



# ENGLISH

## First Additional Language



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## First Additional Language

### Grade 7

#### Lesson Plan

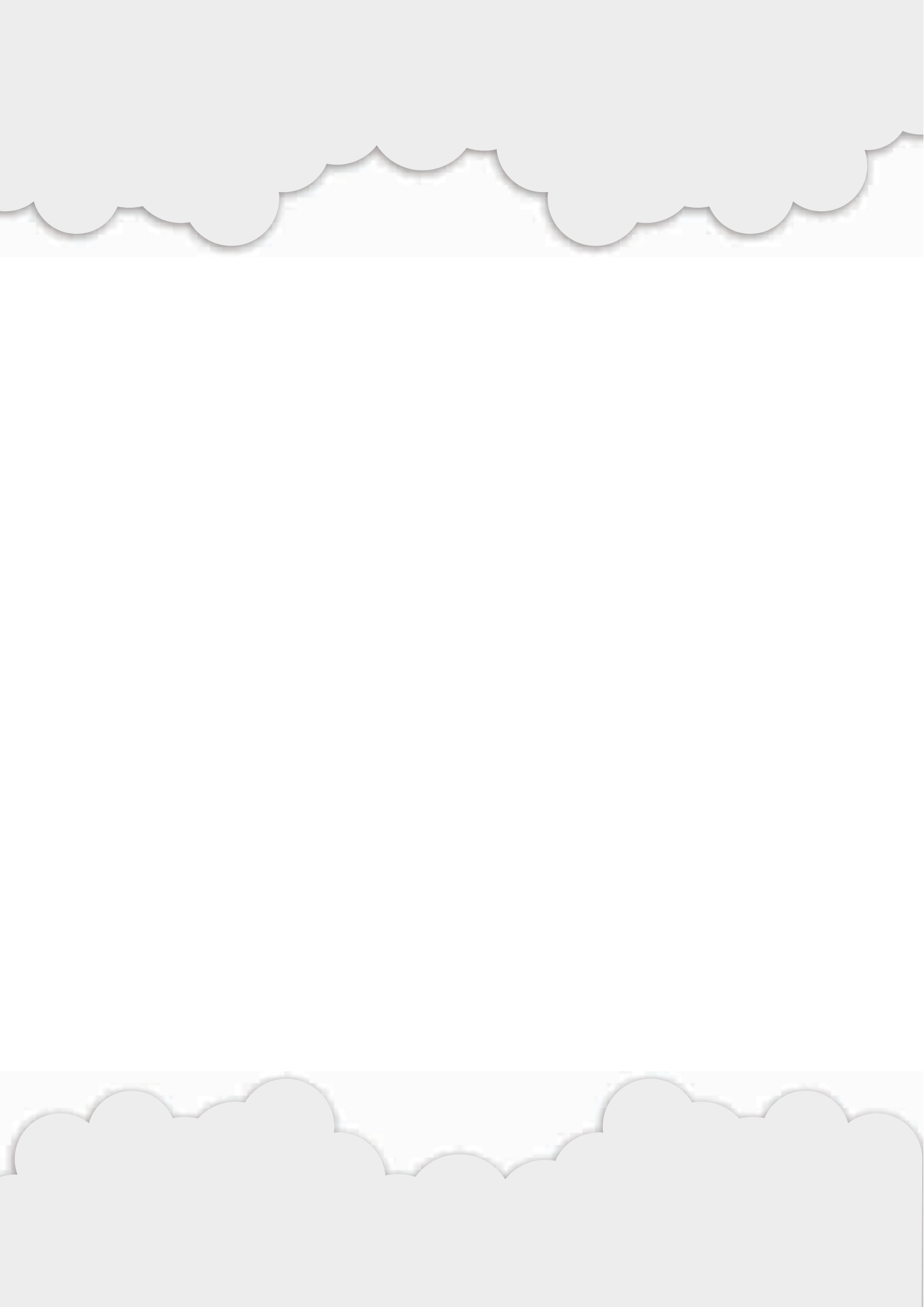
Term 4



basic education  
Department  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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# **THEME**

## **Health: A Social Responsibility**

**Term 4**

**Weeks 1 & 2 | Cycle 1**



## TERM 4: WEEK 1

## OVERVIEW



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| THEME                  | <b>Health: A Social Responsibility</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| PHONIC DECODING        | kn, ea, ow, ew<br>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 | <b>Making inferences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| WRITING GENRE          | Poster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| WRITING TOPIC          | The social responsibility of community health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GRAPHIC ORGANISER      | Mind-map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| CLASSROOM PREPARATION  | <ol style="list-style-type: none"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>articles, 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.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>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.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol> |



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

### INTRODUCE THE THEME



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> | <b>THE SOCIAL RESPONSIBILITY OF HEALTH</b>                        | <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:
- How do people get sick?**
  - How can people get better?**
  - How can people prevent themselves from getting sick?**
  - What are some diseases that are very infectious?**
  - What is a vaccine?**
  - How can someone who is sick stop their disease from getting worse?**
  - Where can you go if you or someone you know is sick?**
  - Does HIV still have a stigma? What can people do to change this?**

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**

|                    |                                                                                                                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>feverish</b>    | <b>Act</b> out feeling feverish – pretend to shiver and feel hot, take your temperature and say ‘I feel so sick!’.                                                                              |
|                    | <b>Tell</b> 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.                 |
| <b>infectious</b>  | <b>Act</b> 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. |
|                    | <b>Tell</b> learners that infectious describes when an illness is passed on from person to person.                                                                                              |
| <b>preventable</b> | <b>Tell</b> learners that preventable means that something can be stopped.                                                                                                                      |
|                    | <b>Say:</b> 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.                              |
| <b>curable</b>     | <b>Tell</b> 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.                                                 |
|                    | <b>Say:</b> I’m so glad that so many illnesses are curable now. So many lives are being saved because of it!                                                                                    |



## LSC: DEVELOP THEME VOCABULARY



|                      |                                                                                                                                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>prescribed</b>    | <b>Tell</b> learners that prescribed means when a doctor tells you to take a particular medicine to make you better.                                                                                                                        |
|                      | <b>Say:</b> I had a rash, but my doctor prescribed me a cream and now it has gone away!                                                                                                                                                     |
| <b>immune system</b> | <b>Point</b> to a diagram of the human body's immune system.                                                                                                                                                                                |
|                      | <b>Tell</b> 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



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

## FOLLOW UP AND EXTENSION QUESTIONS



|                            |                                                                                                                                                                          |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOLLOW UP QUESTIONS</b> | 1. <b>What do most learners think is the most important thing to do if you are sick?</b><br>Most learners think the most important thing to do if you are sick is _____. |
|                            | 2. <b>What do you think is the most important thing to do if you are sick?</b><br>I think the most important thing to do if you are sick is _____.                       |
| <b>EXTENSION QUESTIONS</b> | 1. <b>The treatment of infectious diseases is the responsibility of doctors. Do you agree with this statement? Why/why not?</b><br>I think _____.                        |
|                            | 2. <b>Do you think society can prevent the spread of HIV, tuberculosis and coronavirus? Why/Why not?</b><br>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**

| <b>Read 1:<br/>Read and explain</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>Read 2:<br/>Read and think aloud</b>                                                           | <b>Read 3:<br/>Read and ask questions</b>                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Social illness – it's everyone's responsibility</b></p> <p>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 <b>infer</b> that some diseases are infectious or contagious and some <i>aren't</i>.</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:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Read 2:<br>Read and think aloud                                                                                                        | Read 3:<br>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?</i><br/>(10 million)</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 <b>infer</b> that taking the medication correctly can save your life.</p>                                                     | <p><i>How can you cure TB?</i><br/><br/>(see a doctor, take a test and then take the medication correctly for 6-12 months as directed)</p> |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                              | Read 2:<br>Read and think aloud                                                                               | Read 3:<br>Read and ask questions                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | Oh, so HIV is a virus that damages our immune system. I can infer this could have very serious consequences.  | <i>How does HIV lead to AIDS?</i><br><br><i>(if you do not treat HIV, this could cause AIDS)</i>                                              |
| 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.                          | I can <b>infer</b> that different illnesses are spread differently.                                           | <i>What are 3 ways you can get HIV?</i><br><br><i>(unprotected sex, sharing needles and mother to child)</i>                                  |
| 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).                                                                 | Medical research is amazing! I know many people with HIV who are completely healthy and living amazing lives! | <i>Why is having HIV no longer a death sentence?</i><br><br><i>(ART is effective to treat people and they can live long and normal lives)</i> |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Read 2:<br>Read and think aloud                                                                                                                                             | Read 3:<br>Read and ask questions                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | I can <b>infer</b> 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. | What does U=U mean?<br><br>(undetectable = untransmittable. If the viral load is so small and you can't find it, you cannot transmit to others.) |
| 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.                                                                                                                                                                                          | I can <b>infer</b> that medical technology is saving lives! But we all need to live responsibly.                                                                            | What are three illnesses that are transmittable?<br><br>(coronavirus, TB and HIV)                                                                |
| 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.                                                                                                                                                                                                                                                                                                                                      | This is such an important point. I can <b>infer</b> that it is also a social responsibility to get rid of stigma.                                                           | How can we eradicate the social stigma of certain illnesses?<br><br>(own answers)                                                                |

## HOMEWORK



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



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

### DISCUSS...



- Follow the core methodology to guide learners to discuss the listening text:  
**Social illness – it's everyone's responsibility**
- Use the following discussion frame:  
**Social illness – it's everyone's responsibility**
  - 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 1: TUESDAY / DAY 2: PRE-READING (30 minutes)

|                        |                          |
|------------------------|--------------------------|
| TITLE                  | <b>U=U</b>               |
| LEARNER BOOK           | Page 2                   |
| ACTIVITY               | Pre-Read                 |
| COMPREHENSION STRATEGY | <b>Making inferences</b> |

### PRE-READING ACTIVITY



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



## PRE-READING ACTIVITY



|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <p>3. Follow the core methodology to instruct learners to scan the text.</p> <p>4. Suggestions of important words and how they connect to this text:</p> <ul style="list-style-type: none"> <li>• <b>sighed</b> – 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.</li> <li>• <b>HIV positive</b> – if someone is HIV positive it means they have the virus. A character in the story has HIV or knows someone who has HIV.</li> <li>• <b>unknowingly</b> – 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.</li> <li>• <b>ART</b> – 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.</li> </ul> <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><b>‘Her heart felt heavier...’</b><br/> <i>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 this story something bad must have happened for her to feel worse.</i></p> <p><b>Then she broke down and sobbed...’</b><br/> <i>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.</i></p> |
| ASK PREDICTIVE QUESTIONS | <p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> <li>• What do you think this text will be about?</li> <li>• Why do you think that?</li> <li>• What does the picture on the first page help you understand?</li> <li>• What else gives you some ideas and clues about what the text is about (e.g. the title, the direct speech and layout)?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**HOMEWORK**

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

**WEEK 1: WEDNESDAY / DAY 3:**  
**LSC (30 minutes)**
**BUILD AND MONITOR BACKGROUND KNOWLEDGE**

Follow the core methodologies to:

- Help learners add to their 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



|                       |                                                                                                                                                                                           |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>nightmare</b>      | <b>Tell</b> 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.                       |
|                       | <b>Say:</b> 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.                                                     |
| <b>reconciliation</b> | <b>Act</b> out reconciliation – pretend to be fighting with someone, and then talk it through and shake hands.                                                                            |
|                       | <b>Tell</b> learners that reconciliation means when there is an agreement after a fight or disagreement.                                                                                  |
| <b>embrace</b>        | <b>Act</b> out embrace – pretend to hug someone.                                                                                                                                          |
|                       | <b>Tell</b> learners that embrace is another word for hug.                                                                                                                                |
| <b>relieved</b>       | <b>Act</b> out being relieved – pretend to sigh, wipe your forehead and say 'Phew!'                                                                                                       |
|                       | <b>Tell</b> 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 / give them a hug</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**

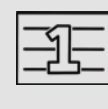
Page 2

**ACTIVITY**

First Read

**COMPREHENSION STRATEGY**

Making inferences

**FIRST READ**

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



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>First Read: Think Aloud</b>                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                                                                    | Nombulelo seems very anxious. <b>I wonder</b> what has caused things to change?                                                              |
| 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. | <b>I think</b> 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. |
| 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.                                                                                                                      | So Nombulelo has medical and emotional support at the clinic. <b>I wonder</b> if her family was also supportive?                             |
| 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.                                                                                                                                                      | <b>I can infer</b> Amahle's father was not involved in their life. But they had a good life.                                                 |

**Text: Read**

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!'

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.

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.

'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 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!'

**First Read: Think Aloud**

**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?

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

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

**I wonder** why Amahle won't listen to her mom, but only believes her friends' ideas.



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>First Read: Think Aloud</b>                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 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. | <b>I think</b> Amahle is so angry with her mother, and this is how she's punishing her.                  |
| 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.                                                                                                                                                                                                                                                                                                                                                                       | Wow, <b>I imagine</b> this has been a really hard time for Nombulelo.                                    |
| As Nombulelo walked into the lounge she saw her daughter sitting there, looking tired and old.<br><br>'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?'                                                                                                                                                                                                                                                                                            | <b>I think</b> Amahle must be so scared and she knows how much her mother loves her.                     |
| '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.'<br>Amahle rested her head on her mother's shoulder, and wept tears of relief.                                                                                                                                                                                                                                                        | Nombulelo is really loving and forgiving. <b>I think</b> she must be so happy to have her daughter back! |

**Text: Read**

‘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.

**First Read: Think Aloud**

**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.

**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.



| <b>Critical thinking</b>                                                         | <b>Possible responses</b>                                                                                                                              |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 and personification, 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. **Bulelani the big bully, bashed past the Grade 5s.**

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:

- a. **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.

- b. **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.

- c. **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**...

**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                  | <b>U=U</b>        |
| 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?

| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Second Read: Think Aloud</b>                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                                                                    | <b>I can infer</b> that Nombulelo is not happy to go home because her daughter has changed.                                                                                               |
| 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. | <b>I can visualise</b> the young Nombulelo feeling afraid and alone. <b>I imagine</b> it must have been a terrible shock when she found out she and her baby were both infected with HIV. |



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Second Read: Think Aloud</b>                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 <b>I wonder</b> 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.                                                                                                                    | <b>I can visualise</b> 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.<br>'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!'     | <b>I can infer</b> that Amahle and her friends believed the stigma about people with HIV and AIDS. <b>I wonder</b> where they heard these critical 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.<br>'Come here and sit down with me, my child. There are some important things I need to tell you,' Nombulelo said weakly.<br><br>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. | <b>I wonder</b> if she had explained it to Amahle when she was little, Amahle would have understood and accepted it?                                                    |



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Second Read: Think Aloud</b>                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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><b>I can visualise</b> 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><b>I infer</b> 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                        |

**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).



| <b>Recall questions</b>                                                                                                             | <b>Responses</b>                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 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... |

| <b>Critical thinking</b>                                                                                             | <b>Possible responses</b>  |
|----------------------------------------------------------------------------------------------------------------------|----------------------------|
| 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.

**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                                                                                                                                                                   |
|-----------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ADVERTISEMENTS and POSTERS</b> | To persuade someone to buy something or use a service or to educate people about something | <ul style="list-style-type: none"> <li>• Can take a variety of forms</li> <li>• Make use of slogans and logos.</li> <li>• Usually have a visual, design element.</li> <li>• Use advertising techniques.</li> <li>• Use design to make the advertisement eye-catching and memorable.</li> </ul> | 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*

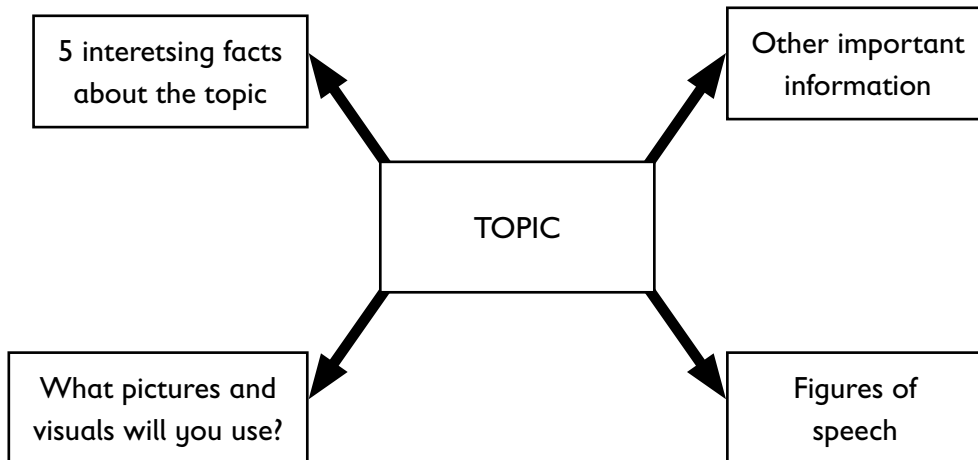


## WEEK 2: TUESDAY / DAY 2: PLANNING (30 minutes)

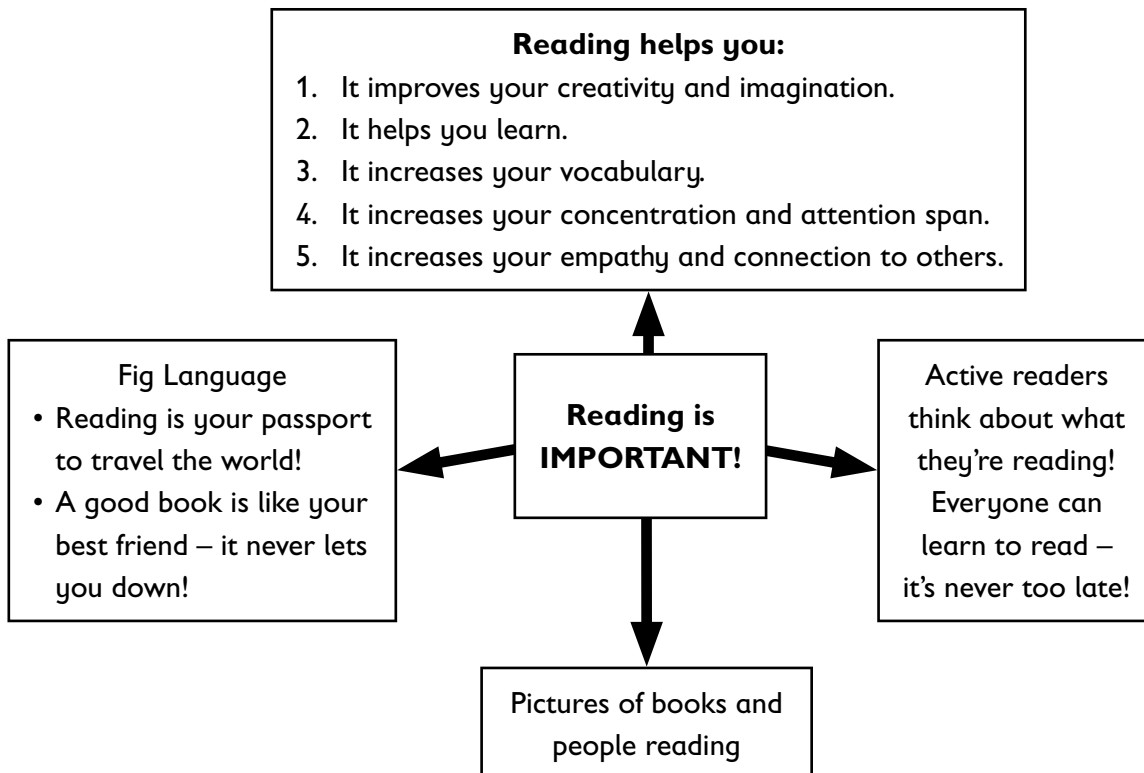
|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                       | <b>The social responsibility of community's health</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| GENRE                       | Poster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PLANNING STRATEGY           | Mind-map                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| INTRODUCTION                | <ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that they are going to write and create a poster.</li> <li>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.</li> <li>4. The learners need to choose an aspect from the texts and information they have been reading to create their poster.</li> <li>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.</li> <li>6. Explain to learners that they must do this in their exercise books.</li> </ol>                                                                                                                                                                                                                                                                                                                                                      |
| <b>MODELLING: (I do...)</b> | <ol style="list-style-type: none"> <li>1. Introduce the writing topic</li> <li>2. Explain that this week, learners will design a poster to educate people about the social responsibility of communal health.</li> <li>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.</li> <li>4. Remind learners that a poster needs to have written information and visuals, e.g. pictures, symbols, diagrams, etc</li> <li>5. Show learners that you think before you write.</li> <li>6. Use modelling to show learners some ideas you have for your poster, like:<br/> <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><br/> <i>I want to promote reading! I will use pictures to show what people can gain from.</i> </li> <li>7. Have the writing topic written on one side of the chalkboard.</li> <li>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.</li> </ol> |



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.



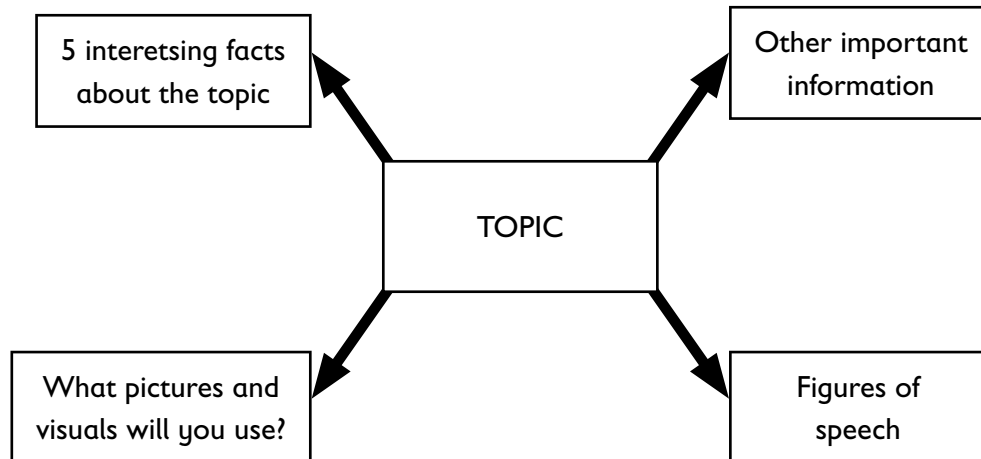
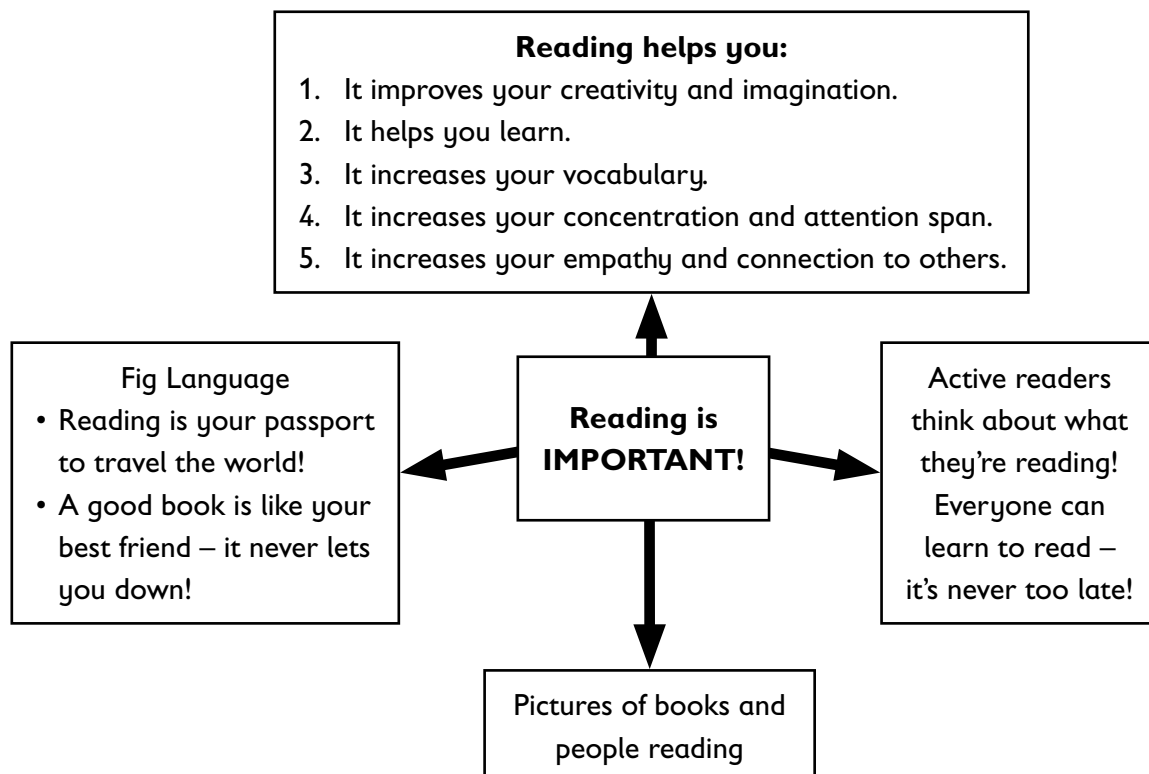
4. Next, tell learners to turn and talk with a partner, to share their ideas.
5. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poster, just like you did.
6. Tell learners not to copy your plan – they must write their own ideas.
7. Hand out learners' 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**



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

## HOMework



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



Reading helps you concentrate!

Reading helps your creativity!



Reading is my passport  
to travel the world!



Pictures of places and  
people

A GOOD 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!

^ Reading helps you **concentrate**!

Reading helps your **creativity**!



Reading is my passport

to travel the world!



~~pictures of places and people~~

A GOOD 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 to do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



Reading helps you concentrate!

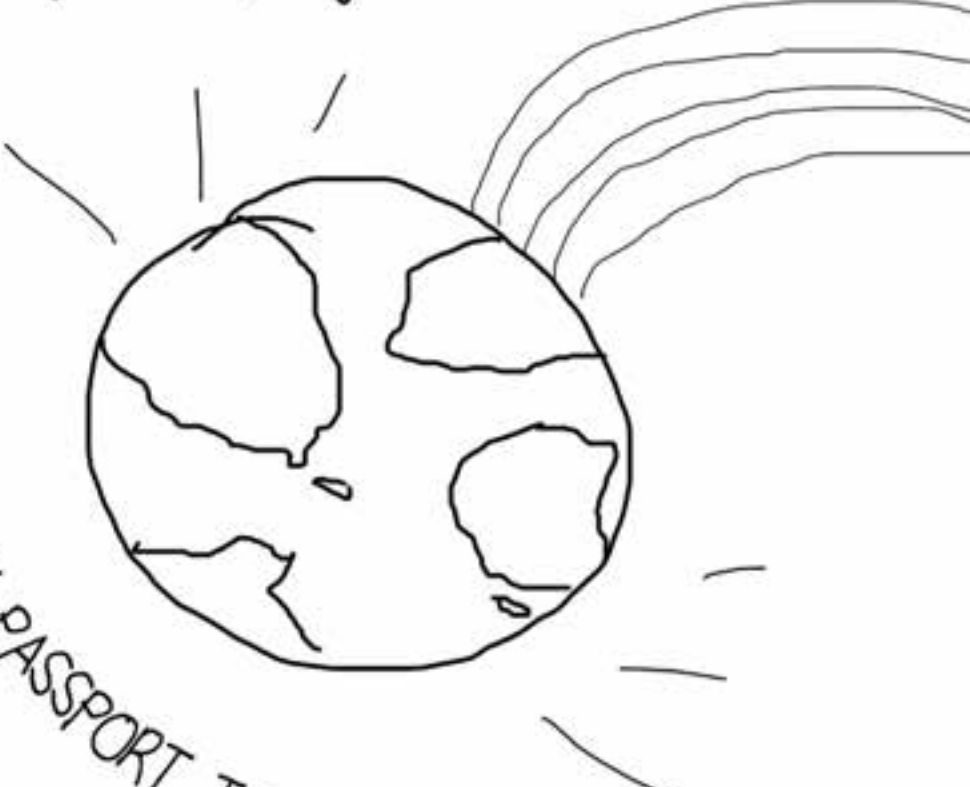
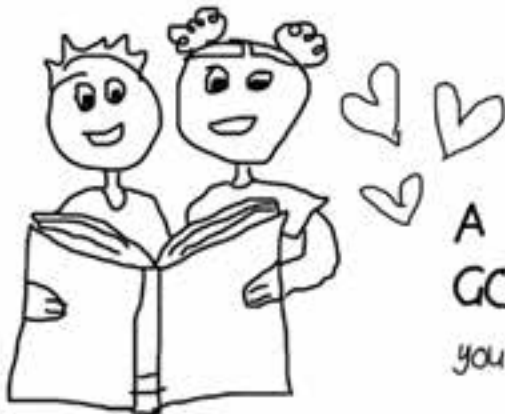


Reading helps you connect to others!



Reading helps your creativity!

READING IS MY PASSPORT TO TRAVEL THE WORLD!

A hand-drawn illustration of a globe showing the continents of North and South America. A rainbow with multiple bands is arching over the globe. Several short lines radiate from the globe, suggesting light or movement.

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 4 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 <b>discussion</b> task). For example:</p> <p><b>This cycle we:</b></p> <ul style="list-style-type: none"><li>• Learnt new vocabulary words about the social responsibility we all have to stay healthy.</li><li>• Listened to an article about diseases that are contagious: how to treat these and how not to spread them.</li><li>• Learnt about figures of speech.</li><li>• 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.</li><li>• Spoke about the texts.</li><li>• Answered questions about the texts.</li><li>• Learnt about how to create a poster.</li><li>• Created a poster.</li><li>• Delivered the Oral Presentation of the Creative Writing Project: listened to others and gave feedback on others' speeches.</li></ul> |
| REFLECT                   | <ol style="list-style-type: none"><li>1. Ask learners to think about something they think they did well during the cycle.</li><li>2. Call on a few learners to share.</li><li>3. Ask learners to think about something they think they could have done better during the cycle.</li><li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li><li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li><li>6. <b>Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of.</b> <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i></li></ol>                                                                                                       |
| ACKNOWLEDGE AND CELEBRATE | <ul style="list-style-type: none"><li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li><li>• Celebrate the achievements of those learners, and also of the whole class!</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# **THEME**

## **Beyond Planet Earth**

**Term 4**

**Weeks 3 & 4 | Cycle 2**



## TERM 4: WEEK 3

## OVERVIEW



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| THEME                  | <b>Beyond Planet Earth</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PHONIC DECODING        | qu, ou, aw<br>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 | <b>Making connections</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>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</b></li> <li>3. Try to find some pictures and visuals, for example: <b>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.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol> |



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

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 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>              | <b>BEYOND PLANET EARTH</b>                 | <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 _____.<br><i>crucial for people's lives / helps the world environmentally / trendy / controversial</i> |

## FOLLOW UP AND EXTENSION QUESTIONS



|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOLLOW UP QUESTIONS | <ol style="list-style-type: none"> <li><b>What kind of product do most learners think would make an entrepreneur successful?</b><br/>Most learners think the kind of product that would make an entrepreneur successful would be one that is _____.</li> <li><b>What kind of product do you think would make an entrepreneur successful?</b><br/>I think the kind of product that would make an entrepreneur successful would be one that is _____.</li> </ol> |
| EXTENSION QUESTIONS | <ol style="list-style-type: none"> <li><b>All successful people know what they want to do when they are young. Do you agree with this statement? Why or why not?</b><br/>I agree/disagree because _____.</li> <li><b>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?</b><br/>My idea is _____. I think people would be interested in it because _____.</li> </ol>  |

## HOMEWORK



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



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

### LISTEN TO...



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

| Read 1:<br>Read and explain                                                                                                                                                                                                       | Read 2:<br>Read and think aloud                                                                                                                     | Read 3:<br>Read and ask questions                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Elon Musk</b></p> <p>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></p> <p><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 Blastar 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></p> <p><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><b>I wonder</b> if other children bullied him because he was awkward or because he was so clever? <b>I wonder</b> 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:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Read 2:<br>Read and think aloud                                                                                                                                                                                   | Read 3:<br>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 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><b>I can see</b> that Elon was really good at seeing an opportunity for a successful business. <b>I wonder</b> 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><br/>(17)</p> <p><i>What did he study?</i><br/>(economics and physics)</p> <p><i>How much did eBay pay to buy PayPal?</i><br/>(\$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! <b>I wonder</b> when South Africans will all be driving electric cars?</p>                                       | <p><i>What is the name of Musk's electric car company?</i><br/>(Tesla)</p> <p><i>How far could the Roadster go on one battery charge?</i><br/>(394 kms)</p>                                        |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Read 2:<br>Read and think aloud                                                                                                                                                                                                                                 | Read 3:<br>Read and ask questions                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | <b>I can evaluate</b> that Elon Musk is a visionary! He doesn't just have incredible ideas, he makes them happen! <b>I think</b> he will be remembered for his accomplishments like the great minds of the past who invented the aeroplane and the internet.    | <i>When did SpaceX send a rocket into orbit?<br/>(2008)</i><br><br><i>What was the first private space ship to land on the ISS?<br/>(the Dragon)</i>                                                                                           |
| 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.                                                                                                                                                                    | <b>I can make a connection</b> from his interests as a young person to his adult achievements. <b>I think</b> 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. | <i>What were some of Musk's interests when he was young?<br/>(philosophy, science fiction and fantasy)</i><br><br><i>What are the three areas where Musk has been involved in?<br/>(the internet, renewable energy and space colonization)</i> |



| Read 1:<br>Read and explain                                                                                                                                                                                                                           | Read 2:<br>Read and think aloud                                                                                                          | Read 3:<br>Read and ask questions                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 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. | <b>I can connect</b> because I've heard many powerful leaders and thinkers who have strange habits and find it hard to relate to people. | <i>What syndrome does Musk have? (Asperger's)</i><br><br><i>How much is he worth? (\$151 billion)</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:  
**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 3: TUESDAY / DAY 2: PRE-READING (30 minutes)

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

### PRE-READING ACTIVITY



|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEXT FEATURES     | Follow the core methodology to get learners to think about text features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| SCANNING THE TEXT | <ol style="list-style-type: none"> <li>1. Read and explain the meaning of the title: <b>The pros and cons of space colonization</b></li> <li>2. This text seems to be about going into space. <b>I think</b> there is some information on the history of space travel and then looking at people who've travelled into space. <b>It seems</b> to also look at reasons we should and shouldn't be going to live in space. <b>I wonder</b> how many people have gone to space? <b>I wonder</b> if anyone can go to space or if you have to be a professional astronaut? <b>I wonder</b> if this article will say it's good or bad?</li> <li>3. Follow the core methodology to instruct learners to scan the text.</li> <li>4. Suggestions of important words and how they connect to this text: <ul style="list-style-type: none"> <li>• <b>science fiction</b> – 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!</li> <li>• <b>space tourism</b> – travelling, sight-seeing and having a holiday, in space!</li> <li>• <b>alternative</b> – another, a replacement. Living in space could be an alternative to living on Earth if we continue to destroy our planet.</li> <li>• <b>ethical</b> – 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.</li> </ul> </li> </ol> |



## 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><b>'Will these space travellers be the new colonizers?'</b></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> |
| ASK PREDICTIVE QUESTIONS | <p>1. Ask learners predictive questions:</p> <ul style="list-style-type: none"> <li>• What do you think this text will be about?</li> <li>• Why do you think that?</li> <li>• What does the picture on the first page help you understand?</li> <li>• What else gives you some ideas and clues about what the text is about (e.g. the title, the headings, the layout)?</li> </ul>                                                                                                                                                                                                                                                                                                                     |

## HOMEWORK



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



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

### BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their 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



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

- Do most learners think humans should live in space?**  
Most learners think humans should/should not live in space.
- Do you think humans should live in space?**  
I think humans should/should not live in space.

## EXTENSION QUESTIONS

- Only the wealthiest people can consider space travel. Is this fair?**  
I think \_\_\_\_\_.
- 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



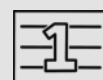
Learners must add any new words and explanations to their personal dictionaries.



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

|                        |                                                |
|------------------------|------------------------------------------------|
| TITLE                  | <b>The Pros and Cons of Space Colonization</b> |
| LEARNER BOOK           | Page 52                                        |
| ACTIVITY               | First Read                                     |
| COMPREHENSION STRATEGY | <b>Making connections</b>                      |

#### FIRST READ



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

| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>First Read: Think Aloud</b>                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>History</b><br/>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. <b>But I wonder</b> if they really thought it was a possibility?</p> |
| <p><b>From science-fiction to real life</b><br/>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><b>I can make a connection</b> 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><b>Private space travel</b></p> <p>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><b>I can connect</b> this information to the article on Elon Musk. SpaceX is his company. I have heard of Branson and Bezos. <b>I think</b> they are also successful entrepreneurs.</p> |
| <p><b>Billionaires Branson and Bezos – the first civilians in space</b></p> <p>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.</p> <p>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><b>I can infer</b> that the people who go to space are very wealthy. <b>I wonder</b> how they chose who would go with them? <b>I wonder</b> 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><b>I think</b> we are at a really interesting time. The choices people make now could have such a great impact on the future.</p>                                                       |



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>First Read: Think Aloud</b>                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>PROS:</b> There are many scientists and experts who promote space travel.</p> <p><b>Humans have a right and a moral duty to save our species from suffering and extinction.</b></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><b>Space colonization is the next logical step in space exploration and human growth.</b></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><b>Technological advancement into space can exist alongside conservation efforts on Earth.</b></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>                                                                |



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>First Read: Think Aloud</b>                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CONS:</b> However, there are also lots of researchers who are against the idea of space travel.</p> <p><b>Living in space is not an option</b><br/>           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><b>Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet.</b><br/>           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><b>I can infer</b> that these scientists think it's lazy and irresponsible to just leave.</p>                                                      |
| <p><b>Life in space would be miserable</b><br/>           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! <b>I can visualise</b> a person sick and suffering, both physically and mentally! I would not like this to be my future!</p> |

**Text: Read****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.

**First Read: Think Aloud**

**I think** progress always comes with these important decisions. Just because we can do more, we shouldn't just do what we want.

**Recall questions****Responses**

What was the space race?

The competition between Russia and America to see who could get to space first.

What are the names of Branson and Bezos's private shuttles?

Branson – Virgin Galactic  
Bezos – Blue Origin

List 2 reasons why people think space travel is a good thing?

- save humanity
- technological growth and expansion of possibilities
- help the conservation of Earth



| <b>Critical thinking</b>                                                                                                                                                              | <b>Possible responses</b>                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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:**

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

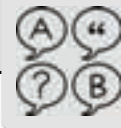
**Compound prepositions:**

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

### 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: **simple and compound prepositions**
2. 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) propositional words together.

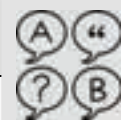
For example: according to, in front of, away from, close to, depending on, because of, together with, next to, in between, instead of

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

3. 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.

- He swam across the river.
- I couldn't see because the person in front of me was so tall.
- Liya loved sitting next to the window.
- The cat jumped off the chair.
- 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.

- The match was delayed due to \_\_\_\_\_. (reason)
- Vuyo ran after \_\_\_\_\_. (direction)
- I must study before \_\_\_\_\_. (time)
- Amo and Masego always use the library close to \_\_\_\_\_. (place)
- The ball straight over \_\_\_\_\_. (direction)
- The employees refused to work because of \_\_\_\_\_. (reason)
- Lebo promised to help after \_\_\_\_\_. (time)
- I feel uncomfortable sitting between \_\_\_\_\_. (place)

- Correct this activity together with learners and explain the answers where necessary.

## HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.

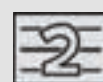
Tell learners to complete this for homework.



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

|                        |                                                |
|------------------------|------------------------------------------------|
| TITLE                  | <b>The pros and cons of space colonization</b> |
| LEARNER BOOK           | Page 52                                        |
| ACTIVITY               | Second Read                                    |
| COMPREHENSION STRATEGY | <b>Making connections</b>                      |

### 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?

| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Second Read: Think Aloud</b>                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>History</b></p> <p>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>To us time travel seems unachievable, but <b>I wonder</b> if this will be a reality for future generations. Then, there's a <b>connection</b> and they'll look back and say, 'Imagine living before time travel was possible.'</p> |



| Text: Read                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Second Read: Think Aloud                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From science-fiction to real life</b><br/>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><b>I imagine</b> it must have been amazing to watch the first people land on the moon! <b>I can visualise</b> people watching their TVs, holding their breath!</p>                                                                                  |
| <p><b>Private space travel</b><br/>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 earlier this year! This is all happening now! <b>I can connect</b> to the people in 1969 watching the moon landing. We are also living in amazing times!</p>                                                            |
| <p><b>Billionaires Branson and Bezos – the first civilians in space</b><br/>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.<br/>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><b>I wonder</b> what it felt like to be in the space craft? <b>I think</b> they must have been so excited and terrified at the same time. <b>I wonder</b> 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.



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Second Read: Think Aloud</b>                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Technological advancement into space can exist alongside conservation efforts on Earth.</b></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>This could be a great solution. But what are the possible disadvantages? <b>I connect</b> to the colonizers of Africa who only considered themselves and their needs.</p> |
| <p><b>CONS:</b> However, there are also lots of researchers who are against the idea of space travel.</p> <p><b>Living in space is not an option</b></p> <p>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><b>Humans have made a mess of Earth. We should clean it up instead of destroying a moon or another planet.</b></p> <p>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><b>I can make a connection</b> 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****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.

**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.

**Second Read: Think Aloud**

**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!

**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?

**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



| <b>Critical thinking</b>                                                                                                                                                                                                                                                                                                          | <b>Possible responses</b>        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <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



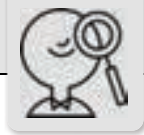
Learners must add any new words and explanations to their personal dictionaries.

## WEEK 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 **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? your winters?
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.



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAIR WORK: (You do...)</b> | <ol style="list-style-type: none"> <li>1. Explain that now, learners will make their own connection to the text.</li> <li>2. Read out loud:<br/><i>'We will simply bring our problems with us wherever we go.'</i></li> <li>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?</li> <li>4. Explain that learners can use this frame to help them:<br/><i>I can make a connection...</i></li> <li>5. Instruct learners to turn and talk and discuss this with their partner.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on a few learners to share their connections, like:               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> </ol> |
| <b>NOTES</b>                  | <ol style="list-style-type: none"> <li>1. Make sure the learners write the following note in their exercise books:<br/><b>Strategy: <u>Make connections</u></b><br/><i>To make a connection, we:</i><br/><i>Think about what a character does, thinks or feels.</i><br/><i>Think about how this is like something from our own lives or to something we've read or something we know about in the world.</i><br/><i>Say: I can make a connection... or That reminds me... or That's like when I...</i></li> <li>2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (You do...).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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

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



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

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

### 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**

|         |                                                                                                                                                                                                                                                          |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | <i>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.</i>                       |
| 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 want 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!                                                                                                                                                               |



|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DISCUSS</b> | <ol style="list-style-type: none"> <li>1. What is the setting? (When and where did this take place?)</li> <li>2. Who are the characters?</li> <li>3. What are the characters talking about in the dialogue?</li> <li>4. What do they decide would be the best thing to do?</li> <li>5. How can we know that this is a dialogue?</li> </ol>                                                                                                                                                                                                                                                                                                                                                      |
| <b>NOTES</b>   | <p><b>Tell learners to open their exercise books, and to write down the following heading and notes:</b></p> <p><b>Dialogue</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Write the characters' names on the left side of the page.</li> <li>3. Use a colon after the name of the character who is speaking.</li> <li>4. Use a new line to indicate each new speaker.</li> <li>5. Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character says.</li> </ol> |

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

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                       | <b>A new explorer talking to the spirit of an old explorer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GENRE                       | Dialogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| PLANNING STRATEGY           | Write a list of questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| INTRODUCTION                | <ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Tell learners that they are going to write a dialogue.</li> <li>3. The dialogue will be an imaginary conversation between a present-day space explorer and an olden day explorer.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>MODELLING: (I do...)</b> | <ol style="list-style-type: none"> <li>1. Show learners that you <b>think before you write</b>.</li> <li>2. Orally, explain some ideas you have for addressing the writing topic, like:<br/><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></li> <li>3. Have the questions written on one side of the chalkboard.</li> <li>4. Show learners how you answer the questions.</li> <li>5. Do this on the other side of the chalkboard.</li> </ol> |



|                                      | Questions for planning – Dialogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | My plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <b>From one explorer to another</b><br>1. <b>Who</b> are the characters in your dialogue? (There should be two!)<br>2. <b>When</b> does this dialogue take place?<br>3. <b>Where</b> does your dialogue take place?<br>4. <b>What</b> are the characters in your dialogue talking about?<br>5. <b>Why</b> are the characters having this dialogue?<br>6. <b>How</b> are these characters feeling?                                                                                                                                                                                                                                                                                                                                                                                   | <b>From one explorer to another</b><br>1. A modern day space explorer. One of the explorers who went on a long journey by boat hundreds of years ago.<br>2. It takes place in 2021.<br>3. In the space traveller's imagination or in a dream.<br>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.<br>5. The space explorer is anxious and wants to ask someone who has gone through something similar.<br>6. One nervous; one relaxed |
| <b>LEARNERS PLAN:</b><br>(You do...) | 1. Hand out exercise books.<br>2. Instruct learners to write the proper heading and the topic at the top of the page.<br><b>Dialogue: From one explorer to another</b><br>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?<br>4. Next, tell learners to turn and talk with a partner, to share their ideas.<br>5. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their dialogue, just like you did.<br>6. Tell learners they must write their own ideas – they must not copy your plan.<br>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 4: 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><b>From one explorer to another</b></p> <ol style="list-style-type: none"> <li>Who are the characters in your dialogue? (There should be two!)</li> <li>When does this dialogue take place?</li> <li>Where does your dialogue take place?</li> <li>What are the characters in your dialogue talking about?</li> <li>Why are the characters having this dialogue?</li> <li>How are these characters feeling?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>From one explorer to another</b></p> <ol style="list-style-type: none"> <li>A modern day space explorer and one of the explorers who went on a long journey by boat hundreds of years ago.</li> <li>It takes place in 2021.</li> <li>In the space traveller's imagination or in a dream.</li> <li>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.</li> <li>The space explorer is anxious and wants to ask someone who has gone through something similar.</li> <li>One nervous; one relaxed</li> </ol> |
| <b>EXPLAIN THE DRAFTING QUESTIONS</b> | <ol style="list-style-type: none"> <li>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.</li> <li>They must write the words like people are talking to each other!</li> <li>Write the following frame on the chalkboard, and explain it to learners:<br/> <p><b>From one explorer to another</b><br/>           (Set the scene: Where are the characters? What is happening?)<br/>           Character 1: (Stage directions: What is the character feeling or doing?)<br/>           What does the character say?<br/>           Character 2: (Stage directions: What is the character feeling or doing?)<br/>           What does the character say?<br/>           (REPEAT. Each character should speak 5 times)</p> </li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



## 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 journey. 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: (Taking 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 4: THURSDAY / DAY 4:  
EDITING (30 minutes)**

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

**EDITING CHECKLIST**

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

1. Do I 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<sup>e</sup> wealthy<sup>q</sup> man. He has spent a huge amount of money <sup>being able to go</sup> on ~~been going~~ into space. He is <sup>nervous</sup> ~~nervie~~ 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<sup>n</sup> 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<sup>w</sup> wrong 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: (Taking 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 <sup>d</sup> ~~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<sup>k</sup> 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 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 to do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



### 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!



## 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:**

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SUMMARISE</b>                 | <p>Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a <b>discussion</b> task). For example:</p> <p><b>This cycle we:</b></p> <ul style="list-style-type: none"> <li>• Learnt new vocabulary words about entrepreneurs, the space race, the moon landing, space travel and space colonization.</li> <li>• Listened to an article about Elon Musk, the South African who had the first private space ship.</li> <li>• Learnt about simple and compound prepositions.</li> <li>• Read texts about the the pros and cons of space travel and colonization; the first Europeans' journey around Africa and the first moon landing.</li> <li>• Spoke about the texts.</li> <li>• Answered questions about the texts.</li> <li>• Learnt about how to write a dialogue.</li> <li>• Wrote a dialogue.</li> <li>• Delivered the Oral Presentaion of the Creative Writing Project: listened to others and gave feedback on others' speeches.</li> </ul> |
| <b>REFLECT</b>                   | <ol style="list-style-type: none"> <li>1. Ask learners to think about something they think they did well during the cycle.</li> <li>2. Call on a few learners to share.</li> <li>3. Ask learners to think about something they think they could have done better during the cycle.</li> <li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li> <li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li> <li>6. <b>Ask learners to think about the connections between this theme and what they have been learning about in Natural Sciences. Ask learners to share any connections that they can think of.</b> (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</li> </ol>                                                                                                                              |
| <b>ACKNOWLEDGE AND CELEBRATE</b> | <ul style="list-style-type: none"> <li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li> <li>• Celebrate the achievements of those learners, and also of the whole class!</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



# **THEME**

## **The Life and Legacy of Luka Jantjie**

**Term 4**

**Weeks 5 & 6 | Cycle 3**



## TERM 4: WEEK 5

## OVERVIEW



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| THEME                  | <b>The Life and Legacy of Luka Jantjie</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| PHONIC DECODING        | oi, oy, ar<br>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<br>threatened, territory, determined, influences, missionaries, colonial<br>officials, courtroom, siege                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| LSC                    | Adjectival and adverbial clauses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| COMPREHENSION STRATEGY | <b>Visualising</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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"> <li>1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>2. Try to find some reading material for your theme table, for example: <b>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.</b></li> <li>3. Try to find some pictures and visuals, for example: <b>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.</b></li> <li>4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.</li> </ol> |



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

### INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 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><b>The societies in the Northern Cape</b></u> | <u><b>Luka Jantjie</b></u>                 | <u><b>Tshwane towns</b></u>    |
| <u><b>The British colonials</b></u>              | <b>THE LIFE AND LEGACY OF LUKA JANTJIE</b> | <u><b>The missionaries</b></u> |
| <u><b>Discovery of diamonds</b></u>              | <u><b>Exploring the interior</b></u>       | <u><b>William Burchell</b></u> |

**ACTIVATE BACKGROUND KNOWLEDGE**

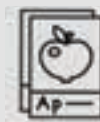
4. Follow the core methodology to set up a mind-map. Ask prompting questions to activate background knowledge:
  - a. **Who was living in the Northern Cape in the 1800s?**
  - b. **What did their societies look like?**
  - c. **Who were the leaders of the society?**
  - d. **Who was William Burchell?**
  - 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**

|                          |                                                                                                                                                                                                                                               |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>naturalist</b>        | <b>Act</b> like a naturalist (someone in nature, studying a plant or looking through binoculars).                                                                                                                                             |
|                          | <b>Tell</b> learners that a naturalist is someone who studies the natural world, especially plants and animals.                                                                                                                               |
| <b>intention</b>         | <b>Tell</b> learners that an intention is what action or plan you decide to follow for a specific thing.                                                                                                                                      |
|                          | <b>Say:</b> 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.                                                                                                       |
| <b>press</b>             | <b>Say:</b> 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. |
|                          | <b>Tell</b> learners that a press is any machine that presses something flat.                                                                                                                                                                 |
| <b>heavily populated</b> | <b>Point</b> to a picture of a heavily populated area – a crowded street or market, for example.                                                                                                                                              |
|                          | <b>Tell</b> 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!’

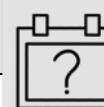
**Tell** learners that to be fascinated is to be interested in something.

**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 \_\_\_\_\_.  
*the people / the plants / the animals / the buildings*

## FOLLOW UP AND EXTENSION QUESTIONS

FOLLOW UP  
QUESTIONS

- 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

- 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 5: 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**

| <b>Read 1:<br/>Read and explain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Read 2:<br/>Read and think aloud</b>                                                                                                                                     | <b>Read 3:<br/>Read and ask questions</b>                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>From the Diary of William Burchell</b></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! <b>I wonder</b> 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:<br>Read and explain                                                                                                                                                                                                                                                                                       | Read 2:<br>Read and think aloud                                                                                                                                          | Read 3:<br>Read and ask questions                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This is an extract from William Burchell's book, 'Travels in the interior of Southern Africa Vol 2'. 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. <b>I wonder</b> 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>(Travels in the interior of Southern Africa, Vol 2)</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. <b>I wonder</b> 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>                                                             |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Read 2:<br>Read and think aloud                                                                                                                                                                                                                                                     | Read 3:<br>Read and ask questions                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 suitable road for our wagons to cross over safely. The river flows constantly and the local people consider it a main source of water.                                                                                                                                                                                                                                                                                                                                                                  | <b>I can visualise</b> 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.                                                                                                     | What was the name of the big river that they crossed?<br><br>(the Litakun River)                                                                                                    |
| 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. | <b>I wonder</b> what it felt like to go to a new place with no knowledge of what you would find? <b>I can see</b> how Burchell infers what he will find by what he can see in the landscape around him.<br><b>I think</b> he didn't realise that this Tshwane town would be so big! | How did Burchell work out that the town was big and heavily populated?<br><br>( Every bush and tree had been cut down for firewood and there many foot-paths leading into the town) |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                                                                                                                                           | Read 2:<br>Read and think aloud                                                                                                                                                                                                             | Read 3:<br>Read and ask questions                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 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 character. 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. | <b>I can visualise</b> the town with the hills all around and the houses grouped in the valley below. <b>I think</b> the grass is all trampled because there are so many people walking on it. <b>I wonder</b> what the houses looked like? | What fascinated Burchell in the Town?<br><br>(the form and style of the houses)                                           |
| 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 regarded my coming as a great event.                                                                                                                                                      | <b>I wonder</b> if the people of Dithakong had seen a person from England before? <b>I wonder</b> what they expected?                                                                                                                       | How did the people of the town receive Burchell?<br><br>(they were very happy and welcoming)                              |
| As for myself, I forgot about the people travelling with me as I was completely absorbed 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.                                                                                          | <b>I can see</b> all the people smiling and welcoming Burchell as he entered the town. <b>I think</b> he was scared he would not be welcome.                                                                                                | Why did Burchell forget about his travel companions?<br><br>(he was so captivated by the people and the scene around him) |



| Read 1:<br>Read and explain                                                                                                                                                                                                                                                                                                                                  | Read 2:<br>Read and think aloud                                                                                                                                                                              | Read 3:<br>Read and ask questions                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| While looking at this busy crowd of Africans and admiring the social appearance and magnitude 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 which seemed to come from the strange objects which surrounded me. No feeling in my travels had been better than this! | <b>I think</b> Burchell was comparing this town to towns he knew back home in England.<br><b>I imagine</b> this was very different – the weather, the environment, the architecture, the people, everything! | <i>How did Burchell feel on entering Dithakong?</i><br><br><i>(he was fascinated and overjoyed)</i> |

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

|                        |                                        |
|------------------------|----------------------------------------|
| TITLE                  | <b>The Story of Kgosi Luka Jantjie</b> |
| LEARNER BOOK           | Page 28                                |
| ACTIVITY               | Pre-Read                               |
| COMPREHENSION STRATEGY | <b>Visualising</b>                     |

### PRE-READING ACTIVITY



|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEXT FEATURES     | Follow the core methodology to get learners to think about text features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| SCANNING THE TEXT | <ol style="list-style-type: none"> <li>Read and explain the meaning of the title: <b>The Story of Kgosi Luka Jantjie</b></li> <li>This text seems to be about a man named Luka. <b>I think</b> he must be a leader because he has the title Kgosi – chief. <b>I wonder</b> if he was chosen as the Kgosi, or inherited it in his family? His name is interesting – <b>I wonder</b> where his family are from and what language they speak? <b>I wonder</b> who he was and what he did?</li> <li>Follow the core methodology to instruct learners to scan the text.</li> <li>Suggestions of important words and how they connect to this text: <ul style="list-style-type: none"> <li>• <b>grandfather</b> – this story seems be a grandfather telling his grandchildren a story.</li> <li>• <b>hero</b> – 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.</li> <li>• <b>diamonds</b> – this story takes place in or near Kimberley at the time when diamonds were first discovered.</li> </ul> </li> <li>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:<br/> '<b>...a man who stood up for his people and himself...</b><br/> This is not a literal use of language. This is figurative language.<br/> This does not mean Luka Jantjie stood up, but rather he represented his people and defended them and himself, their land and their rights.</li> </ol> |

**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 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****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.

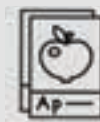
**determined**

**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.

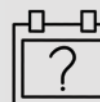


## LSC: DEVELOP THEME VOCABULARY



|                           |                                                                                                                                                                                                                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>influences</b>         | <b>Tell</b> learners that the important people or ideas who shape who you are or what you think, are called influences.                                                                                                                                                                                            |
|                           | <b>Say:</b> My mom and granny are important influences in my life. They show me how to behave and how to treat others.                                                                                                                                                                                             |
| <b>missionaries</b>       | <b>Point</b> to a picture of a missionary (you could Google a picture and show it on your phone).                                                                                                                                                                                                                  |
|                           | <b>Tell</b> learners that missionaries are religious people who travel around the world, converting people to their religion. Explain that there are still missionaries today.                                                                                                                                     |
| <b>colonial officials</b> | <b>Point</b> to a picture of a colonial official (you could Google a picture and show it on your phone).                                                                                                                                                                                                           |
|                           | <b>Tell</b> 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. |
| <b>courtroom</b>          | <b>Point</b> to a picture of a courtroom (you could Google a picture and show it on your phone).                                                                                                                                                                                                                   |
|                           | <b>Tell</b> 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.                                                                                                                                         |
| <b>siege</b>              | <b>Tell</b> 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.                                                                                                                                                         |
|                           | <b>Say:</b> 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    | 3 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**

1. **What do most learners think it means to be a hero?**

Most learners think to be a hero you must \_\_\_\_\_.

2. **What do you think it means to be a hero?**

I think to be a hero you must \_\_\_\_\_.

**EXTENSION QUESTIONS**

1. **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 \_\_\_\_\_.

2. **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 5: WEDNESDAY / DAY 3:  
FIRST READ (30 minutes)****TITLE**

**The Story of Kgosi Luka Jantjie**

**LEARNER BOOK**

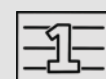
Page 28

**ACTIVITY**

First Read

**COMPREHENSION STRATEGY**

**Visualising**

**FIRST READ**

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



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>First Read: Think Aloud</b>                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>‘Remogolo, Remogolo! 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. Remogolo 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, Remogolo,’ Lebo said, ‘and you?’</p>                                                                                                                                                        | <p><b>I can visualise</b> 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, Remogolo!’ Kefilwe said sitting down next to the old man.</p>                                                                                                                                                                                                                                    | <p><b>I think</b> 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! <b>I wonder</b> 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. <b>I can see</b> 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><b>I can visualise</b> Luka sitting at the mission school. <b>I think</b> 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 Helmore’s, 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><b>I think</b> this missionary, Anne Helmore was different from the other British people in South Africa. <b>I can see</b> that she must have also had a big impact on Luka’s life.</p> |



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>First Read: Think Aloud</b>                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.'                                                                                                     | <b>I think</b> Luka used all the things he learnt at school to make himself successful! <b>I think</b> people must have respected him a lot!                 |
| '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.' | <b>I can make a connection</b> to other leaders, like Mandela. Even though he knew the apartheid government would punish him, he kept fighting for equality. |
| '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.                                                                                                                                                                        | <b>I can infer that</b> the British must have hated Luka because he showed them what a strong, intelligent man he was. And he never gave up!                 |

**Text: Read**

'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.'

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.'

'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.'

**First Read: Think Aloud**

Wow, so Luka beat the British at their own game! **I would have loved to see** him argue his case in the courtroom!

Luka and his people must have been incredibly committed to stay strong for 6 months! It must have been so hard for them!

Luka was such an interesting person. **I think** his strength was taking the best from all the influences in his life.



| <b>Recall questions</b>           | <b>Responses</b>                                                                   |
|-----------------------------------|------------------------------------------------------------------------------------|
| 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. |

| <b>Critical thinking</b>                                                                                                                                                            | <b>Possible responses</b>                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

b. **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'.)

c. **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:**

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

**Adverbial clause:**

- But he lived at a time when his people's freedom and land were threatened.
- 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 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



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).

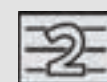
3. Remind learners of the examples in the text that you pointed out in Wednesday's lesson.
4. **Language Writing Activity:**  
Write the following sentences on the board and ask the learners to do the same.  
Learners must underline the adjectival clause (a and b) and the adverbial clause (c and d).
  - 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 5: THURSDAY / DAY 4:  
SECOND READ (30 minutes)**

|                        |                                       |
|------------------------|---------------------------------------|
| TITLE                  | <b>The Story of Kgosi Luka Jantje</b> |
| LEARNER BOOK           | Page 28                               |
| ACTIVITY               | Second Read                           |
| COMPREHENSION STRATEGY | <b>Visualising</b>                    |

**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 Jantje to be a fascinating person. Why do you think he stands out from others?



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Second Read: Think Aloud</b>                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>‘Remogolo, Remogolo! 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. Remogolo 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, Remogolo,’ Lebo said, ‘and you?’</p>                                                                                                                                                        | <p><b>I can connect</b> 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, Remogolo!’ Kefilwe said sitting down next to the old man.</p>                                                                                                                                                                                                                                    | <p><b>I can infer</b> 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><b>I wonder</b> 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**

‘What was Luka like when he was growing up?’ Kefilwe asked curiously.

‘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.’

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.

‘Oh yes, the British sent missionaries to South Africa, didn’t they? How did Luka feel about that?’ asked Lebo.

‘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.’

**I can visualise** him being the only boy in the class. **I think** he asked lots of questions and enjoyed learning.

‘Oh, so he went to school, just like we do,’ said Kefilwe.

‘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.’

**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!



| <b>Text: Read</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Second Read: Think Aloud</b>                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.'                                                                                                     | <b>I can visualise</b> Luka doing all these things: managing his farm, hunting, and dealing with people who wanted to look for diamonds on his land.                                        |
| '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.' | <b>I think</b> Luka never questioned his role. He was the Kgosi and he was not going to let an innocent man be shot. <b>I can infer</b> that he did not see himself as the British saw him. |
| '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.                                                                                                                                                                        | <b>I wonder</b> if his teacher, Anne also taught him something about British law and how to interpret legal documents?                                                                      |

**Text: Read**

‘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.’

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.’

‘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.’

**Second Read: Think Aloud**

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!

**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.

Luka was a true leader! **I imagine** his people must have missed his leadership terribly after he died.



| <b>Recall questions</b>                                         | <b>Responses</b>                    |
|-----------------------------------------------------------------|-------------------------------------|
| 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                            |

| <b>Critical thinking</b>                                                                                                                     | <b>Possible responses</b>                         |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 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 reason.    |

## 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 **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.



|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <p><b>2. Modal visualising</b></p> <p><i>'Why did he go to court? How could he protect his people in a courtroom?' asked Kefilwe, curiously.</i></p> <p><i>'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.'</i></p> <p>a. Close your eyes and explain what you visualise is happening in this part of the story:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The judge is sitting at a big table with lots of papers and documents.</li> <li>• Luka and the other lawyer each have a smaller table.</li> <li>• Luka is dressed in a smart suit with an old-fashioned pocket watch and a diamond ring.</li> <li>• He has a calm, determined expression on his face.</li> <li>• There are several important looking British people sitting on chairs talking amongst themselves.</li> </ul>                                                                                        |
| <b>WORK WITH LEARNERS: (We do...)</b> | <ol style="list-style-type: none"> <li>1. Explain that now, we will visualise together.</li> <li>2. Read: <i>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.'</i></li> <li>3. Instruct learners to close their eyes, and to visualise the scene. Ask learners: What did you visualise?</li> <li>4. Listen to learners' ideas, like:             <ol style="list-style-type: none"> <li>a. <b>I imagine</b> it's a hot day with clear blue sky. There are several people around. They have equipment for digging for diamonds.</li> <li>b. <b>I visualise</b> the German man kneeling down digging in the ground looking for diamonds.</li> <li>c. <b>I can see</b> the German man look up and realise his cattle have gone. His face is furious!</li> <li>d. <b>I can see</b> 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.</li> <li>e. <b>I visualise</b> Luka seeing this happen and his expression is one of shock and outrage.</li> <li>f. <b>I visualise</b> Luka going to the German and explaining who he is. Luka has two assistants with him.</li> </ol> </li> </ol> |



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAIR WORK: (You do...)</b> | <ol style="list-style-type: none"> <li>1. Explain that now, learners will visualise the text on their own.</li> <li>2. Read out loud while learners follow along:<br/> <i>Rremogolo, Rremogolo! Tell us a story!</i> the ten-year-old twins said, running up to their grandfather Modise, as he walked in the door.<br/> <i>Their mother laughed, 'Slowly children. Rremogolo has just walked in the door! Let him sit down and have a cup of tea first!'</i><br/> <i>'No, don't worry, my daughter. I'm always happy to see my two favourites! How are you, Lebo? How are you, Kefilwe?'</i><br/> <i>'We're fine, thank you, Rremogolo,' Lebo said, 'and you?'</i> </li> <li>3. Ask learners: What do you visualise? What do you see, hear (smell and feel)?</li> <li>4. Explain that learners can use this frame to help them:<br/> <i>I can visualise...</i> </li> <li>5. Instruct learners to turn and talk and discuss this with a partner.</li> <li>6. After 3-5 minutes, call learners back together.</li> </ol> |
| <b>PAIR WORK: (You do...)</b> | <ol style="list-style-type: none"> <li>7. Call on a few learners to share their visualisations: <ol style="list-style-type: none"> <li>a. <i>I can visualise two excited children running to the door. They have big smiles on their faces.</i></li> <li>b. <i>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.</i></li> <li>c. <i>The room has pictures on the wall of the children and other family members.</i></li> <li>d. <i>I can smell something delicious baking in the kitchen. I think someone has made a cake!</i></li> <li>e. <i>I can hear the children's feet on the floor and their excited voices.</i></li> <li>f. <i>I can hear their mother and grandfather laughing.</i></li> <li>g. <i>There is a brightly coloured carpet on the floor and a bookshelf filled with books.</i></li> </ol> </li> </ol>                                                                                                                |
| <b>NOTES</b>                  | <ol style="list-style-type: none"> <li>1. Make sure the learners write the following note in their exercise books:<br/> <b>Strategy: <u>Visualisation</u></b><br/> <i>Visualisation is to try to imagine what is happening in the text, like a movie inside our minds.</i><br/> <i>To visualise I must:</i> <ul style="list-style-type: none"> <li>• Close my eyes.</li> <li>• Try see, hear, smell, taste and feel what is happening in the text.</li> <li>• Connect the events in the text to each other.</li> <li>• Think about the story as a whole.</li> </ul> </li> <li>2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).</li> </ol>                                                                                                                                                                                                                                                                                                   |



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

|                        |                                        |
|------------------------|----------------------------------------|
| TITLE                  | <b>The Story of Kgosi Luka Jantjie</b> |
| LEARNER BOOK           | Page 28                                |
| ACTIVITY               | Post-Read                              |
| COMPREHENSION STRATEGY | <b>Visualising</b>                     |

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

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

### 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 2021).
  - 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.



|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>READ THE FOLLOWING SAMPLE TEXT: DIARY</b></p> | <p>Dear Diary <span style="float: right;">21 October 2021</span></p> <p>I could just die of embarrassment! Why are little brothers so irritating?</p> <p>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! ☹</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>DISCUSS</b></p>                               | <ol style="list-style-type: none"> <li>Who wrote the entry? (Without knowing her/his name, what can you work out about the writer?)</li> <li>When was this entry written?</li> <li>What happened in this entry? (What is the person writing about?)</li> <li>Why did this person write this? How is the person feeling?</li> <li>How do we know this person is feeling this way?</li> <li>Who does it sound like s/he is speaking to? How do you know that?</li> <li>Why do you think s/he may have written a diary entry like this?</li> </ol> <p>Suggested responses:</p> <ol style="list-style-type: none"> <li>A teenager</li> <li>21 October 2021</li> <li>Her brother embarrassed her while she was chatting to a boy she likes.</li> <li>She is embarrassed; upset and angry with her brother; sad that Thando ran out.</li> <li>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 ☹.</li> <li>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.</li> <li>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.</li> </ol> |

**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 2021). 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 6: TUESDAY / DAY 2: PLANNING (30 minutes)

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



|                                             | Questions for planning – Diary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Answers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <ol style="list-style-type: none"> <li>Where were you?</li> <li>Why were you meeting this person?</li> <li>Were you alone or with others?</li> <li>What happened when you met the new person?</li> <li>How did you feel?</li> <li>Why did you feel that way?</li> <li>What are some words you can use to show your feelings?</li> <li>What is the tone (feeling/ emotion) of your diary entry?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>At a job interview in a coffee shop</li> <li>Person who would be new boss / for interview</li> <li>In a coffee shop full of people</li> <li>I stood up to shake hands, and knocked my cup of coffee over – it spilt all over my skirt!</li> <li>Hot face, shaking hands, stammering, stupid</li> <li>Because it was a stupid mistake, I was worried that I may not get job</li> <li>Clumsy, embarrassed, worried, nervous</li> <li>Anxious – I am still worried about the outcome of interview. Angry with myself.</li> </ol> |
| <b>LEARNERS PLAN:</b><br><b>(You do...)</b> | <ol style="list-style-type: none"> <li>Hand out exercise books.</li> <li>Instruct learners to write the proper heading and the topic at the top of the page.<br/><b>Diary: a meeting with someone new</b></li> <li>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?</li> <li>Next, tell learners to turn and talk with a partner, to share their ideas.</li> <li>Show learners the planning questions on the chalkboard, and tell them to use this frame to plan their diary entries, just like you did.</li> <li>Hand out exercise books.</li> <li>Tell learners they must write their own words – they must not copy your plan.</li> <li>As learners work, walk around the room and hold mini-conferences, as per the core methodology.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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

**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 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. 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 September<sup>2022</sup>

^, 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 DISAST<sup>F</sup>ART 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 stam<sup>m</sup>ering about nothing! I felt so clumsy and stupid! Eventually I wiped my skirt, as best as I could, and answered the questions. I am <sup>anxious and nervous</sup> now so worried. All I can think about is have I lost my dream job? ^



## 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 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 to do it in good time so the feedback is relevant to the learner.
  - Always link your feedback to the writing requirements and the editing checklist.
  - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.

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 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 a great leader, his influences, resistance to the colonial powers and the Tswana 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.



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REFLECT</b>                   | <ol style="list-style-type: none"><li>1. Ask learners to think about something they think they did well during the cycle.</li><li>2. Call on a few learners to share.</li><li>3. Ask learners to think about something they think they could have done better during the cycle.</li><li>4. Call on a few learners to share. Praise learners for their honesty and self-reflection.</li><li>5. Ask learners if they have any last questions to ask. Address these as well as possible.</li><li>6. <b>Ask learners to think about the connections between this theme and what they have been learning about in History. Ask learners to share any connections that they can think of.</b> <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i></li></ol> |
| <b>ACKNOWLEDGE AND CELEBRATE</b> | <ul style="list-style-type: none"><li>• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.</li><li>• Celebrate the achievements of those learners, and also of the whole class!</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# **THEME**

## **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.

Try to revise the following language components with your learners in these last few weeks.

### 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

- Make sure your learners understand the **different question words**, and that they know what kind of answer to give.  
For example:
  - a. What? (an action; a thing)
  - b. Who? (a person; people)
  - c. How? (a description of how something was done)
  - d. When? (a time)
  - e. Where? (a place)
  - f. Why? (a reason)
  - g. Why do you think? (your own opinion or idea)
- They should also prepare for **more difficult questions**. For example:
  - a. 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)
  - b. 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..?
  - c. 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?



- d. **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**:
    - a. The marks value – they should usually provide 1 point per mark
    - b. 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.
- **Also use the summarised LSC notes at the end of this cycle to help with revision.**

#### 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 ✓<br>Friendly letter<br>Information report ✓<br>Review ✓<br>Dialogue ✓*<br>Interview ✓<br>Speech *<br>CV<br>Obituary *<br>Agenda and minutes<br>Newspaper article ✓ *<br>Magazine article * | Procedures: instructions, directions ✓<br>Diary ✓*<br>Email<br>Filling in forms ✓<br>Poster/flyer ✓*<br>Advertisement ✓ |



- Remember as with all writing done in class, learners must follow the process:
  - a. **Know the genre** and what to expect of the task
  - 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.***



## 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 lion.* ('They' is referring to the 'zebras' and 'lions'.

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 aloner'. '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.*



