

ENGLISH

First Additional Language

Grade 7

Lesson Plan

Term 4



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



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.



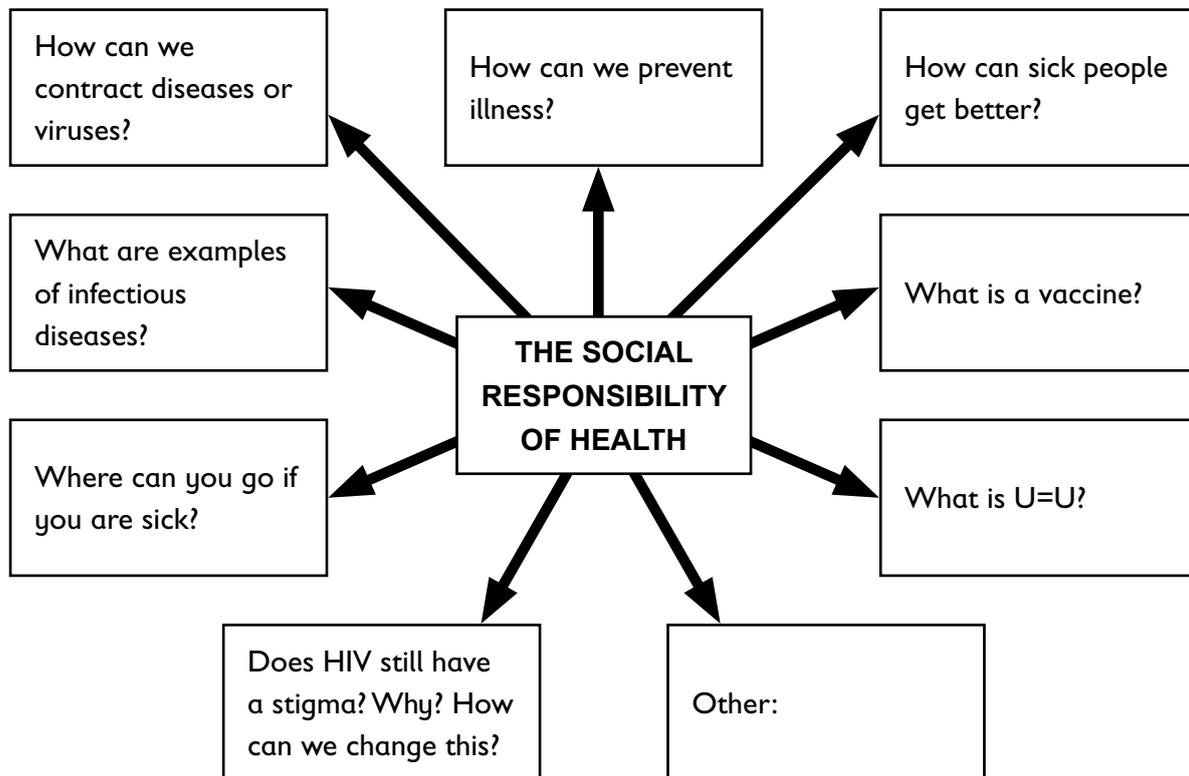
Activate background knowledge: Term 4

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 4, like in Term 2, we will use **Mind Maps** as a graphic organiser for all themes.
3. Explain to learners that a graphic organiser helps us to keep track of our learning and our thinking, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a Mind Map on the board and instruct learners to draw their own Mind Map in their exercise books.



5. Learners should use a double-page spread for this Mind Map and should start by writing the theme title.
6. Next, ask learners to suggest sub-headings for the mind map.
 - Ask learners: How can we break up the information that we know and will learn about maps?
 - Show learners how to create sub-headings that are logical and relevant.
 - The mind map will not only be used for content knowledge, but all aspects of their learning in this theme
7. Always add another heading titled **Other** or leave space for additional sub-headings to be added.



8. 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 or phrases* for all their ideas under the relevant sub-headings.
9. Tell learners that throughout the theme they will return to their Mind Maps to document what they have learnt, and to add ideas about what they still want to learn.



Build and monitor learners' knowledge: Term 4

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 and skills 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 or phrases* under the relevant sub-headings.
3. Finally, ask individual learners to share some of their ideas, and write these on the class Mind Map on the board.
 - Tell learners that they may add any of the class ideas to their own Mind Maps.
4. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
 - Our attitude and values to ideas can change as we read and learn more.
 - 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 and skills.

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 Mind Map helps to organise information and ideas.
- It also helps learners to monitor and remember their learning by visualising the different headings and points.
- Learners should start to be aware of their thinking about how and what they are thinking – metacognition. Graphic organisers can help make this metacognition explicit.



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

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 4 FAT 7

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. Follow the previous lesson plans from Term 3 for learners to continue doing their Oral Presentations of the Creative Writing Project.



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 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"> 1. Ask learners to look over the whole text. 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> 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps (For predicting by scanning the text)	<ol style="list-style-type: none"> 1. Ask learners to scan the text and identify two lists of words: <ol style="list-style-type: none"> a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 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.



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.
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.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 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. 4. Read the text again. 5. Ask learners: <i>What did you visualise? (What happened in your movie?)</i> 6. Listen to and discuss learner answers. Make sure learners’ answers are relevant to what is happening in the text.



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.
Purpose	These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them: <ul style="list-style-type: none"> • How to identify the kind of information the question is asking for • How to locate the information in the text
Steps	<ol style="list-style-type: none"> 1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: <i>What kind of information is this question asking for? (an action – we need to identify what person x did)</i> 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> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did.



Strategy 4: Summarise

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"> 1. Read the text. 2. Remind learners: <i>When we summarise, we identify the most important parts of a text.</i> 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> 4. Tell learners to use the following questions as a guide: <ol style="list-style-type: none"> a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.



Strategy 5: Think about the text (I wonder?)

Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things: 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. 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.
Steps	1. Read the text on the page. 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.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text.



Strategy 6: Make connections

Explanation	When learners make connections, they compare the text to one of three things: 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. • <u>This is called a text-to-self connection.</u> 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. • <u>This is called a text-to-text connection.</u> 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. • <u>This is called a text-to-world connection.</u>
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Purpose	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.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners relevant connection questions, like: <ol style="list-style-type: none"> a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? 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?

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"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...
Example	<p>Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference: 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"> • Characters, people or events • Facts versus opinions • The author’s perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
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"> 1. Read the text on the page. 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? 3. Listen to and discuss learners’ answers. Make sure that learners’ answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because... 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.

Shared Reading: Post-Read

Instructions:

1. In Term 4, during the Post-Read, you will do one of the following activities:
 - Make a summary using a frame to guide.
 - 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. Read through and explain the summary frame to learners.
4. 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.
5. Give learners 10–15 minutes to write their own summaries in their exercise books, using the summary frame.
6. Then, tell learners to turn and talk, and share their summaries with a partner.



7. 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.
8. Write down the class summary.
9. 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 4, use this time to complete the Oral Formal Assessment Task (FAT).
 - Please see the Term 4 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 swop 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 transactional writing: either 2 short or 1 long in Term 4.
 - You may use any of the relevant writing tasks to do this.
 - Please consult the Management Documents for Term 4 for details of the FAT 7 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.

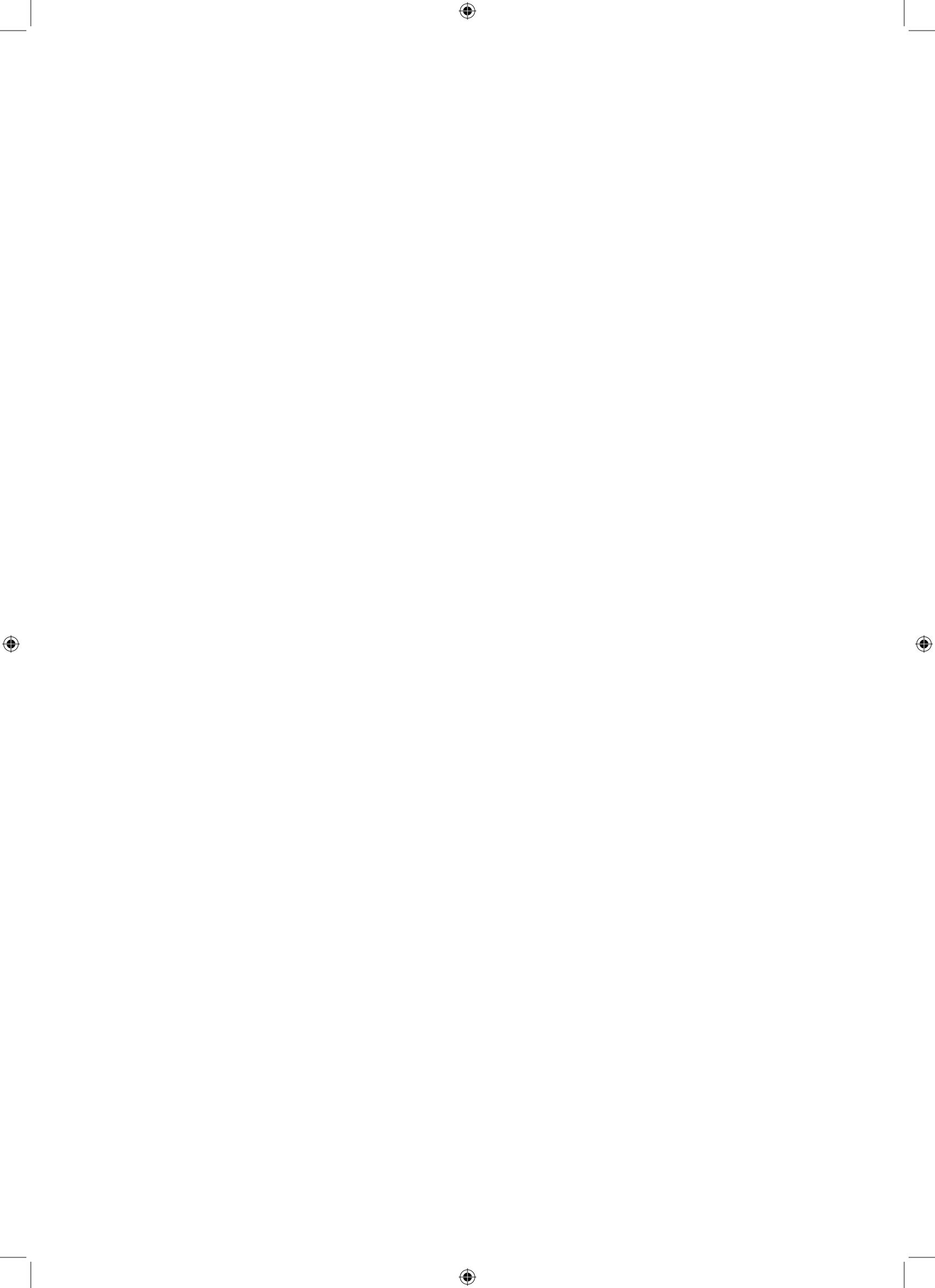


Strategy 8: Hold mini-conferences

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

Health: A Social Responsibility

Term 4

Weeks 1 & 2 | Cycle 1



TERM 4: WEEK 1

OVERVIEW



THEME	Health: A Social Responsibility
PHONIC DECODING	kn, ea, ow, ew know, knock, each, dream, grow, now, new, knew
SIGHT WORDS	care, precious, responsibility, information, health, risk, important, inside, please, use
THEME VOCABULARY	feverish, infectious, preventable, curable, prescribed, immune system, transmitting, disclosed his status, accusing, disgusting, nightmare, reconciliation, embrace, relieved
LSC	Figurative Language
COMPREHENSION STRATEGY	Making inferences
WRITING GENRE	Poster
WRITING TOPIC	The social responsibility of community health
GRAPHIC ORGANISER	Mind-map
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: articles, information or pamphlets on infectious/transmittable diseases; stories of people who have HIV; poems about sickness and disease; information about diseases in SA; information about prevention of diseases; articles about vaccines; etc. 3. Try to find some pictures and visuals, for example: graphs and tables showing how diseases are spread; graphs and tables showing how diseases are prevented; pictures and diagrams of bacteria, immune systems, anti-bodies; maps of diseases in different countries; posters informing about prevention and treatment of diseases; pamphlets showing treatment and medications to treat diseases; pictures of clinics and treatment centres; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 1: **Health: A Social Responsibility**
2. **Introduce the theme as follows:**
 - Explain to learners that in Life Orientation this term, they will focus on the social responsibility of health and look at some common diseases, like tuberculosis, HIV and AIDS, and Coronavirus.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand how we are all responsible for staying healthy and how to prevent the spread of these curable diseases.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a mind-map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

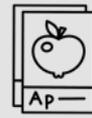
<u>How can we contract diseases or viruses?</u>	<u>How can we prevent illness?</u>	<u>How can sick people get better?</u>
<u>What are examples of infectious diseases?</u>	THE SOCIAL RESPONSIBILITY OF HEALTH	<u>What is a vaccine?</u>
<u>Where can you go if you are sick?</u>	<u>Does HIV still have a stigma? Why? How can we change this?</u>	<u>What is U=U?</u>

**ACTIVATE BACKGROUND KNOWLEDGE**

4. Follow the core methodology to set up a mind-map. Ask prompting questions to activate background knowledge:
 - a. **How do people get sick?**
 - b. **How can people get better?**
 - c. **How can people prevent themselves from getting sick?**
 - d. **What are some diseases that are very infectious?**
 - e. **What is a vaccine?**
 - f. **How can someone who is sick stop their disease from getting worse?**
 - g. **Where can you go if you or someone you know is sick?**
 - h. **Does HIV still have a stigma? What can people do to change this?**
[Stigma: negative or shameful associations]

Follow the core methodologies to:

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

LSC: DEVELOP THEME VOCABULARY**feverish**

Act out feeling feverish – pretend to shiver and feel hot, take your temperature and say 'I feel so sick!'.

Tell learners that feverish describes when you have a fever. A fever is when your temperature is high, you feel hot and cold, your skin may prickle and you feel unwell.

infectious

Act out infectious – pretend to sneeze or cough near a learner, and then that learner starts sneezing or coughing too, and so on until the whole class is pretending to cough or sneeze.

Tell learners that infectious describes when an illness is passed on from person to person.

preventable

Tell learners that preventable means that something can be stopped.

Say: Global warming was preventable! We could have started using solar power and recycling much sooner, and stopped this whole crisis before it got so bad.

curable

Tell learners that curable means that an illness that a sick person has can be made better so that the person is healthy and well again.

Say: I'm so glad that so many illnesses are curable now. So many lives are being saved because of it!



LSC: DEVELOP THEME VOCABULARY



prescribed	Tell learners that prescribed means when a doctor tells you to take a particular medicine to make you better.
	Say: I had a rash, but my doctor prescribed me a cream and now it has gone away!
immune system	Point to a diagram of the human body's immune system.
	Tell learners that the immune system is a complicated system in the body, where our internal organs, tissues and cells communicate with each other in order to fight illness, infection or anything that is trying to harm the body.

QUESTION OF THE DAY



QUESTION	The most important thing to do if you are sick is...
GRAPH	4 COLUMN GRAPH
OPTIONS	The most important thing to do if you are sick is _____. <i>know your status / take the medication correctly / don't let others get infected / focus on getting better</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	<ol style="list-style-type: none"> What do most learners think is the most important thing to do if you are sick? Most learners think the most important thing to do if you are sick is _____. What do you think is the most important thing to do if you are sick? I think the most important thing to do if you are sick is _____.
EXTENSION QUESTIONS	<ol style="list-style-type: none"> The treatment of infectious diseases is the responsibility of doctors. Do you agree with this statement? Why/why not? I think _____. Do you think society can prevent the spread of HIV, tuberculosis and coronavirus? Why/Why not? I think _____ 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 1 MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an information text: **Social illness – it’s everyone’s responsibility**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Social illness – it’s everyone’s responsibility When people get sick, it’s horrible. Whether you have a serious illness or a simple cold, it’s unpleasant. Your body feels sore, exhausted, feverish and your mind can’t focus. All you want is to lie down until all the pain goes away.</p>	<p>I hate getting sick. It always makes me appreciate being healthy!</p>	<p><i>What are some symptoms you feel when you are sick?</i></p> <p><i>(sore body, exhaustion (tired), fever and can’t focus)</i></p>
<p>But there are some illnesses that don’t stay only with the person who is sick. There are some illnesses that everybody in society needs to be aware of so that we can all stay healthy. And there are some illnesses that can be prevented if everyone knows the facts and acts responsibly. This article looks at some diseases that everybody needs to know the facts about, so that we can all stay healthy.</p>	<p>I can infer that some diseases are infectious or contagious and some aren’t.</p>	<p><i>Why do we all need to know about some diseases?</i></p> <p><i>(Some diseases are easily spread, so we need to know which those are and how to stop spreading them.)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Tuberculosis: TB is caused by bacteria, and it most often affects the lungs. TB is very infectious and is spread through the air when people with lung TB cough, sneeze or spit bacteria into the air, where they can live for up to six hours. A person needs to inhale only a few bacteria to become infected. The World Health Organisation says every year, 10 million people in the world fall ill with TB. Even though this is a preventable and curable disease, 1.5 million people die from TB each year.</p>	<p>Oh, I can see why TB is so infectious. If someone with TB just sneezes or coughs near you, you can inhale the germs and get it.</p>	<p><i>How many people get TB each year? (10 million)</i></p>
<p>If you have been around someone who has TB, you need to see a doctor and have a test. TB can be treated by taking drugs for 6 to 12 months. It is very important that people who have TB finish the medicine and take the drugs exactly as prescribed. If they stop taking the drugs too soon, they can become sick again. If they do not take the drugs correctly, the bacteria that are still alive may become resistant to those drugs.</p>	<p>I can infer that taking the medication correctly can save your life.</p>	<p><i>How can you cure TB? (see a doctor, take a test and then take the medication correctly for 6-12 months as directed)</i></p>



TERM 4

WEEK 1

MONDAY

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>HIV: HIV is a virus that attacks the cells in our bodies that fight infection – our immune systems. This makes us more vulnerable to other infections and diseases. If HIV is not treated, it can lead to AIDS. AIDS is the late stage of HIV infection that occurs when the body’s immune system is badly damaged because of the virus.</p>	<p>Oh, so HIV is a virus that damages our immune system. I can infer this could have very serious consequences.</p>	<p><i>How does HIV lead to AIDS? (if you do not treat HIV, this could cause AIDS)</i></p>
<p>HIV is spread by contact with certain bodily fluids of a person with HIV, most commonly during unprotected sex (sex without a condom), through sharing injection drug equipment, from mother to child in pregnancy, and through breastfeeding. Knowing how HIV is spread means knowing how it can be prevented.</p>	<p>I can infer that different illnesses are spread differently.</p>	<p><i>What are 3 ways you can get HIV? (unprotected sex, sharing needles and mother to child)</i></p>
<p>It used to be thought that HIV was a death sentence. However, now we have very effective treatment. By taking antiretroviral therapy or ART, people with HIV can live long and healthy lives and prevent transmitting HIV to others (their sexual partners or children).</p>	<p>Medical research is amazing! I know many people with HIV who are completely healthy and living amazing lives!</p>	<p><i>Why is having HIV no longer a death sentence? (ART is effective to treat people and they can live long and normal lives)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>After about 6 months of constant treatment, HIV patients can get to a point where the virus is undetectable (you can't identify it) in their systems. When the virus is undetectable it is untransmittable, meaning you can't pass it on to others. This is called U=U; undetectable is untransmittable. If everyone who is HIV positive can achieve undetectable status, the virus will not be transmitted and will eventually die out! We are on the path to eliminating HIV, if everyone plays their part.</p>	<p>I can infer that if there not a lot of the virus in your system, you cannot pass it on. Wow! It is so important to know your status and take the treatment properly.</p>	<p><i>What does U=U mean?</i> <i>(undetectable = untransmittable. If the viral load is so small and you can't find it, you cannot transmit to others.)</i></p>
<p>Just like Covid-19, TB and HIV are dangerous illnesses: dangerous to the person who is sick, but also to others in society. We all need have the correct information about our health. If we are at risk, we need to get tested. We need to act responsibly to make sure we are not endangering ourselves or others.</p>	<p>I can infer that medical technology is saving lives! But we all need to live responsibly.</p>	<p><i>What are three illnesses that are transmittable?</i> <i>(coronavirus, TB and HIV)</i></p>
<p>We also need to work towards eradicating social stigma. These illnesses can infect anyone. We need to support infected people, and treat everyone with the same respect.</p>	<p>This is such an important point. I can infer that it is also a social responsibility to get rid of stigma.</p>	<p><i>How can we eradicate the social stigma of certain illnesses?</i> <i>(own answers)</i></p>

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:
Social illness – it’s everyone’s responsibility
2. Use the following discussion frame:
Social illness – it’s everyone’s responsibility
 - 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...
 - e. What stood out for me was...

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

TITLE	U=U
LEARNER BOOK	Page 2
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making inferences

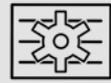
PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	<ol style="list-style-type: none"> 1. Read and explain the meaning of the title: U=U. 2. This text seems to be about a family living and dealing with HIV. I wonder who is infected? I wonder how they got the virus? I wonder how their family and friends feel about having HIV? I think this is a dramatic family story. I can see there is some dialogue in the story. I think they are on ART, because of the title U=U, so maybe someone in the story is taking treatment and is undetectable.



PRE-READING ACTIVITY



3. Follow the core methodology to instruct learners to scan the text.
4. Suggestions of important words and how they connect to this text:
 - **sighed** – when we sigh it could mean we are tired, or we feel relief or sad. The text says Numbulelo is worried, so I think she might be sighing because she is sad. This might have something to do with someone being sick with HIV.
 - **HIV positive** – if someone is HIV positive it means they have the virus. A character in the story has HIV or knows someone who has HIV.
 - **unknowingly** – if you do something without knowing. So the character, Numbulelo, did not know she was HIV positive because her partner never told her he had the virus. So when she was pregnant her baby also got the virus.
 - **ART** – antiretroviral therapy is the treatment for HIV so that the person can live a normal, healthy life. You need to take the treatment daily. Doctors or nurses at clinics can explain to people how to take the medication and how it works.
5. Help learners to work out the meanings of words and expressions they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example:

‘Her heart felt heavier...’
This is not a literal use of language. This is figurative language. This does not mean Numbulelo’s heart weighed more, but rather that she was very sad. In the story something bad must have happened for her to feel worse.

Then she broke down and sobbed...’
Again, this is not a literal use of language. This is figurative language. When someone breaks down, their bodies do not break, but rather, they are experiencing emotions and they lose control of their feelings, often feelings of sadness or grief. Someone in the story must be in a very difficult situation or feel very overwhelmed and out of control.

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, the direct speech and layout)?



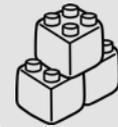
HOMEWORK



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

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

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

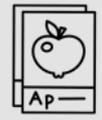
LSC: DEVELOP THEME VOCABULARY



transmitting	Tell learners that transmitting means to pass something from one person or thing to another.
	Say: Transmitting illness from mother to child often happens in childbirth.
disclosed his status	Act out 'disclosing his status' – pretend to be nervous, then take a deep breath and pretend to whisper something in another person's ear.
	Tell learners that disclosing your status means to tell someone if you have an illness. Often, it is a scary thing to do. But it is important to tell people you trust so that they can help you to be safe and healthy.
accusing	Act out being accusing – pretend to point aggressively at someone, blaming them for something bad, and look angry.
	Tell learners that accusing describes when we are blaming someone for doing something wrong.
disgusting	Act out disgusting – hold your nose, screw up your face, look sick, and say 'Sies! Gross!'
	Tell learners that when something is disgusting, it causes us to feel strong dislike, or even feel sick.



LSC: DEVELOP THEME VOCABULARY



nightmare	Tell learners that a nightmare is a scary dream. It can also be when something in real life feels so horrible, that it feels like it could be a scary dream.
	Say: When I looked at my exam paper, it was a nightmare. I had forgotten all my work, and I couldn't even answer one question.
reconciliation	Act out reconciliation – pretend to be fighting with someone, and then talk it through and shake hands.
	Tell learners that reconciliation means when there is an agreement after a fight or disagreement.
embrace	Act out embrace – pretend to hug someone.
	Tell learners that embrace is another word for hug.
relieved	Act out being relieved – pretend to sigh, wipe your forehead and say 'Phew!'
	Tell learners that relieved means to make something less painful or troubling. It is the feeling you get after you sort out a problem with a friend, or you make up after a fight.

QUESTION OF THE DAY



QUESTION	If someone discloses their status to you (tells you they have a certain illness or virus), you should...
GRAPH	4 COLUMN GRAPH
OPTIONS	<i>listen quietly / keep this confidential / ask how you can help / embrace the person</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **Most learners think if someone discloses their status you should _____.**
2. **I think if someone discloses their status you should _____.**

EXTENSION QUESTIONS

1. **Did you know, more women are infected by HIV in South Africa than men; approximately 4.8 million women and 2.8 million men. Why do you think this is?**
I think more women than men have HIV because _____.
2. **Did you know about U=U? How do you feel about this development in the fight against HIV?**
I feel _____.

HOMEWORK



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

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

TITLE	U=U
LEARNER BOOK	Page 2
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making inferences

FIRST READ



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



Text: Read	First Read: Think Aloud
<p>Nombulelo sighed as she walked slowly home after work. She was worried because she never knew what she would find when she opened her front door. She thought back to when things were happier and calmer. A few years ago, her daughter Amahle had been a sweet child. But that was a very different Amahle to the one she lived with now.</p>	<p>Nombulelo seems very anxious. I wonder what has caused things to change?</p>
<p>Fifteen years ago, Nombulelo had not known she was HIV positive when she was pregnant with Amahle. If she had known, she definitely would have made different choices. She would have done anything to prevent transmitting HIV to her baby. But her boyfriend had not disclosed his status to her, and because she was young and scared, she had not gone to the clinic throughout her pregnancy. So, when her beautiful baby was born, Nombulelo had unknowingly passed the virus on to her.</p>	<p>I think that Nombulelo regrets her choices in the past. But if we don't have all the facts, we don't always make the right decisions.</p>
<p>Once the baby was born, the clinic staff were friendly and helpful at every visit. They treated Nombulelo with respect and care, and they loved Amahle. The Sister explained how ART works and how she and the baby needed to take their medication daily. ART would allow them to live long and normal lives. Nombulelo was so grateful to the kind staff at the clinic.</p>	<p>So Nombulelo has medical and emotional support at the clinic. I wonder if her family was also supportive?</p>
<p>The first twelve years were relatively easy. It was just the two of them. Amahle was a good child. She had lots of friends, she loved school, she laughed a lot and every day, she took her 'vitamins' (her ART). Nombulelo knew that life wouldn't always be this simple as Amahle grew up, but she was not prepared for what came next.</p>	<p>I can infer Amahle's father was not involved in their life. But they had a good life.</p>



Text: Read

First Read: Think Aloud

One day, when Amahle was in Grade 7, she came home from school and said something that made Nombulelo’s heart stop.

‘Ma, do you know what we learnt about in school today? HIV and AIDS. My teacher gave us all this information, and said that people with HIV can live normal lives. But we all think it’s disgusting. People who get HIV deserve to get AIDS because they are doing bad things. If they die then they die – that is their choice!’

I wonder why Amahle and her friends disagreed with the teacher? **I wonder** where they got their ideas that people with HIV are bad people?

Nombulelo felt dizzy. She thought she was going to fall over. She realised this was the moment she had been avoiding, but now she had to face it.

‘Come here and sit down with me, my child. There are some important things I need to tell you,’ Nombulelo said weakly.

I wonder why Nombulelo never told Amahle about this before? **I wonder** how Amahle will react?

As she told Amahle the truth about her birth and what the ‘vitamins’ really were, she watched Amahle’s face become hard, and her eyes became like knives pointing at her.

‘Why did you never tell me this? Why have you never spoken about my father?’ Amahle asked her mother in an accusing tone.

I think Nombulelo must have been a wonderful mom if Amahle never even missed her dad or asked about him.

‘Your father left before you were born – we were so young, and he did not want the responsibility of a child. I am so sorry for not being truthful, but you are the greatest thing that ever happened to me, my darling child!’ Nombulelo tried to explain, but all Amahle heard was that she was one of these disgusting people and she would die soon because of the virus.

I wonder why Amahle won’t listen to her mom, but only believes her friends’ ideas about people who have HIV.

‘I hate you!’ Amahle sobbed. ‘I hate you! I can’t believe what you’ve done to me! You’ve made me filthy and disgusting! I don’t even want to live anymore!’



Text: Read	First Read: Think Aloud
<p>Despite Nombulelo’s pleas, Amahle’s ears were closed and all she could hear was the sound of a roaring fire inside head. She ran out and didn’t come home for days. Nombulelo looked everywhere for her. Amahle eventually came back, but she was not the same person. She was angry and wild! Amahle no longer cared what she did or who she hurt. She stopped taking her medication. She stopped going to school. Some days she was home, sometimes she went away. Nombulelo never knew if she was alive or dead. Every day was like a nightmare, and the nightmare went on for years.</p>	<p>I think Amahle is so angry with her mother, and this is how she’s punishing her.</p>
<p>Nombulelo sighed as she let herself into the house. Her heart felt heavier than usual. It was the week before Amahle’s sixteenth birthday, and Nombulelo had prayed for a reconciliation with her daughter by now.</p>	<p>Wow, I imagine this has been a really hard time for Nombulelo.</p>
<p>As Nombulelo walked into the lounge she saw her daughter sitting there, looking tired and old.</p> <p>‘Ma, I’m pregnant,’ were the first words out of Amahle’s mouth. Then she broke down and sobbed, ‘I don’t know what to do. I am so tired. Is it too late for me to take the medication?’</p>	<p>I think Amahle must be so scared and she knows how much her mother loves her.</p>
<p>‘My child, my child,’ cried Nombulelo pulling her daughter into a tight embrace. ‘You’re not too late. We’ll get help. We’ll all be fine. You and your baby will live long, healthy and happy lives. I’m so relieved that you came to speak to me.’</p> <p>Amahle rested her head on her mother’s shoulder, and wept tears of relief.</p>	<p>Nombulelo is really loving and forgiving. I think she must be so happy to have her daughter back!</p>



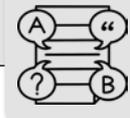
Text: Read	First Read: Think Aloud
<p>'Mama, what is that?' said little Khanyisile pointing to her mother's medication. 'You and Makhulu both drink those pills every day. Why don't I have them?' she asked.</p> <p>'Granny and I both have a virus,' answered Amahle. 'But, because we drink these tablets every day, we are absolutely fine. We will both live long and healthy lives.'</p> <p>Amahle continued her explanation, 'You don't have this virus because I take this medicine. It stopped me from passing it on to you, so you are a perfectly healthy child. I will teach you more about this when you're a bit older.'</p> <p>Khanyisile hugged her mother, 'Love you, Mama,' she said, as she went off to play.</p>	<p>I think Amahle and Nombulelo must have reconciled and they are close again. I can infer that Amahle talks openly to her daughter and does not want to make the same mistakes her mother did.</p>

Recall questions	Responses
Why did Nombulelo not know she had HIV when she was pregnant?	Her boyfriend did not disclose his status, so she only found out when the baby was born.
What grade was Amahle in when she found out her HIV status?	Grade 7
What happened to make Amahle come back to her mother and ask for help?	She fell pregnant and was scared and didn't want her baby to be born with HIV.



Critical thinking	Possible responses
Why do you think Amahle and her friends thought people with HIV were disgusting?	They had heard others shaming HIV positive people./They had heard you would die, so they thought it was a punishment for bad behaviour./Own responses
How do you think Nombulelo felt when Amahle told her she was pregnant?	She felt relieved and happy that Amahle had come to her asking for help./She was worried that Amahle had not been living a healthy life./ Own responses

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **figurative language or figures of speech: similes, metaphors and alliteration**
2. Explain this as follows:

Figures of speech use words in imaginative and creative ways to create special meanings or effects. Figures of speech help the reader get a clear and detailed picture of something or someone. You will find figures of speech in stories, poem and plays. We also use figures of speech in our everyday speaking and writing.

Some figures of speech use comparison, e.g. metaphors and similes

Some figures of speech use sound, e.g. alliteration

Comparisons compare something with something else.

- **Metaphor** – when you say one thing IS another. The two things might be quite different, but they share one quality

e.g. **You are a star!**

The person is not a star, but comparing her to one is saying she stands out and shines above others.

e.g. **Technology is the key that opens the door for many opportunities.**

Technology is not a key, but a key can open a door and allow you in. Likewise, technology can enable you to do things and give you access to certain positions and opportunities.

- **Simile** – when you compare two things, but use the words ‘like’ or ‘as’.

e.g. **Nomsa was as fierce as a lioness.**

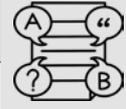
A lioness is very different from Nomsa but they have a quality that is the same: they are both protective of their young and are quick to attack anyone who threatens their cubs or children. Comparing Nomsa to a lioness gives us a good picture of just how frightening Nomsa can be.

e.g. **She ran down the road like the wind.**

She is not the wind. But when she runs, she moves very fast and is graceful and quiet.



INTRODUCE THE LSC IN CONTEXT



- **Alliteration** – when consecutive words (words next to or near to each other) start with the same letter or sound. The sound creates a certain effect in the writing.
e.g. **B**ulelani the **b**ig **b**ully, **b**ashed past the **G**rade **5**s.
The repeated hard ‘**b**’ sound shows how rough and forceful he is.
e.g. **S**lowly, the **s**nake **s**lithered over the **s**and.
The soft repeated ‘**s**’ sound makes us think of the movement of the snake and the sound it makes.
3. Point out the following examples of these in the text:
- Metaphor:**
Her heart felt heavier than usual... - we do not feel the weight of our heart, but her pain and sadness felt heavy and weighing her down like a heavy bag.
...she came home from school and said something that made Nombulelo’s heart stop. – her heart did not stop (or she would be dead) but it felt as if her heart had stopped and her life had ended because of what Amahle said.
Amahle’s face become hard – her face did not become stone, but her expression was angry and full of hate and did not change.
 - Simile:**
and her eyes became like knives pointing at her – the look, expression, feeling in Amahle’s eyes was so hurtful, it was as though she was stabbing and cutting Nombulelo.
Every day was like a nightmare – we have nightmares, bad dreams in our sleep. Nombulelo is not sleeping, but her life is full of pain and fear, like a bad dream.
 - Alliteration**
When her beautiful baby was born... - the repeated ‘b’ draws our attention and emphasises this important moment.
...healthy and happy lives... - the repeated ‘h’ catches our attention and sounds joyful and positive.



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 mind-maps.

TEACH AND PRACTICE THE USE OF THE LSC



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

Figures of speech use words in imaginative and creative ways to create special meanings or effects.

Some figures of speech use comparison, e.g. metaphors and similes

Some figures of speech use sound, e.g. alliteration

- **Metaphor** – when you say one thing **IS** another. The two things might be quite different, but they share one quality.
- **Simile** – when you compare two things, but use the words ‘like’ or ‘as’.
- **Alliteration** – when consecutive words (words next to or near to each other) start with the same letter or sound. The sound creates a certain effect in the writing.

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

Language Writing Activity:

- **Learners must read the following sentences and write down what they think the underlined metaphors mean and what effect they create in the sentence.**
 1. She wasn’t sure if she would be accepted into the college, but they **gave her the green light** and accepted her application.
 2. The kitchen is **the heart of our house**.
 3. Don’t be such **a tortoise!**
 4. My cousin is **such a pig** – you should see her room!
 5. Her teacher **planted the idea** and the next week, she had written a song!
- **Learners must complete the following sentences with their own original ideas.**
 1. After they won the match, they were **as tired as...**
 2. She really wanted to buy the car, but it was **as expensive as...**
 3. When they got the bad news, it **felt like...**
 4. Her father was always **as careful as...**
 5. The sudden bang in the middle of the night **sounded like...**



TERM 4

WEEK 1

THURSDAY

TEACH AND PRACTICE THE USE OF THE LSC



- **Learners must copy the following sentences and underline the examples of alliteration. What kind of effect does the repeated sound create?**
 1. The jolly juggler jumped out the way.
 2. The scene before them was picture perfect.
 3. Lazy Lulama lay in the lounge all day.
 4. Mangaliso made meaningful music.
 5. Thandi told tales to the teacher.
- **Have some fun! Learners must use their name (the first letter) to make an alliterative sentence.**
- Go through and correct this activity together with learners and explain the answers where necessary. Encourage them to share their alliterative sentences with their names.

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	U=U
LEARNER BOOK	Page 2
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making inferences



SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
 - a. How did the Sister and the medical staff treat Nombulelo and Amahle at the clinic?
 - b. How did Amahle react when she found out the truth about her HIV status?
 - c. Compare the way Nombulelo and Amahle handled the situation of disclosing their status to their children. Which way was better? Why?
 - d. What do you think about Amahle’s reaction when Nombulelo told her she was HIV positive? Were her actions reasonable?
 - e. What do you think you would have done if you were Amahle finding out this news? Why?
 - f. This story is based on a real life family. What have you learnt from this story?

Text: Read	Second Read: Think Aloud
<p>Nombulelo sighed as she walked slowly home after work. She was worried because she never knew what she would find when she opened her front door. She thought back to when things were happier and calmer. A few years ago, her daughter Amahle had been a sweet child. But that was a very different Amahle to the one she lived with now.</p>	<p>I can infer that Nombulelo is not happy to go home because her daughter has changed.</p>
<p>Fifteen years ago, Nombulelo had not known she was HIV positive when she was pregnant with Amahle. If she had known, she definitely would have made different choices. She would have done anything to prevent transmitting HIV to her baby. But her boyfriend had not disclosed his status to her, and because she was young and scared, she had not gone to the clinic throughout her pregnancy. So, when her beautiful baby was born, Nombulelo had unknowingly passed the virus on to her.</p>	<p>I can visualise the young Nombulelo feeling afraid and alone. I imagine it must have been a terrible shock when she found out she and her baby were both infected with HIV.</p>



TERM 4

WEEK 1

THURSDAY

Text: Read

Second Read: Think Aloud

Once the baby was born, the clinic staff were friendly and helpful at every visit. They treated Nombulelo with respect and care, and they loved Amahle. The Sister explained how ART works and how she and the baby needed to take their medication daily. ART would allow them to live long and normal lives. Nombulelo was so grateful to the kind staff at the clinic.

It seems the Sister gave her good medical advice, but **I wonder** if she counselled Nombulelo about how to deal with her daughter and other people's attitudes too?

The first twelve years were relatively easy. It was just the two of them. Amahle was a good child. She had lots of friends, she loved school, she laughed a lot and every day, she took her 'vitamins' (her ART). Nombulelo knew that life wouldn't always be this simple as Amahle grew up, but she was not prepared for what came next.

I can visualise Nombulelo and Amahle living together happily.

One day, when Amahle was in Grade 7, she came home from school and said something that made Nombulelo's heart stop. 'Ma, do you know what we learnt about in school today? HIV and AIDS. My teacher gave us all this information, and said that people with HIV can live normal lives. But we all think it's disgusting. People who get HIV deserve to get AIDS because they are doing bad things. If they die then they die – that is their choice!'

I can infer that Amahle and her friends believed the stigma about people with HIV and AIDS. **I wonder** where they heard these negative and disapproving ideas?

Nombulelo felt dizzy. She thought she was going to fall over. She realised this was the moment she had been avoiding, but now she had to face it. 'Come here and sit down with me, my child. There are some important things I need to tell you,' Nombulelo said weakly.

I wonder if she had explained it to Amahle when she was little, would Amahle have understood and accepted it?

As she told Amahle the truth about her birth and what the 'vitamins' really were, she watched Amahle's face become hard, and her eyes became like knives pointing at her.



Text: Read	Second Read: Think Aloud
<p>‘Why did you never tell me this? Why have you never spoken about my father?’ Amahle asked her mother in an accusing tone.</p> <p>‘Your father left before you were born – we were so young, and he did not want the responsibility of a child. I am so sorry for not being truthful, but you are the greatest thing that ever happened to me, my darling child.’ Nombulelo tried to explain, but all Amahle heard was that she was one of these disgusting people and she would die soon because of the virus.</p> <p>‘I hate you!’ Amahle sobbed. ‘I hate you! I can’t believe what you’ve done to me! You’ve made me filthy and disgusting! I don’t even want to live anymore!’</p>	<p>I can visualise Amahle shouting at her mother and Nombulelo crying and feeling helpless.</p>
<p>Despite Nombulelo’s pleas, Amahle’s ears were closed and all she could hear was the sound of a roaring fire inside head. She ran out and didn’t come home for days. Nombulelo looked everywhere for her. Amahle eventually came back, but she was not the same person. She was angry and wild! Amahle no longer cared what she did or who she hurt. She stopped taking her medication. She stopped going to school. Some days she was home, sometimes she went away. Nombulelo never knew if she was alive or dead. Every day was like a nightmare, and the nightmare went on for years.</p>	<p>I infer that Amahle feels so angry and hurt, she doesn’t care if her actions lead to her death! She must really want to hurt her mother!</p>
<p>Nombulelo sighed as she let herself into the house. Her heart felt heavier than usual. It was the week before Amahle’s sixteenth birthday, and Nombulelo had prayed for a reconciliation with her daughter by now.</p>	



TERM 4

WEEK 1

THURSDAY

Text: Read

As Nombulelo walked into the lounge she saw her daughter sitting there, looking tired and old.

‘Ma, I’m pregnant,’ were the first words out of Amahle’s mouth. Then she broke down and sobbed, ‘I don’t know what to do. I am so tired. Is it too late for me to take the medication?’

‘My child, my child,’ cried Nombulelo pulling her daughter into a tight embrace. ‘You’re not too late. We’ll get help. We’ll all be fine. You and your baby will live long, healthy and happy lives. I’m so relieved that you came to speak to me.’

Amahle rested her head on her mother’s shoulder, and wept tears of relief.

‘Mama, what is that?’ said little Khanyisile pointing to her mother’s medication. ‘You and Makhulu both drink those pills every day. Why don’t I have them?’ she asked.

‘Granny and I both have a virus.’ answered Amahle. ‘But, because we drink these tablets every day, we are absolutely fine. We will both live long and healthy lives.’

Amahle continued her explanation, ‘You don’t have this virus because I take this medicine. It stopped me from passing it on to you, so you are a perfectly healthy child. I will teach you more about this when you’re a bit older.’

Khanyisile hugged her mother, ‘Love you, Mama,’ she said, as she went off to play.

Second Read: Think Aloud

I wonder what Nombulelo felt when she saw her daughter sitting there? **I wonder** what she felt when she heard Amahle’s news?

I think Nombulelo is so thankful and she knows exactly what to say and do to help Amahle.

I can infer that Amahle is healthy again and she is taking her ART properly. Her virus is undetectable, so she did not pass it on to her daughter (U=U).



Recall questions	Responses
How did the Sister and the medical staff treat Nombulelo and Amahle at the clinic?	They treated them with kindness and respect and explained all about the ART.
How did Amahle react when she found out the truth about her HIV status?	Amahle was furious with her mother and was disgusted with herself. She started living a very destructive life.
Compare the way Nombulelo and Amahle handled the situation of disclosing their status to their children. Which way was better? Why?	Nombulelo didn't tell Amahle; Amahle partially explains to her young daughter. I think ... was the better way because...

Critical thinking	Possible responses
What do you think about Amahle's reaction when Nombulelo told her she was HIV positive? Were her actions reasonable?	Own responses with reasons
What do you think you would have done if you were Amahle finding out this news? Why?	Own responses with reasons
This story is based on a real life family. What have you learnt from this story?	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 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 look at the text, *U=U*.
4. Model making an inference.
'She was worried because she never knew what she would find when she opened her front door.'
I make an inference that Nombulelo's life was difficult at that time. I think she is not in control of everything and it is stressful, tiring and even scary. **I can infer** that sometimes when she comes home, it is very upsetting as her daughter's choices are hurtful.

WORK WITH LEARNERS: (We do...)

1. Explain that now, we will make an inference together!
2. Read: *'The first twelve years were relatively easy. It was just the two of them.'*
3. Ask learners: What inferences can you make from that sentence? If needed, you can prompt by asking:
 - a. Where was Amahle's father?
 - b. Were there other family members living with them?
 - c. What kind of child was Amahle?
 - d. What kind of parent was Nombulelo?
4. Listen to learners' ideas, like:
 - a. **I make an inference** that Nombulelo was a single parent and she was raising Amahle by herself.
 - b. **I can infer** that Amahle was a good child. She did not cause Nombulelo much stress.
 - c. **I infer** that Nombulelo was capable and good parent. Even though it's hard raising a child, she was doing well and life was good.



TERM 4

WEEK 2

MONDAY

PAIR WORK: (You do...)

1. Explain that now, learners will make **their own inference** about the text.
2. Read out loud while learners follow along:
*'My teacher gave us all this information, and said that people with HIV can live normal lives. **But we all think it's disgusting.** People who get HIV deserve to get AIDS because they are doing bad things. If they die then they die – that is their choice!'*
3. Ask learners: *Make an inference about Amahle's statement.*
4. Explain that learners can use this frame to help them:
I can infer that Amahle... because...
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 inferences, like:
 - a. **I can infer** that Amahle has heard information from others and this is influencing her judgement.
 - b. **I infer** that Amahle has strong opinions and believes what her friends have said despite what her teacher is telling her.
 - c. **I can make an inference** that Amahle's friends believe the stigma that HIV and AIDS happen to evil people who are living bad lives.

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.

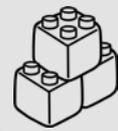
If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).



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

TITLE	U=U
LEARNER BOOK	Page 2
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making inferences

BUILD AND MONITOR BACKGROUND KNOWLEDGE



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

POST-READ: MAKING INFERENCES SUMMARY



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

**POST-READ: MAKING INFERENCES SUMMARY**

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

U=U

This text is about a family dealing with living with HIV. **I think the author wrote the text so that** the reader can think about what it's like to contract the disease from a sexual partner and for a mother to pass it on to her unborn child. I also think the author wanted the reader to think about the stigma associated with HIV and how people talk about it and judge those who have it. **In the text I learnt** that if you take ART regularly and correctly, you can reduce the virus in your body. And if the virus is undetectable, you cannot transmit it to anyone else. / ...that people still have disapproving ideas about HIV/AIDS. / ...when talking about HIV, it's not enough to just talk about the medication and treatment, but it is also important to consider people's feelings about it. **I liked** that Amahle told her daughter when she was little about the disease and gave her the facts **because** that is the best way to break the stigma. **Overall, I think the text is** necessary for people to hear / informative / realistic! **From this text, I can infer** that there is still a stigma associated with HIV and this is dangerous because people need to know their status in order to get treatment./...that teenagers are often emotional and do not always see when someone is trying to help them./ ...that people can live long and healthy lives with HIV.

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

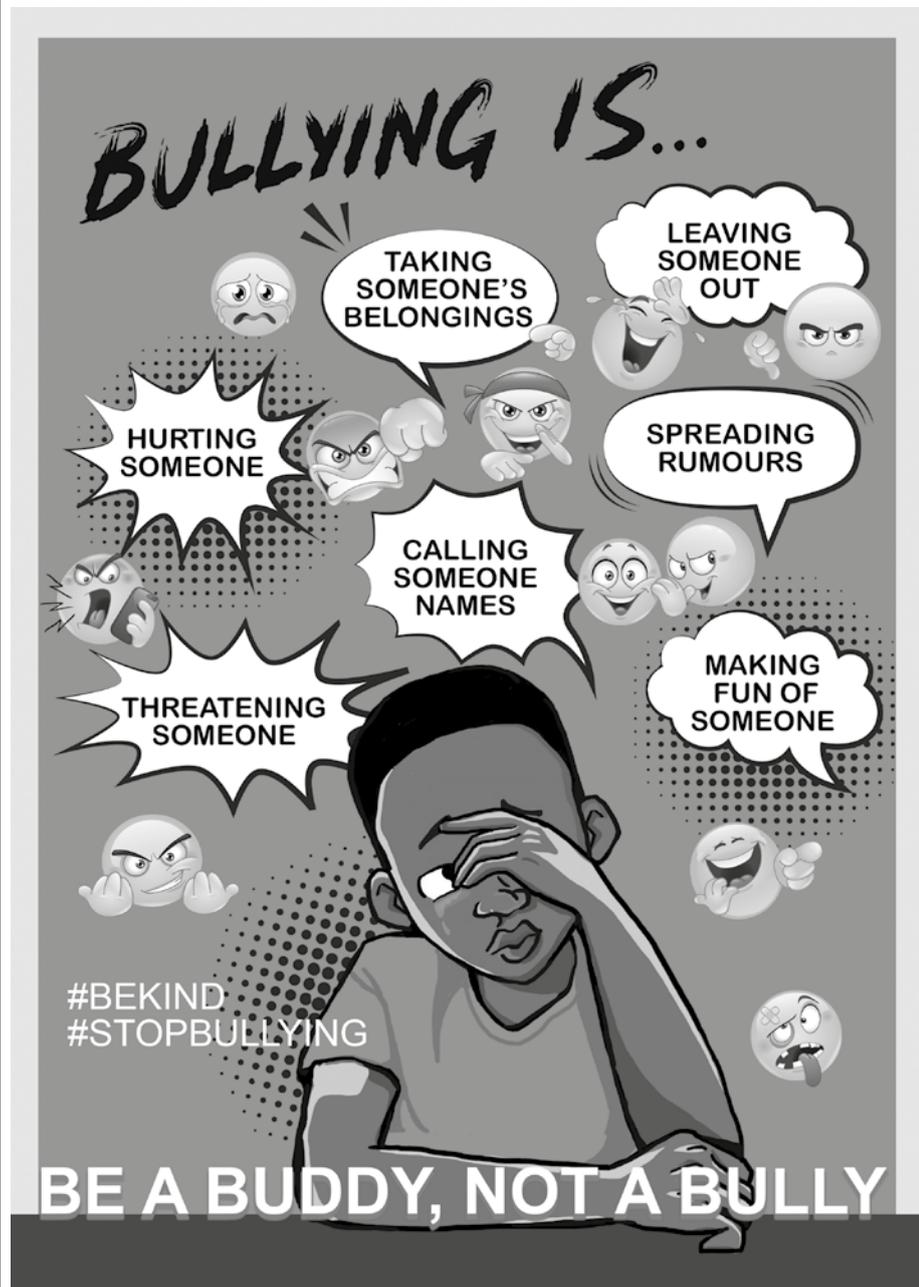
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
ADVERTISEMENTS and POSTERS	To persuade someone to buy something or use a service or to educate people about something	<ul style="list-style-type: none"> • Can take a variety of forms • Make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable 	Figurative language and figures of speech used to create impact and make the language and the information memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm



INTRODUCE THE GENRE

1. Explain that this cycle, learners will write a visual text: **a poster**.
2. Explain that in a poster, we try to persuade people to buy something or to use a service. A poster or notice can also educate (or teach) people about something new and important!
3. Explain that to educate (teach) someone about something, we can:
 - a. Use simple, clear and interesting facts.
 - b. Use language creatively to catch attention and to emphasise a point.
 - c. Use pictures, diagrams, or charts to help present information clearly.

READ THE FOLLOWING POSTER





DISCUSS

1. What is the purpose of this poster?
2. What information does this poster present?
3. Where do you think you might see this poster?
4. Who might have written this poster?
5. Why do you think the poster was written?
6. Whom do you think this poster was written for?
7. Look at the language used. Look at the punctuation used. What kind of language is used? (formal/informal/short phrases/long sentences/creative devices, etc)
8. Look at the visuals used. How do the visuals help send out the message of the poster?
9. Look at how the poster was set out. What catches your eye? How do the written text and the visuals work together?

NOTES

Tell learners to open their exercise books, and to write down the following heading and notes:

Poster

1. *Can take a variety of forms*
2. *Can make use of slogans and logos*
3. *Usually has a visual design element*
4. *Uses advertising techniques*
5. *Uses design to make catch attention and make the message memorable*
6. *Can use language creatively (e.g. do not have to use full sentences)*
7. *Uses figurative language and sound devices to create impact*
Make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
8. *Uses punctuation for effect*

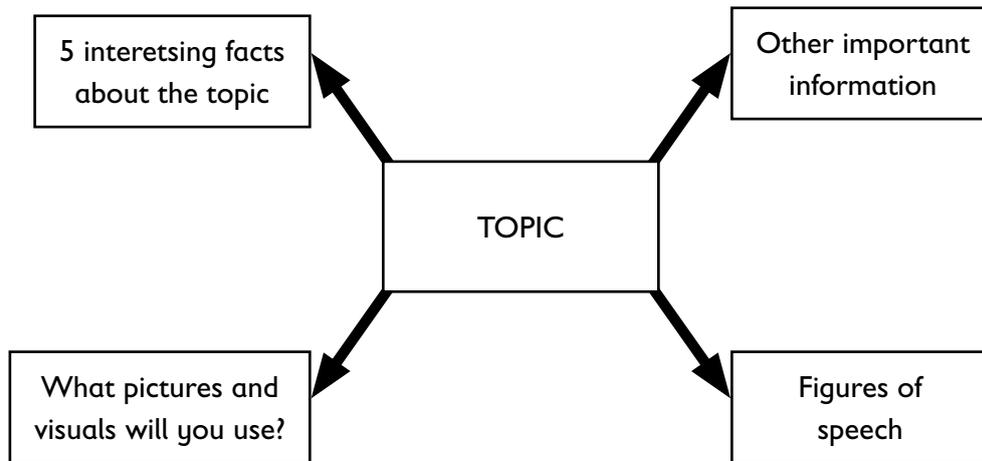


**WEEK 2: TUESDAY / DAY 2:
PLANNING (30 minutes)**

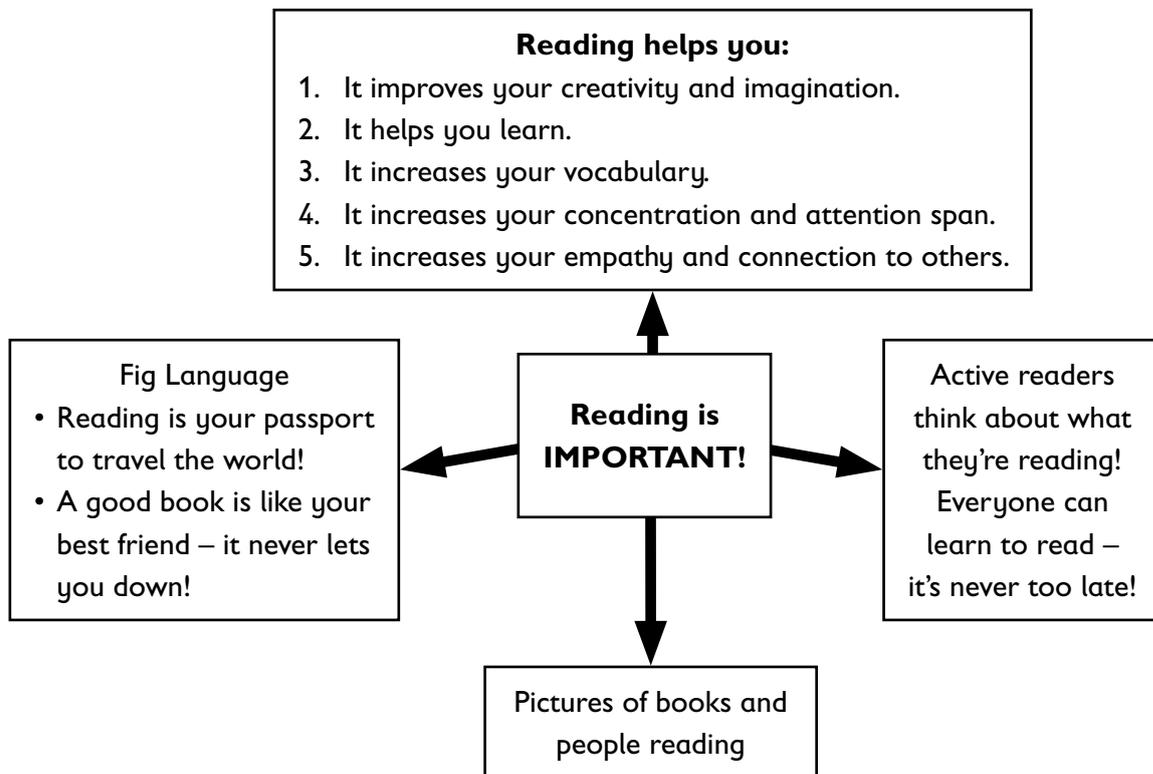
TOPIC	The social responsibility of community's health
GENRE	Poster
PLANNING STRATEGY	Mind-map
INTRODUCTION	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Tell learners that they are going to write and create a poster. 3. The poster needs to inform people of an aspect of how we are all responsible for keeping our society healthy from viruses and diseases. 4. The learners need to choose an aspect from the texts and information they have been reading to create their poster. 5. Some points they could choose include: knowing if you are ill/your status; taking medication correctly and for the right length of time; taking preventative measure, e.g. vaccines; breaking the negative stigma associated with TB or HIV; supporting people who are infected; living a healthy life. 6. Explain to learners that they must do this in their exercise books.
MODELLING: (I do...)	<ol style="list-style-type: none"> 1. Introduce the writing topic 2. Explain that this week, learners will design a poster to educate people about the social responsibility of communal health. 3. Explain that learners can choose one of the aspects covered in the texts and discussions and design a poster to share this important message and information with others. 4. Remind learners that a poster needs to have written information and visuals, e.g. pictures, symbols, diagrams, etc 5. Show learners that you think before you write. 6. Use modelling to show learners some ideas you have for your poster, like: <i>I would like everyone to be aware of the importance of reading. Young and old people need to know the value of reading – both for education and enjoyment.</i> <i>I want to promote reading! I will use pictures to show what people can gain from.</i> 7. Have the writing topic written on one side of the chalkboard. 8. Write the planning frame below on the other side of the chalkboard. On the other side of the chalkboard, show learners how you make a mind-map.



Poster



Poster

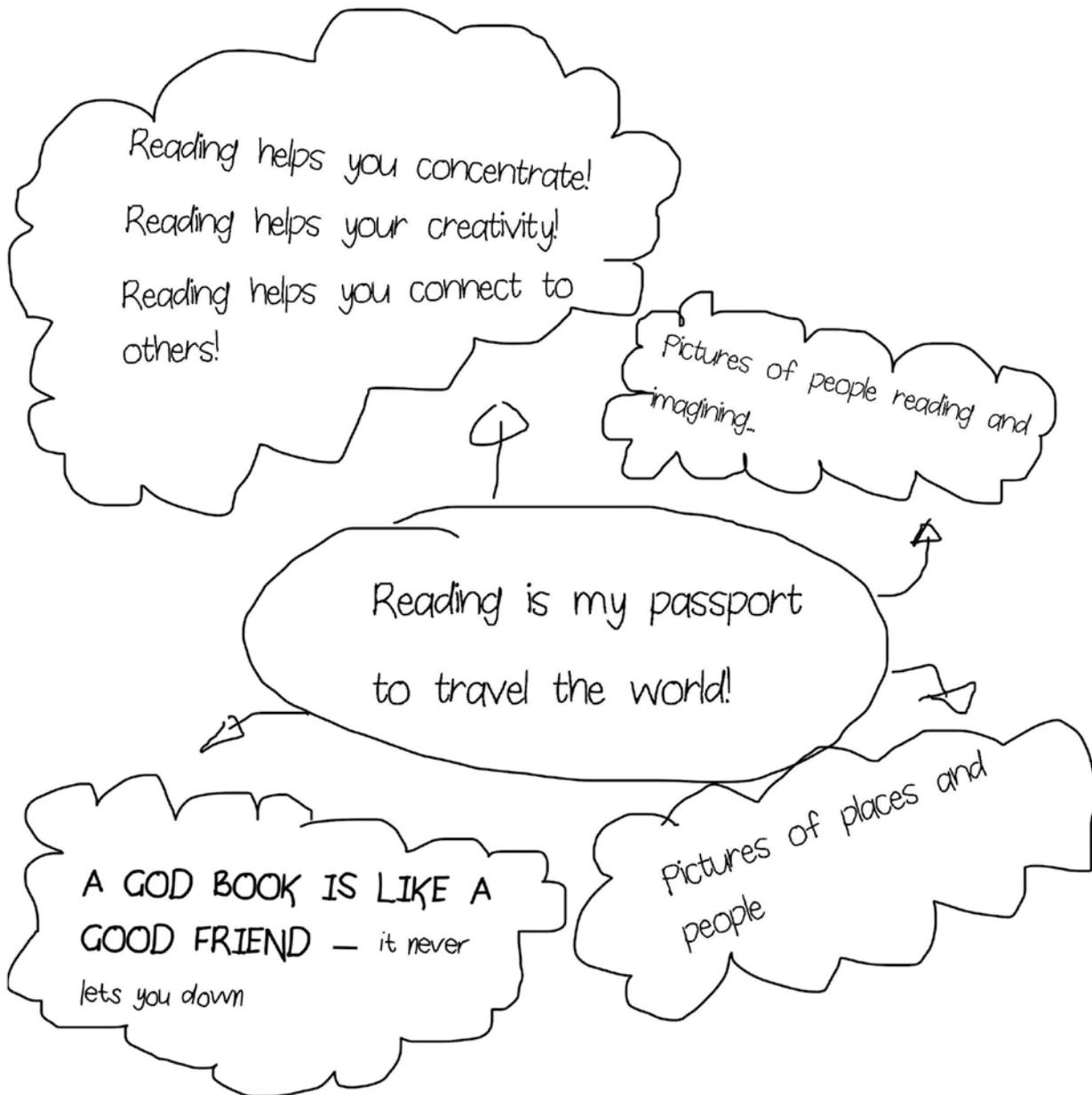


LEARNERS PLAN:
(You do...)

1. Tell learners that their poster will help promote an important point or teach other learners something new about the social responsibility of health.
2. Instruct learners to close their eyes and think of the most important aspect of the social responsibility of the community's health they want to promote and inform others about.
3. Think about the points and facts they will include in their poster.



4. Next, tell learners to turn and talk with a partner, to share their ideas.
5. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poster, just like you did.
6. Tell learners not to copy your plan – they must write their own ideas.
7. Hand out learners’ exercise books and their Learner Books (for information).
8. Remind learners that they can use all the resources from the cycle to find their information.
9. As learners work, walk around the room and hold mini-conferences, as per the core methodology.



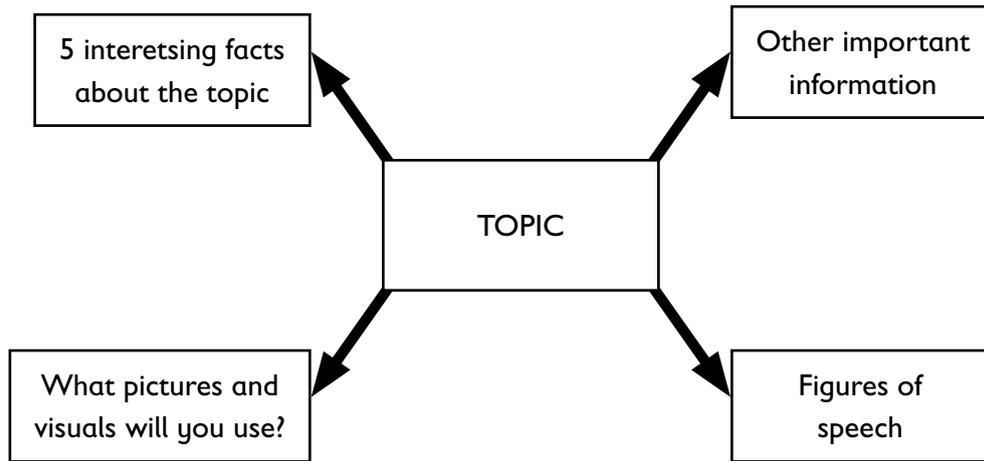


WEEK 2: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

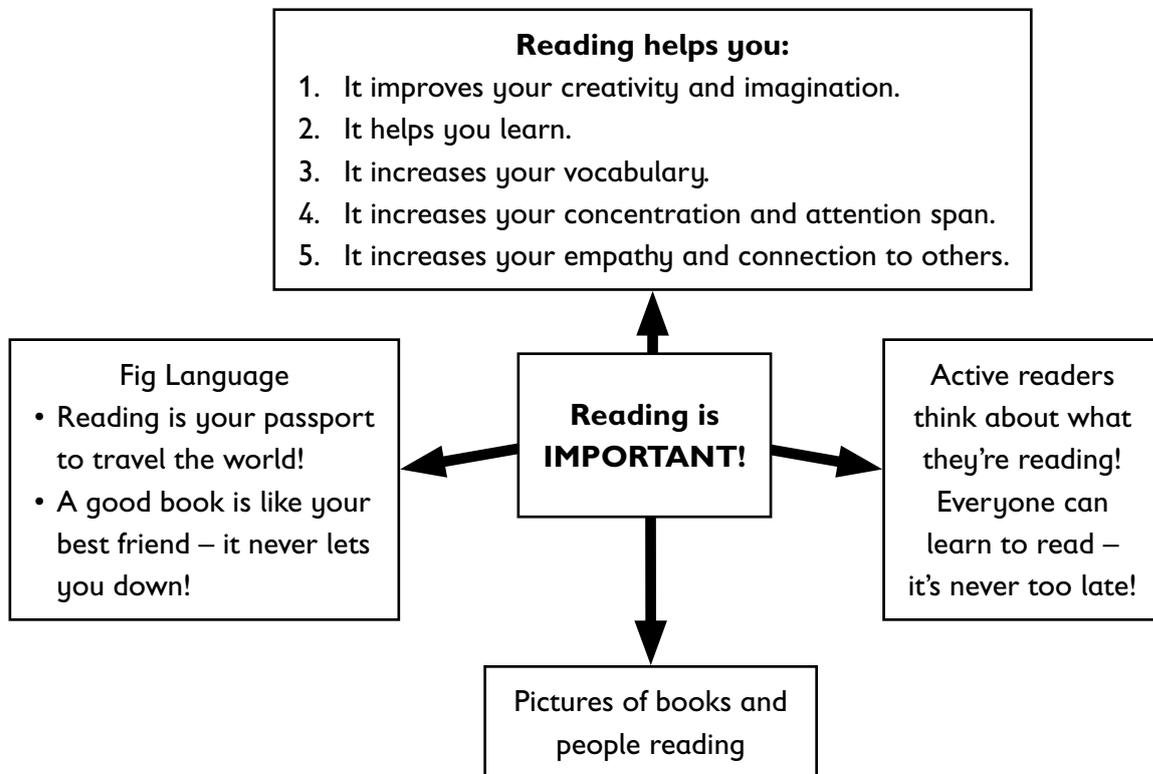
TOPIC The social responsibility of community's health

Before class begins, rewrite the planning mind-map on the board.

Poster



Poster





<p>EXPLAIN THE DRAFTING FRAME</p>	<ol style="list-style-type: none"> 1. Next, tell learners that they must design and write a poster. 2. Explain that the words on a poster do not have to be written in full sentences. 3. Explain that a poster might use punctuation creatively, for example, using a lot of exclamation marks! 4. On a poster, the ideas do not need to be written in any particular order – they might even be spaced around the page! 5. When writing a poster, learners must think about how it looks, because it is meant to catch people’s attention! 6. Remind learners that this poster must include a picture or other visuals.
<p>DRAFTING</p>	<ol style="list-style-type: none"> 1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: <ul style="list-style-type: none"> • Remind learners that they will create a poster using the mind-map planning frame. • They need to think carefully about how best to capture people’s attention and get their point across. • They must use words, language and punctuation creatively. • They must include a figure of speech. • Their visuals must be easy to understand and must help support the point they’re making. 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.

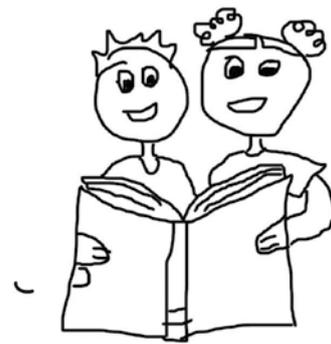
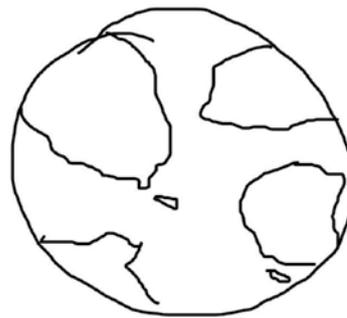


Reading helps you concentrate!

Reading helps your creativity!



Reading is my passport
to travel the world!



Pictures of places and
people

A GOD BOOK IS LIKE A
GOOD FRIEND — it never
lets you down

Pictures of people reading
and imagining...



**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. Has correct and relevant information (at least 3 facts).
2. Communicates the point effectively using the form of the poster.
3. Creative use of language to capture and keep attention.
4. Effective use of punctuation to capture and keep attention.
5. Effective and creative use of visuals that work well with the written text to get the point to the reader.
6. Has used at least one figure of speech (comparison or sound device) well to help get the message to the reader.
7. Has used different styles and sizes of text.
8. Has set out the poster in a way that catches the reader's eye and gets the message across.

HOMEWORK



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

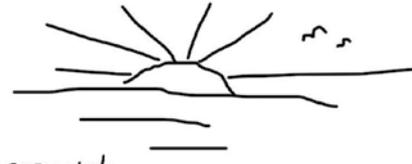


Reading helps you **connect** to others!



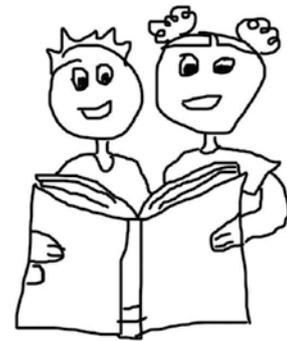
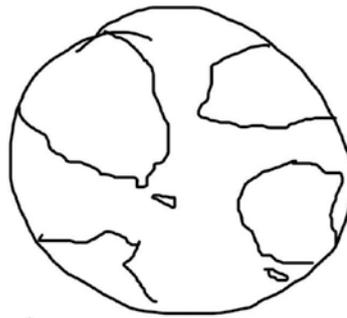
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Reading is my passport

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~~Pictures of places and people~~

A **GOD BOOK** IS LIKE A **GOOD FRIEND** — it never lets you down

~~Pictures of people reading and imagining~~



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

PUBLISHING



Follow the core methodology to help learners publish their writing.

1. Instruct learners to read through their posters and make any necessary corrections.
2. Rewrite their poster neatly making all necessary corrections and changes.

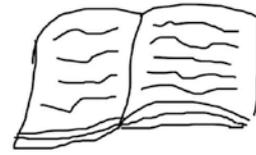
PRESENTING



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.

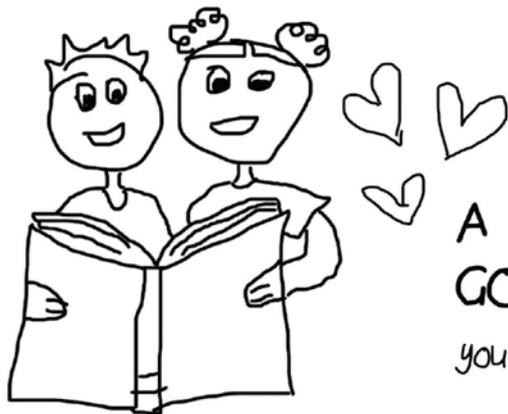
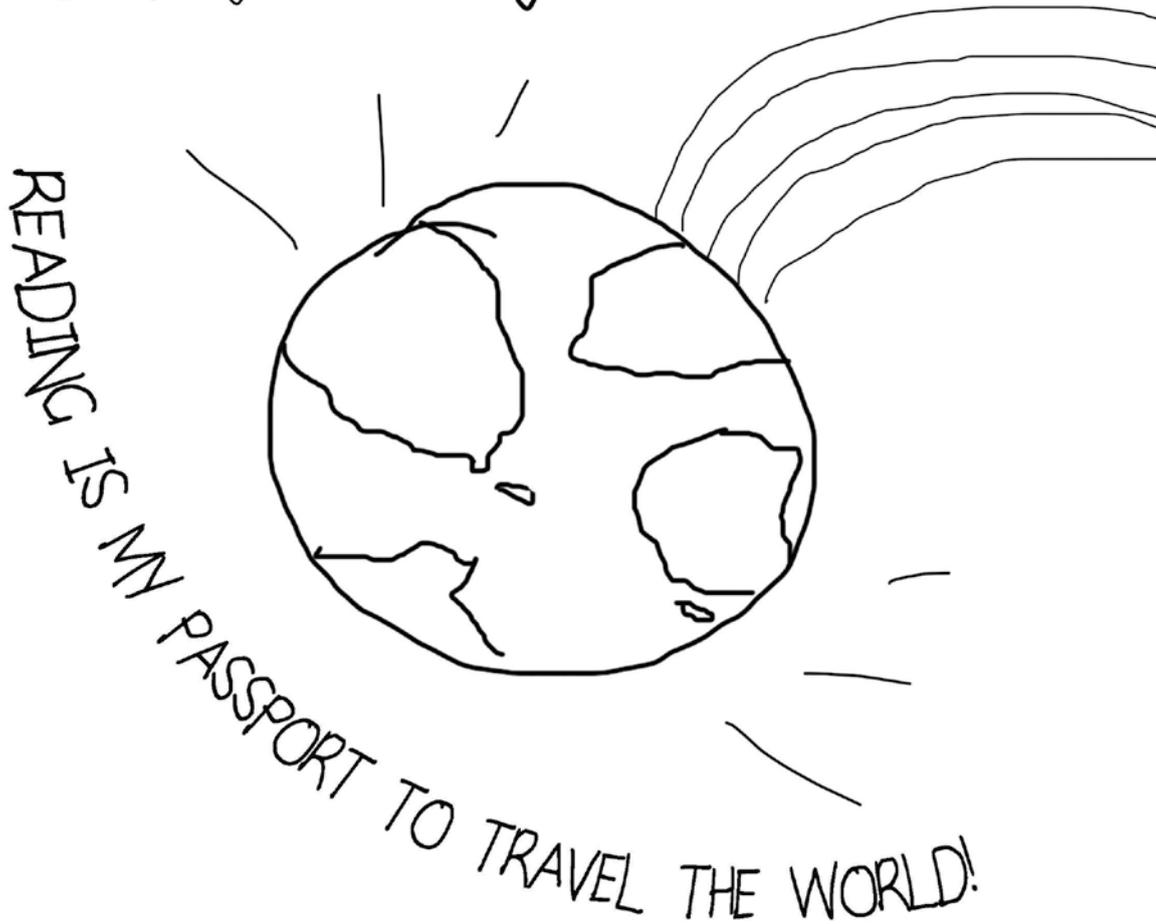


Reading helps you **concentrate!**



Reading helps you **connect** to others!

Reading helps your **creativity!**



A GOOD BOOK IS LIKE A GOOD FRIEND — it never lets you down



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

ORAL PRESENTATION (FAT 7)

Follow the previous lesson plans from Term 3 for learners to continue doing their Oral Presentations of the Creative Writing Project.



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 discussion task). For example:</p> <p>This cycle we:</p> <ul style="list-style-type: none"> • Learnt new vocabulary words about the social responsibility we all have to stay healthy. • Listened to an article about diseases that are contagious: how to treat these and how not to spread them. • Learnt about figures of speech. • Read different texts about infectious diseases and how people deal with living with these diseases and the methods we can take to prevent ourselves from getting them. • Spoke about the texts. • Answered questions about the texts. • Learnt about how to create a poster. • Created a poster. • Delivered the Oral Presentaion of the Creative Writing Project: listened to others and gave feedback on others’ speeches.
REFLECT	<ol style="list-style-type: none"> 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 Life Orientation. Ask learners to share any connections that they can think of. <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>
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • 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

The Life and Legacy of Luka Jantjie

Term 4

Weeks 3 & 4 | Cycle 2



TERM 4: WEEK 3

OVERVIEW



THEME	The Life and Legacy of Luka Jantjie
PHONIC DECODING	oi, oy, ar loyal, destroy, spoil, join, part, start
SIGHT WORDS	heart, believe, gone, suddenly, brave, leader, should, person, fight, coming
THEME VOCABULARY	naturalist, intention, press, heavily populated, fascinated, novelty threatened, territory, determined, influences, missionaries, colonial officials, courtroom, siege
LSC	Adjectival and adverbial clauses
COMPREHENSION STRATEGY	Visualising
WRITING GENRE	Diary
WRITING TOPIC	Meeting a new person for the first time
GRAPHIC ORGANISER	Mind-map
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: information about Tshwane towns; stories about Luka Jantjie and the resistance to the British colonials; the diary of and information about William Burchell; information and stories about missionaries in South Africa around 1820-1860; information about the discovery of diamonds at Kimberley; articles and information about how the Tshwane towns were organised; stories and information about the siege of Langeberg; etc. 3. Try to find some pictures and visuals, for example: maps showing the Tshwane towns and surrounding area; maps of South Africa in the 1800s; photos from the 1800s in South Africa; drawings by explorers, e.g. Burchell's drawings of people, plants, animals and landscapes; photographs of artifacts and landscapes of life in the Northern Cape in the 1800s; photos and drawings of missionary schools; drawings and diagrams of diamond mining equipment, farming tools, ox wagons, weapons of the mid-1800s; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 2: **The Life and Legacy of Luka Jantjie**
2. **Introduce the theme as follows:**
 - Explain to learners that in Social Science (History) this term, they will focus on the co-operation and conflict on the frontiers of the Cape Colony in the early 19th century, the arrival of British and the expanding northern frontiers of European settlement; the expanding trade relationships on the northern frontier; the southern borders of the Tswana world, missionaries and traders.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand what the country looked like at that time; how the Setswana people were living, and a powerful leader Luka Jantjie who fought the British colonials.

ACTIVATE BACKGROUND KNOWLEDGE

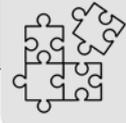


1. Follow the core methodology to set up a mind-map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>The societies in the Northern Cape</u>	<u>Luka Jantjie</u>	<u>Tshwane towns</u>
<u>The British colonials</u>	THE LIFE AND LEGACY OF LUKA JANTJIE	<u>The missionaries</u>
<u>Discovery of diamonds</u>	<u>Exploring the interior</u>	<u>William Burchell</u>

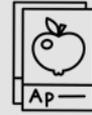


ACTIVATE BACKGROUND KNOWLEDGE



4. Follow the core methodology to set up a mind-map. Ask prompting questions to activate background knowledge:
 - a. **Who was living in the Northern Cape in the 1800s?**
 - b. **What did their societies look like?**
 - c. **Who were the leaders of the society?**
 - d. **Who was William Burchell?**
 - e. **What were the British doing in Southern Africa?**
 - f. **What do you think life was like for the colonials?**
 - g. **When diamonds were discovered, how do you think that changed life for people in Kimberley and surrounds?**
 - h. **Who was Luka Jantjie?**
 - i. **What were the roles and responsibilities of the chiefs?**
 - j. **Who were the missionaries?**
5. 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



naturalist	Act like a naturalist (someone in nature, studying a plant or looking through binoculars).
	Tell learners that a naturalist is someone who studies the natural world, especially plants and animals.
intention	Tell learners that an intention is what action or plan you decide to follow for a specific thing.
	Say: My intention for the holidays was to play soccer everyday so that I could try out for the first team in next term's trials.
press	Say: I can use a heavy book as a flower press. I pick the flower, I put it between two pieces of paper, and then I slide it into the book. The weight of the book will press all the water out of the flower, and dry and preserve it.
	Tell learners that a press is any machine that presses something flat.
heavily populated	Point to a picture of a heavily populated area – a crowded street or market, for example.
	Tell learners that 'heavily populated' describes when an area has lots of people living in it.



LSC: DEVELOP THEME VOCABULARY



fascinated	Act out being fascinated – pretend to widen your eyes, look closer, and say ‘Wow, that is so interesting!’
	Tell learners that to be fascinated is to be interested in something.
novelty	Tell learners that a novelty is something that is new or unusual.
	Say: It was such a novelty to get paid when I started my first job. I’d never had a salary before!

QUESTION OF THE DAY



QUESTION	What would you find interesting if you were exploring a new land?
GRAPH	4 COLUMN GRAPH
OPTIONS	The thing I would find interesting if I were exploring a new land would be _____. <i>the people / the plants / the animals / the buildings</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	<ol style="list-style-type: none"> What would most learners find interesting if they were exploring a new land? Most learners would find _____ interesting if they were exploring a new land. What would you find interesting if you were exploring a new land? I would find _____ interesting if I were exploring a new land.
EXTENSION QUESTIONS	<ol style="list-style-type: none"> If you were a 19th century explorer, what would you take with you on your journey? If I were a 19th century explorer, I would take _____ with me. All explorers want to colonize and take over the land and rule the people. Do you agree with this statement? Why or why not? I agree/disagree, 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 3: MONDAY / DAY 1:
LISTENING (30 minutes)****LISTEN TO...**

Follow the core methodology to conduct the listening lesson using an information text: **From the Diary of William Burchell**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>From the Diary of William Burchell</p> <p>William John Burchell lived from 1781 to 1863. He was an English explorer, naturalist, traveller, artist, and author. He travelled through Southern Africa between 1811 and 1815 and collected over 50,000 specimens of plants, animal skins, skeletons, insects, seeds, bulbs and fish. He is known for his many detailed and accurate notes and drawings of numerous landscapes, people, animals and plants.</p>	<p>Wow, this man was interested in lots of things! I wonder if he was taking all these notes and drawings back to England to teach people about Southern Africa?</p>	<p><i>What were some of the things Burchell collected on his travels in Southern Africa?</i></p> <p><i>(plants, animal skins, skeletons, insects, seeds, bulbs and fish)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>This is an extract from William Burchell’s book, ‘<i>Travels in the interior of Southern Africa Vol 2</i>’. It was published in 1824. This is one of his diary entries, in which he describes his visit to the Tswana town of Litakun, which is also called Dithakong.</p>	<p>Oh, he kept a diary. I wonder if this helped him process all the things he saw and experienced?</p> <p>Dithakong is East of Kuruman, in the Northern Cape.</p>	<p>What was the name of Burchell’s book?</p> <p>(<i>Travels in the interior of Southern Africa, Vol 2</i>)</p>
<p>13 July 1812</p> <p>It was my intention to go to Litakun and stay there for some time. This would be the best way for me to study the people and observe their way of life. I needed to have a good understanding of one tribe or nation for my safety and success before I could move on with my travels.</p>	<p>It sounds like Burchell wanted to learn more about the people and their way of life. I wonder how he felt about going to a new society?</p>	<p>Why did Burchell want to stay at Litakun?</p> <p>(He wanted to study the people and their way of life for his own safety and success.)</p>
<p>As we moved on, the land, which had been sandy, became more rocky. At first the rocks were a blackish colour, then they changed to red. The flowers we had seen before were everywhere and we stopped so that I could pick some and put them in my press.</p>	<p>Oh, he’s really interested in the natural surroundings too! I think this must be one of the flower specimens he collected.</p>	<p>What did Burchell put in his press?</p> <p>(the flowers growing all round)</p>



TERM 4

WEEK 3

MONDAY

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Six miles from Lobutsani, we crossed to the right bank of a little river. After two miles we came to a larger river which our guide called the Litakun river. The banks of the river were steep and it took some time to find a good road for our wagons to cross over safely. The river flows constantly and the local people consider it a main source of water.</p>	<p>I can visualise them trying to find a safe place to cross the river. It must have been hard to get ox wagons down the steep sides and across the rushing powerful river.</p>	<p><i>What was the name of the big river that they crossed?</i> (the Litakun River)</p>
<p>As we approached the hills which surround the valley in which Litakun stands, the ground became more uneven and rocky. We could see some oxen, several herdsmen, and a few inhabitants walking about, so we knew that we were not far from the town. Previously I had no idea of the size of the town. Everyone I asked said it was a very large kraal, but I did not know what that meant. The large mokaala trees, and every bush around, had been cut down for firewood, so we realised we were close to a heavily populated place which needed a lot of fuel. There were many narrow foot-paths leading in one direction, pointing out our way. My expectations as to its size were very much below what I actually found it to be.</p>	<p>I wonder what it felt like to go to a new place with no knowledge of what you would find? I can see how Burchell infers what he will find by what he can see in the landscape around him. I think he didn't realise that this Tshwane town would be so big!</p>	<p><i>How did Burchell work out that the town was big and heavily populated?</i> (Every bush and tree had been cut down for firewood and there many foot-paths leading into the town)</p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Finally, we had the most rewarding sight: part of the Town of Litakun now appeared before me. As we came nearer, we saw many houses. Even though we were still far away, I was fascinated by their form and shape. The town is surrounded by hills. The houses were built in groups with spaces in between. The only plants visible were some half-trampled grass, and a few mokaala trees in the spaces. I made drawings of the Bachapin houses.</p>	<p>I can visualise the town with the hills all around and the houses grouped in the valley below. I think the grass is all trampled because there are so many people walking on it. I wonder what the houses looked like?</p>	<p><i>What fascinated Burchell in the Town?</i> <i>(the form and style of the houses)</i></p>
<p>When our wagons had nearly reached some of the first houses on the outskirts of the town, many of the inhabitants came out to greet us. All seemed highly pleased at our arrival and moved along with the wagons. Their enthusiasm seemed to show that they believed my coming was a great event.</p>	<p>I wonder if the people of Dithakong had seen a person from England before? I wonder what they expected?</p>	<p><i>How did the people of the town receive Burchell?</i> <i>(they were very happy and welcoming)</i></p>
<p>As for myself, I forgot about the people travelling with me as I was completely fascinated by the interesting scene before me, and by the novelty of it all. The people were all happy to see us and their smiles reflected a sunshine upon every object. From the first instant, there were no uncomfortable feelings that I thought our arrival might bring.</p>	<p>I can see all the people smiling and welcoming Burchell as he entered the town. I think he was scared he would not be welcome.</p>	<p><i>Why did Burchell forget about his travel companions?</i> <i>(he was so captivated by the people and the scene around him)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
While looking at this busy crowd of Africans and admiring the social appearance and size of the town, I was aware of how different it was in every respect from the people and towns in Europe. There was a spirit of enthusiasm. No feeling in my travels had been better than this!	I think Burchell was comparing this town to towns he knew back home in England. I imagine this was very different – the weather, the environment, the architecture, the people, everything!	<i>How did Burchell feel on entering Dithakong?</i> <i>(he was fascinated and overjoyed)</i>

HOMEWORK

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

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

DISCUSS...

- Follow the core methodology to guide learners to discuss the listening text:
From the diary of William Burchell
- Use the following discussion frame:

From the diary of William Burchell

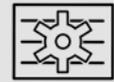
- This text was about...
- In this text I learnt that...
- I think this text is... because...
- I think this text was written to help me think about...
- What stood out for me was...



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

TITLE	The Story of Kgosi Luka Jantjie
LEARNER BOOK	Page 28
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Visualising

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"> 1. Read and explain the meaning of the title: The Story of Kgosi Luka Jantjie 2. This text seems to be about a man named Luka. I think he must be a leader because he has the title Kgosi – chief. I wonder if he was chosen as the Kgosi, or inherited it in his family? His name is interesting – I wonder where his family are from and what language they speak? I wonder who he was and what he did? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: <ul style="list-style-type: none"> • grandfather – this story seems to be a grandfather telling his grandchildren a story. • hero – a hero is someone who helps others; who doesn't put their needs first. Luka Jantjie must have done something remarkable if he is called a hero. • diamonds – this story takes place in or near Kimberley at the time when diamonds were first discovered. 5. Help learners to work out the meanings of words and expressions they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example: '...a man who stood up for his people and himself... <i>This is not a literal use of language. This is figurative language. This does not mean Luka Jantjie stood up, but rather he represented his people and defended them and himself, their land and their rights.</i>



PRE-READING ACTIVITY



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, the direct speech 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 3: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their mind-map.
- 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



threatened	Act out being threatened – pretend to cower, hold up your hands, and say, 'Please don't hurt me!'
	Tell learners that when something or someone is threatened, it means that there is a chance that it will be hurt, harmed or damaged.
territory	Point to a map in your classroom.
	Tell learners that a territory is any area or region of land.
determined	Act out being determined – stand up straight, hands on your hips, a focused expression on your face.
	Tell learners that to be determined means to work hard, be focussed and to make sure you succeed.



LSC: DEVELOP THEME VOCABULARY



influences	Tell learners that the important people or ideas who shape who you are or what you think, are called influences.
	Say: My mom and granny are important influences in my life. They show me how to behave and how to treat others.
missionaries	Point to a picture of a missionary (you could Google a picture and show it on your phone).
	Tell learners that missionaries are religious people who travel around the world, converting people to their religion. Explain that there are still missionaries today.
colonial officials	Point to a picture of a colonial official (you could Google a picture and show it on your phone).
	Tell learners that colonial officials were people working for colonial forces. These people (often from Europe) took over other parts of the world (like parts of Africa) by force, for their own benefit. Remind learners that the main colonials who came to South Africa were the British and the Dutch.
courtroom	Point to a picture of a courtroom (you could Google a picture and show it on your phone).
	Tell learners that a courtroom is where a trial takes place. Often you would have the judge, the person on trial, lawyers and members of the public in a courtroom.
siege	Tell learners that a siege is a military attack when soldiers or fighters surround a city or the enemy base, attacking it and cutting off supplies.
	Say: Many people died from lack of food during the long siege of their city.

QUESTION OF THE DAY



QUESTION	What does it mean to be a hero?
GRAPH	4 COLUMN GRAPH
OPTIONS	<i>be brave / have integrity and honour / be physically strong / put others before yourself</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- What do most learners think it means to be a hero?**
Most learners think to be a hero you must _____.
- What do you think it means to be a hero?**
I think to be a hero you must _____.

EXTENSION QUESTIONS

- Do you think the missionaries were a positive or negative influence on the people in South Africa in the 1800s?**
I think the missionaries were a _____ influence, because _____.
- Land belongs to whomever is powerful to take control of it. Do you agree with this statement? Why or why not?**
I agree/disagree because _____.

HOMEWORK



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

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

TITLE	The Story of Kgosi Luka Jantjie
LEARNER BOOK	Page 28
ACTIVITY	First Read
COMPREHENSION STRATEGY	Visualising

FIRST READ



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



Text: Read	First Read: Think Aloud
<p>'Rremogolo, Rremogolo! Tell us a story!' the ten-year-old twins said, running up to their grandfather Modise, as he walked in the door. Their mother laughed, 'Slowly children. Rremogolo has just walked in the door! Let him sit down and have a cup of tea first!'</p> <p>'No, don't worry, my daughter. I'm always happy to see my two favourites! How are you, Lebo? How are you, Kefilwe?'</p> <p>'We're fine, thank you, Rremogolo,' Lebo said, 'and you?'</p>	<p>I can visualise the twins running up to hug and greet their grandfather and him bending down to give them a hug!</p>
<p>'I'm very well, now that I'm with you! So, it's a story you want, hey? I think I've got just the story for you! It's about a hero, a leader, a man who stood up for his people and himself. And guess what? He was born right here in Kimberley!'</p> <p>'Ooh, why was he a hero? What did he do? Tell us more, please, Rremogolo!' Kefilwe said sitting down next to the old man.</p>	<p>I think their grandfather is a kind man who enjoys being with his grandchildren.</p>
<p>'Well, this is the story of a man named Luka Jantjie. I don't think he set out to try and be a hero. But he lived at a time when his people's freedom and land were threatened. He was a Batlhaping leader at the time when the British colonials were taking what they wanted, and they wanted the Batlhaping's land. When diamonds were discovered in the Batlhaping territory in 1867, the British were even more determined to get the land so they could have the diamonds.'</p> <p>Lebo was impressed. 'Wow, he was alive when they first found diamonds! That's such a big part of the history of Kimberley!'</p>	<p>Wow, the British really thought if they wanted something, they could take it! I wonder if they negotiated with the people living there, or if they just used force?</p>



Text: Read	First Read: Think Aloud
<p>‘What was Luka like when he was growing up?’ Kefilwe asked curiously.</p> <p>‘Well, Luka was a proud, traditional African leader, but there were also other influences on his life. Luka’s father, Jantjie Mothibi was baptized in the early 1830s and was a devout Christian. He gave his son the Setswana name, Mpolokweng, but also christened him Luka, the Setswana form of Luke. So, Luka grew up in a house that followed Christianity.’</p>	<p>Hmm, it’s always interesting to find out about a person’s childhood. I can see Luka’s father was a big influence on him.</p>
<p>‘Oh yes, the British sent missionaries to South Africa, didn’t they? How did Luka feel about that?’ asked Lebo.</p> <p>‘Well, when he was little, he didn’t have a choice. Traditionally the skill of cattle herding was the most important thing for young boys, but Luka’s father sent him to the mission school to learn about Christianity. He was also taught literacy and mathematics.’</p>	<p>I can visualise Luka sitting at the mission school. I think he was a good student!</p>
<p>‘Oh, so he went to school, just like we do,’ said Kefilwe.</p> <p>‘Yes, but not exactly the same. At school he learnt more than just how to read and do maths. The Helmores, the Christian missionary couple who were at Dikgatlhong, had a big impact on Luka. Anne Helmore treated Luka with respect and a genuine friendship developed. Therefore, later, when Luka had to try and deal with colonial officials, he didn’t understand their racist attitudes towards him.</p>	<p>I think this missionary, Anne Helmore, was different from the other British people in South Africa. I can see that she must have also had a big impact on Luka’s life.</p>



Text: Read	First Read: Think Aloud
<p>Because Luka could read and write, he could read documents from the British and write messages to colonial officials and other dikgosi (chiefs). He also had a bank account because he was a farmer, a trader, a hunter and he had cattle. And with the discovery of diamonds, Luka needed to set up systems to sell and to create licenses for people to dig on his land.' Kefilwe nodded impressed. 'Wow! He really did lots in his life, didn't he? Please tell us more Rremogolo.'</p>	<p>I think Luka used all the things he learnt at school to make himself successful! I think people must have respected him a lot!</p>
<p>'Well, I can tell you one story that shows how he stood up for what is right. In 1870, while he was digging for diamonds, Luka saw a German colonist shoot and kill an African who worked for him, because the man had let some cattle walk away. As the chief in the area, Luka swiftly arrested the man. He punished him by whipping him and confiscating his belongings. The colonial powers were outraged that a black man should beat a white man. Luka was arrested and put on trial. Despite knowing that he might face punishment himself, Luka did what a kgosi was meant to do.'</p>	<p>I can make a connection to other leaders, like Mandela. Even though he knew the apartheid government would punish him, he kept fighting for equality.</p>
<p>'Wow, he was so brave for standing up for what he believed in! What else did he do?' The twins' grandfather went on, 'The British hated Luka. There are many stories of him battling the British on the battlefield and also in courts of law, with legal documents to try claim back what was rightfully his.' 'Why did he go to court? How could he protect his people in a courtroom?' asked Kefilwe, curiously.</p>	<p>I can infer that the British must have hated Luka because he showed them what a strong, intelligent man he was. And he never gave up!</p>



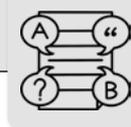
Text: Read	First Read: Think Aloud
<p>'In many cases, British and Setswana cultures had completely different understandings on how society worked. For generations, the Batlhaping had lived on the land and used it as they needed. In 1886, Luka went to court to legally fight the British to keep the Batlhaping land. Through his intelligent and thoughtful arguments, he managed to defeat the opposition and proved that he held the power in the Kuruman district.'</p>	<p>Wow, so Luka beat the British at their own game! I would have loved to see him argue his case in the courtroom!</p>
<p>But finally, the Batlhaping and the Batlaharo's land, that was rich in diamonds and minerals, was what brought the end for our hero. The colonials were determined to get the land and the access to the diamonds. Luka and other leaders fought the colonial powers and held off a siege for six months! This war has been called one of the most profound acts of resistance against the brutal colonial powers. Kgosi Luka Jantjie fought and died with courage and honour.'</p>	<p>Luka and his people must have been incredibly committed to stay strong for 6 months! It must have been so hard for them!</p>
<p>'Wow Rremogolo, that was a great story!' said Lebo. 'I want to be just like Luka – I want to fight for what is right!' 'I hope you do,' said the twins' grandfather, thoughtfully. 'So always remember - Luka was an intelligent, accomplished man who inherited leadership, but earned respect. He valued his people's traditions and culture. But he also respected elements of European culture: Christianity, education and business. He saw himself as a traditional Motlhaping Kgosi and a modern Christian entrepreneur. But for me, what is most important, is how Luka lived his life as a man of honour, true to his beliefs.'</p>	<p>Luka was such an interesting person. I think his strength was taking the best from all the influences in his life.</p>



Recall questions	Responses
Where was Luka Jantjie born?	Kimberley
Who was his teacher?	Anne Helmore, the missionary
Why did Luka go to court in 1886?	To prove that he was the rightful leader and that the land belonged to his people.

Critical thinking	Possible responses
How did learning literacy and mathematics help Luka in his life as a leader of the Batlhaping people?	He was able to read documents from the British and write documents to the colonials. He could understand their laws and fight for his people. He was a successful businessman and could trade and set up agreements for people who wanted to look for diamonds on his land. / Other points also acceptable
Luka lived many generations ago, but events that happened then have influenced people's lives in South Africa today. What are some of those consequences from that time in history?	People's land taken away and they never got it back. / The diamonds and natural resources were taken away and people lost a source of wealth. / other valid points

INTRODUCE THE LSC IN CONTEXT

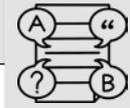


1. Explain to learners that in this cycle, they will learn about: **adjectival and adverbial clauses**
2. Explain this as follows:
 - a. **Adjectival clauses**

A clause is a group of words that has a finite verb. An adjectival clause is a type of subordinate clause (not as important as the main clause). It does the same work as an **adjective** in a sentence – it describes or provides more information about the noun in the main clause. An adjectival clause usually begins with the following words: **that, when, where, who, whom, whose, which, why**. Adjectival clauses are often (but not always) in the middle of a sentence.



INTRODUCE THE LSC IN CONTEXT



Example

- **Christmas, which many people celebrate, can be expensive.**

(The main clause is 'Christmas can be expensive'. The subordinate adjectival clause is 'which many people celebrate'. The adjectival clause gives more information about Christmas).

- **My sister is a kind person who always helps others.**

(The main clause is 'My sister is a kind person'. The adjectival clause is 'who always helps others'. The adjectival clause gives us more information about 'my sister'.)

b. Adverbial clauses

An adverbial clause is also a type of subordinate clause. It does the work of an **adverb** in a sentence (it describes or gives more information about the verb, the adverb, or the adjective in the main clause). Adverbial clauses tell you about when something happened (time), where (place), how (manner), why (reason), how much or how often (degree).

Examples:

- They decided to go when the rain had stopped. (**When** did they decide to go? When the rain had stopped. This is the adverbial clause.)
- She found her scarf where she had dropped it. (**Where** did she find it? Where she had dropped it.)
- We didn't want to leave because we were enjoying ourselves so much. (**Why** didn't we want to leave? Because we were enjoying ourselves so much.)

The adverbial clause may come first or last in the sentence.

Examples:

I fetched the book because I needed it for homework.

His grandmother was so happy that she cried.

Ella put on her hat so that she would not get sunburnt.

If you go down that path, you could get lost.

Unless Funeka takes her library books back today, she will get a fine.

3. Point out the following examples of these in the text:

Adjectival clause:

- a. It's about a hero, a leader, a man who stood up for his people and himself.
- b. So, Luka grew up in a house that followed Christianity.

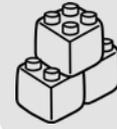
Adverbial clause:

- a. But he lived at a time when his people's freedom and land were threatened.
- b. When diamonds were discovered in the Batlhaping territory in 1867, the British were even more determined to get the land so they could have the diamonds. (Two adverbial clauses.)



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 mind-maps.

TEACH AND PRACTICE THE USE OF THE LSC



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

Adjectival clauses

An adjectival clause is a type of subordinate clause (not as important as the main clause). It does the same work as an **adjective** in a sentence – it describes or provides more information about the noun in the main clause. An adjectival clause usually begins with the following words: **that, when, where, who, whom, whose, which, why**.

Adverbial clauses

An adverbial clause is also a type of subordinate clause. It does the work of an **adverb** in a sentence (it describes or gives more information about the verb, the adverb or the adjective in the main clause). Adverbial clauses tell you about when something happened (time), where (place), how (manner), why (reason), how much or how often (degree).

3. Remind learners of the examples in the text that you pointed out in Wednesday's lesson.
4. **Language Writing Activity:**
Write the following sentences on the board and ask the learners to do the same. Learners must underline the adjectival clause (a and b) and the adverbial clause (c and d).
 - a. My cousins, who live in Johannesburg, are coming to visit us.
 - b. My grandfather remembers a time when people did not have cell phones.
 - c. I will meet you here after the service ends.
 - d. Refilwe is not joining us today because she is not feeling well.
5. Now write the following sentence starters on the board.
Learners must complete them as instructed:
 - a. My friend, who _____, is very good at soccer. (adjectival clause describing 'my friend')
 - b. I like to visit the town where _____. (adjectival clause describing 'the town')
 - c. They will always remember the day when _____. (adjectival clause describing 'the day')
 - d. We played outside until _____. (adverbial clause giving time)
 - e. Let's go to the place where _____. (adverbial clause giving place)
 - f. I cannot go away on holiday because _____. (adverbial clause giving reason why)
6. 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	The Story of Kgosi Luka Jantjie
LEARNER BOOK	Page 28
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Visualising

SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
 - a. What was the skill that boys were traditionally trained in?
 - b. What did Luka learn at the missionary school?
 - c. How long did the siege last where Luka was eventually defeated?
 - d. If you found diamonds on your property, would you keep them to yourself, or would you charge people a fee to come and dig on your land? Why?
 - e. Historians find Luka Jantjie to be a fascinating person. Why do you think he stands out from others?



Text: Read	Second Read: Think Aloud
<p>'Rremogolo, Rremogolo! Tell us a story!' the ten-year-old twins said, running up to their grandfather Modise, as he walked in the door. Their mother laughed, 'Slowly children. Rremogolo has just walked in the door! Let him sit down and have a cup of tea first!'</p> <p>'No, don't worry, my daughter. I'm always happy to see my two favourites! How are you, Lebo? How are you, Kefilwe?'</p> <p>'We're fine, thank you, Rremogolo,' Lebo said, 'and you?'</p>	<p>I can connect to this. Whenever I see my grandmother and grandfather I am so excited and happy to see them.</p>
<p>'I'm very well, now that I'm with you! So, it's a story you want, hey? I think I've got just the story for you! It's about a hero, a leader, a man who stood up for his people and himself. And guess what? He was born right here in Kimberley!'</p> <p>'Ooh, why was he a hero? What did he do? Tell us more, please, Rremogolo!' Kefilwe said sitting down next to the old man.</p>	<p>I can infer that the grandfather always tells great stories because Kefilwe and Lebo are so excited for him to tell another one.</p>
<p>'Well, this is the story of a man named Luka Jantjie. I don't think he set out to try and be a hero. But he lived at a time when his people's freedom and land were threatened. He was a Batlhaping leader at the time when the British colonials were taking what they wanted, and they wanted the Batlhaping's land. When diamonds were discovered in the Batlhaping territory in 1867, the British were even more determined to get the land so they could have the diamonds.'</p> <p>Lebo was impressed. 'Wow, he was alive when they first found diamonds! That's such a big part of the history of Kimberley!'</p>	<p>I wonder what it's like to become a leader because of your family's role and not through your own choice? What if you don't want that responsibility?</p>



Text: Read	Second Read: Think Aloud
<p>‘What was Luka like when he was growing up?’ Kefilwe asked curiously.</p> <p>‘Well, Luka was a proud, traditional African leader, but there were also other influences on his life. Luka’s father, Jantjie Mothibi was baptized in the early 1830s and was a devout Christian. He gave his son the Setswana name, Mpolokweng, but also christened him Luka, the Setswana form of Luke. So, Luka grew up in a house that followed Christianity.’</p>	<p>This is such an interesting but complex time in SA history: the introduction of Christianity and the discovery of diamonds. I can make the evaluation that they both brought good and bad things to the people.</p>
<p>‘Oh yes, the British sent missionaries to South Africa, didn’t they? How did Luka feel about that?’ asked Lebo.</p> <p>‘Well, when he was little, he didn’t have a choice. Traditionally the skill of cattle herding was the most important thing for young boys, but Luka’s father sent him to the mission school to learn about Christianity. He was also taught literacy and mathematics.’</p>	<p>I can visualise him being the only boy in the class. I think he asked lots of questions and enjoyed learning.</p>
<p>‘Oh, so he went to school, just like we do,’ said Kefilwe.</p> <p>‘Yes, but not exactly the same. At school he learnt more than just how to read and do maths. The Helmores, the Christian missionary couple who were at Dikgatlhong, had a big impact on Luka. Anne Helmore treated Luka with respect and a genuine friendship developed. Therefore, later, when Luka had to try and deal with colonial officials, he didn’t understand their racist attitudes towards him.</p>	<p>I think this story really shows how we cannot judge and assume things about people. Not all British were racist and unlike what the British believed, Africans were not inferior to them in any way!</p>



Text: Read	Second Read: Think Aloud
<p>Because Luka could read and write, he could read documents from the British and write messages to colonial officials and other dikgosi (chiefs). He also had a bank account because he was a farmer, a trader, a hunter and he had cattle. And with the discovery of diamonds, Luka needed to set up systems to sell and to create licenses for people to dig on his land.' Kefilwe nodded impressed. 'Wow! He really did lots in his life, didn't he? Please tell us more Rremogolo.'</p>	<p>I can visualise Luka doing all these things: managing his farm, hunting, and dealing with people who wanted to look for diamonds on his land.</p>
<p>'Well, I can tell you one story that shows how he stood up for what is right. In 1870, while he was digging for diamonds, Luka saw a German colonist shoot and kill an African who worked for him, because the man had let some cattle walk away. As the chief in the area, Luka swiftly arrested the man. He punished him by whipping him and confiscating his belongings. The colonial powers were outraged that a black man should beat a white man. Luka was arrested and put on trial. Despite knowing that he might face punishment himself, Luka did what a kgosi was meant to do.'</p>	<p>I think Luka never questioned his role. He was the Kgosi and he has was not going to let an innocent man be shot. I can infer that he did not see himself as the British saw him.</p>
<p>'Wow, he was so brave for standing up for what he believed in! What else did he do?' The twins' grandfather went on, 'The British hated Luka. There are many stories of him battling the British on the battlefield and also in courts of law, with legal documents to try claim back what was rightfully his.' 'Why did he go to court? How could he protect his people in a courtroom?' asked Kefilwe, curiously.</p>	<p>I wonder if his teacher, Anne also taught him something about British law and how to interpret legal documents?</p>



Text: Read	Second Read: Think Aloud
<p>'In many cases, British and Setswana cultures had completely different understandings on how society worked. For generations, the Batlhaping had lived on the land and used it as they needed. In 1886, Luka went to court to legally fight the British to keep the Batlhaping land. Through his intelligent and thoughtful arguments, he managed to defeat the opposition and proved that he held the power in the Kuruman district.'</p>	<p>This court case lasted 3 days. I can visualise Luka in the courtroom – patient and insightful, arguing for justice. He must have had an excellent legal mind for the racist judge had to award him the case!</p>
<p>But finally, the Batlhaping and the Batlaharo's land, that was rich in diamonds and minerals, was what brought the end for our hero. The colonials were determined to get the land and the access to the diamonds. Luka and other leaders fought the colonial powers and held off a siege for six months! This war has been called one of the most profound acts of resistance against the brutal colonial powers. Kgosi Luka Jantjie fought and died with courage and honour.'</p>	<p>I can visualise Luka and his soldiers fighting. But I infer that the British had more weapons and more troops. This was an unfair fight.</p>
<p>'Wow Rremogolo, that was a great story!' said Lebo. 'I want to be just like Luka – I want to fight for what is right!' 'I hope you do,' said the twins' grandfather, thoughtfully. 'So always remember - Luka was an intelligent, accomplished man who inherited leadership, but earned respect. He valued his people's traditions and culture. But he also respected elements of European culture: Christianity, education and business. He saw himself as a traditional Motlhaping Kgosi and a modern Christian entrepreneur. But for me, what is most important, is how Luka lived his life as a man of honour, true to his beliefs.'</p>	<p>Luka was a true leader! I imagine his people must have missed his leadership terribly after he died.</p>



Recall questions	Responses
What was the skill that boys were traditionally trained in?	Cattle herding
What did Luka learn at the missionary school?	Christianity, literacy and numeracy
How long did the siege last where Luka was eventually defeated?	6 months

Critical thinking	Possible responses
If you found diamonds on your property, would you keep them to yourself, or would you charge people a fee to come and dig on your land? Why?	Learner's response with valid, thoughtful reason.
Historians find Luka Jantjie to be a fascinating person. Why do you think he stands out?	Learner's response with evidence-based reasons.

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 (FAT 7) 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. Modal visualising

'Why did he go to court? How could he protect his people in a courtroom?' asked Kefilwe, curiously.

'In many cases, British and Setswana cultures had completely different understandings on how society worked. For generations, the Batlhaping had lived on the land and used it as they needed. In 1886, Luka went to court to legally fight the British to keep the Batlhaping land. Through his intelligent and thoughtful arguments, he managed to defeat the opposition and proved that he held the power in the Kuruman district.'

- a. Close your eyes and explain what you visualise is happening in this part of the story:
 - I visualise the courtroom. It's a big, impressive looking room with paintings on the wall of old white people and horses and expensive dark furniture.
 - The judge is sitting at a big table with lots of papers and documents.
 - Luka and the other lawyer each have a smaller table.
 - Luka is dressed in a smart suit with an old-fashioned pocket watch and a diamond ring.
 - He has a calm, determined expression on his face.
 - There are several important looking British people sitting on chairs talking amongst themselves.

WORK WITH LEARNERS: (We do...)

1. Explain that now, we will visualise together.
2. Read: *In 1870, while he was digging for diamonds, Luka saw a German colonist shoot and kill an African who worked for him, because the man had let some cattle walk away. As the chief in the area, Luka swiftly arrested the man. He punished him by whipping him and confiscating his belongings.'*
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 imagine** it's a hot day with clear blue sky. There are several people around. They have equipment for digging for diamonds.
 - b. **I visualise** the German man kneeling down digging in the ground looking for diamonds.
 - c. **I can see** the German man look up and realise his cattle have gone. His face is furious!
 - d. **I can see** him taking out his old fashioned gun and shouting at the African man who worked as his servant and then shooting him suddenly! The man drops to the ground.
 - e. **I visualise** Luka seeing this happen and his expression is one of shock and outrage.
 - f. **I visualise** Luka going to the German and explaining who he is. Luka has two assistants with him.



PAIR WORK: (You do...)

1. Explain that now, learners will visualise the text on their own.
2. Read out loud while learners follow along:
Rremogolo, Rremogolo! Tell us a story! the ten-year-old twins said, running up to their grandfather Modise, as he walked in the door.
Their mother laughed, 'Slowly children. Rremogolo has just walked in the door! Let him sit down and have a cup of tea first!'
'No, don't worry, my daughter. I'm always happy to see my two favourites! How are you, Lebo? How are you, Kefilwe?'
'We're fine, thank you, Rremogolo,' Lebo said, 'and you?'
3. Ask learners: What do you visualise? What do you see, hear (smell 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 excited children running to the door. They have big smiles on their faces.*
 - b. *Their grandfather is tall, but has a slightly bent back. He is wearing a hat and a jacket. He also has a big smile on his face.*
 - c. *The room has pictures on the wall of the children and other family members.*
 - d. *I can smell something delicious baking in the kitchen. I think someone has made a cake!*
 - e. *I can hear the children's feet on the floor and their excited voices.*
 - f. *I can hear their mother and grandfather laughing.*
 - g. *There is a brightly coloured carpet on the floor and a bookshelf filled with books.*

NOTES

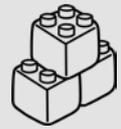
1. Make sure the learners write the following note in their exercise books:
Strategy: Visualisation
Visualisation is to try to imagine what is happening in the text, like a movie inside our minds.
To visualise I must:
 - *Close my eyes.*
 - *Try see, hear, smell, taste and feel what is happening in the 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	The Story of Kgosi Luka Jantjie
LEARNER BOOK	Page 28
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Visualising

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their mind-map.
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:
The Story of Kgosi Luka Jantjie.
2. Remind learners that this week we have been visualising a text.
3. Explain that today, learners will visualise the opening scene in the story when Modise, the twins' grandfather comes in.
'Traditionally the skill of cattle herding was the most important thing for young boys, but Luka's father sent him to the mission school to learn about Christianity. He was also taught literacy and mathematics... At school he learnt more than just how to read and do maths. The Helmores, the Christian missionary couple who were at Dikgatlhong, had a big impact on Luka. Anne Helmore treated Luka with respect and a genuine friendship developed.'
4. Instruct learners to visualise what the classroom looks like. They must try picture what the weather is, what the classroom looks like, (the furniture, the books, etc) what the learners look like, how they are dressed, what Luka is doing, what the expression on his face shows, what the teacher looks like, what is on the teacher's desk, what is on the learners' desks, what is written on the board, and so on.
5. Instruct learners to open their books and to draw a picture of the mission school 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)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Diary Entry	<ul style="list-style-type: none"> • A diary is a portrayal of daily events • To reflect on and evaluate the day or event 	<ul style="list-style-type: none"> • Usually written in a special book (a diary or a journal) • Entries written regularly (e.g. daily or weekly) • Entries dated • Write from the writer's point of view; the first person narration is used 	<ul style="list-style-type: none"> • The language choice is informal, simple and to the point. • A conversational style • The tone will be determined by the nature of the entry • Usually written in past tense • The writer is writing for him or herself

INTRODUCE THE GENRE

1. Explain that this cycle, learners will write a **diary entry**.
2. Explain that people write diary entries to express their personal thoughts and feelings. People usually write about an event or talk about their day and to reflect on and evaluate these events.
3. In real life, people usually keep a diary secret. Diary entries are really only supposed to be read by the writer.
4. Explain that when we write a diary entry, we must include details about our feelings, so that the reader will understand how we feel and why we feel that way.
5. Make sure that learners understand the format of a diary entry:
 - a. The entries are dated (e.g. 21 October 2022).
 - b. The date is in the top right hand corner.
 - c. There is sometimes a greeting at the start of the entry, e.g. Dear Diary.
6. Explain that we can use informal, conversational language, i.e. everyday language that we use when talking to friends, but the grammar must still be correct (e.g. spelling and sentence structure).
7. Diaries are in the past tense, but the writer's thoughts can be in the present or future tenses.
8. Diaries are written in the first person (e.g. me, my, I, mine) because it's all from the writer's perspective.



READ THE FOLLOWING SAMPLE TEXT: DIARY

Dear Diary

21 October 2022

I could just die of embarrassment! Why are little brothers so irritating?

So, Luthando ♥ and I were sitting on the couch - JUST SITTING - and Bomi came in with this grin on his stupid face! He asked for some of the sweets that Gogo had given me. I said no. Then he ran out and went straight to Ma. He told her that we were kissing! She marched straight in! I've never seen anyone move as fast as Thando did! You should have seen his face – completely shocked and terrified! (Ma was pretty terrifying.) I don't think he'll ever speak to me again. I could kill stupid

Bomi! ☹

DISCUSS

- Who wrote the entry? (Without knowing her/his name, what can you work out about the writer?)
- When was this entry written?
- What happened in this entry? (What is the person writing about?)
- Why did this person write this? How is the person feeling?
- How do we know this person is feeling this way?
- Who does it sound like s/he is speaking to? How do you know that?
- Why do you think s/he may have written a diary entry like this?

Suggested responses:

- A teenager
- 21 October 2022
- Her brother embarrassed her while she was chatting to a boy she likes.
- She is embarrassed; upset and angry with her brother; sad that Thando ran out.
- She uses hyperbole (exaggeration) when she says she's 'going to kill' Bomi to show she's enraged and 'die of embarrassment' to show how strongly she feels. She uses exclamation marks, capitals. Also, she uses the emoticons ♥ and ☹.
- It sounds like she is speaking to a good friend. She uses informal language (for example, rhetorical questions and contractions.) She also talks about feelings that are very personal to her.
- A diary is a place to write our thoughts or ideas. It is a place where we can express our joy, sorrow or humiliation. A diary can help us sort out and deal with our feelings, just like speaking to a best friend.

**NOTES**

Tell learners to open their exercise books, and to write down the following heading and notes:

Diary entry

- About a personal experience (something that has happened to me!).
- The entries are dated (e.g. 21 October 2022). The date is written in the top right hand corner.
- A diary uses the first-person point of view, like: I, we, me, us, mine.
- The style and language are conversational and informal.
- When we write about an event that happened in a diary entry, we usually write in the past tense. But, when we write about our feelings in a diary entry, we can use either the past tense or the present tense if we still feel that way.
For example: Kuhle ignored me today in class. I feel so upset, I don't know what to do!

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

TOPIC	A meeting with someone new
GENRE	Diary entry
PLANNING STRATEGY	Write a list of questions
INTRODUCTION	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Tell learners that they are going to write a diary entry. 3. The entry will be about meeting someone new for the first time. 4. They must describe the meeting/incident and then reflect on it.
MODELLING: (I do...)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain some ideas you have for addressing the writing topic, like: <i>I'm going to write a diary entry. I'm going to say what happened when I met someone new. I'll say how I felt before and then what happened at the place. Then I'll write about how I felt and why.</i> 4. Have the questions written on one side of the chalkboard. 5. Show learners how you answer the questions. 6. Do this on the other side of the chalkboard.



Questions for planning – Diary	Answers
<ol style="list-style-type: none"> 1. Where were you? 2. Why were you meeting this person? 3. Were you alone or with others? 4. What happened when you met the new person? 5. How did you feel? 6. Why did you feel that way? 7. What are some words you can use to show your feelings? 8. What is the tone (feeling/ emotion) of your diary entry? 	<ol style="list-style-type: none"> 1. At a job interview in a coffee shop 2. Person who would be new boss / for interview 3. In a coffee shop full of people 4. I stood up to shake hands, and knocked my cup of coffee over – it spilt all over my skirt! 5. Hot face, shaking hands, stammering, stupid 6. Because it was a stupid mistake, I was worried that I may not get job 7. Clumsy, embarrassed, worried, nervous 8. Anxious – I am still worried about the outcome of interview. Angry with myself.

**LEARNERS PLAN:
(You do...)**

1. Hand out exercise books.
2. Instruct learners to write the proper heading and the topic at the top of the page.
Diary: a meeting with someone new
3. Tell learners to close their eyes and think about meeting someone new. They must imagine the meeting and what happened. How did they feel when they met the person? How did they feel after the meeting?
4. Next, tell learners to turn and talk with a partner, to share their ideas.
5. Show learners the planning questions on the chalkboard, and tell them to use this frame to plan their diary entries, just like you did.
6. Hand out exercise books.
7. Tell learners they must write their own words – they must not copy your plan.
8. As learners work, walk around the room and hold mini-conferences, as per the core methodology.



Diary: A meeting with someone new

1. At a job interview in a coffee shop
2. Person who would be new boss for/interview
3. In a coffee shop full of people
4. I stood up to shake hands, and knocked my cup of coffee over – it spilt all over my skirt!
5. Hot face, shaking hands, stammering, stupid
6. Because it was a stupid mistake, I was worried that I may not get job
7. Clumsy, embarrassed, worried, nervous
8. Anxious I am still worried about the outcome of interview. Angry with myself.



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

TOPIC

A meeting with someone new

Before class begins, rewrite the planning questions on the board.

	Planning questions	Answers
	<ol style="list-style-type: none"> 1. Where were you? 2. Why were you meeting this person? 3. Were you alone or with others? 4. What happened when you met the new person? 5. How did you feel? 6. Why did you feel that way? 7. What are some words you can use to show your feelings? 8. What is the tone (feeling/ emotion) of your diary entry? 	<ol style="list-style-type: none"> 1. At a job interview in a coffee shop 2. Person who would be new boss / for interview 3. In a coffee shop full of people 4. I stood up to shake hands, and knocked my cup of coffee over – it spilt all over my skirt! 5. Hot face, shaking hands, stammering, stupid 6. Because it was a stupid mistake, I was worried that I may not get job 7. Clumsy, embarrassed, worried, nervous 8. Anxious – I am still worried about the outcome of interview. Angry with myself
EXPLAIN THE DRAFTING QUESTIONS	<ol style="list-style-type: none"> 1. Next, tell learners that they must use each point in their plan and arrange them into their diary entry. 2. They must use proper sentences to describe the meeting and then reflect on how they felt about it. 	



DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Remind learners that they will write a diary entry using planning questions.**
 - **They need to write as though it really happened to them and then reflect on the meeting.**
 - **They must use conversational language and words that describe their feelings.**
 - **It must be in the first person.**
 - **They need to have an adjectival and an adverbial clause in their diary to help describe the meeting, or give more information about the place or the person.**
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 draft:

21 September

Today was terrible. I was in a coffee shop, waiting to have that interview for the job I really want. The boss came in and walked towards me, and I felt great. I smiled and stood up, then *DISASTAR!* I knocked my cup of coffee over and it spilt all over my blue skirt! My face was burning, my hands were shaking, and I was stamering about nothing! I felt so clumsy and stupid! Eventually I wiped my skirt, as best as I could, and answered the questions. I am now so worried. All I can think about is have I lost my dream job?



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. Is there a date at the top of the page?
2. Did I use first person ('I' and 'we')?
3. Do I use past tense verbs to talk about what happened and present tense verbs to talk about my reflections and my feelings?
4. Did I use one adjectival and one adverbial clause?
5. Did I use conversational language?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every sentence end with proper punctuation?

HOMEWORK



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

Hand written draft:

21 September²⁰²²

^, one of the worst days of my life.
Today was terrible. I was in a coffee shop, waiting to have that interview for the job I really want. The boss came in and walked towards me, and I felt great. I smiled and stood up, then DISASTAR! I knocked my cup of coffee over and it spilt all over my blue skirt! My face was burning, my hands were shaking, and I was stamering^m about nothing! I felt so clumsy and stupid! Eventually I wiped my skirt, as best as I could, and answered the questions. I am^{anxious and nervous} now so worried. All I can think about is have I lost my dream job?[^]



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

PUBLISHING



Follow the core methodology to help learners publish their writing.

1. Instruct learners to read through their diary entries and make any necessary corrections.
2. Rewrite their diaries neatly making all necessary corrections and changes.

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.

21 September 2022

Today was terrible, one of the worst days of my life. I was in a coffee shop, waiting to have that interview for the job I really want. The boss came in and walked towards me, and I felt great. I smiled and stood up, then DISASTER! I knocked my cup of coffee over and it spilt all over my blue skirt! My face was burning, my hands were shaking, and I was stammering about nothing! I felt so clumsy and stupid! Eventually I wiped my skirt, as best as I could, and answered the questions. I am now so anxious and nervous. All I can think about is have I lost my dream job?



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

ORAL PRESENTATION (FAT 7)

Follow the previous lesson plans from Term 3 for learners to continue doing their Oral Presentations of the Creative Writing Project.

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 a great leader, his influences, resistance to the colonial powers and the Tswane towns.
- Listened to an diary by an explorer and his observations on Southern Africa in the early 1800s.
- Learnt about adjectival and adverbial clauses.
- Read texts about the 1800s in South Africa and an obituary of a contemporary leader.
- Spoke about the texts.
- Answered questions about the texts.
- Learnt about how to write a diary.
- Wrote a diary.
- Delivered the Oral Presentaion of the Creative Writing Project: listened to others and gave feedback on others' speeches.



TERM 4

WEEK 4

FRIDAY

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 History. 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

Beyond Planet Earth

Term 4

Weeks 5 & 6 | Cycle 3



TERM 4: WEEK 5

OVERVIEW



THEME	Beyond Planet Earth
PHONIC DECODING	qu, ou, aw quick, quit, out, found, saw, dawn
SIGHT WORDS	technology, space, aliens, sky, whole, wonder, travel, night, eyes, fly
THEME VOCABULARY	start-up, co-founded, manufacturer, launch, crucial, controversial, centuries, astronauts, civilians, negative consequences, moral duty, catastrophic, uninhabitable, pros and cons, ethical
LSC	prepositions
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Dialogue
WRITING TOPIC	A new explorer talking to the spirit of an old explorer
GRAPHIC ORGANISER	Mind-map
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: information about the explorers of the 1400s – their equipment and journeys; information and newspaper articles about the recent space trips; stories about space travel; articles and information about the moon landing; articles about living in space; songs, poems and short stories about space; etc 3. Try to find some pictures and visuals, for example: maps showing the European trips to and around Africa; pictures of the pillars Diaz left behind; photos of the moon landing and the flag on the moon; pictures of Bezos, Branson and Musk’s space travel; diagrams of the Apollo and other space craft; artists’ impressions of living in space; diagrams of living in a space ship; pictures of Elon Musk, Branson and Bezos and the crews they took into space; pictures and photos of the ISS; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 3: **Beyond Planet Earth**
2. **Introduce the theme as follows:**
 - Explain to learners that in Natural Sciences this term, they will focus Earth’s relationship to other celestial bodies (the Sun, moon, and so on), the historical development of astronomy and modern developments.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand the first explorations to space (and more about the first explorations to Africa - History); how humans are travelling to space today; who some of the people are who are making these historic trips; debates around living in space and space tourism and what that could look like.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a mind-map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>Elon Musk – his early successes</u>	<u>Elon Musk – current accomplishments</u>	<u>Early ideas about space</u>
<u>Civilians in space</u>	BEYOND PLANET EARTH	<u>The Space Race (Cold War)</u>
<u>Cons of living in space</u>	<u>Pros of living in space</u>	<u>Are space explorers the new colonizers?</u>

4. Follow the core methodology to set up a mind-map. Ask prompting questions to activate background knowledge:
 - a. **What were people’s ideas about space hundreds of years ago?**
 - b. **Have you ever read a story, seen a film, heard a song about space and travelling to space?**
 - c. **What was the Space Race?**
 - d. **Who were the first people on the Moon?**
 - e. **Who is Elon Musk?**
 - f. **What has Elon Musk done in his life?**
 - g. **What has Elon Musk done with regards to space travel?**
 - h. **What is the International Space Station (ISS)?**

**ACTIVATE BACKGROUND KNOWLEDGE**

- i. **Who were the first civilians in space?**
 - j. **Should civilians go to space? What are the possible good and bad consequences of that?**
 - k. **What are the pros and cons of living in space?**
 - l. **Are there connections between the modern-day space travellers and the explorers of the 1400s?**
5. 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**start-up**

Tell learners that a start-up is a new business.

Say: There are many problems that you'll face in a start-up, because the business is so new and you're still getting it off the ground.

co-founded

Tell learners that co-founded describes something that was started by two or more people.

Say: I am so glad we co-founded this business! I would have been so scared if I started it alone.

manufacturer

Point to a picture of a factory or machines.

Tell learners that a manufacturer is a company that makes things, like a company that produces clothing, cars, or household goods.

launch

Point to a picture of a rocket taking off.

Tell learners that launch means to send something into the air with a great amount of force, like a rocket into space.

crucial

Tell learners that crucial means very, very important.

Say: It is crucial that teenagers understand how to use social media safely. This is because social media can be dangerous.

controversial

Act out controversial – pretend to get into an argument, saying 'I disagree!'

Tell learners that controversial describes something that causes arguments, where some people really agree and some people really disagree.



QUESTION OF THE DAY



QUESTION	What kind of product would make an entrepreneur successful?
GRAPH	4 COLUMN GRAPH
OPTIONS	A product that would make an entrepreneur successful would be one that is _____. <i>crucial for people's lives / helps the world environmentally / trendy / controversial</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	<p>1. What kind of product do most learners think would make an entrepreneur successful? Most learners think the kind of product that would make an entrepreneur successful would be one that is _____.</p> <p>2. What kind of product do you think would make an entrepreneur successful? I think the kind of product that would make an entrepreneur successful would be one that is _____.</p>
EXTENSION QUESTIONS	<p>1. All successful people know what they want to do when they are young. Do you agree with this statement? Why or why not? I agree/disagree because _____.</p> <p>2. What do you think is a great product or idea that you would be able to sell to others? Why do you think others would be interested in this? My idea is _____. I think people would be interested in it 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 5: MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an information text: **Elon Musk**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Elon Musk Elon Musk was born to a Canadian mother and South African father. He was raised in Pretoria, South Africa. Musk was always reading, everything from encyclopaedias to comic books.</p>	<p>I've heard of Elon Musk. He's one of the most famous South Africans!</p>	<p><i>Where did Elon Musk grow up? (Pretoria)</i> <i>What did he read? (lots of things, including encyclopaedias and comic books)</i></p>
<p>Around age 10, Musk developed an interest in computing and video games. He taught himself computer programming. By age 12, he sold the code of a BASIC-based video game he created called Blaster for approximately \$500.</p>	<p>Wow! He must be incredibly clever. Not only did he teach himself how to program, but also to create and sell a video game when he was young!</p>	<p><i>How old was Musk when he sold his video game? (12)</i> <i>How much did he sell it for? (\$500)</i></p>
<p>This was the first of many successful business deals. Despite his intelligence and talent and his obvious knack for making money, Musk was an awkward and introverted child and he was bullied throughout his childhood.</p>	<p>I wonder if other children bullied him because he was awkward or because he was so clever? I wonder if he had any friends?</p>	<p><i>Did Musk have a happy childhood? Why or why not? (No, he was bullied)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>He briefly studied at the University of Pretoria before moving to Canada at the age of 17. He continued his studies in in economics and physics in Canada and then America. In 1995, he decided to start his business career, co-founding a web software company with his brother, Kimbal. The start-up was bought for \$307 million in 1999. That same year, Musk co-founded the online bank X.com, which joined with Confinity in 2000 to form PayPal. The company was bought by eBay in 2002 for \$1.5 billion.</p>	<p>I can see that Elon was really good at seeing an opportunity for a successful business. I wonder if he enjoyed starting and working in his companies, or if he just built them to sell them?</p>	<p><i>How old was he when he moved to Canada?</i> (17)</p> <p><i>What did he study?</i> (economics and physics)</p> <p><i>How much did eBay pay to buy PayPal?</i> (\$1.5 billion)</p>
<p>Musk had long been interested in renewable energy and the possibility of electric cars. In 2004 he became one of the major funders of Tesla Motors (later renamed Tesla), an electric car company. In 2006 Tesla introduced its first car, the Roadster, which could travel 394 km on one battery charge. Unlike most previous electric vehicles, which Musk thought were unexciting, it was a sports car that could go from 0 to 97 kilometres per hour in less than four seconds.</p>	<p>Wow, so Musk is not only interested in technology, but technology that helps the environment! I wonder when South Africans will all be driving electric cars?</p>	<p><i>What is the name of Musk's electric car company?</i> (Tesla)</p> <p><i>How far could the Roadster go on one battery charge?</i> (394 kms)</p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>In 2002, Musk founded SpaceX, an aerospace manufacturer and space transport services company. In 2008, SpaceX became the first privately owned company to send a rocket into orbit. Later that year, SpaceX received a \$1.6 billion contract to replace the NASA space shuttle. In 2012, the Dragon vehicle was the first ever private company to land on the International Space Station (ISS). In 2020, SpaceX launched its first flight operated by a crew. This was the first private company to place a person into orbit and dock a crewed space-craft with the ISS.</p>	<p>I can evaluate that Elon Musk is a visionary! He doesn't just have incredible ideas, he makes them happen! I think he will be remembered for his accomplishments like the great minds of the past who invented the areoplane and the internet.</p>	<p><i>When did SpaceX send a rocket into orbit? (2008)</i></p> <p><i>What was the first private space ship to mand on the ISS? (the Dragon)</i></p>
<p>Musk's early interests in science fiction and fantasy can be seen in his sense of optimism and concern with human progress — and in his business career. He works in the areas that he has identified as crucial to our future, specifically the Internet, renewable energy, and space colonization. He has made advances in all three of these areas through his creation of PayPal, Tesla, and SpaceX.</p>	<p>I can make a connection from his interests as a young person to his adult achievements. I think the science fiction and fantasy he read made him think of impossible things, and helped him create and develop the electric car and space travel.</p>	<p><i>What were some of Musk's interests when he was young? (philosophy, science fiction and fantasy)</i></p> <p><i>What are the three areas where Musk has been involved in? (the internet, renewable energy and space colonization)</i></p>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<p>Musk has behaved in eccentric ways from time to time and has identified himself as having Asperger's syndrome. Musk has been criticised often for his controversial ideas. He is worth around \$151 billion, the second richest person on the planet.</p>	<p>I can connect because I've heard many powerful leaders and thinkers who have strange habits and find it hard to relate to people.</p>	<p><i>What syndrome does Musk have? (Asperger's)</i></p> <p><i>How much is he worth? (\$151 billion)</i></p>

HOMework



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

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

DISCUSS...



- Follow the core methodology to guide learners to discuss the listening text:
Elon Musk
- Use the following discussion frame:
Elon Musk
 - This text was about...
 - In this text I learnt that...
 - I think this text is... because...
 - I think this text was written to help me think about...
 - What stood out for me was...



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

TITLE	The Pros and Cons of Space Colonization
LEARNER BOOK	Page 52
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections

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"> 1. Read and explain the meaning of the title: The pros and cons of space colonization 2. This text seems to be about going into space. I think there is some information on the history of space travel and then looking at people who've travelled into space. It seems to also look at reasons we should and shouldn't be going to live in space. I wonder how many people have gone to space? I wonder if anyone can go to space or if you have to be a professional astronaut? I wonder if this article will say it's good or bad? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: <ul style="list-style-type: none"> • science fiction – stories and ideas of an imagined future with scientific or technological advances that we do not have in our lives. These often include big social or environmental changes, where humans go and live in space. This article is showing how some ideas that people thought were crazy and unrealistic and could never happen, are now actually happening! • space tourism – travelling, sight-seeing and having a holiday, in space! • alternative – another, a replacement. Living in space could be an alternative to living on Earth if we continue to destroy our planet. • ethical – being fair and just, making moral decisions. With so much new technology and so many possibilities and opportunities, it is crucial that humans consider what is the best ethical choice so that we do not regret our actions in the future.



PRE-READING ACTIVITY



	<p>5. Help learners to work out the meanings of words and expressions they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example:</p> <p>‘Will these space travellers be the new colonizers?’</p> <p><i>Colonizers are people who come to someone else’s land and take over. They settle and take ownership of the place. They enforce their laws and ways of life on the people already living there. The colonizers of the past did huge damage. If we went into space and lived there, can we just take over? Do we have the right? Are we going to make the same mistakes and damage or destroy another eco-system or environment?</i></p>
<p>ASK PREDICTIVE QUESTIONS</p>	<p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> • 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, the headings, the layout)?

HOMework

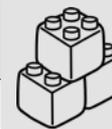


1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



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

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

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

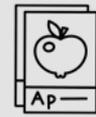
LSC: DEVELOP THEME VOCABULARY



centuries	Point to dates you've written on the board: 1700, 1800, 1900, 2000.
	Tell learners that centuries are periods of 100 years. Explain that we are living in the 21 st century.
astronauts	Point to a picture of an astronaut.
	Tell learners that an astronaut is someone who is trained to travel in space.
civilians	Tell learners that civilians are people who are not in the military or the police.
	Say: The soldiers were sent to rescue a group of civilians who were trapped in enemy territory.
negative consequences	Act out 'negative consequences' – pretend to eat lots of sweets and then get a bad tummy ache, vomit or a headache.
	Tell learners that negative consequences are the bad things that happen as a result of an action.
moral duty	Tell learners that 'moral duty' is the responsibility to do what is right.
	Say: We have the moral duty to do as much as we can to save planet earth from global warming!
catastrophic	Tell learners that catastrophic describes an event that brings about a lot of harm, suffering, pain, and loss.
	Say: The earthquake was catastrophic, so many people lost their lives.



LSC: DEVELOP THEME VOCABULARY



uninhabitable

Tell learners that uninhabitable describes a place in which no-one can live.

Say: This planet is uninhabitable – there is no oxygen or water!

ethical

Tell learners that when something is ethical, it has to do with morals, values, doing what is right and making sure no harm is done.

Say: We must try to live ethical lives, so that no-one is harmed, and people are treated equally and with respect.

QUESTION OF THE DAY



QUESTION

Now that we have the technology, should humans live in space?

GRAPH

2 COLUMN GRAPH

OPTIONS

yes / no

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **Do most learners think humans should live in space?**

Most learners think humans should/should not live in space.

2. **Do you think humans should live in space?**

I think humans should/should not live in space.

EXTENSION QUESTIONS

1. **Only the wealthiest people can consider space travel. Is this fair?**

I think _____.

2. **We never thought travelling in space was possible. Do you think time travel will be possible in the future? Is this a good or bad thing? Why?**

I think time travel will be possible/impossible. This would be a good/bad thing, because _____.

HOMEWORK



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



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

TITLE	The Pros and Cons of Space Colonization
LEARNER BOOK	Page 52
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making connections

FIRST READ



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

Text: Read	First Read: Think Aloud
<p>History For centuries, humans have had thoughts of gods living in the sky. The western idea of space travel and living in space dates back to 1610 after the invention of the telescope. German astronomer Johannes Kepler wrote to Italian astronomer Galileo: 'Let us create ships for the heavens. There will be plenty of people unafraid of the unknown. We shall prepare maps of the heavens for the brave sky-travellers.'</p>	<p>Wow, the people 400 years ago were already thinking about travelling to space. But I wonder if they really thought it was a possibility?</p>
<p>From science-fiction to real life For decades, space travel has appeared in novels, short stories, poetry, films and pop songs - capturing people's hearts and minds. From 1958, America and Russia had the world watching the space race – the competition between these two countries to see who would achieve space travel first. The Russians put the first person in space, Yuri Gagarin, on 12th April 1961. Then, America's NASA (National Aeronautics and Space Administration) put the first people on the Moon in July 1969. What had been science fiction was now possible.</p>	<p>I can make a connection to this, I have heard songs, read stories and seen movies about traveling and living in space.</p>



Text: Read	First Read: Think Aloud
<p>Private space travel After six decades, NASA ended its space program in 2011. Russia continued to send people into space, including some NASA astronauts. But then SpaceX took over and first launched NASA astronauts into space on 23 April 2021. SpaceX is a private commercial space travel business owned by Elon Musk. SpaceX once again made people excited about the idea of ‘space tourism’. Richard Branson’s Virgin Galactic and Jeff Bezos’s Blue Origin have caused similar excitement.</p>	<p>I can connect this information to the article on Elon Musk. SpaceX is his company. I have heard of Branson and Bezos. I think they are also successful entrepreneurs.</p>
<p>Billionaires Branson and Bezos – the first civilians in space Richard Branson, a hugely successful British entrepreneur, launched himself, four other passengers and two pilots, into space for a 90-minute flight on the Virgin Galactic Unity 22 mission on July 11, 2021. This was the first time that passengers, rather than astronauts, went into space. Jeff Bezos, the American owner of Amazon, followed just 9 days later on July 20, 2021, with his brother, Mark. They took the oldest and youngest people to go to space: an 82-year-old female pilot named Wally Funk, and Oliver Daemen, an 18-year-old student from the Netherlands.</p>	<p>I can infer that the people who go to space are very wealthy. I wonder how they chose who would go with them? I wonder what these trips into space cost?</p>
<p>So now wealthy and powerful civilians can go into space. What does this mean? Is this a good thing? Are there any problems with space tourism? Will these space travellers be the new colonizers?</p> <p>Throughout history, colonizers have always had their own ‘good reasons’ to explore and occupy new places. These colonizers never fully realised all the negative consequences of their actions.</p>	<p>I think we are at a really interesting time. The choices people make now could have such a great impact on the future.</p>



Text: Read	First Read: Think Aloud
<p>PROS: There are many scientists and experts who promote space travel.</p> <p>Humans have a right and a moral duty to save our species from suffering and extinction.</p> <p>Elon Musk stated that because of the possibility of something catastrophic happening, we need to protect the existence of humanity. Others agree with him and feel it is the morally correct thing to do. We need an alternative to Earth. Colonizing space would increase humans' chances of survival.</p>	<p>Oh, so there are experts and people who think space travel is a good idea to save humanity.</p>
<p>Space colonization is the next logical step in space exploration and human growth.</p> <p>Humans are not a species of stagnation. According to Jeff Bezos, exploring space would result in expanded human genius: 'The solar system can easily support a trillion humans. And if we had a trillion humans, we would have a thousand Einsteins and a thousand Mozarts and unlimited resources and solar power.'</p>	<p>I understand this argument: The more people and scope, the more chance of great things. But also, the more chance of terrible things?</p>
<p>Technological advancement into space can exist alongside conservation efforts on Earth.</p> <p>While we are solving the environmental crisis on Earth, we can explore and colonize space. Bezos suggested we move heavy industry off Earth so that all the pollution and carbon emissions will no longer be our problem.</p>	<p>Wow, all carbon emissions off the Earth. That sounds like a good idea.</p>



Text: Read	First Read: Think Aloud
<p>CONS: However, there are also lots of researchers who are against the idea of space travel.</p> <p>Living in space is not an option Apart from any moral reasons, Mars is uninhabitable. Changing Mars to enable humans to live there will take about 100 years. This is due to the temperature being too cold and the planet not producing oxygen. And it isn't yet known if there's water there. Adapting Mars for human life is not possible using present-day technology.</p>	<p>So, how could humans live there if it's uninhabitable? Would they have to be permanently in space suits or live in glass bubbles all the time?</p>
<p>Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet. If humans have the technology, knowledge, and ability to transform an uninhabitable planet, moon, or other place in space into a home for humans, then surely we have the technology, knowledge, and ability to fix the problems we've created on Earth? Dr Taphagan, an environmental scientist, explained this clearly. 'We can't just run away from the problems we've created here. We will simply bring our problems with us wherever we go. We will just repeat the mistakes we have made on Earth.'</p>	<p>I can infer that these scientists think it's lazy and irresponsible to just leave.</p>
<p>Life in space would be miserable Humans living on Mars or on the Moon would suffer from many health problems, including cancer, reproductive problems, muscle degeneration, bone loss, skin burns, heart disease, depression, boredom, an inability to concentrate, high blood pressure, immune disorders, visual disorders, balance problems, changes in the brain, nausea, dizziness and weakness, among others. Astronauts who have lived in space for a year have suffered permanent health problems.</p>	<p>This sounds terrible! I can visualise a person sick and suffering, both physically and mentally! I would not like this to be my future!</p>



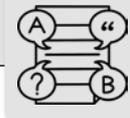
Text: Read	First Read: Think Aloud
<p>Conclusion For the colonizers, colonization has always promised growth. But we need rules and regulations and to learn from our past actions. The minute we launch into space, we do not magically leave behind our destructive, selfish human ways. Like the colonizers of before, these space explorers will be the wealthiest and the most powerful. Who is left behind? Who will suffer? What will the consequences be? How can we ensure that these explorers are responsible and act in everyone's best interests? We do not want to look back and realise, again, that humanity's thirst for discovery has been disastrous. Space travel is finally becoming a reality, but we need to ensure that it is done in a way that is transparent, ethical and inclusive.</p>	<p>I think progress always comes with these important decisions. Just because we can do more, we shouldn't just do what we want.</p>

Recall questions	Responses
<p>What was the space race?</p>	<p>The competition between Russia and America to see who could get to space first.</p>
<p>What are the names of Branson and Bezos's private shuttles?</p>	<p>Branson – Virgin Galactic Bezos – Blue Origin</p>
<p>List 2 reasons why people think space travel is a good thing?</p>	<ul style="list-style-type: none"> - save humanity - technological growth and expansion of possibilities - help the conservation of Earth



Critical thinking	Possible responses
Musk said, colonizing space would be a way to save humanity. Do you think it would be saving humanity if we were not living on Earth? Is our way of life on Earth part of who we are?	Yes, we would still be humans, even living in space. / No, being on this planet and having the oceans, bush, mountains and rivers is part of what we are. / Own responses with reasons.
'With great power comes great responsibility.' How do you think Musk, Branson and Bezos should understand this quote?	They need to think very carefully about the consequences of their actions. / Their actions will affect others, so they can't just do what they want. / Own responses.

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **simple and compound prepositions.**
2. Explain this as follows:

Simple prepositions are short words that we usually use before a noun to show the relation of the noun to a verb, an adjective, or another noun.

For example: of, on, in, for, with, under, over, by, from, after, outside, inside, around, before, below, through, past, onto, at, with.

A **compound preposition** is when we use two propositional words together.

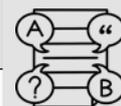
For example: according to, in front of, away from, close to, depending on, because of, together with, next to, in between, instead of

Prepositions usually introduce information about:

Time	at, in, on, for, during, since, by, until, before, after, to, past
Place	at, in, on, by, near, close to, next to, beside, between, behind, in front of, above/over, below/under
Direction or Movement	to, from, over, under, along, around, across, through, into, out of, toward(s), away from, onto, off, up, down
Reason or Purpose	for, through, because of, on account of, from

For example:

- The books are on the bookshelf. The simple preposition 'on' tells where the books are in relation to the bookshelf.
- Siphokazi moved away from the noise. Compound preposition 'away from' showing direction of movement.

**INTRODUCE THE LSC IN CONTEXT**

3. Point out the following examples of these in the text:

Simple prepositions:

- ...space travel has appeared **in** novels, short stories...
- America's NASA put the first people **on** the Moon **in** July 1969.

Compound prepositions:

- Elon Musk stated that **because of** the possibility of something catastrophic happening...
- According to** Jeff Bezos, exploring space would result in expanded human genius...

**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 mind-maps.

TEACH AND PRACTICE THE USE OF THE LSC

- Remind learners of the LSC that you introduced on Wednesday: **simple and compound prepositions**
- Tell learners to copy the following **LSC note** in their books:

Simple prepositions are short words that we usually use before a noun to show the relation of the noun to a verb, an adjective, or another noun.

For example: of, on, in, for, with, under, over, by, from, after, outside, inside, around, before, below, through, past, onto, at, with

Compound prepositions are when we use two (or more) prepositional words together.

For example: according to, in front of, away from, close to, depending on, because of, together with, next to, in between, instead of

Prepositions can be used to indicate: **time, place, direction or movement, reason or purpose**

- Remind learners of the examples in the text that you pointed out in Wednesday's lesson.



TEACH AND PRACTICE THE USE OF THE LSC



4. Language Writing Activity:

Write the following sentences on the board and ask the learners to do the same.

Learners must underline the simple or compound prepositions.

- a. He swam across the river.
- b. I couldn't see because the person in front of me was so tall.
- c. Liya loved sitting next to the window.
- d. The cat jumped off the chair.
- e. We will go home after the service.

Now ask learners to write the following sentence starters from the board.

Learners must complete them using the preposition provided to guide them.

- a. The match was delayed due to _____. (reason)
 - b. Vuyo ran after _____. (direction)
 - c. I must study before _____. (time)
 - d. Amo and Masego always use the library close to _____. (place)
 - e. The ball straight over _____. (direction)
 - f. The employees refused to work because of _____. (reason)
 - g. Lebo promised to help after _____. (time)
 - h. I feel uncomfortable sitting between _____. (place)
5. 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 5: THURSDAY / DAY 4:
SECOND READ (30 minutes)**

TITLE	The pros and cons of space colonization
LEARNER BOOK	Page 52
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections

SECOND READ

- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - When did the first people walk on the moon?
 - True or false: Humans can live on Mars.
 - List three health problems humans would suffer living in space.
 - 'If humans have the technology, knowledge, and ability to transform an uninhabitable planet, moon, or other place in space into a home for humans, then surely we have the technology, knowledge, and ability to fix the problems we've created on Earth.'*
Do you agree with this statement? Why or why not?
 - If you went to live in space, what would you be most excited about and what you miss most on Earth?

Text: Read**History**

For centuries, humans have had thoughts of gods living in the sky. The western idea of space travel and living in space dates back to 1610 after the invention of the telescope. German astronomer Johannes Kepler wrote to Italian astronomer Galileo: 'Let us create ships for the heavens. There will be plenty of people unafraid of the unknown. We shall prepare maps of the heavens for the brave sky-travellers.'

Second Read: Think Aloud

To us time travel seems unachievable, but **I wonder** if this will be a reality for future generations. Then, there's a **connection** and they'll look back and say, 'Imagine living before time travel was possible.'



Text: Read	Second Read: Think Aloud
<p>From science-fiction to real life For decades, space travel has appeared in novels, short stories, poetry, films and pop songs - capturing people's hearts and minds. From 1958, America and Russia had the world watching the space race – the competition between these two countries to see who would achieve space travel first. The Russians put the first person in space, Yuri Gagarin, on 12th April 1961. Then, America's NASA (National Aeronautics and Space Administration) put the first people on the Moon in July 1969. What had been science fiction was now possible.</p>	<p>I imagine it must have been amazing to watch the first people land on the moon! I can visualise people watching their TVs, holding their breath!</p>
<p>Private space travel After six decades, NASA ended its space program in 2011. Russia continued to send people into space, including some NASA astronauts. But then SpaceX took over and first launched NASA astronauts into space on 23 April 2021. SpaceX is a private commercial space travel business owned by Elon Musk. SpaceX once again made people excited about the idea of 'space tourism'. Richard Branson's Virgin Galactic and Jeff Bezo's Blue Origin have caused similar excitement.</p>	<p>Wow, I watched these events when they happened in 2021! This is all happening now! I can connect to the people in 1969 watching the moon landing. We are also living in amazing times!</p>
<p>Billionaires Branson and Bezos – the first civilians in space Richard Branson, a hugely successful British entrepreneur, launched himself, four other passengers and two pilots, into space for a 90-minute flight on the Virgin Galactic Unity 22 mission on July 11, 2021. This was the first time that passengers, rather than astronauts, went into space. Jeff Bezos, the American owner of Amazon, followed just 9 days later on July 20, 2021, with his brother, Mark. They took the oldest and youngest people to go to space: an 82-year-old female pilot named Wally Funk, and Oliver Daemen, an 18-year-old student from the Netherlands.</p>	<p>I wonder what it felt like to be in the space craft? I think they must have been so excited and terrified at the same time. I wonder how their families felt saying goodbye? Were they scared they'd never see them again?</p>



Text: Read

So now wealthy and powerful civilians can go into space. What does this mean? Is this a good thing? Are there any problems with space tourism? Will these space travellers be the new colonizers?

Throughout history, colonizers have always had their own 'good reasons' to explore and occupy new places. These colonizers never fully realised all the negative consequences of their actions.

PROS: There are many scientists and experts who promote space travel.

Humans have a right and a moral duty to save our species from suffering and extinction.

Elon Musk stated that because of the possibility of something catastrophic happening, we need to protect the existence of humanity. Others agree with him and feel it is the morally correct thing to do. We need an alternative to Earth. Colonizing space would increase humans' chances of survival.

Space colonization is the next logical step in space exploration and human growth.

Humans are not a species of stagnation. According to Jeff Bezos, exploring space would result in expanded human genius: 'The solar system can easily support a trillion humans. And if we had a trillion humans, we would have a thousand Einsteins and a thousand Mozarts and unlimited resources and solar power.'

Second Read: Think Aloud

The colonizers hundreds of years ago always had reasons that were good for *them*. They never considered the people they were colonizing. **I wonder** if people will look back and regret space tourism and travel?

I can infer that Musk thinks there is a good chance that our planet will not last much longer. **I evaluate** that that could be due to global warming.



Text: Read	Second Read: Think Aloud
<p>Technological advancement into space can exist alongside conservation efforts on Earth. While we are solving the environmental crisis on Earth, we can explore and colonize space. Bezos suggested we move heavy industry off Earth so that all the pollution and carbon emissions will no longer be our problem.</p>	<p>This could be a great solution. But what are the possible disadvantages? I connect to the colonizers of Africa who only considered themselves and their needs.</p>
<p>CONS: However, there are also lots of researchers who are against the idea of space travel.</p> <p>Living in space is not an option Apart from any moral reasons, Mars is uninhabitable. Changing Mars to enable humans to live there will take about 100 years. This is due to the temperature being too cold and the planet not producing oxygen. And it isn't yet known if there's water there. Adapting Mars for human life is not possible using present-day technology.</p>	
<p>Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet. If humans have the technology, knowledge, and ability to transform an uninhabitable planet, moon, or other place in space into a home for humans, then surely we have the technology, knowledge, and ability to fix the problems we've created on Earth? Dr Taphagan, an environmental scientist, explained this clearly. 'We can't just run away from the problems we've created here. We will simply bring our problems with us wherever we go. We will just repeat the mistakes we have made on Earth.'</p>	<p>I can make a connection to this. I have a friend who always says, you can't run away from your problems, they come with you in your suitcase!</p>



Text: Read	Second Read: Think Aloud
<p>Life in space would be miserable Humans living on Mars or on the Moon would suffer from many health problems, including cancer, reproductive problems, muscle degeneration, bone loss, skin burns, heart disease, depression, boredom, an inability to concentrate, high blood pressure, immune disorders, visual disorders, balance problems, changes in the brain, nausea, dizziness and weakness, among others. Astronauts who have lived in space for a year have suffered permanent health problems.</p>	<p>I can imagine how living in space would be so hard on you mentally and emotionally. I would miss my family and my home so much!</p>
<p>Conclusion For the colonizers, colonization has always promised growth. But we need rules and regulations and to learn from our past actions. The minute we launch into space, we do not magically leave behind our destructive, selfish human ways. Like the colonizers of before, these space explorers will be the wealthiest and the most powerful. Who is left behind? Who will suffer? What will the consequences be? How can we ensure that these explorers are responsible and act in everyone's best interests? We do not want to look back and realise, again, that humanity's thirst for discovery has been disastrous. Space travel is finally becoming a reality, but we need to ensure that it is done in a way that is transparent, ethical and inclusive.</p>	<p>Imagine if those who colonized the people in Africa and other places had thought more about others before they acted? If space travel is an option, is this something that will benefit all humanity and all life beyond our planet?</p>

Recall questions	Responses
When did the first people walk on the moon?	July 1969
True or false: Humans can live on Mars.	False, it's uninhabitable for us.
List three health problems humans would suffer living in space.	Any 3 from the ones listed



Critical thinking	Possible responses
<p><i>'If humans have the technology, knowledge, and ability to transform an uninhabitable planet, moon, or other place in space into a home for humans, then surely we have the technology, knowledge, and ability to fix the problems we've created on Earth.'</i></p> <p>Do you agree with this statement? Why or why not?</p>	Own responses, with good reasons
<p>If you went to live in space, what would you be most excited about and what you miss most on Earth?</p>	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 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.

**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 (FAT 7) 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)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **making connections**.
 - Explain that sometimes when we make connections:
 - we think about how something from the text is like something from our own lives
 - we think about how something from the text reminds us of things we know about the world
 - we make connections between different texts we have read
 - Making connections is a key thinking and comprehension skill.
2. Model making a connection.
'For decades, space travel has appeared in novels, short stories, poetry, films and pop songs - capturing people's hearts and minds.'

I can make a connection to this text from my own experiences. I remember reading a story about a man who went into space, but something went wrong on the trip and he never came back. Every night his wife looked up at stars and imagined him floating around in his space ship. I remember feeling sad when I read that story. I also know David Bowie's song *Space Oddity* about an astronaut in space.



WORK WITH LEARNERS: (We do...)

1. Explain that now we will make a connection together.
2. Read out loud while learners follow along:
'Throughout history, colonizers have always had their own 'good reasons' to explore and occupy new places. These colonizers never fully realized all the negative consequences of their actions.'
3. Ask learners: have they ever read or learnt about colonizers' reasons for exploring and occupying others' land?
4. Listen to learners' ideas, like:
 - a. The Portuguese who came to South Africa to discover a trade route to the East.
 - b. The Dutch who established a garden in Southern Africa to provide fresh food for their sailors going to the East.
 - c. The Spanish who went to America to get the gold and convert people to Christianity.
 - d. British who came to Africa to get gold, salt and ivory and take land.
5. Ask learners: Can you make a connection? Do you think these modern day space explorers are only thinking of themselves and not the possible harmful consequences?
6. Listen to learners' ideas:
 - a. I can make a connection because these people are thinking about themselves.
 - b. I think there are connections because these space travellers are not thinking about possible damaging effects they will create.
 - c. In other books and information I have read, the colonizers are sometimes seen as brave heroes for going to far away places.
 - d. I can make a connection because the people who can go into space are the wealthiest and have a lot of power because of their wealth – just like the colonizers before.

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

1. Explain that now, learners will make their own connection to the text.
2. Read out loud:
'We will simply bring our problems with us wherever we go.'
3. Ask learners: Have you ever seen or experienced this or seen it in someone you know? Can you make a connection to this idea of trying to start new, but taking your problems with you?
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.
7. Call on a few learners to share their connections, like:
 - a. I can make a connection about trying to start new. My cousin was having lots of problems with drugs and alcohol. So he went to a new school. But he made friends who were also into those things and he still kept taking drugs.
 - b. I can make a connection to politicians that I see. They make mistakes and they apologise, but then they still do bad things again.

NOTES

1. Make sure the learners write the following note in their exercise books:
Strategy: Make connections
To make a connection, we:
Think about what a character does, thinks or feels.
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.
Say: I can make a connection... or That reminds me... or That's like when I...
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 6: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	The pros and cons of space colonization
LEARNER BOOK	Page 52
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making connections



BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their mind-map.
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:

The pros and cons of space colonization

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:

The pros and cons of space colonization

This text is about the history of space travel, private individuals who are able to go into space and the pros and cons of space colonization. **I think the author wrote the text so that** the reader can think about reasons why we should and should not consider space travel and space colonization. **In the text I learnt** that people have to be very wealthy to go to space./ People get very sick if they live in space for a long time. /Some experts think we should go to space and some disagree. **In this text, I can make a connection** to the Europeans colonizers. They were also rich, powerful men who were seen as brave. They also had good reasons for going; reasons that helped them. I think the connection is important because we should learn from our mistakes. **I liked** the list of pros and cons **because** it gave me some ideas of what people think about this topic. **Overall, I think the text** raises some interesting points.



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

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Dialogue	Reflect a conversation between two or more people.	<ul style="list-style-type: none"> • Sketch a scenario before writing • Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken • Write the names of the characters on the left side of the page • Use a new line to indicate each new speaker 	<ul style="list-style-type: none"> • Use a colon after the name of the character who is speaking • Record exchanges as they occur, directly from the speaker's point of view • When the dialogue involves family or close friends the casual style is used. • When the conversation involves strangers, the style and register must be more formal and polite

INTRODUCE THE GENRE

1. Explain that this cycle, learners will write **a dialogue**.
2. Explain that our dialogue is like a play.
3. Explain that a dialogue is **a conversation between two or more people**. When we write a dialogue, we write exactly what the people in the conversation say to each other.
4. Explain that when we write a dialogue, we can think of characters acting on a stage as we write. We must think of where they are, what they are doing, how they are feeling, and how they must say the lines (sentences) we write.



**READ THE
FOLLOWING
SAMPLE TEXT:
DIALOGUE**

It's a warm Thursday evening. Bono and her friend Dakalo are walking along a busy road on their way home from work. Cars and taxis rush past. Dakalo is not listening to Bono, who is talking about something she saw on TV.

Bono: *(Stopping to look at Dakalo.)* What is going on with you today? Your head is somewhere else!

Dakalo: I know! I'm sorry! I have such a lot on my mind.

Bono: What's going on? Can I help?

Dakalo: *(Putting her hands to her face and sighing.)* Oh, my friend, thank you. I'm really not sure what to do. You see, my mom is very sick and my dad's not coping. I really want to go home to help them and spend time with her.

Bono: *(In a firm voice.)* Well, then you must go. Family is so important and you don't want to regret not being with her.

Dakalo: I know! But my boss said that she's been watching me and is impressed with my work. She'd like to promote me. I feel I can't risk this opportunity. I don't want to ask for leave now! The timing is just so bad.

Bono: Oh, I see your problem. But surely she would understand? Doesn't she have a family? Can't you just speak to her and explain the situation?

Dakalo: You're right, of course. I'm just so scared! I was so grateful to get the job. I really love it. And now there's a chance of more responsibility and better pay. And you know how many people are out of work and would love to have this job?

Bono: *(Putting her arm around her friend.)* I do. But if she really values you, she has to understand that this is a family emergency. Let's go through everything you want to say and you can practice it with me. Then you'll be ready when you speak to her.

Dakalo: Would you do that with me? That would make me feel much better! Thank you so much, friend!

DISCUSS

1. What is the setting? (When and where did this take place?)
2. Who are the characters?
3. What are the characters talking about in the dialogue?
4. What do they decide would be the best thing to do?
5. How can we know that this is a dialogue?

**NOTES**

Tell learners to open their exercise books, and to write down the following heading and notes:

Dialogue

1. Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing.
2. Write the characters' names on the left side of the page.
3. Use a colon after the name of the character who is speaking.
4. Use a new line to indicate each new speaker.
5. Use stage directions to show how characters should speak and act. Stage directions should be in brackets before the words the character says.

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

TOPIC	A new explorer talking to the spirit of an old explorer
GENRE	Dialogue
PLANNING STRATEGY	Write a list of questions
INTRODUCTION	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Tell learners that they are going to write a dialogue. 3. The dialogue will be an imaginary conversation between a present-day space explorer and an olden day explorer.
MODELLING: (I do...)	<ol style="list-style-type: none"> 1. Show learners that you think before you write. 2. Orally, explain some ideas you have for addressing the writing topic, like: <i>I'm going to write a dialogue between a modern space explorer and a traveller from the 1400s. They must say who they are and explain their different travels. The new explorer will ask the olden day person what his experience was like and what he learnt from his travels and what he would do differently if he had to do it again.</i> 3. Have the questions written on one side of the chalkboard. 4. Show learners how you answer the questions. 5. Do this on the other side of the chalkboard.



	<p>Questions for planning – Dialogue</p>	<p>My plan</p>
	<p>From one explorer to another</p> <ol style="list-style-type: none"> 1. Who are the characters in your dialogue? (There should be two!) 2. When does this dialogue take place? 3. Where does your dialogue take place? 4. What are the characters in your dialogue talking about? 5. Why are the characters having this dialogue? 6. How are these characters feeling? 	<p>From one explorer to another</p> <ol style="list-style-type: none"> 1. A modern day space explorer. One of the explorers who went on a long journey by boat hundreds of years ago. 2. It takes place in 2021. 3. In the space traveller’s imagination or in a dream. 4. They are talking about going to new places and what that feels like. Also, what he should take; what he should know about being away from home; things that will be hard; things that people will say; and how these actions will have consequences. 5. The space explorer is anxious and wants to ask someone who has gone through something similar. 6. One nervous; one relaxed
<p>LEARNERS PLAN: (You do...)</p>	<ol style="list-style-type: none"> 1. Hand out exercise books. 2. Instruct learners to write the proper heading and the topic at the top of the page. Dialogue: From one explorer to another 3. Tell learners to close their eyes and think of the characters who will be talking in their dialogue. What are the different feelings and experiences you will include in your dialogue? 4. Next, tell learners to turn and talk with a partner, to share their ideas. 5. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their dialogue, just like you did. 6. Tell learners they must write their own ideas – they must not copy your plan. 7. As learners work, walk around the room and hold mini-conferences, as per the core methodology. 	



Hand written plan:

From one explorer to another

1. A modern day space explorer and one of the explorers who went on a long journey by boat hundreds of years ago.
2. It takes place in 2021.
3. In the space traveller's imagination or in a dream.
4. They are talking about going to new places and what that feels like. Also, what he should take; what he should know about being away from home; things that will be hard; things that people will say; how these actions will have consequences.
5. The space explorer is anxious and wants to ask someone who has gone through something similar.
6. One nervous; one relaxed



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

TOPIC

From one explorer to another

Before class begins, rewrite the planning questions on the board.

	Questions for planning – Dialogue	Answers – My plan
	<p>From one explorer to another</p> <ol style="list-style-type: none"> Who are the characters in your dialogue? (There should be two!) When does this dialogue take place? Where does your dialogue take place? What are the characters in your dialogue talking about? Why are the characters having this dialogue? How are these characters feeling? 	<p>From one explorer to another</p> <ol style="list-style-type: none"> A modern day space explorer and one of the explorers who went on a long journey by boat hundreds of years ago. It takes place in 2021. In the space traveller's imagination or in a dream. They are talking about going to new places and what that feels like. Also, what he should take; what he should know about being away from home; things that will be hard; things that people will say; and how these actions will have consequences. The space explorer is anxious and wants to ask someone who has gone through something similar. One nervous; one relaxed
EXPLAIN THE DRAFTING QUESTIONS	<ol style="list-style-type: none"> Next, tell learners they must use the information in their frame to help them decide what will happen in the dialogue and what the characters really think and say. They must write the words like people are talking to each other! Write the following frame on the chalkboard, and explain it to learners: <p>From one explorer to another (Set the scene: Where are the characters? What is happening?) Character 1: (Stage directions: What is the character feeling or doing?) What does the character say? Character 2: (Stage directions: What is the character feeling or doing?) What does the character say? (REPEAT. Each character should speak 5 times)</p> 	



DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Remind learners that they will write as though these are real people having a conversation.**
 - **Each speaker should speak 5 times.**
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 draft:

From one explorer to another

Ted is an extremely wealthy man. He has spent a huge amount of money on been going into space. He is nerviz that something will go wrong. In his dream, he meets Bartholomew Diaz and talks to him about his travels.

Ted: (Standing with his bag he will take on the space ship.) Oh, hello. My name is Ted. Are you a explorer too? You look familiar.

Bartholomew: (Putting out his hand to shake Teds hand.) Yes! Bartholomew Diaz is the name! Good to meet you. So, are you off on a journey. Where are you going. I was the first European to go round the end of Africa, you know.

Ted: Yes, I'm going on a jouney. Mine is quite different. Im going to space!

Bartholomew: What? Space? You mean the stars and moon and all that? How will you get there? What will you eat?

Ted: Well, we've got a space ship and we'll take what we need. But I am very worried that something will go rong and our space ship will explode! What if I die? What if I never see my family again? Where you afraid before you left? I have a wonderful life here, should I risk everything?

Bartholomew: (Talking with great emotion and using his hands to explain.) I was very afraid! We didn't know what we would find or what would happen to us...sea monsters, the ege of the world, storms, our ship crashing and sinking. But we wanted to do something no one had done before!

Ted: So all the risks were worth it? And do you have any regrets? Would you do anything differently

Bartholomew: Well, we made history. But I now our actions did not have only good results. We were only thinking about what we wanted. We didn't think about anyone else.

Ted: So, we shouldn't be afraid, but we should try to think about others.



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)*

1. Do I set the scene at the start? Do I explain where the dialogue is taking place and what is happening?
2. Do I include stage directions in brackets? Do these explain how each line must be read?
3. Does each character speak at least 5 times?
4. Did I write the characters' names on the left side of the page?
5. Did I use a colon after the name of the character who is speaking?
6. Do I use a new line to indicate each new speaker?
7. Do all of the characters' names line up?
8. Do all of the words the characters say line up?
9. Does the dialogue sound like people could really be having a conversation?
10. Do I use proper punctuation?

HOMEWORK



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



Hand written draft:

From one explorer to another

Ted is an extremely wealthy man. He has spent a huge amount of money on ~~been going~~ into space. He is ~~nerviz~~ nervous that something will go wrong. In his dream, he meets Bartholomew Diaz and talks to him about his travels.

Ted: (Standing with his bag he will take on the space ship.) Oh, hello. My name is Ted. Are you an explorer too? You look familiar.

Bartholomew: (Putting out his hand to shake Ted's hand.) Yes! Bartholomew Diaz is the name! Good to meet you. So, are you off on a journey. Where are you going? I was the first European to go round the end of Africa, you know?

Ted: Yes, I'm going on a journey. Mine is quite different. I'm going to space!

Bartholomew: What? Space? You mean the stars and moon and all that? How will you get there? What will you eat?

Ted: Well, we've got a space ship and we'll take what we need. But I am very worried that something will go wrong and our space ship will explode! What if I die? What if I never see my family again? Were you afraid before you left? I have a wonderful life here, should I risk everything?

Bartholomew: (Talking with great emotion) ~~and using his hands to explain~~. I was very afraid! We didn't know what we would find or what would happen to us... sea monsters, the edge of the world, storms, our ship crashing and sinking. But we wanted to do something no one had done before!

Ted: So all the risks were worth it? And do you have any regrets? Would you do anything differently?

Bartholomew: Well, we made history. But I know our actions did not have only good results. We were only thinking about what we wanted. We didn't think about anyone else.

Ted: So, we shouldn't be afraid, but we should try to think about others.



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

PUBLISHING



Follow the core methodology to help learners publish their writing.

1. Instruct learners to read through their dialogues and make any necessary corrections.
2. Rewrite their dialogues neatly making all necessary corrections and changes.

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.



From one explorer to another

Ted is an extremely wealthy man. He has spent a huge amount of money on being able to go into space. He is nervous that something will go wrong. In his dream, he meets Bartholomew Diaz and talks to him about his travels.

Ted: (Standing with his bag he will take on the space ship.) Oh, hello. My name is Ted. Are you an explorer too? You look familiar.

Bartholomew: (Putting out his hand to shake Ted's hand.) Yes! Bartholomew Diaz is the name! Good to meet you. So, are you off on a journey? Where are you going? I was the first European to go round the end of Africa, you know?

Ted: Yes, I'm going on a journey. Mine is quite different. I'm going to space!

Bartholomew: What? Space? You mean the stars and moon and all that? How will you get there? What will you eat?

Ted: Well, we've got a space ship and we'll take what we need. But I am very worried that something will go wrong and our space ship will explode! What if I die? What if I never see my family again? Were you afraid before you left? I have a wonderful life here, should I risk everything?

Bartholomew: (Talking with great emotion.) I was very afraid! We didn't know what we would find or what would happen to us...sea monsters, the edge of the world, storms, our ship crashing and sinking. But we wanted to do something no one had done before!

Ted: So all the risks were worth it? And do you have any regrets? Would you do anything differently?

Bartholomew: Well, we made history. But I know our actions did not have only good results. We were only thinking about what we wanted. We didn't think about anyone else.

Ted: So, we shouldn't be afraid, but we should try to think about others. Wow! You have to be brave to be an explorer!



TERM 4

WEEK 6

FRIDAY

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

ORAL PRESENTATION (FAT 7)

Follow the previous lesson plans from Term 3 for learners to continue doing their Oral Presentations of the Creative Writing Project.



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:

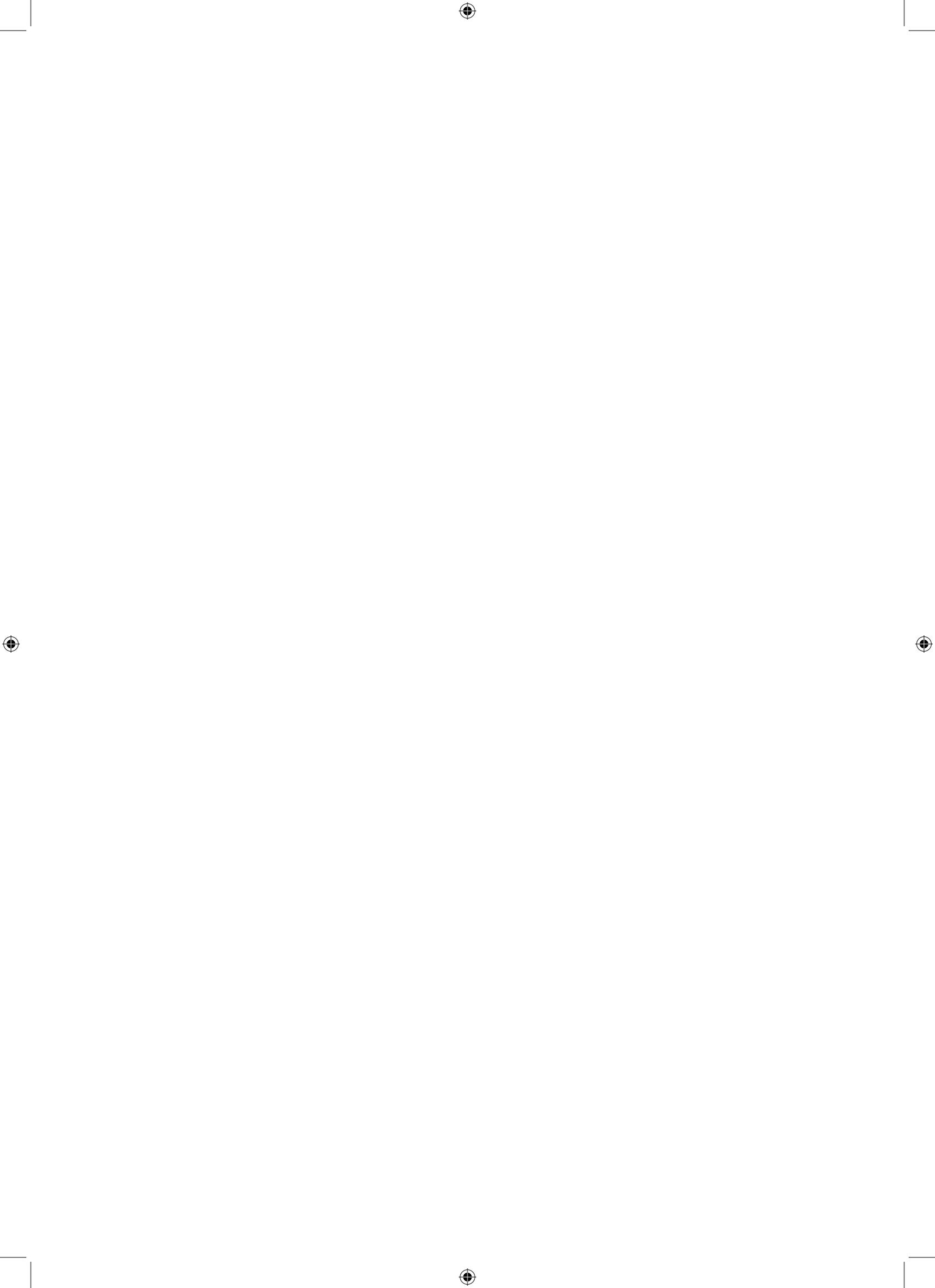
- Learnt new vocabulary words about entrepreneurs, the space race, the moon landing, space travel and space colonization.
- Listened to an article about Elon Musk, the South African who had the first private space ship.
- Learnt about simple and compound prepositions.
- Read texts about the the pros and cons of space travel and colonization; the first Europeans' journey around Africa and the first moon landing.
- Spoke about the texts.
- Answered questions about the texts.
- Learnt about how to write a dialogue.
- Wrote a dialogue.
- Delivered the Oral Presentaion of the Creative Writing Project: 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 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 Natural Sciences. 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

Revision Cycle

Term 4

Revision Cycle



In this cycle, you can use the 10 hours of EFAL time to revise and prepare for the final formal assessment tasks.

The FATs for Term 4 are:

GRADE 7 TERM 4 PROGRAMME OF FORMAL ASSESSMENT		
TASK	ACTIVITY	MARKS
7	Oral Presentation (See rubric in Management Document)	20
9	Writes a transactional text/s – either 1 long or 2 short (See some suggested rubrics in this revision cycle)	10
10	Response to text Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language Structures and Conventions (20 marks) (Suggested assessments for FAT 10 are provided in the Management Document)	60
Total		90

Here are some suggested times for revision lessons for the final assessments:

Component	Revision Time
1. Vocabulary	1.5 hours
2. Reading and comprehension	1 hour
3. Summary	1 hour
4. Language structures and conventions	3 hours
5. Writing	3.5 hours

1. Vocabulary

- This is a vital component for all the language skills.
- Learners need to revise all vocabulary words and their meanings.
- You can help them to do this in the following ways:
 - a. They can **make lists** of the words and their meanings.
 - b. They can **make flashcards** with the word on one side, and the meaning on the other.
 - c. They must **play 'act or draw'** – select a word, act it out or draw a picture of it, and another learner must guess the word.
 - d. They can **make sentences** using the words correctly.
 - e. Learners can **reread** the texts in the learner book stories to see the words in context.



2. Reading and Comprehension

- Read the section at the front of the Learner Book with the learners called '**Gaining a better understanding of reading comprehension**'.
- Make sure they understand the **different question words**, and that they know what kind of answer to give.

For example:

- What? (an action; a thing)
 - Who? (a person; people)
 - How? (a description of how something was done)
 - When? (a time)
 - Where? (a place)
 - Why? (a reason)
 - Why do you think? (your own opinion or idea)
- They should also prepare for **more difficult questions**. For example:
 - Re-organisational questions:** do something with the information in the text. For example:
 - give the similarities or differences (what is the same; what is different)
 - compare and contrast (what is the same; what is different)
 - give the pros and cons (what is good; what is bad)
 - Inference questions:** use what is written in the text, together with what they already know, to show a deeper understanding of the text. For example:
 - What is the character's intention..?
 - Why do you think... happened?
 - What can you infer..?
 - Connection questions:** make a connection between two texts; or between the text and their life; or between the text and the world. For example:
 - Both main characters had a similar problem. What was the problem?
 - Have you ever had a friend betray you? How did this make you feel?
 - Do you think betrayal happens a lot? Can you think of another example of this?
 - Evaluation questions:** make a judgement about the text. Learners must give a reason for your answer. For example:
 - Did you like or dislike the text? Why?
 - Do you agree with...? Why?
 - In your view...? Why?
 - Do you think...? Why?
 - Remind learners to **always check**:
 - The marks value – they should usually provide 1 point per mark
 - Their answers carefully:
 - Check spelling and punctuation
 - Check that they have not left words out
 - Reread the question and make sure they have given the correct answer
 - Check that they have answered all questions



- Remind learners that they may have to answer the same type of questions about **visual texts**, for example:
 - a. Poster
 - b. Cartoon
 - c. Advertisement
 - d. Diagram
 - e. Picture
 - f. Chart
 - g. Graphs – pie chart, bar graph
 - h. Infographic
 - i. Map
 - j. Flyers, pamphlets or brochures

3. Summaries

- As part of the controlled test, learners will need to write a summary.
- Learners should always follow these guidelines for making a summary:
 - a. Read the text twice carefully.
 - b. Read the summary instructions and make sure they know what to do.
 - c. Plan their summary before they start writing.
- There are different kinds of summaries:
 - a. **Making a summary by answering a framework of questions:**
 - *This text is about...* (What is the main topic of the text?)
 - *The author wrote this so the reader...* (Why did the author write the text?)
 - *I think this text was meant to...* (What is the purpose of the text?)
 - *Overall I think this text...because...* (What is your opinion of the text?)
 - b. **Making a summary using a mind-map:**
 - write the main topic heading in the centre of the page
 - think of sub-topics and write these around the centre topic
 - write key points for each sub-topic
 - c. **Making a summary by identifying the key information in each paragraph:**
 - First, identify the most important information in each paragraph
 - Do this by answering the question: What is this paragraph about?
 - Write down only the key words – sometimes there will be a word count

4. Language Structures and Conventions

- In each theme learners have covered a LSC and have **written notes** for each.
 - a. Make sure they understand the notes.
- Learners must go back to their **Learner Books from Terms 1, 2, 3 and 4**.
 - a. At the end of each theme there is an LSC Practice section.
 - b. Learners must work through all these exercises again.
 - c. Make sure their answers are correct by checking with a friend or their teacher.
- **See summarised LSC notes at the end of this cycle.**



5. Writing – Transactional

- Transactional writing means communicating ideas and information to a specific audience, for a specific reason.
- When writing a transactional text, learners need to be certain of:
 - a. WHAT they are being asked to write (what genre or format)?
 - b. WHOM they are writing for or to?
 - c. WHY they are writing this piece?
 - d. Is the text and the language FORMAL or INFORMAL?
- Below is a list of all transactional texts.
 - a. The ones with the ✓ are the ones learners have done this year.
 - b. The ones with a * they have read as texts during the year and are in the Learner Book.

Long Transactional	Short Transactional
Formal/Business letter ✓	Procedures: instructions, directions ✓
Friendly letter	Diary ✓*
Information report ✓	Email
Review ✓	Filling in forms ✓
Dialogue ✓*	Poster/flyer ✓*
Interview ✓	Advertisement ✓
Speech *	
CV	
Obituary *	
Agenda and minutes	
Newspaper article ✓ *	
Magazine article *	

- Remember as with all writing done in class, learners must follow the process:
 - a. **Know the genre** and the what the task expects
 - b. **Plan** ideas
 - c. **Draft** ideas
 - d. **Edit** writing (use the editing checklists)
 - e. **Publish** (rewrite it neatly) and **present**
- Make sure the learners know the **different genres, formats and requirements for transactional texts**.
- Remember many different things are being tested with transactional writing.
- Rubrics help you mark the learners' writing effectively.
- Rubrics also show learners which areas they still need to work on.
- Below are some examples of rubrics. Feel free to use these rubrics as is, or to adapt to suit your needs.

**EXAMPLE RUBRIC: TRANSACTIONAL WRITING – FORMAL LETTER**

MARKS	Maximum total of 10		
CONTENT	0	2	3-4
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the appropriate details and information.
STRUCTURE	0	1	2
	The learner's letter has not followed the correct structure.	The learner has attempted to structure the letter correctly.	The learner has used the correct structure and layout.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
LSC/EDITING	0	1	2
	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use the correct greetings. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used formal register with appropriate greetings. The vocabulary and tone are appropriate. The learner successfully edits their own work to correct grammar, spelling and punctuation.



TRANSACTIONAL WRITING: INFORMAL/FRIENDLY LETTER			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a friendly letter		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.
STRUCTURE	0	1	2
	The learner's letter has not followed the correct structure.	The learner has attempted to structure the letter correctly.	The learner has used the correct structure and layout of a friendly letter (including sender's address, date, greetings).
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used informal register with the correct greeting and farewell. All the necessary information is included. The learner successfully edits their own work to correct grammar, spelling and punctuation.



TRANSACTIONAL WRITING: REVIEW			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a review		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and recommendation about the text.	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.
STRUCTURE	0	1	2
	The learner's review has no logical structure or flow. Paragraphs have not been used.	The learner has attempted to structure the review into logical paragraphs.	The learner has used the paragraphs logically to review different aspects of the text.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1		3
	The learner has not included the necessary information about the text. The style of the language is not correct. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The learner has included most of the necessary information about the text. There is an attempt at an opinion with reason to justify. The learner has edited their work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has included all the necessary information about the text. The language clearly shows the opinion of the writer and gives a good sense of the text being reviewed. The learner successfully edits their own work to correct grammar, spelling and punctuation.



TRANSACTIONAL WRITING: INSTRUCTIONAL TEXT					
MARKS	Maximum total of 10 (converted to a mark /5)				
OBJECTIVE	Writes an instructional text				
CONTENT & STRUCTURE	1	2	3	4	5
	<p>The learner's response is irrelevant to the topic.</p> <p>The instructions are not organised into points/paragraphs.</p> <p>There is no connection linking the ideas resented.</p>	<p>The learner's response does not show a good understanding of the topic.</p> <p>The instructions have attempted to follow the structure and use paragraphs, but many ideas seem to be missing. The ideas are not connected.</p>	<p>The learner's response is relevant to the topic.</p> <p>The instructions have logical points/ paragraphs but they are not fully developed.</p> <p>The ideas are not totally connected and more thought into the overall idea is needed.</p> <p>Some important information has been left out.</p>	<p>The learner's response is interesting and relevant to the topic.</p> <p>The instructions are organised into logical points/paragraphs that work together well.</p> <p>The ideas are connected and the brief is creatively structured. Most of the information is there.</p>	<p>The learner's response is interesting, relevant and exceeds expectations.</p> <p>The instructions are well-organised with logical paragraphs.</p> <p>The learner has used the structure to enhance the text.</p> <p>All the necessary information is included.</p>



TRANSACTIONAL WRITING: INSTRUCTIONAL TEXT					
PLANNING & EDITING / LSC	1	2	3	4	5
	<p>The learner does not make a plan OR the learner's plan is irrelevant.</p> <p>The learner does not edit their own work.</p>	<p>The learner makes a plan before writing.</p> <p>The learner attempts to use their plan.</p> <p>The learner attempts to edit their own work, but there are many errors remaining.</p>	<p>The learner makes a plan before writing.</p> <p>The learner uses some ideas from their plan to inform their drafting.</p> <p>The learner edits their own work to correct style, grammar, spelling and punctuation, but there are still some errors.</p>	<p>The learner makes a plan before writing.</p> <p>The learner uses their plan to inform their drafting.</p> <p>The learner edits their own work and mostly corrects their style, grammar, spelling and punctuation.</p>	<p>The learner makes a plan before writing.</p> <p>The learner uses the plan to inform their drafting, and expands on the plan with creativity.</p> <p>The learner successfully edits their own work to correct style, grammar, spelling and punctuation.</p>



TRANSACTIONAL WRITING: SPEECH			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a speech		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. There is a main point supported by reasons.
STRUCTURE	0	1	2
	The learner's letter has no coherent structure.	The learner has attempted to structure the speech with a logical flow. Stays on topic all the way through. There is an introduction and a point made and a conclusion.	The opening of the speech captures attention and introduces the topic. The learner has structured the speech so that the points flow logically, (intro, main points and/or argument and a strong conclusion). Leaves the audience with a strong final thought.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. There is no emotive or persuasive language. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. There is a main idea. There is an attempt at persuasive language. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used persuasive and emotive language to convince the audience. All points are well argued. The learner successfully edits their own work to correct grammar, spelling and punctuation.



TRANSACTIONAL WRITING: NEWSPAPER ARTICLE			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a newspaper article		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. The facts (questions: who, what, where when and why) of the incident are all clear.
STRUCTURE	0	1	2
	The learner's article has no coherent structure.	The learner has attempted to structure the article in paragraphs. Stays on topic all the way through.	There is a headline (appropriate and catching) and a by-line, a blurb (tells the reader what the article is about and appears directly below the headline) and well-structured paragraphs with the necessary information.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.



TRANSACTIONAL WRITING: NEWSPAPER ARTICLE			
EDITING / LSC	1	2	3
	<p>The learner has not written in a suitable style. The register and tone are incorrect and the necessary LSCs and details have not been included.</p> <p>The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.</p>	<p>The learner's style of language is mostly correct. The article is written in a formal register, in the third person with an attempt at in/direct speech.</p> <p>The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.</p>	<p>The learner has used a formal register, in the third person with in/direct speech in the active voice.</p> <p>The learner successfully edits their own work to correct grammar, spelling and punctuation.</p>



TRANSACTIONAL WRITING:ADVERTISEMENT			
MARKS	Maximum total of 10 (needs to be converted to a mark /5)		
OBJECTIVE	Writes an advertisement		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. The advertisement works well to sell the product/service using relevant verbal and visual texts. There is a clear target market.
STRUCTURE	0	1	2
	The learner's advertisement has no coherent structure.	The learner has attempted to structure the advertisement in paragraphs. Stays on topic all the way through.	Different fonts and sizes of fonts are used. An appropriate image has been included. The learner has worked hard to create a visually appealing and relevant text.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not used persuasive language. There is no visual image. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.	The learner has attempted to use persuasive language and an appropriate visual has been included. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used persuasive and emotive language and an image effectively. The learner successfully edits their own work to correct grammar, spelling and punctuation.



TRANSACTIONAL WRITING: DIALOGUE			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a dialogue		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. The dialogue sounds like a real conversation.
STRUCTURE	0	1	2
	The learner's dialogue has not followed the correct layout and structure.	The learner has attempted to structure the dialogue correctly.	Stage directions are in brackets before the speaker talks to show their feelings and actions. The speakers' names are on the left-hand side followed by a colon before their words. Each new speaker starts on a new line. The words spoken by the characters all line up. All the speakers' lines are in the correct chronological order.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.



TRANSACTIONAL WRITING: DIALOGUE

EDITING / LSC	1	2	3
	<p>The learner has not used the correct layout. The conversation does not sound realistic.</p> <p>The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.</p>	<p>The learner has attempted to show the feelings and actions of the speakers. The characters words sound like a real conversation. The layout is mostly correct.</p> <p>their own work to correct grammar, spelling and punctuation, but there are still some errors.</p>	<p>The learner has created a realistic sounding dialogue (vocabulary and tone). The stage directions give a good sense of the speakers' feelings and actions as they speak (use of adverbs and adjectives).</p> <p>The learner successfully edits their own work to correct grammar, spelling and punctuation.</p>



TRANSACTIONAL WRITING: DIARY ENTRY			
MARKS	Maximum total of 10 (needs to be converted to a mark /5)		
OBJECTIVE	Writes a diary entry		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. The diary sounds like the thoughts of the 'character' and describes the events in a subjective and emotional way.
STRUCTURE	0	1	2
	The learner's diary has no coherent structure.	The learner has attempted to structure the diary entry. Stays on topic all the way through.	There is a date at the top of the entry. There is a salutation/ greeting (e.g. Dear Diary) at the start. Paragraphs are used to organise the entry logically.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written as though they are the 'character'. Their style and language are incorrect. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.	The learner has attempted to write as the 'character'. The diary is in the first person and in the past tense. Some descriptive vocabulary helps to show the feelings of the writer. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The diary entry is written in the first-person ('I'), in the past tense. Careful use of vocabulary have been chosen to show the correct tone (feeling) of the writer. The learner successfully edits their own work to correct grammar, spelling and punctuation.



LSC REFERENCE NOTES FOR REVISION

Parts of Speech

Nouns

Common nouns are the names we give to what we see, touch, hear or experience. For example,

flowers, friend, dream, sister, pet

Proper nouns always start with capital letters. They tell us actual names, for example,

- of people (**B**ongani, **S**usan)
- of places (**J**ohannesburg, **L**ondon)
- of days of the week and months of the year (**T**uesday, **M**ay)
- of languages (**F**rench, **P**ortuguese)

Collective nouns are used to name a collection of things, people or animals. For example,

- a '**h**erd of cattle'
- the '**t**eam of players'

Concrete nouns are physical object in the real world. They can be identified through one of the five senses (taste, touch, sight, hearing, or smell). For example,

a dog, a ball, or an ice-cream cone

Compound nouns are when nouns are made up of two or more words. For example,

- class + room = classroom
- foot + ball = football

Abstract nouns are an idea, quality, or state rather than a concrete object. Abstract nouns can't be identified through the five senses, but they are still nouns. For example,

- truth
- danger
- happiness
- politics
- xenophobia



Parts of Speech

Adjectives

Adjectives tell you more about a noun or a pronoun. For example,
The creative teacher taught the energetic class. 'creative' and 'energetic' are the adjectives.

Comparative adjectives compare two objects, people, etc. For example,
Thabisa is stronger than Buhle.

Superlative adjectives compare more than two objects, people, etc. For example,
Vanessa is the strongest of all.

Demonstrative Adjectives

The most common demonstrative adjectives are **this, that, these and those**. For example,
This ball belongs to those boys.

Verbs

Verbs show what people or things are doing. For example,
We run and play.

Verbs don't always show action, they can show thinking, owning or being. For example,

- I am a South African. (being)
- She has a great sense of humour. (having / owning)
- They thought hard about the problem. (thinking)

Verbs can also be used in the **negative**. For example,
I do not have a phone.

Verbs can also give commands or instructions. These are called **imperative verbs**. For example,
Don't pick up those papers!

Auxiliary verbs have many different functions.

1. To form tenses. For example,
They were giving many things to the collection.
2. To show ability or inability. For example,
I can speak French.
3. To ask permission. For example,
May I use your phone?
4. To show obligation (something is necessary). For example,
You must always tell your parents where you are going.
5. To show intention and to show something will happen. For example,
We will definitely come back to this restaurant! (intend to come back)
6. To show possibility or impossibility. For example,
You could be right.



Parts of Speech

Verbs

Verbs must **agree** with their subject – the person or thing that does the verb. This is called **concord** – agreement.

A **singular subject** has a **singular verb**. For example,

- *I go to school.* ('I' is the **subject** and 'go' is the **verb**.)
- *She goes to work.* ('She' is the subject and 'goes' is the verb.)

A **plural subject** has a **plural verb**. For example,

- *We like this book.* ('We' is the subject and 'like' is the verb.)
- *They are generous.* ('They' is the subject and 'are' is the verb.)

Adverbs

Adverbs tell us more about verbs. They make writing more interesting. For example,

- *The athlete ran quickly.* (Adverb of manner)
- *The visitors went inside.* (Adverb of place)
- *It will rain tonight.* (Adverb of time)

Pronouns

Personal pronouns stand in place of nouns, so that we don't keep repeating the nouns.

For example,

Zebras and wildebeest like to live together. They help to protect each other against lions. ('They' is referring to the 'zebras' and 'wildebeest'.

A **possessive pronoun** shows who owns what. They are the words 'mine', 'yours', 'his', 'hers', 'ours' and 'theirs'. For example,

Actually, I think the fault is theirs.

Reflexive pronouns refer back to a person or thing. They are: 'myself', 'yourself', 'himself', 'herself', 'itself', 'ourselves', 'yourselves' and 'themselves'. We often use reflexive pronouns when the subject and the object of a verb are the same. For example,

I cut myself when I was chopping vegetables last night.

Demonstrative pronouns are pronouns that are used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural.

- near in distance or time - this (singular), these (plural)
- far in distance or time - that (singular), those (plural)

For example,

- *This tastes good.*
- *These are bad times.*
- *That is beautiful.*
- *Those were the days!*



Parts of Speech

Conjunctions

Conjunctions are words that join and show the links between words, sentences and paragraphs. Conjunctions can show addition, sequence, contrast and reason. For example,

- *I love cakes and sweets.* (shows addition)
- *In the morning, first I wash, next I eat my breakfast, then I go to school.* (shows sequence)
- *We wanted to play outside; however the rain stopped us.* (shows contrast)
- *We cancelled our plans because we had no money.* (shows reason)

Prepositions

A **preposition** is a word or group of words used before a noun or a pronoun to show position, direction, time and possession. For example,

- *They will meet in the classroom.* (Preposition of position)
- *They ran down the road after school.* (Preposition of direction)
- *She was born in 1996.* (Preposition of time)
- *This is the house of my cousin.* (Preposition of possession)

Structures

Tenses

1. Simple tenses

The **past simple** tense tells us when something has already happened. For example:
Yesterday, I walked to school, so I was late.

The **present simple** tense tells us whether something usually happens (universal statements) or is happening right now. For example,
Usually, I ride my bicycle to school so that I arrive there early.

The **future simple** tense tells us whether something is still going to happen. For example,
After school, I will fix my bike, and tomorrow I will decide whether to ride or to walk.

2. Continuous tenses

The verb in the **continuous tense** always ends in '-ing'. For example,

The **past continuous tense** tells us that activities lasted for some time in the past. Verbs in the **past continuous tense** consist of 'was' or 'were' + verb + '-ing'. For example,
Two weeks ago, Sindisiwe was doing her homework and her baby sisters were playing, when suddenly there was a flash of lightening and the lights went out.

(Sindisiwe was doing her homework over a period of time, and her sisters were playing over a period of time, shown by using the **past continuous tense**.)

This is in contrast to the lightening and the electricity cut, which were sudden – here the **past simple tense** is used.)

The **present continuous tense** tells us about activities that are happening right now.

Verbs in the **present continuous tense** consist of 'am' or 'are' or 'is' + verb + '-ing'. For example,

These days, I am thinking a lot about what subjects to take next year.



Structures

Tenses

The **future continuous tense** tells us about activities that will be taking place for a period of time in the future. Verbs in the future continuous tense consist of 'will be' + verb + '-ing'. For example,

Next soccer season, I'm sure I will be playing for the first team.

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. For 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').

Main clauses and Subordinate clauses

A **clause** is a group of words containing a **verb**.

Main clauses have a **subject** and **verb** and can stand on their own. For example,

Buhle played with her brother.

In the above sentence, the **main clause** is 'Buhle played'. 'Buhle played' can stand by itself.

Subordinate clauses do not have a subject, so they can't stand on their own. For example, look at the same sentence as above:

Buhle played even though she was alone.

The **subordinate clause** is 'even though she was alone'. 'even though she was alone' by itself makes no sense. **Subordinate clauses** need **main clauses** to make sense.

Sentence types

1. **Simple sentences** consist of a **main clause** and **no subordinate clause**. For example,
The girl ran into the room.
2. **Compound sentences** consist of **two main clauses** joined by a **conjunction**. The **two main clauses** are of equal importance. For example,
The girl ran into the room and fell on her bed.
'The girl ran into the room' can stand by itself AND 'The girl fell on her bed' can stand by itself. That is how we know they are both **main clauses**.
The two main clauses are joined by the conjunction, 'and'.
Therefore, 'The girl ran into her room and fell on her bed.' is a **compound sentence**.



Structures

Sentence types

3. **Complex sentences** consist of a **main clause** and one (or more) subordinate clause(s). Remember, a **main clause** can stand by itself, but a **subordinate clause** cannot. For example,
- You will definitely lose, if you don't try.*
- 'You will definitely lose' can stand by itself but 'if you don't try' cannot stand by itself. Therefore, 'You will definitely lose' is the **main clause** and 'if you don't try' is the **subordinate clause**. The **subordinate clause** needs the **main clause** to make sense. 'if' is the **conjunction** joining the two clauses.

Direct and Indirect Speech

Reported speech is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: **direct speech** and **indirect speech**. **Direct speech** repeats the exact words the person used, or how we remember their words. For example, Siswe said, "I didn't realise it was midnight."

In **indirect speech**, the original speaker's words are changed. For example, Siswe said she hadn't realised it was midnight.

Active and Passive Voice

The **active voice** is where the subject performs the action on the object. The subject 'does' the verb. For example,

The learners completed the work. ('learners' = subject; 'completed' = verb; 'work' = object)

The **passive voice** is where the object and subject change places in the sentence. So now, the subject in the beginning is NOT the thing doing the action. The verb 'is done' to the subject.

For example,

The work was completed by the learners. ('work' = subject; 'was completed' = verb, and 'learners' is an indirect object in this sentence)

Punctuation

Capital letters

- Sentences always start with a **capital letter**. For example,
It is always hot in Durban.
- Always use **capital letters** to show proper nouns. For example,
South Africa, Bafana Bafana, Saturday, Pretoria, Desmond Tutu, Orange River, November etc.

A **full stop** shows that the sentence has ended. For example,
We changed our plans.

A **question mark** shows that the sentence is a question. For example,
Do you like her?



Punctuation

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!*
- *That's terrible!*

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, white cake 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?'*
- To separate phrases and clauses: *When Nomsa got home, her mother was irritated with her for forgetting the flour and eggs.*

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?*

A **semi-colon (;)** marks a pause between two ideas that are equally important. The two ideas separated by a semi-colon may be closely related. For example,
They left immediately; there was no point in waiting.

The two ideas could also be opposites. For example,
I love being outdoors and active; my sister prefers reading inside.

Apostrophes are used to show where there's a letter or letters left out. For example,

- *I + am = I'm*
- *he + is = he's*

Apostrophes also show 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.)*

Brackets can be used instead of commas. They can be useful for:

- adding information: *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.*

You can see from the above that the information in brackets is not essential to the sentence – it is just giving extra information of some sort. You should be able to leave out what is in brackets and the sentence will still make sense without the information.



Punctuation

Hyphens are short lines that join words or parts of words. Here are a few main reasons for using hyphens:

- They join **prefixes** to words: *mid-December*; *ex-student*
- They join two or more words to form a **compound word**: *ice-cream*; *twenty-four*
- They separate a **prefix** and a **joined word**, where the first ends and the other starts with the same vowel: *co-operate*; *re-elect*

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...*



Figures of Speech and other Devices

Simile compares two things, usually using the words 'like' or 'as'. For example,
The learners were as busy as bees. (The learners' busyness is being compared to the busyness of the bees)

His hands are like ice! (This means that the coldness of ice is being compared to how ice feels.)

Metaphor is a direct comparison between two things. For example,
My baby cousin is a cuddly teddy bear. (This means my cousin is as cute and cuddly just like a teddy bear.)

Mebhi is my sunshine. (This means Mebhi's personality is sunny and happy which is how the sun makes us feel too.)

Personification describes objects, ideas or animals as if they were human. For example,
The sun smiled down on the village. (Here personification helps to create a mood – for example, the sun 'smiled' on the new day makes us feel that this day is going to be a good one.)

Alliteration is the repetition of consonant sounds at the beginning of words. The repeated sounds are grouped next to each other, or close by to each other. For example,
The jolly gentle giant jumped with joy.

Hyperbole is when a writer or a speaker over-exaggerates to create humour or to make a point. For example, *He's running faster than the wind.*

Idioms are expressions/sayings where the words don't mean exactly what they say. There is an extra, hidden meaning. We say this is the figurative meaning, not the literal (actual or real) meaning. For example,
beat around the bush means *avoid saying what you really mean usually because it is uncomfortable*
call it a day means *stop working on something*



Vocabulary Development

Synonyms are words that mean the same or have a similar meaning. For example,
big, enormous, huge
intelligent, clever, smart

Antonyms are words that mean the opposite. For example,
interested – bored
above – below

Homonyms are words that look and sound the same but have different meanings. For example,
Can you help me? AND The can of fruit was difficult to open.

Homophones are words that have the same sound, but are spelt differently and have different meanings. For example,
Where are you going? AND I wear beautiful clothes.

