up to those bullies! Tell them that what they are doing is wrong.

**QUESTION OF THE DAY**

<b>QUESTION</b>	<b>Why do some teenagers experiment with drugs and alcohol?</b>
<b>GRAPH</b>	4 COLUMN GRAPH
<b>OPTIONS</b>	<b>Some teenagers experiment with drugs and alcohol because of _____.</b> <i>peer pressure / curiosity / depression and stress / genetics</i>

**FOLLOW UP AND EXTENSION QUESTIONS**

<b>FOLLOW UP QUESTIONS</b>	<ol style="list-style-type: none"> <li><b>Why do most learners think some teenagers experiment with drugs and alcohol?</b> Most learners think some teenagers experiment with drugs and alcohol because of _____.</li> <li><b>Why do you think some teenagers experiment with drugs and alcohol?</b> I think some teenagers experiment with drugs and alcohol because of _____.</li> </ol>
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EXTENSION  
QUESTIONS

- Are teenagers more affected by peer pressure than adults? Why or why not?**  
I think \_\_\_\_\_.
- What would you do if you thought your friend was experimenting with drugs?**  
I would \_\_\_\_\_.

## HOMEWORK



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

WEEK 9: MONDAY / DAY 1:  
LISTENING (30 minutes)

## LISTEN TO...



Follow the core methodology to conduct the listening lesson using a dialogue:  
**Some helpful advice**

<b>Read 1:</b> <b>Read and explain</b>	<b>Read 2:</b> <b>Read and think aloud</b>	<b>Read 3:</b> <b>Read and ask questions</b>
<p><b>Some helpful advice</b></p> <p><b>Tendani:</b> Hi Shandu. Always good to hear from you, Cuz. Is everything okay? You hardly ever call me. How're things in Polokwane? Is everyone alright?</p> <p><b>Shandukani:</b> Hi Tendani, everyone's fine. Well, sort of. Sorry I never call. I needed to talk to my older cousin. I need some advice.</p>	<p><b>I can infer</b> that she has a good relationship with her cousin, even if they don't speak all the time.</p> <p><b>I wonder</b> what she needs advice about?</p>	<p>Why has Shandukani called Tendani? (she needs advice)</p>



<b>Read 1:</b> <b>Read and explain</b>	<b>Read 2:</b> <b>Read and think aloud</b>	<b>Read 3:</b> <b>Read and ask questions</b>
<p><b>Tendani:</b> I'm not that old!</p> <p><b>Shandukani:</b> Sorry! But you know what I mean! I need to talk to someone I can trust, but not my parents...they would lose it if I spoke to them about this.</p>		
<p><b>Tendani:</b> Wow, sounds serious. Okay, so what's up?</p> <p><b>Shadukani:</b> Well, it's my friends at school. Since we've started high school, things have changed a lot. Our old group was very chilled and everyone kind of did their own thing. Now that we're in high school, Dembe keeps telling us what we should wear and how we should act. She says that's the only way to get a boyfriend. And if anyone is having a party, even older kids, she makes sure we get invited...</p>	<p>Oh, that sounds really hard for her. When you're in Grade 8 your friends and their opinions are really important.</p>	<p>Who is Dembe? <i>(one of Shandu's friends)</i></p> <p>What does Dembe do with the group? <i>(she tells them what to wear and how to act and gets them invited to parties)</i></p>
<p><b>Tendani:</b> Go on, Shandu, I'm listening...</p> <p><b>Shandukani:</b> So, some of my friends have started drinking and smoking weed when we are at parties. I don't want to lose my friends, but I'm really not into those things. Dembe is putting so much pressure on me – she says I must grow up or move on. I am really stressed – what do you think I must do?</p>	<p>Oh, that's a really tough situation. <b>I wonder</b> what advice her cousin will give her? <b>I wonder</b> if he also has had experiences like this?</p>	<p>What are Shandu's friends doing at parties? <i>(drinking and smoking weed)</i></p> <p>How does she feel about this? <i>(stressed, pressured to do things she doesn't want to)</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Tendani:</b> Oh Cuz, this is awful. I'm sorry this is happening to you. I've been through high school – I know all about peer pressure, so I do have some advice for you. Firstly, well done for not doing anything you don't feel comfortable doing and for following your gut instinct. Always do that.</p>	<p>Oh, <b>I can infer</b> this is exactly why she called him for advice! This is good advice – to follow your gut – what you feel and know is right for you.</p>	<p>Is Tendani still in high school? <i>(no, he's older and has finished school)</i></p>
<p>Then, it's probably best to give them a reason for not drinking or smoking. Are you still such a great netball player? Maybe you could say the first team coach spoke to you, and said she has her eye on you, so you don't want to mess up your chances?</p> <p>Or, you could blame your parents. Explain that they are super strict. Tell your friends that your parents said if they ever smell booze or smoke on you, they will phone everyone's parents! Say that you can't risk getting everyone into trouble.</p>	<p>Hmm, <b>I wonder</b> if these ideas would work? I don't think Dembe would like it if her parents knew what she was doing, so that threat might work.</p>	<p>What were Tendani's two reasons to tell her friends she doesn't want to experiment?</p> <p><i>(focusing on netball and her parents would know and tell the other parents)</i></p>
<p><b>Shandukani:</b> Oh wow, those are pretty good ideas – thanks Cuz. I really don't want my friends to think I am lame, so one of these excuses could help me.</p>	<p><b>I think</b> it really is so hard to stand up to your peers. I feel for Shandu, this is a tough situation. She might have to be okay with leaving this group and finding new friends.</p>	<p>What is Tendani's other advice?</p> <p><i>(to find new friends, people who she feels more comfortable with)</i></p>



<b>Read 1: Read and explain</b>	<b>Read 2: Read and think aloud</b>	<b>Read 3: Read and ask questions</b>
<p><b>Tendani:</b> Yea well, you can use those excuses for now, Cousin, but you need to think carefully about staying friends with these girls. Maybe they will grow out of it, but maybe not? Does anyone else in the group want to stand up to Dembe? Maybe you should make some new friends, who are more like you?</p>		
<p><b>Shandukani:</b> Yeah, I guess you're right Tendani. I think for now I'm going to use the excuse about my parents, but I think that maybe Sharon feels the same as me. Maybe we have to just talk to Dembe and the others...</p> <p><b>Tendani:</b> You can call me anytime. I don't want you getting into trouble.</p>	<p><b>I wonder</b> what she will do? The social dynamics at school can be so hard.</p> <p><b>I think</b> everyone needs a cousin like Tendani!</p>	<p>Who does Shandu think might feel the same as she does?</p> <p>(Sharon)</p>

**HOMEWORK**

Learners must add any new words and explanations to their personal dictionaries.



## WEEK 9: TUESDAY / DAY 2: SPEAKING (30 minutes)

### DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

**Some helpful advice**

2. Use the following discussion frame:

**Some helpful advice**

- a. **This text was about...**
- b. **In this text I learnt that...**
- c. **I think this text is... because...**
- d. **I think this text was written to help me think about...**

## WEEK 9: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	<b>Neo's heartbreak</b>
LEARNER BOOK	Pages 84–90
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	<b>Making inferences</b>

### PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	<ol style="list-style-type: none"> <li>1. Read and explain the meaning of the title: <b>Neo's heartbreak</b>.</li> <li>2. This text seems to be a story about heartbreak and sadness. If you say someone is heartbroken, it means they are more than just sad. It means you are without hope and completely miserable. <b>I wonder</b> who Neo is and why he is so sad? <b>I wonder</b> what happened to him? Maybe it was his friends who hurt him, or maybe something happened at home with his family? <b>I wonder</b> how this story will end – is the heartbreak at the beginning or at the end of the story?</li> <li>3. Follow the core methodology to instruct learners to scan the text.</li> </ol>



## PRE-READING ACTIVITY



4. Suggestions of important words and how they connect to this text:
  - **concentrate** – to think about or focus on something. We need to concentrate on our work at school if we want to pass and do well. Something was distracting Neo and making him not focus on his schoolwork.
  - **confrontation** – is a fight or an argument with someone. To confront often means you have to face someone that you don't want to face or deal with something you don't want to deal with. Neo has to confront his father but this is a hard and unpleasant thing.
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example:
 

**'His body tightened at the thought...'**

*All the muscles in Neo's body are getting tense and pulling: the muscles in his neck, his face, his stomach, his back. This happens when someone feels tense, worried and anxious about something. Neo does not want to go in and talk to his father. His body is responding to his emotions. I think Neo and his dad do not have a good relationship. Whenever they talk it is horrible. Neo's body is getting ready to have another difficult conversation.*

## ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
  - What do you think this text will be about?
  - Why do you think that?
  - What does the picture on the first page help you understand?
  - What else gives you some ideas and clues about what the text is about (e.g. the title and layout)?

## HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



## WEEK 9: WEDNESDAY / DAY 3: LSC (30 minutes)

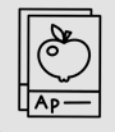
### BUILD AND MONITOR BACKGROUND KNOWLEDGE



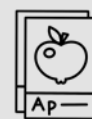
Follow the core methodologies to:

- Help learners add to their KWL chart.
- Teach learners new vocabulary using PATS (and add to personal dictionaries).
- Answer the question of the day, and follow up and extension questions.

### LSC: DEVELOP THEME VOCABULARY



<b>despondent</b>	<b>Act</b> out feeling despondent – pretend to be sad, unhappy and without energy.
	<b>Tell</b> learners that despondent means to be sad, unhappy, to not have energy, and not believe that anything will come right.
<b>anxious</b>	<b>Act</b> out being anxious – pretend to be worried, afraid, and say, 'I'm afraid that something bad is going to happen!'
	<b>Tell</b> learners that being anxious means when you are worried or afraid of something that might happen in the future.
<b>inevitable</b>	<b>Tell</b> learners that inevitable means when something will definitely happen.
	<b>Say:</b> It is inevitable that I will grow up and have to leave this amazing school.
<b>disgust</b>	<b>Act</b> out being disgusted – wrinkle your nose, scrunch up your face, and cover your mouth. You can say, 'Oh gross!'
	<b>Tell</b> learners that disgust is a strong dislike for something, often so much so that it makes you feel sick.
<b>clench</b>	<b>Act</b> out clench – pretend to clench your hand into a fist and clench your jaw. Point to your jaw and fist to show the learners this action clearly.
	<b>Tell</b> learners that clench means to close and hold something shut very tightly.
<b>shove</b>	<b>Act</b> out 'shove' – pretend to push someone.
	<b>Tell</b> learners that shove is when you push something without caring how hard, or without caring if you hurt someone.

**LSC: DEVELOP THEME VOCABULARY****heartbreak**

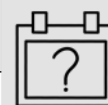
**Point** to a picture of a broken heart (a heart shape with jagged lines through the middle).

**Tell** learners that heartbreak is a very sad feeling. You feel so sad that it feels like your heart is breaking into pieces.

**relief**

**Act** out relief – pretend to sigh out, wipe your forehead, and say 'Ah, it is all going to be okay now'.

**Tell** learners that relief is the feeling of your stress, worry or pain going away.

**QUESTION OF THE DAY**

## QUESTION

**What happens when a child grows up with a parent who is an addict?**

## GRAPH

4 COLUMN GRAPH

## OPTIONS

**When a child grows up with a parent who is an addict, she/he** \_\_\_\_\_.  
*protects the parent / struggles at school / takes on more responsibilities / becomes despondent*

**FOLLOW UP AND EXTENSION QUESTIONS**

## FOLLOW UP QUESTIONS

- Most learners think when a child grows up with a parent who is an addict, the child** \_\_\_\_\_.
- I think when a child grows up with a parent who is an addict, the child** \_\_\_\_\_.

## EXTENSION QUESTIONS

- Did you know, 80% of male youth deaths in South Africa are alcohol-related? Why do you think this is?**  
I think this is because \_\_\_\_\_.
- Why do some people smoke weed and become addicted and others don't?**  
I think \_\_\_\_\_ because \_\_\_\_\_.

**HOMEWORK**

Learners must add any new words and explanations to their personal dictionaries.





## WEEK 9: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	<b>Neo's heartbreak</b>
LEARNER BOOK	Pages 84–90
ACTIVITY	First Read
COMPREHENSION STRATEGY	<b>Making inferences</b>

### FIRST READ



Follow the core methodology to complete the first read of the text.

<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p><b>Neo's heartbreak</b></p> <p>Neo felt despondent. Earlier today, his teacher had called him aside and told him that he was failing Maths and English. She explained that she was worried about his marks and worried about him. Neo was worried about himself. He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.</p>	<p><b>I wonder</b> if this is what his heartbreak is about? Is he upset about his bad marks at school?</p>
<p>Neo arrived home and felt anxious as he entered through the backdoor. As he stepped into the kitchen, he heard his father coughing from his bedroom. His father was constantly sick, and constantly drunk. Neo hated it when his father was home. His body tightened at the thought of the inevitable confrontation. He sighed in disgust as he heard his father clearing the phlegm from his throat.</p>	<p>Oh, Neo's father is an addict and a drunk. <b>I think</b> it must be so hard for Neo. <b>I wonder</b> where his mom is and if he has any siblings?</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>'Neo! Is that you? Get in here!'</p> <p>Neo dragged his feet as he walked towards his father's bedroom. He took a deep breath before opening the door. His dad lay on an unmade bed, in the same clothes that he had been wearing the night before. He stank of alcohol and cigarettes. Neo had heard his father partying all night last night. His father partied and drank most nights.</p>	<p><b>I can visualise</b> what the room looked and smelt like. It must be awful! I understand why Neo did not want to go in.</p>
<p>'Where have you been?'</p> <p>'At school, dad.'</p> <p>'At school, hey? I don't believe you! I'm sure you've been out with your friends. That's all you ever do! Messing around with your friends! When are you going to start doing schoolwork? Or clean the house? Or get a job?'</p> <p>Neo looked at his father, wanting to ask him the same questions. Instead, he clenched his jaw and held his fists behind his back.</p>	<p>Neo's father is very aggressive and accusing. <b>I wonder</b> if all drunks are like this? <b>I think</b> drinking does make people violent and argumentative.</p>
<p>'You're useless, Neo! Pathetic! I'm sure you're the reason that your mother left this house. She doesn't want to come home because she doesn't want to see you.'</p> <p>Neo's heart broke with those words. He knew he was not the reason his mother had left, but his dad could always make him feel terrible. Neo's dad stopped yelling to cough.</p>	<p>Oh, so Neo's mom left. <b>I wonder</b> if she was also an addict or if she couldn't live with Neo's father? <b>I wonder</b> when he last saw her?</p>
<p>As Neo looked at his father, he promised himself that when he is older, he will be nothing like his dad. He also promised himself he will never treat his own children the way that his dad treats him.</p>	<p><b>I can infer</b> that Neo is very mature and does not want to become like his dad when he's older.</p>



<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Neo's father stood up slowly, stumbling as he moved. He reached Neo and put his large hands on his son's chest. He shoved Neo with force. Neo fell to the floor and looked up at his father with fear. Usually his father kicked him, but thankfully his dad was too drunk and out of it.</p> <p>He looked down at his son with disgust and shook his head, 'Get out of my house, Neo. I'm sick of looking at your face.'</p>	<p><b>I can see</b> why Neo's body tightened at the beginning. He knows what his father is like.</p>
<p>Neo hurriedly left his father's room before his dad could hurt him badly. Last week he couldn't go to school because of the bruises and swelling on his face.</p> <p>Neo left the house, slamming the front door behind him. He ran down the street to his best friend, Kgotsi's house.</p> <p>He banged on Kgotsi's front door. Kgotsi's mother answered, 'Hello, Neo. Are you okay? You are shaking! Come in, my boy,' she looked worriedly up and down the road.</p> <p>Before Neo could say anything, he burst into tears. Kgotsi's mother has seen his bruises before – she knew that his father hit him.</p>	<p>His dad really doesn't care what he does to Neo if he's hurt him that badly in the past. <b>I wonder</b> why Neo hasn't reported this abuse?</p>
<p>Kgotsi's mother pulled Neo into a hug, 'Please tell me what happened, Neo? Did your dad hurt you again? You can tell me.'</p> <p>Neo didn't have the energy to lie for his father anymore. He slowly nodded his head.</p>	<p><b>I can evaluate</b> that Kgotsi's mother is a very kind person. She realises how hard this is for Neo and she is prepared to get involved and help.</p>

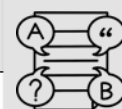


<b>Text: Read</b>	<b>First Read: Think Aloud</b>
<p>Kgotsi's mother gently rubbed his back, 'I think that you need to come and stay with us for a while, Neo... and I think we need to finally tell the police about your dad.'</p> <p>Neo felt sick to his stomach. He had never wanted to be the reason that his dad went to jail. But Neo also knew that his father was a bad parent, and a bad person.</p>	
<p>He cried as he nodded his head, 'Okay'</p> <p>Kgoti's mother sighed with relief, 'You are doing the right thing, Neo. We are going to help you through this, I promise.'</p> <p>Neo felt a mixture of heartbreak and relief. He was sad that he wouldn't have a father in his life, but he was relieved that he wouldn't have his father in his life.</p>	<p><b>I can visualise</b> Neo's shoulders finally dropping and relaxing with relief and exhaustion. He has been carrying so much by himself. He finally knows he is safe.</p>

<b>Recall questions</b>	<b>Responses</b>
What school subjects was Neo failing?	Maths and English
Where was Neo's mother?	She left the family. We don't know where she is.

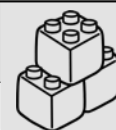
<b>Critical thinking</b>	<b>Possible responses</b>
Why do you think Neo's father said such hurtful things to Neo?	He is drunk and acting violently and aggressively. / Wants to start a fight. / Wants to make Neo feel bad. / Wants to blame someone else for his failings.
Was Neo right to lie and protect his father for so long? Why / why not?	Own response with reason.



**INTRODUCE THE LSC IN CONTEXT**

3. Point out the following examples of these in the text:
- 'Neo felt despondent.'**  
**Subject** – Neo  
**Predicate** – felt despondent
  - 'Neo was worried about himself.'**  
**Subject** – Neo  
**Predicate** – was worried about himself
  - As he stepped into the kitchen, he heard his father coughing from his bedroom.**  
**Subject** – he  
**Predicate** – ... stepped into the kitchen...heard his father coughing from his bedroom.

**WEEK 9: THURSDAY / DAY 4:  
 WRITING AND PRESENTING (30 minutes)**

**BUILD AND MONITOR BACKGROUND KNOWLEDGE**

Follow the core methodology to help learners add to their KWL charts.

**TEACH AND PRACTICE THE USE OF THE LSC**

- Remind learners of the LSC that you introduced on Wednesday: **subject and predicate**
- Tell learners to copy the following **LSC note** in their books:

**Subject and Predicate**

Every sentence has a subject and a predicate.

**The subject** is the person, animal or thing that is doing the action.

**The predicate** usually (but not always) begins with a verb (action word) and is the rest of the sentence. To find the subject, look for the verb and then ask who or what is doing the action.

Example: The world revolves around the sun. 'Revolves' is the verb. 'The world' is the subject (it does the action), and 'revolves around the sun' is the predicate (it starts with the verb, 'revolves').

- Remind learners of the examples in the text that you pointed out in Wednesday's lesson.



## TEACH AND PRACTICE THE USE OF THE LSC



### Language Writing Activity:

1. Write down these sentences and underline the subjects in the following sentences:
  - a. Everyday, Letsha and Dineo met to do their homework. (Letshe and Dineo)
  - b. Even in the holidays, they worked together. (they)
  - c. Dineo's warm loving family always felt safe for Letsha. (Dineo's warm loving family)
  - d. Her old Gogo cooked delicious food for them. (Her old Gogo)
2. Underline the predicates in the following sentences:
  - a. At home, Tumelo was quiet and tried not to get in the way. (...was quiet and tried not to get in the way.)
  - b. His teachers were worried about him. (were worried about him.)
  - c. Tumelo's violent, unpredictable dad was scary. (was scary.)
  - d. Every night, Tumelo missed his mom. (missed his mom.)
3. Learners must write 2 sentences of their own. They must ensure their sentences each have a subject and a predicate.
4. Correct this activity together with learners and explain the answers where necessary.

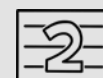
## HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.  
Tell learners to complete this for homework.

**WEEK 9: THURSDAY / DAY 4:  
SECOND READ (30 minutes)**

TITLE	<b>Neo's heartbreak</b>
LEARNER BOOK	Pages 84–90
ACTIVITY	Second Read
COMPREHENSION STRATEGY	<b>Making inferences</b>

**SECOND READ**

- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
  - How did Neo know his father was home?**
  - Why did his body tighten?**
  - Why do you think Neo doesn't repond or fight back when his father accuses him of things he hasn't done?**
  - How do you think Neo was feeling when he was running to Kgotsi's house?**
  - What evaluation can you make about the kind of person Kgotsi's mother is?**
  - If you were the judge in the court case, what punishment would you give Neo's father?**

<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p><b>Neo's heartbreak</b></p> <p>Neo felt despondent. Earlier today, his teacher had called him aside and told him that he was failing Maths and English. She explained that she was worried about his marks and worried about him. Neo was worried about himself. He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.</p>	<p><b>I can infer</b> he usually works hard and does well. <b>I wonder</b> why he is doing badly?</p>





<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Neo arrived home and felt anxious as he entered through the backdoor. As he stepped into the kitchen, he heard his father coughing from his bedroom. His father was constantly sick, and constantly drunk. Neo hated it when his father was home. His body tightened at the thought of the inevitable confrontation. He sighed in disgust as he heard his father clearing the phlegm from his throat.</p>	<p><b>I can infer</b> that whenever they talk, they fight, it is unavoidable. This must be so stressful for Neo.</p>
<p>'Neo! Is that you? Get in here!'</p> <p>Neo dragged his feet as he walked towards his father's bedroom. He took a deep breath before opening the door. His dad lay on an unmade bed, in the same clothes that he had been wearing the night before. He stank of alcohol and cigarettes. Neo had heard his father partying all night last night. His father partied and drank most nights.</p>	<p>This feels so wrong: the parent is the one out partying and the child is the responsible one. It's the opposite of the usual situation.</p>
<p>'Where have you been?'</p> <p>'At school, dad.'</p> <p>'At school, hey? I don't believe you! I'm sure you've been out with your friends. That's all you ever do! Messing around with your friends! When are you going to start doing schoolwork? Or clean the house? Or get a job?'</p> <p>Neo looked at his father, wanting to ask him the same questions. Instead, he clenched his jaw and held his fists behind his back.</p>	<p>Wow, <b>I think</b> it must be so hard for Neo to restrain himself! I don't know if I could. If someone accused me of something I hadn't done, I would get mad and scream at the person!</p>

**Text: Read**

'You're useless, Neo! Pathetic! I'm sure you're the reason that your mother left this house. She doesn't want to come home because she doesn't want to see you.'

Neo's heart broke with those words. He knew he was not the reason his mother had left, but his dad could always make him feel terrible. Neo's dad stopped yelling to cough.

As Neo looked at his father, he promised himself that when he is older, he will be nothing like his dad. He also promised himself he will never treat his own children the way that his dad treats him.

Neo's father stood up slowly, stumbling as he moved. He reached Neo and put his large hands on his son's chest. He shoved Neo with force. Neo fell to the floor and looked up at his father with fear. Usually his father kicked him, but thankfully his dad was too drunk and out of it.

He looked down at his son with disgust and shook his head, 'Get out of my house, Neo. I'm sick of looking at your face.'

Neo hurriedly left his father's room before his dad could hurt him badly. Last week he couldn't go to school because of the bruises and swelling on his face.

Neo left the house, slamming the front door behind him. He ran down the street to his best friend, Kgotsi's house.

He banged on Kgotsi's front door. Kgotsi's mother answered, 'Hello, Neo. Are you okay? You are shaking! Come in, my boy,' she looked worriedly up and down the road.

**Second Read: Think Aloud**

**I think** his dad blames Neo and makes him feel bad to make excuses for himself and his choices. **I think** he knows the truth, but he's trying to convince himself it was Neo's fault.

**I read** that often the children of addicts become addicts themselves, but Neo is determined that will not happen with him.

**I wonder** what it is like to live in fear of your own parent? **I wonder** if his teachers and friends knew what was happening at home?

I feel so relieved he is safe at his friend's house. And **I see** his friend's mother does know about the abuse. **I can infer** that she is worried his dad is coming after him. **I wonder** if she will report his father's actions?



<b>Text: Read</b>	<b>Second Read: Think Aloud</b>
<p>Before Neo could say anything, he burst into tears. Kgotsi's mother has seen his bruises before – she knew that his father hit him.</p>	
<p>Kgotsi's mother pulled Neo into a hug, 'Please tell me what happened, Neo? Did your dad hurt you again? You can tell me.'</p> <p>Neo didn't have the energy to lie for his father anymore. He slowly nodded his head.</p> <p>Kgotsi's mother gently rubbed his back, 'I think that you need to come and stay with us for a while, Neo... and I think we need to finally tell the police about your dad.'</p> <p>Neo felt sick to his stomach. He had never wanted to be the reason that his dad went to jail. But Neo also knew that his father was a bad parent, and a bad person.</p>	<p><b>I wonder</b> why Neo has lied to protect his father in the past? Maybe he was hoping he would get well? Maybe he thought it was his fault and his responsibility to take care of him? Maybe he was worried his father would be furious with him?</p>
<p>He cried as he nodded his head, 'Okay'</p> <p>Kgoti's mother sighed with relief, 'You are doing the right thing, Neo. We are going to help you through this, I promise.'</p> <p>Neo felt a mixture of heartbreak and relief. He was sad that he wouldn't have a father in his life, but he was relieved that he wouldn't have his father in his life.</p>	<p>Sometimes it's not your biological family who are the ones who love and care for you.</p>



<b>Recall questions</b>	<b>Responses</b>
How did Neo know his father was home?	He could hear him coughing.
Why did his body tighten?	He became anxious and stressed knowing there would be a fight and that he would get hurt.
Why do you think Neo doesn't repond or fight back when his father accuses him of things he hasn't done?	Own responses / Not worth it as his father is drunk and can't hear logic. / He will get beaten anyway. / He's tired of trying to explain himself to a drunk.

<b>Critical thinking</b>	<b>Possible responses</b>
How do you think Neo was feeling when he was running to Kgotsi's house?	Scared / relieved / desperate / sore / own answers
What evaluation can you make about the kind of person Kgotsi's mother is?	She is kind and compassionate. / She is respectful of Neo's privacy. / She wants to help. / Own responses
If you were the judge in the court case, what punishment would you give Neo's father?	Own responses

### LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

### HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



## WEEK 9: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

### ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

### WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the oral formal assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

## WEEK 10: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **making inferences**.
2. Explain that when we make an inference, we take what is **written in the text** + **what we already know** and we make a good guess and **work out what isn't said in the text**. This is a key comprehension skill.
3. Hand out the Learner Books. Instruct learners to look at the text, *Neo's heartbreak*.
4. Today we will make inferences about text.



	<p>5. Model making an inference.</p> <p>a. <i>'He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.'</i></p> <p><b>I make an inference</b> that Neo is a good student. He normally works hard and does well. I can also infer that he excels in Maths and English because he is worried that he is failing these subjects. He is not used to doing badly at school. <b>I can infer</b> that something big is distracting him and taking away his focus from his school subjects and that this is upsetting for him.</p>
<p>WORK WITH LEARNERS: (We do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, we will make a character evaluation together!</li> <li>2. Read: <i>'His dad lay on an unmade bed, in the same clothes that he had been wearing the night before.'</i></li> <li>3. Ask learners: What inferences can you make about Neo's dad from that sentence? If needed, you can prompt by asking:             <ol style="list-style-type: none"> <li>a. Why do you think he is still wearing the same clothes?</li> <li>b. Why do you think he is in bed in the afternoon?</li> </ol> </li> <li>4. Listen to learners' ideas, like:             <ol style="list-style-type: none"> <li>a. <b>I make an inference</b> that he was up late drinking and passed out in his clothes.</li> <li>b. <b>I can infer</b> that he is still drunk. He has been sleeping the whole day. Or maybe he has been drinking more during the day. He has not got up today to wash or change his clothes.</li> </ol> </li> </ol>
<p>PAIR WORK: (You do...)</p>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will make <b>their own inference</b> about the text.</li> <li>2. Read out loud while learners follow along: <i>'Neo didn't have the energy to lie for his father anymore.'</i></li> <li>3. Ask learners: <i>Make an inference about Neo's decision.</i></li> <li>4. Explain that learners can use this frame to help them: <i>I can infer that Neo... because...</i></li> <li>5. Instruct learners to turn and talk and discuss this with a partner.</li> <li>6. After 3–5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their inferences, like:             <ol style="list-style-type: none"> <li>a. <i>I can infer that Neo has always lied to protect his dad, but now he is going to report his dad because he can't take it anymore. He realises that nothing is going to change and he fears for his life.</i></li> <li>b. <i>I can infer that Neo is no longer going to protect his dad because he has always lied for him and protected him. Now he is too tired and sees that it's not his responsibility to look after his dad and it's not his fault that his dad is an addict.</i></li> </ol> </li> </ol>

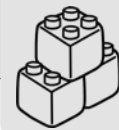


NOTES	<ol style="list-style-type: none"> <li>1. Make sure the learners write the following note in their exercise books: <b>Strategy: <i>Making inferences</i></b> To make an inference, we take: what is written in the text + what we already know and we make a good guess and work out what isn't said in the text.</li> <li>2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).</li> </ol>
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### WEEK 10: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	<b>Neo's heartbreak</b>
LEARNER BOOK	Pages 84–90
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	<b>Making inferences</b>

#### BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

#### POST-READ: MAKING INFERENCE SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:  
**Neo's heartbreak**  
Remind learners that this week we have been making inferences about a text.
2. Use the following summary frame:  
**This text is about...**  
**I think the author wrote the text so that...**  
**In the text I learnt...**



**I liked... because...**

**Overall, I think the text is...**

**From this text, I can infer that...**

3. Once you have completed the activity, come up with a class summary, for example:

**Neo's heartbreak**

**This text is about** a child living with his dad who is an alcoholic. **I think the author wrote the text so that** the reader can see what it is like to live with an alcoholic and the effects this has on a child. **In the text I learnt** that children's school marks suffer because they live with fear. /...alcoholics are abusive and violent and don't care about anyone else. /...children protect their parents who are addicts. **I liked** the ending **because** finally Neo is safe and his father can no longer hurt him. **Overall, I think the text is** hard to read as this is the reality for many children. **From this text, I can evaluate** that children must not blame themselves. / ...children do not need to be the responsible ones. /...children must go for help and not suffer in silence.

### WEEK 10: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Descriptive Essay</b>	<ul style="list-style-type: none"> <li>• Description is used often more to create atmosphere and mood: films do this visually, writers do this with words.</li> <li>• Describe someone or something to allow the reader to experience the topic vividly.</li> <li>• Create a picture in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs structured to best create a picture in words.</li> </ul>	<ul style="list-style-type: none"> <li>• May be written in past or present tense.</li> <li>• Choose words and expressions carefully to achieve the desired effect.</li> <li>• Use images of sight, sound, hearing, taste and touch.</li> <li>• Uses adjectives and adverbs.</li> <li>• Use figures of speech.</li> </ul>
<b>INTRODUCE THE GENRE</b>	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a descriptive essay, made up of paragraphs.</li> <li>2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other.</li> </ol>		





	<ol style="list-style-type: none"> <li>3. Explain that descriptive writing is writing that uses words to create pictures in the reader's imagination. It helps the reader to visualise what the writer is writing about.</li> <li>4. Explain that in descriptive writing, we must:             <ol style="list-style-type: none"> <li>a. Create a picture using words.</li> <li>b. Use words that tells us about what something looks, sounds, smells, tastes and feel like.</li> <li>c. Use interesting nouns and adjectives.</li> <li>d. Use figures of speech (like similes, personification, onomatopoeia, alliteration).</li> </ol> </li> </ol>
<p>READ THE FOLLOWING SAMPLE TEXT</p>	<p><b>Experiencing... boredom</b></p> <p>It was a completely normal Saturday afternoon. That was the problem: it was completely normal and I was completely bored! There was no-one around. There was nothing to do. There were no plans for the day. Everyone had gone out: my mom and little brother to the shops and my sister was visiting her friend. Even Gogo had plans with her church group. I thought it would be cool to be home alone, but turns out it was just boring.</p> <p>Outside it was grey. I could smell last night's stew lingering in the air. I could hear sounds of traffic and the faint notes of music coming from down the road, but my house was quiet. Like a grave! The chair felt rough and made me itchy. My body felt heavy, but restless at the same time. I tried to read, but I couldn't concentrate. My mind kep wondering off the page. A tired fly was buzz, buzz, buzzing lazily against the window.</p> <p>Suddenly the phone rang. It was Bongi! Thank goodness! I could feel my boredom start to melt away as I picked up the phone.</p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> <li>1. What feeling is being described?</li> <li>2. What is the situation in the first paragraph? (Why is the writer feeling this emotion?)</li> <li>3. Where does the writer experience this emotion? What is happening? What is the weather and other details?</li> <li>4. What are some words that tell us about how something looks, sounds, smells, tastes or feels?</li> <li>5. How does the emotion feel in the writer's body?</li> <li>6. Is there a figure of speech (simile, personification, metaphor, alliteration or onomatopoeia)?</li> <li>7. Does this writing describe the emotion well?</li> </ol>



## NOTES

**Tell learners to open their exercise books, and to write down the following heading and notes:**

**Descriptive writing**

1. Tells us in detail about a person, place or thing.
2. Creates a pictures with words.
3. I use interesting adjectives and figures of speech.
4. I write about how something looks, sounds, smells, tastes and feels.
5. I write in the past or present tense.

### WEEK 10: TUESDAY / DAY 2: PLANNING (30 minutes)

TOPIC	<b>Describe a time when you felt</b> _____
GENRE	Descriptive essay
PLANNING STRATEGY	Write a list of questions
INTRODUCTION	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that they are going to write a descriptive essay.</li> <li>3. They are going to create a picture with words to describe an emotion.</li> <li>4. Explain to learners that they must do this in their exercise books.</li> </ol>
MODELLING: (I do...)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you think before you write.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: <i>I'm going to write a descriptive essay. I'm going to describe a time when I felt pride. It was when I won the prize for coming top in my grade. I will describe the day and what I saw, heard, smelt and felt. In my body it felt like my heart was getting bigger and bigger! I will use creative language to make the reader feel what I felt.</i></li> <li>4. Have the questions written on one side of the chalkboard.</li> <li>5. Show learners how you answer the questions.</li> <li>6. Do this on the other side of the chalkboard.</li> </ol>



	Questions for Descriptive Essay	My answers
	<ol style="list-style-type: none"> <li>1. What is your emotion?</li> <li>2. What was the situation when you felt this emotion?</li> <li>3. Where were you?</li> <li>4. What was the weather?</li> <li>5. Were there people there or were you alone?</li> <li>6. What could you see, hear, smell, feel (and maybe taste)?</li> <li>7. How does the emotion feel in your body?</li> <li>8. What does your emotion look like and sound like? (Can you compare it to other things?)</li> <li>9. Do you like this emotion and do you want to end with it, or does it go away?</li> </ol>	<ol style="list-style-type: none"> <li>1. Pride</li> <li>2. School prize-giving. I came first in the grade.</li> <li>3. At school, in the hall.</li> <li>4. It was a bright summer day.</li> <li>5. Lots of people – all the learners, teachers and parents.</li> <li>6. I could see lots of faces; I could smell the floor polish; I could hear the claps and cheers; I could feel the trophy.</li> <li>7. I couldn't stop smiling and my heart was thumping and wanted to jump out my chest!</li> <li>8. Pride looks like the sun – huge and bright!</li> <li>9. Hope this feeling stays for a long time.</li> </ol>
LEARNERS PLAN: (You do...)	<ol style="list-style-type: none"> <li>1. Instruct learners to think about a time they felt: <b>happy, sad, excited, afraid, love, anger, peace, courage, brave, shock, comfortable, anxious or any other emotion.</b></li> <li>2. Next, tell learners to close their eyes and go back in their memory to that time and place. They must focus on what was around them; what the situation was (why did they feel that way?); what the weather was; how that emotion felt in their body; what could they see, hear, smell, etc, around them.</li> <li>3. Now, tell learners to turn and talk to with a partner about their emotion and that experience.</li> <li>4. Show learners the questions and your answers on the chalkboard.</li> <li>5. Hand out the exercise books.</li> <li>6. Tell learners they must write their <b>own answers</b> to the questions – they must not use your answers.</li> <li>7. As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol>	



Hand written plan: Descriptive essay

1. Pride for my achievements!
2. School prize-giving. I came first in the grade.
3. At school, in the hall.
4. It was a bright summer day.
5. Lots of people-all the learners, teachers and parents.
6. I could see lots of faces; I could smell the floor polish; I could hear the claps and cheers; I could feel the trophy.
7. I couldn't stop smiling and my heart was thumping and wanted to jump out my chest!
8. Pride looks like the sun-huge and bright!
9. Hope this feeling stays for a long time.

### WEEK 10: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

**Describe a time when I felt \_\_\_\_\_**

Before class begins, rewrite the questions and responses on the board.

	<b>Questions for Descriptive Essay</b>	<b>My answers</b>
	<ol style="list-style-type: none"> <li>1. What is your emotion?</li> <li>2. What was the situation when you felt this emotion?</li> <li>3. Where were you?</li> <li>4. What was the weather?</li> <li>5. Were there people there or were you alone?</li> <li>6. What could you see, hear, smell, feel (and maybe taste)?</li> <li>7. How does the emotion feel in your body?</li> </ol>	<ol style="list-style-type: none"> <li>1. Pride</li> <li>2. School prize-giving. I came first in the grade.</li> <li>3. At school, in the hall.</li> <li>4. It was a bright summer day.</li> <li>5. Lots of people – all the learners, teachers and parents.</li> <li>6. I could see lots of faces; I could smell the floor polish; I could hear the claps and cheers; I could feel the trophy.</li> </ol>



	<p>8. What does your emotion look like and sound like? (Can you compare it to other things?)</p> <p>9. Do you like this emotion and do you want to end with it, or does it go away?</p>	<p>7. I couldn't stop smiling, my face was stretched and my heart was thumping and wanted to jump out my chest!</p> <p>8. Pride looks like the sun – huge and bright!</p> <p>9. Hope this feeling stays for a long time.</p>
EXPLAIN THE DRAFTING FRAME	<ol style="list-style-type: none"> <li>Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>They must also arrange the sentences into 3 paragraphs.</li> <li>Write the following frame on the chalkboard, and explain it to learners:  <b>Experiencing... pride</b>  <b>Paragraph 1</b>            This paragraph tells us your emotion. It describes where you were when you experienced the emotion and explains why you were feeling that way. It tells us what the weather was and your surroundings were and if there were people with you or not.  <i>Points 1–5</i>  <b>Paragraph 2</b>            This paragraph describes what you could see, smell, hear, feel and maybe taste in that moment. It describes how the emotions felt in your body. It compares the emotion to other things.  <i>Points 6–8</i>  <b>Paragraph 3</b>            This paragraph ends the description: does the emotion stay or go?  <i>Point 7</i> </li> <li>Next, tell learners they must use their answers to write their descriptive essay.</li> </ol>	
DRAFTING	<ol style="list-style-type: none"> <li>Follow the core methodology to help learners complete their drafts.</li> <li>Specify the following points:           <ul style="list-style-type: none"> <li><b>Remind learners that the descriptive essay is creating a picture with words.</b></li> <li><b>They must choose their words carefully to make the reader feel the emotion and feel what they were feeling in that moment.</b></li> <li><b>Use their 5 senses and creative language (figures of speech).</b></li> <li><b>The essay must be in 3 paragraphs.</b></li> <li><b>They can write in the present or the past tense.</b></li> </ul> </li> </ol>	



3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

## HOMework



If learners have not fully completed their draft, they must do so for homework.

Hand written plan: Experiencing ... pride

It was hot Desember morning. The school hall was crowde. The principle and staff all sat in the front. All the learners filled the floor. And then I heard my name as the top acheever in Grade 7! I couldn't believe it! I felt such pride in myself and I was over joyed that all my hard work had been worth it!

As I walked up I could hear the clapping and the cheeing. Some of my friends were standing up and calling my name. I could see all the smileing faces and my teacher standing in front waiting with my certificate. I could smell the floor polish of the cleaned floor. Then, I was holding the trophey that always sat in the priciple's office. My heart was thumping loudly as thought it would burst out my chest and my cheeks hurt from my wyde smile. Pride felt like the enormous glowing sun filling everything with light!

I hopped I could keep this feeling for a long time.



## WEEK 10: THURSDAY / DAY 4: EDITING (30 minutes)

*Follow the core methodology to help learners to edit their draft texts.*

### EDITING CHECKLIST



*(Write this on the board  
before class begins)*

1. Have I said what emotion I was feeling?
2. Have I described where I was and why I was feeling that way?
3. Have I used my senses to describe what I was experiencing?
4. Have I used figurative language?
5. Did I spell all words correctly?
6. Does each sentence begin with a capital letter?
7. Does each sentence end with proper punctuation?

### HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.





Hand written plan: Experiencing ... pride

It was <sup>a</sup> hot <sup>c</sup> December morning. The school hall was crowd<sup>d</sup>. The principle and staff all sat in the front. All the learners filled the floor. And then I heard my name as the top achie<sup>i</sup>ever in Grade 7! I couldn't believe it! I felt such pride in myself and I was over-joyed that all my hard work had been worth it!

As I walked up I could hear the clapping and the chee<sup>v</sup>ing. Some of my friends were standing up and calling my name. I could see all the smile<sup>i</sup>ng faces and my teacher standing in front waiting with my certificate. I could smell the floor polish of the <sup>freshly</sup> cleaned floor. Then, I was holding the <sup>hard, shiny</sup> trophy that always sat in the priciple's office. My heart was thumping loudly as though<sup>t</sup> it would burst out my chest and my cheeks hurt from my <sup>ide</sup> smile. Pride felt like the enormous glowing sun filling everything with light!

I hopped I could keep this feeling for a long time.

### WEEK 10: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

#### PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Read through their corrections.
2. Rewrite a copy of their descriptive essay in their exercise books, correcting any mistakes





## PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
  - Try to do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.

### Experiencing...pride

It was a hot December morning. The school hall was crowded. The principal and staff all sat in the front. All the learners filled the floor. And then I heard my name as the top achiever in Grade 7! I couldn't believe it! I felt such pride in myself and I was overjoyed that all my hard work had been worth it!

As I walked up I could hear the clapping and the cheering. Some of my friends were standing up and calling my name. I could see all the smiling faces and my teacher standing in front waiting with my certificate. I could smell the floor polish of the freshly cleaned floor. Then, I was holding the hard, shiny trophy that always sat in the principal's office. My heart was thumping loudly as though it would burst out my chest and my cheeks hurt from my wide smile. Pride felt like the enormous glowing sun filling everything with light!

I hoped I could keep this feeling for a long time.

**WEEK 10: FRIDAY / DAY 5:  
LISTENING AND SPEAKING (60 minutes)****ORAL PRESENTATION**

This week you will introduce and explain Task 7, the Oral Presentation of their Creative Writing Project. Learners must start their presentations this week and continue through Term 3 and into Term 4 until each learner has presented their FAT 7 and been awarded a mark.

**EXPLAIN THE ORAL  
PRESENTATION**

(Formal Assessment  
Task 7: 20 marks)  
15 minutes

1. For Formal Assessment Task 7, the learners have to do an Oral Presentation (Stage 3 of the Creative Writing Project).
2. The learners need to use the reports they wrote and present their findings to the class.
3. They will also read their poems to the class.
4. For their orals, learners must **structure their presentations** as follows:  
(Write the following structure on the board.)
  - a. **Introduction:** Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
  - b. **Body** – part one: Share the main findings of your research. Which form of poetry did you focus on? Why did you choose that type?
  - c. **Body** – part two: Read your own poem (with expression!)
  - d. **Conclusion:** Share the evaluation you made about poetry, as well as your evaluation of this experience
5. Learners also need to be aware of their **non-verbal presentation skills**:
  - a. Your **voice projection** should allow everyone in the class to hear what you are saying.
  - b. Your **pace** should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
  - c. You should maintain **eye contact** with your audience.
  - d. Your **posture** should be formal and upright.
  - e. You can use **gestures** if they add to the content of your speech. These might be especially effective when reading your poem.
6. As part of the oral part of the project, learners should also be aware of the following, especially in the feedback section:
  - Participate in discussions
  - Give constructive feedback
  - Maintain a discussion
  - Show sensitivity to the rights and feelings of others



<p>PREPARE YOUR ORAL 15 minutes</p>	<ol style="list-style-type: none"> <li>1. Explain that today, we will start doing our Oral Presentations. (This will continue over terms 3 and 4.)</li> <li>2. Ensure learners know that this is an Assessment Task for 20 marks.</li> <li>3. Ensure that learners know the structure of their presentations.</li> <li>4. Here are some sentence starters they can use:           <p><b>Introduction:</b> Today I will talk about... The research I did was on... My speech today concerns...</p> <p><b>Body:</b> When I first heard about this project I felt / thought... I chose to focus on the ... poetry form, because...  I will now read my poem, entitled... I hope you will enjoy poem. It's called...</p> <p><b>Conclusion:</b> In conclusion... To sum up... Now that I've done this project, I can say that... After doing this project, I feel...</p> </li> <li>5. Give learners time to plan their presentations and think about how they will read their poem in an effective way.</li> </ol>
<p>ORAL PRESENTATIONS: 25 minutes</p>	<ol style="list-style-type: none"> <li>1. Remind the class that while learners are delivering their speeches:           <ul style="list-style-type: none"> <li>• Listen respectfully when someone is presenting.</li> <li>• Do not interrupt when someone is presenting.</li> <li>• Applaud when the speaker is finished.</li> <li>• Be open-minded and tolerant of ideas that are different to your own.</li> <li>• Give feedback that is thoughtful and positive.</li> </ul> </li> <li>2. Write on the board:           <ul style="list-style-type: none"> <li>• What did you like about the poem?</li> <li>• Why?</li> </ul> </li> <li>3. While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker.</li> <li>4. Call on individuals to present their speeches. Each oral presentation should be between 1.5 and 2 minutes.</li> <li>5. You will continue doing these presentations in the upcoming Speaking and Listening lessons (in the Friday lesson, in the second week of each cycle) until all learners have presented.</li> </ol>
<p>FEEDBACK 5 minutes</p>	<ol style="list-style-type: none"> <li>1. After the oral presentations for the lesson have been presented, call on several learners to give feedback on the poems they enjoyed, and why they liked them.</li> </ol>

**CONCLUSION****Find 10 minutes at the end of the cycle to do the following:**

SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a <b>discussion</b> task). For example:</p> <p><b>This cycle we:</b></p> <ul style="list-style-type: none"> <li>• Learnt new vocabulary words about addiction and abuse of drugs and alcohol.</li> <li>• Listened to a dialogue about peer pressure.</li> <li>• Learnt about subject and predicate.</li> <li>• Read different texts about addiction and how it affects individuals and families.</li> <li>• Spoke about the texts.</li> <li>• Answered questions about the texts.</li> <li>• Learnt about how to write a descriptive essay.</li> <li>• Wrote a descriptive essay.</li> <li>• Delivered Oral Presentations on our reports and our poems, listened to others and gave feedback on others' presentations.</li> </ul>
REFLECT	<ol style="list-style-type: none"> <li>1. Ask learners to think about something they think they did well during the cycle.</li> <li>2. Call on a few learners to share.</li> <li>3. Ask learners to think about something they think they could have done better during the cycle.</li> <li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li> <li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li> </ol>
	<ol style="list-style-type: none"> <li>6. <b>Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of.</b> (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</li> </ol>
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> <li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li> <li>• Celebrate the achievements of those learners, and also of the whole class!</li> </ul>