# Languages Teacher's Guide for GCE: TO

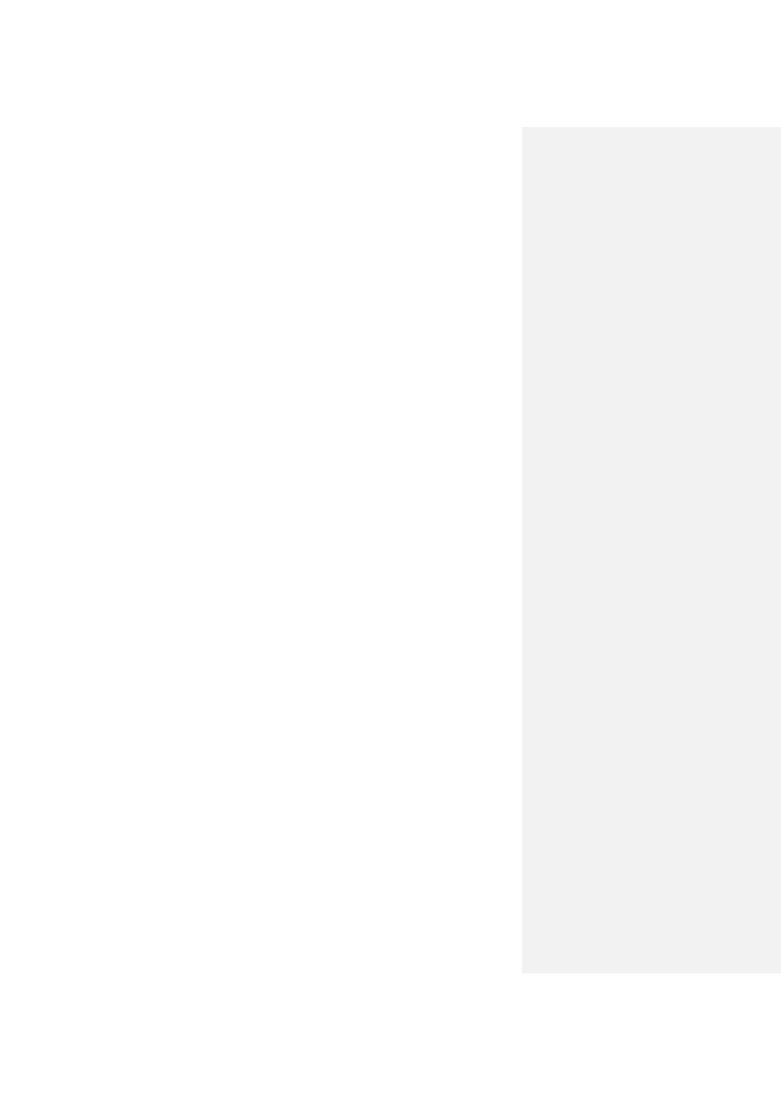


**DEPARTMENT OF BASIC EDUCATION** 

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# Introduction and overview Purpose of the guide

- This teacher guide aims to briefly guide teachers on how to interpret the Curriculum and Assessment Policy Statement: Technical Occupation Year 1-4 (CAPS) for Languages.
- The guide aims to provide the teacher with pedagogical methodology to teach language skills addressing all components, targeting learners accessing education through the Technical Occupational Curriculum (TOC).
- Reading with understanding is one of the key language proficiencies that a learner needs to enable him/her to respond to reading comprehension, with this in mind, the guide aims to support the teacher to improve learner's ability to reading with understanding. Phonemic awareness, word attack skills, group guided reading and oral activities are central to enabling non-readers to become basic readers.
- This document also seeks to address the content gaps as well as to respond the challenges created by content gaps and barriers to learning.

#### Rationale

Language lays the foundation for learning across the curriculum. They will use Language skills in all aspects of their education, in the classroom / community as they connect with their peers, teachers and the world of work, throughout their lives as they grow into adulthood. The teaching of Language equips learners with the following skills: Listening and Speaking, Reading and Viewing, Writing and Presenting and Language Structures and Conventions. It focuses on developing the confidence and self-esteem of learners so that they can become socially well-adjusted and can transition into the world of work.

#### Framework

The following are the policy documents that must be considered and adhered to in Curriculum delivery:

**Curriculum and Assessment Policy** Statement: Technical Occupation (CAPS): It clearly states all the skills (listening and speaking, reading and viewing, writing and presenting and language structures and conventions) that must be imparted to the learners. The text types are clearly stated as to when they are to be taught in the Annual Teaching Plan (ATP).

National Policy Pertaining to the Promotion and Progression Requirements (NPPPPR):

This document stresses that a learner who does not perform as expected and does not comply when requested, he or she will be at a disadvantage as he/she may not meet pass requirements.

**National Protocol for Assessment (NPA):** It standardises the recording and reporting processes.

The South African Schools Act (Act 79 of 1996): provides for a uniform system for the organisation, governance and funding of schools.

#### SONA 2019-2021

"Every 10-year-old will be able to read for meaning by 2030. Early reading is the foundation that determines a child's educational progress, through school, through higher education, in the workplace, and in life. This will be supported through the private sector, civil society, advocacy, research, and implementation support, including the Read to Lead Campaign and the National Reading Coalition, among other structures. All Intermediate and Senior Phase teachers will be trained to teach reading in English and in African languages;".

**The National Development Plan (NDP):** The Vision 2030 chapter on education emphasizes the importance of language proficiency, envisioning that Assessment in literacy, numeracy/ mathematics and science." Similarly, the Department of Basic Education (DBE)'s sector plan, the Action Plan to 2019: Towards the Realisation of Schooling 2030.

**ACTION PLAN 2030** – The action Plan sets out 27 goals which represent the actions that need to be taken to strengthen the sector. This document will address the following Goals: 1,2,3,7,16,18,19 and 26.

**Language in Education Policy (LiEP):** The South African Language in Education Policy promotes multilingualism in the classroom.

**DBE Guidelines for responding to learner diversity in the classroom:** These guidelines are intended to provide teachers, principals, subject advisors, administrators, school

governors and other personnel, parameters and strategies on how to respond to learner diversity and inclusivity in the classrooms through the curriculum.

**Education White Paper 6:** is a policy framework that directs the building of a single, inclusive system of education and training.

**Screening Identification Assessment and Support (SIAS):** The document provides a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.

Care and Support for Teaching and Learning (CSTL): is essential to addressing barriers to education for children in South Africa

**Guidelines for Full-Service / Inclusive Schools:** strengthens the implementation of Inclusive Education to ensure greater access for all learners to educational support in their local schools.

Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres: provide guidelines for special schools, which ensure that they function well and offer appropriate, quality education to learners.

#### Note to teacher

- The way you address the curriculum in the classroom will entirely depend on the type of learners you have. The ATP provides you with the 'what to teach', this teacher guideline will provide you with the 'how to teach' and the exemplar activity book will give guidance in terms of activities for each year.
- Teacher must plan, prepare and present lessons that are unique to the learners in your classroom
- Lessons can be simplified / complicated through differentiation to suit the level of learners in the class.
- Follow the same routine for every two-week cycle. The routine integrates all aspects of language in a logical way.
- Use the same core methodologies to teach all lessons. This means you can master and become an expert in delivering really strong lessons every cycle.
- ❖ Teach themes that last for two weeks. Themes allow learners to 'link their learning' and consolidate new language.
- Themes in the ATP are suggestions and you may change to suit your learner's context. The theme must run through the cycle as this will enable vocabulary building and give learners enough understanding of the text types to culminate in the writing activity.
- ❖ Teachers are allowed to change the learner activity, however, you must ensure that the skill/concept is taught. E.g., Language Structures and Conventions requires you to teach nouns. The activity is to complete a worksheet, but you prefer to change the learner activity to play a word game.
- Use your resources in a routine manner, prepare them, use them and store them properly. Do the same thing every week with your resources.
- ❖ Work on your pacing you will get faster! Learn the core methodologies and teach them to learners. Don't speak too much! Be well prepared.
- Work as a team! Plan and prepare with colleagues. Discuss challenges together and help each other. Share good practices and celebrate successes!

# Classroom Management Creating a Positive Learning Atmosphere

Effective teaching and learning take place when learners feel safe and confident to participate. The teacher must create a conducive environment to promote discussion and learning. Here are some tips to help the teacher with creating a positive learning environment:

- Classroom management starts before learners enter the class, the teacher must settle and receive learners outside the classroom.
- Create a happy, safe, well-ordered space for learning. Be well organised, keep your classroom in order, encourage and praise learners, teach learners to be kind to each other
- Keep all discussions positive, taking into account social diversity and inclusion at all times
- Use transitions and attention getters for better classroom management. Teach a few transition activities and attention getters to learners to make your classroom run smoothly.
- Appoint monitors to help you ensure that the classroom runs smoothly. Design routines for different monitors. Train all learners to implement these routines. Rotate monitors regularly to involve all learners.
- Show an interest in learners' work.
  - o Mark or check learners' work regularly and give positive feedback.
  - Marking learners work gives you an idea of how well the learners have grasped what you have taught. It also gives you an idea as to what intervention / support needs to be done before you continue. It allows you to verify that your learners are doing their work and are on track.
  - Tell learners when you are pleased or impressed with their progress or efforts.
     This shows learners that you are interested, supportive, and that you value their work.
  - Display learners' work in the classroom on a regular basis change these displays often and give many learners the opportunity to display their work.
     This makes learners feel proud, and it also gives them a sense of ownership of the classroom.

- Work out a set of rules for your classroom together with the learners as this will give ownership and learners will try their best to adhere to them.
  - Make learners aware that in life there are rules that need to be followed to keep us safe and happy as well as keep others safe and happy.
  - Try to phrase these rules in the positive. For instance, say: Walk quietly in class, rather than: Do not run.
  - After everyone has contributed, including the teacher, check if all learners accept the rules, and change if necessary.
  - Make a chart with the rules and put them up in the classroom (learners may sign it as accepting the rules).
  - Let learners know that there will be consequences if rules are not followed.
     Follow through with the consequences set. Come up with consequences with the learners (no corporal punishment).
- Free Choice Activity. Have an area /box/table in your class with activities that learners are familiar with. These activities may take the form of worksheets, puzzles, word games etc. Learners can choose an activity from the free choice area to keep busy when they finish their classwork.
- ❖ A book/magazine/reader on every table: Have a book on every table so that learners can read whenever they have an opportunity, the book/magazine/reader should be selected wisely as it must interest learners. At any point in the day/lesson ask learners to drop all and read (DAR) for 2 minutes.
- A print rich classroom, with a book/reading/library corner is a must in a Language classroom





#### How to get learner's attention Examples of transition activities and attention getters



- 1. Clap a rhythm and learners must follow. Repeat with different rhythms until you have everyone's attention.
- 2. If you can hear me, clap once (learners clap if they hear the teacher). If you can hear me, clap three times (learners clap if they hear the teacher) etc.



Teacher says: Bread and cheese
Learners respond : Everybody freeze ( learners "freeze").

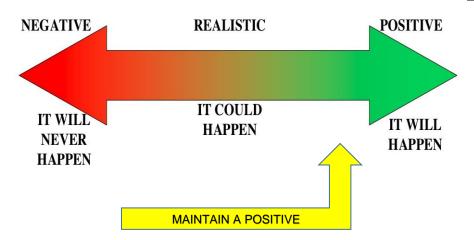


#### Name Jars

Use ice-cream sticks / spoons / old pens etc. Label the ice-cream stick// spoons / old pens with learners' names. Have two jars, put the ice-cream sticks/ spoons / old pens etc in one.

Every time you have a question to ask, or give a task for a learner, pull a stick out of JAR 1, read the learners name. Ask this learner the question or give this learner the job. Move ne stick to JAR 2. This way, every learner in your class will get a chance to do something.

WORDS TO USE TO C	REATE A SAFE SPACE
INSTEAD OF	TRY
Be quiet!	Can you use a softer / inside voice?
What a mess!	How can we clean up?
Do you need help?	I'm here to help if you need it.
I told you how to do this yesterday.	Maybe I can show you another way.
Leave each other alone!	Could you use a break from each other?
Stop crying!	It's okay to cry.
Do you have any questions?	What questions do you have?
It's not that hard! Just try harder!	You can do hard things.
You're okay.	How are you feeling?



#### Routines

- Routines help maintain classroom management and keeps the learners focused because they know exactly what comes next. Routines make the teaching and learning process easier.
- The routine below will be followed in a two week cycle.
- The time allocation per period is 30 minutes.
- Routines makes it easy for teachers and learners to follow, and learners can prepare for the next activity once they know the routine.
- The routine is based on the CAPS time for Home languages (6 hours per cycle) and First Additional Language (4 hours per cycle).
- Most importantly, every cycle focuses on one theme, allowing learners to acquire and practice using the same vocabulary and sentence structures for the two weeks.
- The Routine below focuses on Oral Listening and Speaking and Oral reading in Week 1 and continues in Week 2 with reading that culminates in the writing activity. Writing activities are made up of Writing and Presenting, Language Structures and Conventions and response to text activities. Seventy five percent of the time is used for oral activities.
- The expectation is that the teaching of Language will be conducted in an integrated approach.
- Language Structures and conventions will be included in every lesson and taught incidentally while doing Listening and Speaking, Reading and Viewing and Writing and Presenting.
- The Annual Teaching plan is structured as such that the content is taught in an integrated manner beginning with Listening and Speaking and ending with Language Structures and Conventions.
- The Skills must not be taught as separate components but as one inclusive lesson.

## Suggested Routine for First Additional Language

Period 1	Introduce Phonic
Listening and Speaking	Build Vocabulary – Words from text / High frequency/
	Sight words
	Introduce Theme
	Activate background knowledge
	KWL - What I Know, What I want to know, What I have
	learnt
Period 2	Teacher reads text (Read 1) learners listen
Listening and Speaking &	Teacher reads (Read 2) and explains text and point out
Reading and Viewing	vocabulary, phonic and LSC in text
	Learners discuss text in pairs/groups/class
	(Pre and During Reading activities)
	Teachers discusses text with learners
Period 3	Shared Reading
Listening and Speaking &	Read text using Comprehension Strategy
Reading and Viewing	Highlight Language Structures and Conventions in text
	Use Personal Dictionaries
	Post Listening Activity
Period 4	Group Guided Reading (GGR)
Reading and Viewing	Phonemic Awareness
Group Guided Reading	Vocabulary Development
Reading Comprehension	Learners who are not reading with teacher to complete
	GGR worksheet
Period 5	WRITING Planning
	Teach the writing genre
	Brainstorming and planning
	NB If the writing activity in the annual teaching plan is
	to answer questions or complete worksheets. Teacher
	to re-read and discuss text as pre-writing activity.
Period 6	LSC & WRITING Drafting
Writing and Presenting	LSC: Taught for the week
Teach Genre and Model Writing	

	Lles plan to dueft writing / encourage actions / encoulate	
	Use plan to draft writing / answer questions / complete	
	worksheet	
	NB If the writing activity in the annual teaching plan is	
	to answer questions or complete worksheets. Learners	
	will answer questions in this time / group guided	
	reading / intervention	
Period 7	WRITING Editing and Publishing	
Writing and Presenting	Edit using checklist	
Drafting	Publish and share writing	
	NB If learners answered questions / completed a	
	worksheet then use this time for feedback, corrections	
	and intervention.	
Period 8	Group Guided Reading (GGR)	
Reading and Viewing	Phonemic Awareness	
Group Guided Reading	Vocabulary Development	
Reading Comprehension	(Learners who are not reading with teacher can	
	complete GGR worksheets)	
	Language in Context	
	Conclusion- Wrap up the Theme	

## Suggested Routine for Home Language

Period 1	Introduce Phonics
Listening and Speaking	Build Vocabulary – Words from text / High frequency/ Sight
	words
	Introduce Theme
	Activate background knowledge
	KWL - What I Know, What I want to know, What I have learnt
Period 2	Teacher reads text (Read 1) learners listen
Listening and Speaking	Teacher reads and explains text, point out vocabulary, phonic
LSC	and LSC in text
	Learners discuss text in pairs/groups/class
	(Pre- and During Reading)
	Teachers discusses text with learners

Period 3	Shared reading
Listening and Speaking	Read text using Comprehension Strategy
	Highlight Language Structures and Conventions in text
	Use Personal Dictionaries
Period 4	Oral Activity related to Listening and Speaking
Listening and Speaking	Post Listening Activity
Period 5	Vocabulary Development
Reading and viewing	LSC in context
	Shared Reading
	Model Comprehension Strategy
	Oral / Written Comprehension
Period 6	Learners respond to text
Reading and viewing	Responds to text / complete worksheet
Response to text and LSC	Language in Context
Period 7	WRITING Planning
Writing and Presenting	Teach the writing genre
LSC	Brainstorming and planning
	NB If the writing activity in the annual teaching plan is to
	answer questions or complete worksheet. Teacher to reread
	and discuss text as pre-writing activity
Period 8	Group Guided Reading (GGR)
Reading and Viewing	Phonemic Awareness
Group Guided Reading	Vocabulary Development
Reading Comprehension	(Learners who are not reading with teacher can complete
	GGR worksheets)
Period 9	LSC & WRITING Drafting
	LSC: Taught for the week
	Use plan to draft writing / answer questions/complete
	worksheet
Period 10	Group Guided Reading (GGR)
	Phonemic Awareness
	Vocabulary Development
	Learners who are not reading with teacher to complete GGR worksheets

	WRITING Editing and Publishing	
	Edit narrative essay using checklist	
Period 11	Publish and share narrative essay	
	NB If learners answered questions /completed a worksheet	
	then use this time for feedback, corrections and intervention	
	Group Guided Reading (GGR)	
Period 12	(Learners who are not reading with teacher can complete	
	GGR worksheet)	
Writing and Presenting	Phonemic Awareness	
Editing and Publishing	Vocabulary Development	
	Conclusion / Intervention – Wrap up the theme	

#### The Language Skills

The curriculum is packaged according to the following skills:

#### Listening and speaking

- o Listening and speaking are fundamental to learning in all subjects.
- Through effective Listening and Speaking, learners collect and process information, construct knowledge, solve problems, and express ideas and opinions.
- Critical listening skills enable learners to recognize values and attitudes embedded in texts and to challenge biased and manipulative language.
- Learners will progress at a different pace and the teacher needs to tailor speaking opportunities (e.g., the questions she asks) to the level of the individual child.
- The Technical Occupation Year 1-4 child requires a well-structured listening and speaking lesson which prepares them for communication in the World of Work.

#### Reading & Viewing

- Well-developed Reading and Viewing skills are key to successful learning across
  the curriculum. Learners develop proficiency according to their own ability in
  Reading and Viewing in a wide range of texts, including visual texts. Learners
  recognize how genre and register reflect the purpose, audience and context of
  texts.
- A lot of time in the Technical Occupation Year 1-4 class will be taken to teach learners to read and bridge the gap from mainstream. Phonemic awareness and group guided reading are the corner stones to success.

#### Writing & Presenting

- Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Learners will learn to write a range of creative and informational texts, initially using writing frames as support and gradually learning to write particular text types independently. The teacher will model the writing process and create a text with the learners.
- Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing in the Technical Occupation Year 1-4 focuses more on texts that prepare learners for the World of

- Work, hence they write a variety of transactional text related to the world of work.
- Written work must be marked and overseen by the teacher so that progress of each individual learner can be tracked, monitored and can be used to inform the next steps to be taken in the learning pathway.

#### Language Structures and Conventions

- Good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in Languages.
- Language Structures and conventions is approached in an integrated manner in the Technical Occupational Year 1-4 curriculum.
- LSC is taught incidentally during Listening and Speaking, Reading and Viewing, and Writing and Presenting. However the LSC taught is carefully selected by the teacher and is relevant to the text read and written.

### Core Methodologies Listening and Speaking

- Teacher to teach phonics have a phonic chart or phonic worksheets (phonemic awareness will depend on the level of the learners).
- Explicitly teach the sounds selected to the learners.
- Create a phonic wall / word wall in your class. Words or pictures or the sounds can be displayed under the sound / letter.



- Introduce the theme to the learners.
- Introduce new vocabulary from the text as well as a few sight words (teacher to decide how many).
- Use the 'PATS' methodology to teach vocabulary
  - o P POINT to the picture/real item

- A ACT out the word if possible
- T TELL learners what the words mean. Teacher / learner can tell, this could be code switching, where you give the meaning of the word in home language, or you could simply explain the word in the LoLT.
- S SAY the word, have learners repeat the word after you. Use the word in a sentence, have learners use the word in a sentence.
   NB: It is not always possible to use all four steps for each word do what is appropriate.
- Learners are to record words learnt in a personal dictionary. This can be done as a
  post listening activity. Learners can write meanings and sentences for words in their
  dictionaries as well. Vocabulary is an essential building block for reading,
  comprehension and writing. Do not neglect this component.
- Activate learners' prior knowledge.
- If possible, use pictures / graphics to introduce theme.
- Use the KWL chart to keep track of what we Know, What we want to know and what we have Learnt.

What we know	What we want to know	What have we learnt

- Ask learners to think about the theme and also make connections with other subjects that have similar content or texts.
- Learners can speak to a partner about the theme for two minutes.
- Use leading questions to gather information to be captured on the KWL chart.
- Teacher captures the learner responses on the chart and puts it up in the themecorner.
- First Read: Read the text fluently and explain the text to learners (always model reading), indicate the new vocabulary in the text, as well as the phonic sounds taught.
- Second Read: Read text fluently and model the comprehension strategy. When you model the comprehension strategy, you first need to tell the learners what the strategy is and then demonstrate it. E.g., Visualization: After every paragraph/sentence, ask learners to close their eyes and visualise what is happening in the text.

- Introduce the Language Structures and Conventions (LSC) in context- briefly explain the LSC and show learners examples of LSC in text. Then ask learners to identify LSC in text.
- Read Three: Read text fluently and ask questions about the text.
  - o You need to prepare questions in advance
  - o Use the different taxonomy levels when preparing questions
  - Ask leading questions
  - o Learners may also be given the opportunity to asks questions
  - When learners respond to questions encourage them to respond in full sentences.

#### The Purpose of the Listening and Speaking lesson

- Phonemic awareness
- Learner see how the text is linked to their lives, and learn how to use comprehension strategies while reading to understand text and develop critical thinking
- Learners get to see what good reading 'looks like' when it is modelled by the teacher
- Learners get to answer and ask questions orally and individually on the
- Learners become familiar with the structure and tone of the different genres this helps them understand different text types
- Learners develop a love for stories and this would encourage reading

#### Reading and Viewing

#### How do children learn how to read?

Language teachers should have a basic understanding of how children learn to read, to help them along this journey. Firstly, it is important for all children to know that reading is a code, and that we are all capable of learning the code. Some of us learn the code really quickly, and others take longer to learn the code. But, we can all learn the code. Even children who have progressed through school without learning to read can be helped unless they have serious barriers to learning. Next, it is important for teachers to understand the components of technical reading skills. In order to master the technical aspects of reading, children must master skills explained below.

## Technical Reading Skills Phonemic and Phonological awareness

- Phonemic awareness refers to a child's ability to hear and identify sounds, and to manipulate sounds. This skill is developed aurally and orally (hearing and speech) – it does not involve any reading.
- Teachers must play simple phonemic awareness games with children. These games can include:
  - o Say the sound of the first letter of your name
  - o Match picture with sound (memory game)
  - o Clapping a rhythm which the child listens to and repeats
  - Listening to two sounds with eyes closed, and saying whether they are the same or different
  - Placing many objects on a table, and telling the child to pick up something that begins with... (a particular sound)
  - o I spy with my little eye something beginning with.... (a particular sound)
  - o Identifying the beginning, middle and end sounds of simple words
  - o Playing games to break words up into syllables (clicking fingers, stamping feet)

#### **Phonics**

 Phonics are the building blocks of reading. By learning phonics, children learn the code of reading.

- o Phonics are the sounds made by each letter, and by groups of letters, or blends.
- Children must be systematically taught all the sounds that are made by letters.
   They must be able to automatically connect letters and sounds.
- Then, children must be taught to blend and segment sounds, in order to read and write. This means that children must be able to say all the individual sounds in a word, and to blend them together until they can 'hear' the word.
- All teachers should know their phonics the sounds made by different letters or groups of letters. Teachers should know the phonics of the home language, and of first additional language.
- Teachers must also know that sometimes, letters make different sounds in different languages. For example, some letters that make different sounds in African Languages and English are: a; u; ph; c; q; r; x.
- When a child cannot read a word, no matter the grade, the teacher must help the child to sound out the word. The only exception is the group of English words known as 'sight words'. These words must be learnt by sight, because they are not phonetically regular, and therefore cannot be sounded out.
- When teaching phonics in Technical Occupational Year 1-4, it is important to get the learners to identify with the real world. It would be interesting to see how learners respond to phonics if they are taught in the order familiar to them on their gadgets. With this in mind it is suggested you teach the single sounds in the order of a 'qwerty' keyboard.



qQ	wW	еE	rR	tT	uU	il
оО	pP	аА	sS	dD	fF	gG
hH	jJ	kK	IL	zZ	xX	сC
vV	bB	nN	mM			

#### Alphabetic principle

Children must learn that different sounds are represented by the letters of the alphabet, and that we write words using these letters.

In other words, they must know that letters and words carry meaning.

They must be taught to recognise lower- and upper-case letters instantly.

Children usually start by recognising the first letter of their names, and by then learning to write their names.

Young children will also often learn to read common signs, like the words: Coca Cola, or Checkers.

When teaching the alphabetic principle in the school of skills, the educator must teach letter formation to those learners who struggle with writing, learners can:

- o write letters in the air and say the name and sound
- o write letters in the sand / on the table /on their body using their fingers
- o form letters using their body

Suggested order for teaching learners letter formation especially if learners cannot write.

Lower case	irnm	lhbk	coadjgq	sfe	jр	t u y	v w x z
Upper Case	IRNM	LHBK	COADJGQ	SFE	JP	TUY	VWXZ

#### Vocabulary

- A child's spoken vocabulary is a very good indicator of his or her future reading ability.
  The more words a young child knows, the more easily and fluently he or she will read.
- For this reason, young children must be exposed to many words, in an authentic context.
- Young children can easily learn up to four or five languages without getting confused, and in fact, learning multiple languages increases the brain function and makes us smarter!
- Teachers must also be encouraged to expand and enrich children's vocabulary, both in home language and first additional language.
- Teachers must also develop children's cognitive academic language, by using these words in context. This means teachers must explicitly teach learners words such as bigger; heavier; compare; describe; triangle; experiment; same; different; etc.

Parents also play an integral role in vocabulary development. They must be encouraged to speak with learners constantly as the constant repetition of words in context help learners understand the meanings. It is also important to use full sentences in conversations and not rely on one word answers.

#### Sight words and high frequency words

- Another important technical reading skill is to teach children to recognise many words by sight.
- The more words that children can read automatically, or by sight, the faster and more fluently they will read.
- In English, we start by teaching children 'sight words'. These are words that are usually not phonetically regular, and therefore cannot be sounded out. For example: The; your; their.
- We also sometimes use the term 'sight words' to describe high frequency words. High frequency words are words that appear in almost every text. These words exist in every language.
- By teaching children to read these words with automaticity, we will improve their reading fluency and speed.
- Children learn these words by memory. They must be shown the word and asked to 'take a picture of the word with their mind'. They can also write the word in sand or form the word with clay.
- It is pointless to ask children to look at a word and repeat it many times. Teachers must rather hold up flashcards of different words in a different order. They can repeat this for a number of days, but they must not show each word more than 3 times on a given day.
- Teachers must remember that some children will learn to recognise words by sight very quickly, and others will need a lot of practice. Some children just take more time.
- Because of this, teachers must accept that some learners will not grasp all sight words the first time they see them. But, sight words can be revisited to allow children multiple opportunities to learn them. Little cards with words on can also be stuck in random places to support learners getting used to the words.

#### **COMPREHENSION SKILLS**

Whilst teaching children technical reading skills is very important, it is equally important to teach them comprehension skills so that they understand what they are reading. Firstly, it is important to teach children that they must think about and understand every text that they read.

Children must be taught that there is no point to reading if you do not understand what you are reading. Children must also know that the minute they lose their way in a text, they must go back and reread what has been read and try to visualise and remember what is happening.

We can also explicitly teach comprehension skills in the following ways:

#### Vocabulary

- Again, vocabulary forms a big part of reading comprehension. The more words a child knows and understands, the more they will understand what they are reading.
- All teachers, regardless of the grade and subject that they are teaching, must be trained to explicitly teach vocabulary as part of every lesson.
- This is especially important where the child is not learning in his or her home language. Teachers must also realise that if a learner is taught a concept in his or her home language, and they understand what that concept is, it is easier for them to learn the equivalent 13 conceptual words in another language. They can transfer their understanding of concepts across languages.

#### General knowledge

- Improved general knowledge about the world also leads to better reading comprehension.
- Obviously, the more children know about a topic, the easier it will be for them to understand what they are reading.
- This is especially true when expecting learners to make inferences. In order to make an inference, a learner must take what is written, and put it together with what they already know about a topic, to make a good guess about what is not being said in the text. If the child knows very little or nothing about a topic, they will not be able to make meaningful inferences.

#### Reading fluency

- Children who read very slowly and who have to sound out many words will often not understand what they are reading.
- We need to help children to become fluent readers so that they can begin to understand what they read.
- Building children's vocabulary is one of the keys to creating fluent readers. The more words they know, the more likely they are to recognise and remember different words.
- Explicitly teaching children to read some words (sight/high frequency words) by sight – we must make flashcards, and must play games to help children to recognise and read these words.
- o When reading a text with learners, all teachers can improve reading fluency by:
  - Giving learner's time to try and read the text silently on their own allows the children to see what they can and can't read and also build an interest in books.
  - Reading the text aloud (model reading) for learners, encouraging them to follow along as you read it. As you read, you may stop and explain the text to learners, so that they are building meaning as they read.
  - Re-read the text aloud once again. This time, tell the children to join in and read with you (Shared Reading). Children must read quietly, so that they can hear you. Keep reading at a normal pace, and with proper expression and intonation – do not fall into a sing-song pattern.
  - Now tell learners to take turns to read the text with a partner. Instruct them to take turns to read alternating sentences or paragraphs (Practice r\Reading).
  - It is very important to only do fluency development in small, same-ability groups. This must never be done as a whole class activity. (Group Guided Reading)

#### Creating a summary

- o Summaries are a vital comprehension skill.
- o There are many different ways to summarise a text.
  - Start by asking children to recount or summarise part of the story or text.
  - Then move to asking children to summarise a complete story or text.
  - Finally, we can ask children to complete a high-level, conceptual summary of the text. Here, we can ask learners to say what the text was

about, what the message or lesson of the text was, what they liked about the text, etc.

- Summarising is an important comprehension skill for older children to grasp. Often, we get caught up with teaching children technical aspects of making a summary. We confuse them by telling them to mainly use nouns and verbs. Or we tell them that they must reduce the number of words from say, 150 to 60. Or, we tell them to identify the lead sentence in every paragraph, and to focus on this in our summary. This can be very intimidating and confusing for children.
- Rather we must make sure that children understand what a summary is they
  must understand the concept of it.
- Teachers must understand that the point of a summary is not to check that children use specific words, or a specific number of words. It is to check that children understand the text, literally and conceptually, that they have grasped the main ideas of the text, and that they can reflect on the text in a meaningful way.

#### 5. Modelling how to think about a text

- A proficient reader automatically thinks about every text he/she reads. He / She
  is able to ask questions, read between the lines, make connections, make
  judgements, and predict what will happen next while reading the text.
- Therefore, it is imperative that teachers teach children how to think about a text by modelling this for them.
- This means that, as you read, you need to verbalise all the thoughts, opinions, questions and conclusions that enter your mind. In this way, children will learn that good readers always think about what they are reading. They will also learn the kinds of thoughts that good readers have about different texts.
- When teachers read a text, they must teach learners to apply the comprehension strategies, which are:
  - Make predictions about the text
  - Search the text for details
  - Visualise what is happening in the text
  - Make connections between the text and their own lives
  - Make judgements and evaluations about characters or events
  - Make inferences, or read between the lines

#### Make summaries of the text

Explanation	When learners predict, they say what they think a text is about.				
	Learners can predict what the text will be about by looking at the				
	text features. They can also make predictions by scanning the text				
	and identifying important words. They must then try to connect				
	these words to form a basic understanding of what the text will be				
	about.				
Purpose	Prediction prompts learners to try and get a sense of what a text is				
	about, and to think about the text, even before reading it. Teaching				
	learners a 'routine approach' to prediction is a valuable skill that				
	learners can use to try and understand all new texts.				
Steps	Ask learners to look over the whole text.				
(for predicting with text	2. Ask learners: What kind of text do you think this is? How is i				
structures)	laid out? (Are there paragraphs, stanzas, sections, a				
	greeting, headings, columns, etc.?).				
	3. Ask learners: What do you think we might read about?				
	4. If learners cannot answer, ask further prompting questions,				
	or provide the answers.				
Steps	Ask learners to scan the text and identify two lists of words				
(for predicting by	a. words they do not understand				
scanning the text)	b. words that they think are important				
	2. Go through the list of words that learners do not understand				
	and explain them in context.				
	3. Then, go through the list of important words, and show				
	learners how to connect these words to make meaning and				
	predictions about the text.				

Explanation	When learners visualise, they must think about what is happening
	in the text like a scene from a movie. They must try to see the text
	as it happens.
Purpose	Visualisation helps learners to see how the events in the text are
	connected to each other. This helps them to think about the text as
	a whole, rather than just page by page. This also helps to give
	meaning to the words on the page – by turning them into a movie in
	our minds. Visualisation can also help learners to remember the
	details in a text.
Steps	Read the text on the page.
	2. Tell learners what you visualised. (Model the skill).
	3. Instruct learners to close their eyes. Explain that learners
	must listen to the text and try to picture it, or make a movie
	in their minds.
	4. Read the text again.
	5. Ask learners: What did you visualise? (What happened in
	your movie?).
	6. Listen to and discuss learners' answers. Make sure
	learners' answers are relevant to what is happening in the
	text.
Strategy 3: Search	the text
Explanation	Search the text questions ask learners to recall information or
	events from the text. Learners need to understand what kind of
	information they are being asked to recall. They must then think
	about where in the text they would find that information.
Purpose	These questions help learners to check that they have a basic
	understanding of the text. Teaching learners how to answer these
	questions shows them:
	How to identify the kind of information the question is asking
	for
	How to locate the information in the text
Steps	Read the text.

2.	Ask learners a question about the text, such as: What did	
	person X do?	
3.	Ask learners: What kind of information is this question askir	ng
	for (an action – we need to identify what person X did)?	
4.	Ask learners: When did we read about person X's actions?	
	Was it at the beginning, the middle or the end of the text?	
5.	Ask learners to locate the part of the text where the action	
	took place.	
6.	Ask learners to read that part of the text, and to try and	
	identify what person X did.	

Strategy 4: Summa	arise
Explanation	When learners summarise, they think about the most important
	points of a text. They explain the main points in a few, concise
	sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main
	points of the text. Asking learners to summarise the main points of
	a text is the best way to check their understanding.
Steps	Read the text.
	2. Remind learners: When we summarise, we identify the most
	important parts of a text.
	3. Explain: Today we will summarise the text we just read. That
	means we will identify only the main points of the text.
	4. Tell learners to use the following questions as a guide:
	o What is this text about?
	<ul> <li>What is the main purpose of the text? Why was it</li> </ul>
	written?
	o What did you learn from this text?
	o What did you like about this text and why?
	5. Always give learners time to think about the text.
	6. Always instruct learners to turn and talk and discuss their
	summary with a partner.
	7. Next, instruct learners to write their summary down.

8. Give learners a frame to help them to structure summaries.

Strategy 5: Think abo	Strategy 5: Think about the text (I wonder?)	
Explanation	When learners wonder about the text, they are thinking about an	
	aspect of the text.	
Purpose	By modelling how to think/wonder about a text, we teach learners two	
	things:	
	Firstly, we teach learners that good readers do not just read the	
	words, they always think about what they are reading.	
	Secondly, we show learners the kinds of thoughts that good	
	readers have about a text.	
	By doing this, we show learners how to think creatively and critically	
	about a text. In time, learners will start to do this for themselves.	
Steps	Read the text on the page.	
	2. Think of a question or idea that a good reader might have about	
	the text. (Ideas are provided in the First Read and Second Read	
	columns in the lesson plans.)	
	3. Say: I wonder	
	Let learners think about this.	
	5. Learners do not need to answer – the point is to encourage	
	them to think more deeply about the text.	

Strategy 6: Make Connections		
Explanation	When learners make connections, they compare the text to one of	
	three things:	
	1. To their own lives or experiences - sometimes, learners gain a	
	deeper understanding by thinking about how something from the	
	text is like something in their own lives.	
	This is called a text-to-self connection.	
	2. To another text - sometimes, learners gain a deeper	
	understanding of a text by connecting it to a related text. These	

	texts may deal with similar issues, or have characters who face
	the same challenges, or they may be about the same topic.
	This is called a text-to-text connection.
	3. To the world - sometimes, learners must connect the situations
	or challenges in a text to a more global context. They must
	relate the text to what has happened or is happening in the
	world.
	This is called a text-to-world connection.
Purpose	Making connections help learners go beyond the text itself and relate
	the issues in the text to a deeper understanding of their own lives and
	the broader world.
Steps	Read the text on the page.
	2. Ask learners relevant connection questions, like:
	a. When was a time that you felt X?
	b. Do you remember when we read about X? Can you make a
	connection between these two texts?
	c. This text makes me think about something that is taking place
	in the world / South Africa / our town right now. Can anyone
	think of what that is?
1	

rences
Make inferences Making an inference involves using what you know
together with what is written in the text, to make a good guess about
what isn't explicitly written in the text. This is what is meant by 'reading
between the lines. Sometimes, the author does not write down every
single detail of the story. The author leaves parts of the story
unfinished, for readers to work out for themselves. If something is not
explicitly stated or described in a text, learners need to make an
inference or a good guess about this. They do this by putting what they
have read together with their own experiences and prior knowledge.
Making inferences is a key thinking and comprehension skill. Learners
need to work out parts of a story by making inferences. Learners may
miss important information if they do not know how to make appropriate
inferences.

Steps	<ol> <li>Read the text on the page.</li> <li>Ask learners: What do you know about this? What does the text say?</li> <li>Ask learners: What else can we work out about this? Is there</li> </ol>
	<ul> <li>something that the text does not say?</li> <li>4. Listen to and discuss learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on I can infer that</li> </ul>
Example	Text:  We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.  Inference:  Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.

Strategy 8: Evaluate		
Explanation	When learners evaluate a text, they make a judgement about an aspect	
	of the text, based on the evidence in the text. Learners can make	
	evaluations about: • Characters, people or events • Facts versus	
	opinions • The author's perspective, opinions and motivations • What	
	they like or find interesting • What they dislike or find boring	
Purpose	Making evaluations is a key thinking and comprehension skill. Learners	
	must realise that they must always evaluate what they read. They must	
	then be able to support or justify their evaluations.	
Steps	Read the text on the page.	
	Ask learners an evaluation question and ask them to support	
	their answer. For example: Do you think X did the right thing?	
	Why or why not?	
	Listen to and discuss learners' answers. Make sure that	
	learners' answers are logical.	
	4. If learners struggle, share your own evaluation as an example: I	
	think X did the right thing because X	

Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

Shared Reading: Post-Read

#### Instructions:

- During the Post-Read, you will do one of the following activities:
  - Complete a written comprehension
  - · Oral recount and summary
  - Visualise

#### Instructions for a written comprehension:

- Before the lesson, write the title of the text as a heading on the chalkboard.
- Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers (where applicable).
- Instruct learners to open their exercise books and write the heading.
- Tell learners that today, they are going to think about and write the answers to these questions.
- \* Read through the questions with learners and explain if required.
- ❖ Tell learners they do not need to write down the questions, only the answers.
- Walk around and help learners who struggle.
- In the last few minutes of the lesson, go through the answers with learners.
- Allow them to correct their own work, as this is a powerful learning mechanism.

#### Instructions for the oral recount or written summary:

- Write the summary frame on the chalkboard before the lesson.
- Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can also include:
  - · Why we think the text was written
  - What we learnt from the text
  - What we liked about the text, and why.
- Read through and explain the summary frame to learners.

- Tell learners to complete this activity as an oral recount or a written summary this is up to you.
- Remind learners that they can skim and scan the text again, before coming up with their oral recounts or written summaries. This can help them remember what the text was about.
- Give learners 10-15 minutes to think about their own recounts, or to write their own summaries in their exercise books, using the summary frame.
- Then, tell learners to turn and talk, and share their recounts or summaries with a partner.
- Finally, create a class recount or summary together ask different learners to answer each part of the frame. Write down the class summary.
- ❖ Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

#### Instructions for a visualisation activity:

- Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like.
- They also visualise how they feel about this character, event or item from the text.
- ❖ Ask learners to close their eyes and relax. Read the text to them once more.
- Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain details of the visualisation.
- Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
- Finally, allow learners to turn and talk, and to share their visualisations with a partner.

#### Purpose:

- The post-read activities give learners the opportunity to consolidate their understanding of the text.
- Learners also get to use new language and vocabulary in an authentic context.

 Finally, these activities also give learners the chance to practice using the new comprehension skill that they have learnt.

# **GROUP GUIDED READING**

Assigning Group Guided Reading groups and text selection:

- ❖ In the first two weeks of school, listen to every learner read individually.
- Assign learners to same-ability groups.
- Use the rubric below to sort learners according to their abilities.
- ❖ Ideally, try to have 5 groups, with no more than 12 learners per group.
- However, if you have a very large class, you may have to have more groups and manage your time differently.
- The rubric divides learners based on their technical reading skills.
- If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
- In a class of 54 learners, there may be:
  - 4 learners at level 1 you may have to find time to work with these learners on a more regular basis.
  - o 1 group x 10 learners at level 2
  - o 2 groups x 10 learners at level 3
  - o 1 group x 10 learners at level 4
  - o 1 group x 10 learners at level 5
  - o Groups will vary according to your context

Exemplar Rubric to group learners						
Group 1 Struggling	The learner knows no or very few sight words.					
readers	The learner does not seem to recognise many letter sound relationships and struggles to decode most phonetically regular words even common words					
Group 2	This learner knows just a few common sight words.					
Elementary reader	This learner does not recognise some letter sound relationships, and					
	struggles to decode many previously unseen words					
Group 3	This learner knows many common sight words. • This learner needs					
Moderate reader	help to decode some previously unseen words					

Group 4	This learner knows many common sight words and can decode most				
Good reader	previously unseen words.				
	This learner occasionally needs help to decode more challenging				
	words.				
	This learner reads with some fluency.				
Group 5	This learner knows many common words.				
Advanced readers	This learner can decode previously unseen words.				
	This learner reads with fluency and expression.				
	This is one of the best readers in the class				

What to do with each group during Group Guided Reading:

- . Call a group to read with you.
  - o Make sure they all bring their reading worksheet/reader or learner book.
  - Seat the group in a circle.
- \* Revise the week's phonic words and sight words.
- When working with struggling readers, spend as much time as required on the decodable texts.
- If the group does not need this, then allow learners to quickly read through the decodable texts, and then move on quickly to the Group Guided Reading Text.
- ❖ Talk about the title of the text. Explain what it means.
- Next, give learners a few minutes to skim the text in silence.
- Then, ask each learner to read part of the text aloud, on his or her own.
- Listen carefully as each learner reads.
  - If the learner is stuck on a word, give him or her some time to try and figure it out.
  - o Then, help the learner to sound out the word.
  - $\circ\quad$  If the word is irregular, and cannot be sounded out, tell the learner the word.
  - o Ask the learner to re-read the sentence.
- If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
- Next, go through the questions with learners.
  - o Give learners an opportunity to discuss and answer the questions.
  - o Use this time to further teach and practice the comprehension skill, or skills.

- Show learners that there may be different answers to the same question, particularly when it comes to opinions.
- Praise and encourage learners for their efforts as well as their successes.
- Remember that confidence is a big part of reading learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

- Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
- Call the group to come and work with you as often as possible.
- Practice sounding out the week's phonic words with learners.
- Next, practice reading the sight words with learners.
- Ask learners to take note of the first sound in the word.
  - o Then, tell the learners to look at the spelling of the word.
  - Finally, revise the meaning of the word with learners if applicable this can help them to remember the word.
- Then, give learners a chance to try and read the decodable texts silently, on their own.
- Tell them to ask you if they need help.
- Finally, listen to each learner read a text on his or her own.
- As each learner reads, do the following:
  - o Be kind and patient.
  - o Give the learner some time to try and work out the word alone.
  - o Then, help the learner to sound out the word.
  - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
  - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
  - Thank learners for their efforts, and praise learners for any improvements. Note: If these decodable texts are still too difficult for some learners, use flashcards of different sounds to teach learners phonics, and to help them build and break down words. You may also use sentence strips of sentences that are at their level so that you build confidence.

- Decoding is the technical part of reading. This is the skill that allows learners to read all the words on a page. Decoding is usually taught in foundation phase, but has been included to help learners who haven't yet mastered the technical part of reading.
- o It is useful to tell struggling learners that:
  - Reading is a code. With enough practice, anyone can learn the code.
  - It is never too late to learn how to read.

# Writing and Presenting

# Process writing:

Teach the Genre Instructions:

- ❖ The writing process begins by teaching learners about the specific genre.
- Make sure you understand the genre, research it if necessary
- Explain the genre and task to learners.
- This includes explaining:
  - o the purpose of the text
  - o the audience
  - o the structure
  - o the language features
  - o the appropriate register
- Give learners brief summary notes about the genre in their exercise books.

- It is important for learners to learn about the different genres of writing, as they will have to engage with these genres for specific purposes throughout their lives.
- This engagement will occur when learners have to write or read genre specific documents, as the same genres apply to both skills.
- There are standard forms and purposes for these genres that learners need to know.
- Understanding the structure, format and purpose of these genres will help learners to make meaning both when reading texts, and when writing texts.
- Learners will essentially engage with and use the same genres for the rest of their academic education, as well as for practical purposes in life.

 The length and complexity of writing tasks or texts will increase as per context, but if learners have a good understanding of the genre, this will be very helpful to them.

# Process Writing: Planning Instructions

- This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
  - o A writing frame
  - A mind map
- Tell learners that very few writers start their process without planning.
- Start this lesson by modelling the planning process for learners, so that they know exactly what to do.
- Write up your plan on the board for learners to see, following this process:
  - o Explain to learners that writers always think about what they are going to write.
  - o Model this by explaining your thoughts out loud, so that learners can hear them.
  - Use a planning template to create your own writing plan.
- Next, give learners a few minutes to think about what they are going to write.
- Allow learners to turn and talk and share their ideas with a partner/group.
- Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
- Finally guide and support learners as they use the planning template to complete their own plans.

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

 Completing a plan using a strategy that will help them to write in the genre

# Process Writing: Drafting Instructions:

- Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
- Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
- Then, write the drafting frame on the board.
- Briefly model how you use your completed plan to write a draft.
  - Start by explaining the drafting frame.
  - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
  - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.
  - Explain that a draft may look messy, but that is okay, as this is when you figure
    out sentence structure, the best words to use, the order of your thoughts, etc.
    (model this to the learners).
- Then, tell learners to start writing their own draft.
- Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
- As learners complete their draft, walk around the classroom and hold mini conferences.
  - Plan which learners you will conduct mini conferences with and make a note of this. Do this to ensure that with each writing task, you conduct mini conferences with a different group of learners.
  - Implement mini conferences with selected individual learners to go through their plans, to identify and address any challenges, and to then support them as they prepare to write their drafts.
- As you hold mini conferences, take note of any common challenges that learners seem to be experiencing.
  - Call learners to attention and re-explain the area where learners are experiencing challenges.
- Tell learners to complete their drafts for homework, should they not finish in class.
- Ensure that learners have copied down the drafting frame to work from.

# Purpose:

o Again, building confidence is a critical element of teaching writing.

It is important for learners to truly understand that the purpose of a draft is to put their first thoughts and ideas down on paper, using their planning notes.

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

# Process Writing: Editing Instructions

- Before the start of the lesson, write your draft from the previous lesson onto the board. Purposely make a few errors that link to the draft.
- Also write the editing checklist onto the board (don't have too many items on your checklist).
- Tell learners to open their exercise books to their completed draft.
- Read through and explain the checklist to learners.
- Next, show learners how to correct a common mistake on your own draft.
- Also, pay attention to the checklist that refers to the LSC.
- Ensure that the LSC is included and correctly used in your own draft point this out to learners or add or correct the LSC if required.
- Allow learners time to edit and correct their own writing, using the checklist.
- Once they have self-edited, ask learners to swop with a partner and peer-edit each other's writing.

- Again, as learners work on editing their own drafts, walk around and hold mini conferences.
  - Plan which learners you will conduct mini conferences with and make a note of this. Do this to ensure that with each writing task, you conduct mini conferences with a different group of learners.
  - Implement mini conferences with selected individual learners to go through their drafts using the checklist, to identify and address any challenges, and to then support them as they edit their drafts.

# Process Writing: Mini Conferences

- As you hold mini conferences, take note of any common challenges that learners seem to be experiencing.
  - Call learners to attention, and re-explain the area where learners are experiencing challenges.
  - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.
- Ask learners to complete the editing process for homework if required.

# Purpose:

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

Process Writing: Publishing & Presenting Instructions

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

# Publishing:

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

### Presenting:

- Once learners have completed the publishing of their texts, move on to presenting.
- Tell learners to swop books and read each other's writing.
- Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
- Walk around the class and listen as learners do this, offering input as required.
- Then, in the last five minutes of the lesson, ask 1-2 learners to read their writing to the class.
  - o If learners are too shy to read themselves, you can offer to read for them.
  - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
  - End by giving these learners some feedback both to the writers, and to the partners who gave feedback.
- Finally, collect learners' books in order to assess their writing.
- Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each writing cycle.
- Display selected writing pieces in the classroom

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

process always takes place, whether it is just the feedback from a writing partner, feedback from other learners in the class, feedback from yourself, or feedback from a wider audience.

# Writing Strategies

### Introduction

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

# Strategy 1: Teacher models writing first

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

# Strategy 2: Writers think before they write

- Writing is the act of putting thoughts onto paper.
- This means that writers must think first and decide what to write about before writing.

- It also means that there are no correct or incorrect 'answers' when writing every writer has his or her own thoughts to write about.
- Always build in time for learners to think about what they want to write.

# Strategy 3: Writers turn and talk

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

# Strategy 4: Writers may create a framework

Use this as an intervention strategy for learners who struggle with writing.

- Once learners have created their plan, they may need to create a framework before they write their draft.
- This can be done as follows:
  - First, learners must think about the format and layout of the text, and then
    draw pencil frames to indicate where they think each element of the draft will
    go on the page. For example: If learners are writing an essay, they can mark
    where the heading will go, and where each paragraph will go.
  - Next, learners should take the first point in their plans, and think about how to write that as a sentence.
    - Then, they must say the sentence out loud, and count how many words are in the sentence.
    - Next, learners should draw lines to represent each word in the sentence. Lines must be the approximate length of the words.
       Learners must say the word as they draw each line.
    - Learners must add an appropriate punctuation mark at the end of the sentence.
  - o When the lines are in place, the learner must fill in words that are known.
    - Next, learners must be encouraged to write words phonetically, i.e. to
      write words as they hear them. This is known as 'invented spelling'
      and is proven to be an effective developmental writing and reading
      strategy.

- At the very least, the phonetic word acts as placeholder so that the learner does not forget their thought.
- Then the learner can use resources like the personal or the class dictionary to check and correct their spelling before asking for help.
- This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

# Strategy 5: Writers use resources to write words

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

# Strategy 6: Writers read what they write

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

# Strategy 7: Hold mini conferences

- Mini conferences are a useful strategy to use with all phases of the writing process.
- Once you have explained and modelled the task, you should conduct mini conferences.

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

# Language Structures and Conventions (LSC)

### Instructions:

- Design a worksheet/activity on the LSC
- Remind learners of LSC taught from the beginning of the 2 weeks cycle by discussion and showing learners examples in the text read.
- \* Explicitly teach the use of the LSC using the gradual release method:
  - o I do model the use of the LSC for learners
  - o We do complete an example/s together with learners
  - o You do Instruct learners to complete the worksheet/activity
- ❖ In the last few minutes of the lesson go through the answers with learners. Allow learner to check their own answers and make correction
- Then remedial teaching can take place if the need arises

# **Reading Norms**

# Reading Fluency Norms for Grades 4-9

WORDS READ CORRECTLY PER MINUTE (WCPM)

- 1. Find a passage of approximately 250 words at grade level.
- 2. Ask learners to read the text aloud for one minute.
- 3. Mark / make note of errors made by the learner. Errors include misinterpretations, substitutions, reversals, omissions or words pronounced incorrectly. Note, after period of 2-3 seconds without an attempt or response from the learner, ask the learner to continue. Mark / make note the point in the text where the learner has ended after one minute of reading.
- 4. Repeat numbers 1 and 2 with two different passages (optional).
- 5. At the end of the one minute, the teacher directs the learner to stop reading and subtracts the total number of errors from the number of words read. The WORDS CORRECT PER MINUTE (WCPM) score can now be compared to the reading norms.

GRADE	LEVEL OF READING	NUMBER OF WORDS CORRECTLY READ PER MINUTE					
GR		HOI	ME LANGL	JAGE	FIRST AI	DDITIONAL	L LANGUAGE
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
	Advanced	145	166	180	119	129	152
4	Moderate	94	112	123	68	87	98
	Beginner	45	61	72	45	61	72
	Advanced	166	182	194	139	156	168
5	Moderate	110	127	139	85	99	109
	Beginner	61	74	83	61	74	83
	Advanced	177	195	204	153	167	177
6	Moderate	127	140	150	98	111	122
	Beginner	68	82	93	68	82	93
7	Advanced	180	192	202	156	165	177
	Moderate	128	136	150	102	109	123
	Beginner	79	88	98	79	88	93
8-9	Advanced	185	199	203	161	173	177
	Moderate	133	146	151	106	115	124
	Beginner	77	84	97	77	84	97

Reading Proficiency Norms
THE NUMBER OF WORDS WHICH MUST BE READ WITHIN A MINUTE

RF/			

	BEGIN	NER	MID	DLE	.E ADVAN	
GRADES	HL	FAL	HL	FAL	HL	FAL
1	40	30	50	40	40	30
2	70	60	80	70	70	80
3	85	80	90	80	100	90
4	85	75	95	85	105	95
5	95	85	105	95	115	105
6	105	95	115	105	125	115
7	115	105	125	115	135	125
8	125	115	135	125	145	135
9	135	125	145	135	155	145

Marking Guideline For Writing					
р	Puctuation mistake				
=	Incorrect use use of Capital letter;style;incorrect abbreviation				
sp	Spelling mistake				
ww	Incorrect word usage				
wo	Incorrect word order				
٨	Word omitted				
Т	Incorrect Tense				
?	Unclear				
[	New paragraph				
	Put in full stop here				
S	Support				
I	Intervention				

# Barrett's Taxonomy

Literal comprehension focuses on the ideas and information that are clearly stated.

A simple task in literal comprehension may be the recognition or recollection of a single fact or incident.

A more complex task might be the recognition or recollection of a series of facts or the sequencing of incidents.

		Details	What's this?	Term	Meaning
		Details	Who? What? Where? Why?	Name	Give the names of
		Main Idea	What happened when or during?		Write down the things, people, places, elements
		iviaiii idea	Find out what he/she is going to do.	Account for	Explain why.
	Recognition	Sequence	What did do first/next/last? What happened first, second		
	ınit		Find /tell me the difference between and	State	Write a brief, specific answer that is to the point.
1	300	Comparison	Are and the same?		Write the facts, reasons, persons, points, ideas.
	Re	, , , , , , , , , , , , , , , , , , ,			Write down after you pick out, find or select the
Level			Find similes and/or find metaphors	Identify	answer.
Le		Cause and	Find out the reasons for		
<del></del>		Effect	What caused?	Contrast	Point out the differences.
er?		Character			
itera		Traits	Find/Tell me the words and phrases that describe the characters.	List	Just write down the number, words, names,
		Details	List all the details you can remember.		facts, or reasons. Do not use full sentences.
		Main Idea	What happened to?		(always write it under each other)
	_	Coguence	List/describe in the correct order.	Describe	Give a detailed account of the place, person or
	cal	Sequence	Look at the illustrations and retell the story?		character. Say what happens. Use full sentences.
	Recall	Comparison	How was this different from the others?		
		Comparison	In what ways were and similar/different?	Distinguish	Write down the differences between
		Cause and	Why was so determined to?		
		Effect	What was the purpose of?	Evaluate	Assess the information in order to reach a conclusion

Reorganisation requires the student to analyse, synthesis and/or organise ideas or information as stated in the selection. The student may use the statements of the author to explain or may paraphrase or translate the author's statements.

2		Classifying	Which of the following are?	Activity	Meaning
vel		Classifying	Which of the following does not belong?	Summarise	Give a brief statement of the main points, ideas.
Le		Outlining	Divide the story into parts.		
ation		Summarising	What has happened up to this point?	Group	Group the common elements, factors together and write
isa			Tell the story in your own words.		it down.
Reorganisation		Synthesising	How long did the entire last? How many times did take place?	Give an outline/	Tell the story. Give a loose description of events, literally genres etc.
Ľ			On what day did this happen?	account	

The student demonstrates inferential comprehension when the student uses ideas and information.

The student use intuition and personal experience as a basis for conjecture and hypotheses.

Prior knowledge, regardless of where the student's knowledge came from, are used as part of inference.

		Main Ideas	What is the main idea of this?	Term	Meaning
		iviaiii lueas	Discuss the significance of?	Explain	Make something clear by describing it in more detail
<u>~</u>		Supporting	Did he realise?		Give the reason for the meaning of
\ \		Details	Do you think?	Compare/	Point out both the similarities <u>and</u> differences.
Leve			What will happen next?	Comparison	
		Sequence	What happened between and?	What is	The intention, attitude, motivation or reason of the
nce			Place these in logical order.		writer or character.
ا ق		Comparisons	How does resemble?	Give the	Courte is another to the original and the control of
ق ا			Compare with	context of	Say who is speaking to whom, when, where, why and what the results are.
Infere			Are and related?		
		Cause and Effect	Was it necessary to?		
		Cause and Effect	How did know?	What	

			What is the result of?	does	an action, comment, attitude (etc.) reveal about the narrator, writer or character?
			What did prove about their attitudes towards?	]	
		Character Traits	What doestell us about her?	How	
			What kind of person is?	does	the metaphor, simile, image affect your understanding.
		Outcomes	Do you think will?		
			What do you think will happen?	What do	will be the outcome, effect (etc.) of an action or a
	Figurative	What is meant by the phrase ?	you	situation?	
		Language	What is meant by the phrase!	think	

Evaluation deals with judgement and focuses on qualities of accuracy, acceptability, desirability, worth or probability of occurrences.

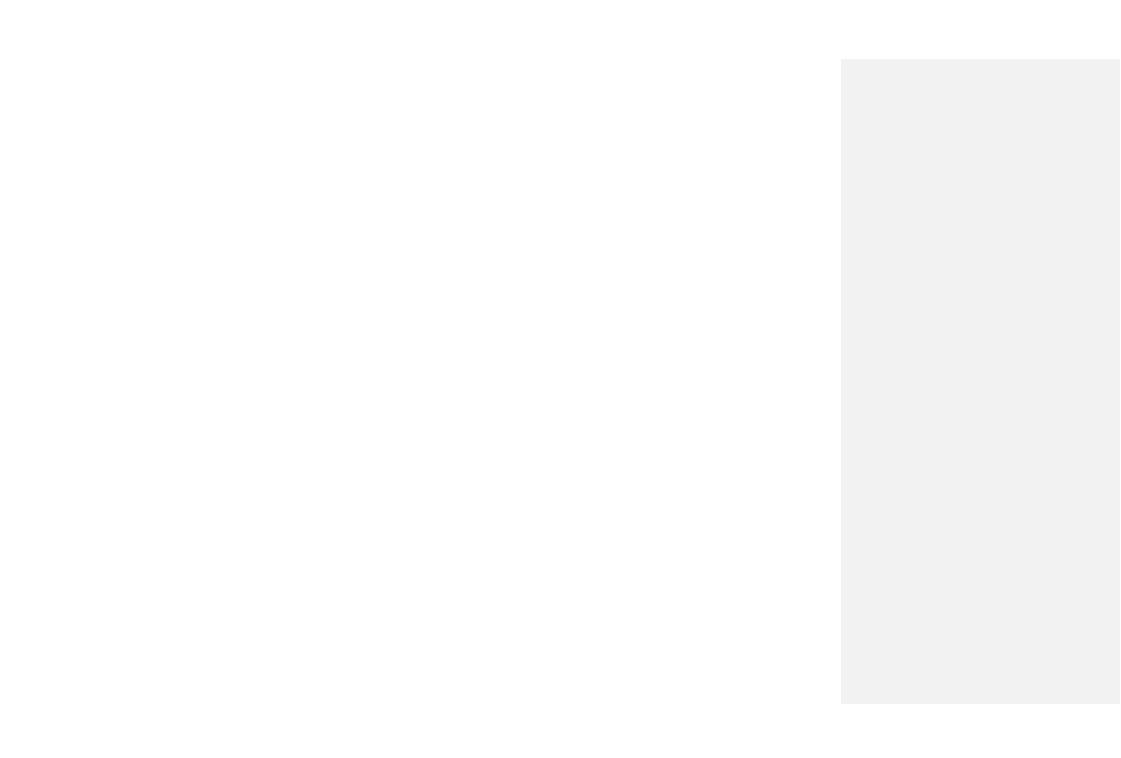
Evaluation thinking may be demonstrated by asking the students to make the following judgements.

	Judgements of	Is imaginary?	Term	Meaning
	Reality or	How many unreal things can you find?	Do you think	What become known is credible/ realistic/possible?
	Fantasy	Is fact or fiction?	Is the writer's argument	Is the discussion/opinion of the writer valid/logic/conclusive
4	Judgements of Fact or Opinion	Do you think had anything to do with?	Comment on	Give an opinion based on the facts in order to explain.
Level	Judgements of		Do you agree	Do you say yes with the statement/
	Adequacy and	Did ever actually?		observation. Support your answer.
Evaluation	Validity		In your view	Give your personal opinion for your respond
ati		What part of the story best describes the main		and give reasons for your answer.
<u> </u>	Judgements of	character?	Is the character's	attitude/behaviour/action justified or
N N	Appropriateness	character:		acceptable to you? Give a reason for your
ய		Do you like this character?		answer.
	Judgements of	DO YOU like this character:	What does a	action/attitudes motivate show about
	Worth,	How do you feel about this character?	character's	him/her in the context
	Desirability and	Why was it wrong for to ?	Discuss critically	Comment on the value judgement made
	Acceptability	willy was it wilding for to!		in the text.

Appreciation calls for learners to be emotionally and aesthetically sensitive to the work and to give a reaction to the work and it is psychological and artistic elements.

Appreciation includes both the knowledge of the emotional responds to literacy techniques, forms, styles and structures.

	Emotional Posponds to	Are you surprised?	Term	Meaning
	Responds to the content	Why do you like or dislike this selection?	Discuss your	Talk or write about the text/incident/conflict/dilemma.
Level 5	Identification with Characters or Incidents	What words will describe the feeling of?  What would you do if you were?	Do you empathise with the character	What action/decision would you have taken if you had been in the same situation?
	Reactions to the Author's Use of Language	Why is a good term?  How did the author express the idea of	Discuss/Comment on the writer's	Talk/write about the writer's use of language.  Talk/write about the practical purpose of the
Appreciation	Imagery	Dramatise the story.  Read/say the part the way the character might have talked.  How does make you feel?	effectiveness	writer's style/introduction/conclusion/ imagery/metaphors/use of poetic techniques /literary devices
			Quote Suggest	Write down words from the text in inverted commas.  You are required to propose or offer ideas.
			Juggest	Tou are required to propose of offer ideas.



# Memorandums to Exemplar Activities in Learner Books Short Stories

Year 1

Term 2- Week 1 & 2

Theme: Bullying Text: Short story

Listening & Speaking: Listens to and speaks about a Short Story

Post listening: Answer the following questions orally:

1. What did mum buy?

Mum bought a new mixing bowl.

2. According to mum where can the glass mixing bowl go?

The glass mixing bowl can go into the cupboard when there's space.

3. When did the narrator (person telling the story) start school?

The narrator started schooling in the middle of the year.

4. Who felt lonely like the mixing bowl?

The narrator felt lonely like the mixing bowl.

5. Why did Bheki warn the narrator?

Bheki warned the narrator because he wanted to explain why they couldn't come and make friends. (Any suitable answer)

6. How did the narrator feel after he/she stood up against Buhle?

The narrator felt proud/ good/happy after she stood up against Buhle.

7. Is the narrator a boy or a girl and why do you say so?

I think the narrator is a boy/girl because the bully was a girl / the bullies name is a girl's name (any suitable answer).

8. Give the narrator a name and say why you chose that name.

I think the narrator's name	e should be
because	(Any suitable answer)

Year 1

Term 2- Week 1 & 2

Theme: Bullying Text: Short story

Reading & Viewing: Reads a Short Story

Activity: (present and past tense)

Use different highlighters to match the verbs in box A with box B

Box A	Box B
Start	pulled
Pull	looked
Bump	shouted
Look	started
Shout	bumped

Year 1

Term 2- Week 1 & 2

Theme: Bullying Text: Short story

Writing and presenting: Write answers to comprehension questions

1. Who are the characters in the story?

The characters are mum, Bheki, Buhle and the narrator.

2. Who is the main character?

The main character is the narrator.

**3.** Where does the story take place?

The story takes place at home and at school.

**4.** Who is the bully in the story?

The bully in the story is **Buhle**.

5. Who is being bullied in the story?

The narrator is being bullied in the class.

**6.** To what did the narrator compared herself with?

The narrator compared herself to glass mixing bowl.

7. Do you think the bully stopped bullying?

I think the bully stopped bullying.



Activity: Draw a picture about bullying and write a heading of your choice.

Any suitable drawing/ heading

Year 1

Term 2- Week 1 & 2

Theme: Bullying Text: Short story

Language structure and conventions: Conjunctions

Activity: Complete the following sentences by filling in the conjunctions

and	So	but	because

- 1. I didn't have because friends of Buhle.
- 2. Mum bought a mixing bowl and a platter
- 3. I was afraid to stand up to, so Buhle did nothing.
- 4. Buhle said she was sorry and that we should all be friends
- 5. I tried to make new friends, but Buhle stopped me.

Year 2

Term 2: week 7-8
Theme: Bullying
Listening and Speaking

**Text: Short Story** 

# A spot in the cupboard

# Pre- listening Activity 1

Question	Answer	Suggested mark
What is the title of the story?	The title of the story is a spot in the cupboard	1
<ul> <li>What do you think the story is about?</li> </ul>	I think the story is about (learners own answer)	2
<ul> <li>Where does the story take place?</li> </ul>	The story takes place at home and at school	2
Predict what will happen in the story	I think (learner's own answer)	2
Predict the end of the story	I think (learner's own answer)	2

# Post Listening Activity 2

Questions	Answers	Suggested
		mark
Characters in the story	Buhle, Bheki, Mum and the Narrator.	4 x ½
The scene	At home and at school.	2
<ul> <li>What is the thing which</li> </ul>	Mum bought a glass mixing	1
mum bought?	bowl.	
<ul> <li>Why does the narrator compare herself to the bowl?</li> </ul>	The narrator compares herself to the mixing bowl because they both are lonely with no spot.	2
<ul> <li>In your own words describe the type of person Buhle is and give a reason why you think so?</li> </ul>	I think Buhle is (learner's own opinion)	2

• What would you do if you were the narrator? If I were the narrator I would ... (learner's own opinion)

# Activity 4

Colour in the word once you have found it (vocabulary)

		`			,					
Spreading	S	u	r	р	r	i	S	е	d	Х
Mixing	У	Х	h	0	r	r	i	b	1	е
Mean	Х	С	h	е	е	r	е	d	Х	m
Weird	h	У	Х	b	u	m	р	е	d	Χ
Cheered	S	р	r	е	а	d	i	n	g	Х
Surprised	р	I	Х	w	е	i	r	d	Х	S
Bumped	j	Х	m	е	а	n	Х	b	h	g
Horrible	m	i	Х	i	n	g	b	0	W	_

# Learner's own sentence

Term 2: week 7-8
Theme: Bullying

Reading, Viewing and Phonics

Shared reading

Pre-read

The learner discusses the relation between the title of the story and the theme in his/her own words.

- The learner's own prediction of what happens in the next paragraph.
- The learner's own opinion about the connection between the title and the picture.

**Text: Short Story** 

# Post Reading

Question	Answer	Level
Who is the main character in the story?	The main character in the story is the narrator	2
When did the narrator start school?	The narrator started school in the middle of the year.	1
What made the narrator not to make friends?	Buhle stopped other learners from talking and playing with her.	2

Bheki pulled the narrator into a classroom. What did she tell her to do about Buhle's behavior?	Bheki told the narrator to stand up to Buhle.	2
What made the narrator to feel horrible?	Buhle was spreading rumours about her.	2
How did the bullying story end?	The narrator stood up to Buhle.	3
Compare the narrator to the bowl.	<ul> <li>They were both new</li> <li>They both felt lonely at first</li> <li>They both wanted a spot</li> </ul>	4

**Text: Short Story** 

Term 2: week 7-8
Theme: Bullying

Language Structure and Conventions

Spot: The mixing bowl did not have a <u>spot</u> in the cupboard

Mum's dress has a black spot

Snap: Snap your fingers to the rhythm of the song

Mum will snap with anger

Spread: Buhle spread rumours about the new learner

Spread the blanket on the grass for our picnic

A spread of jam on bread makes it taste more yummy

The little bird spread its wings and flew away

Stand: Stand up and go

There are five apples on the stand

Highlight the correct word and read the sentence to the group:

- I can see a spot on mum's dress
- I need a pair of trainers I want to play sport on Wednesday.
- Buhle will write a letter to Bheki because she did the right thing.

Choose a word which will give the sentence more meaning:

- I am bigger than Buhle, but she is the smartest of us all.
- Bheki is tall but she cannot lift the smallest chair up.

Draw a line under each adjective and highlight all the nouns:

I picked a beautiful flower for mum.

Mum bought a blue mixing bowl.

Buhle has a big and ugly school bag.

It is a bright sunny day to go swimming.

Writing and presenting

Characters in the story	The setting	The conflict
Buhle, Bheki, Mum, Narrator		Over a spot(place) in a group of friends

Re-arranging sentences according to the sequence of the story.

1. Mum bought a glass mixing bowl.

I started school in the middle of the year.heki pulled me into an empty classroom.

**Year Three** 

Term 4: Week 1 & 2 Theme: Family Dinner

Text: Short story

Reading and viewing: Reads Part 2 of the Short story

Possible Answers: Dinner Disaster

**Commented [ALR1]:** No memo for writing and presenting.

	ions	Possible answers	Level
1. The story is about A- a boy who com		A- a boy who complains about the	1
		meals his parents prepare	
2.	The main characters in the story	B- Tshepo and his parents	2
	are		
3.	Why did Tshepo not want to	Tshepo did not want to cook dinner the next	1
	cook dinner the next day?	day because it was difficult.	
4.	What reason does Tshepo's	Tshepo's mum says that if he does not cook	2
	mum give why he should cook	how are they going to eat/ what will they	
	dinner?	eat.	
5.	List two reasons Tshepo gives	Everyone can get what they want.	2
	his mum why they should eat out	No one has to cook or clean.	
	every night.		
6.	Why is it not a good idea to eat	It is not a good idea to eat out every night	3
	out every night?	because it is expensive/ it cost too much to	
		eat out.	
7.	How much does the family	The family spend R550 a week on groceries	1
	spend a week on groceries if	a week if they eat dinner at home.	
	they eat dinner at home?		
8.	What would the family have to	Tshepo and Nthabi would have to give up	2
	give up if they ate dinner out	sports.	
	every night? List 3 things.	They would have to move to a smaller	
		house.	
		Mum and dad would have to share a car.	
9.	How did Tshepo feel after	Tshepo felt tired and hungry.	1
	cooking dinner?		
10	.What does Nthabi not like to	Nthabi does not like to eat corn.	1
	eat?		
11	.Do you agree with the statement	Learners own answer	4
	below? (Yes or No). Give a	Accept any reasonable answer	
	reason for your answer		

Tshepo is a good brother.	Yes, he did not yell at his sister when she complained. Or No, he knew she did not like to eat corn and	
	he went and cooked corn for dinner.	
12. What lesson did Tshepo learn?	Learners own answer  Accept any reasonable answer  Tshepo learnt it was difficult to cook and please everyone / he learnt to not complain and be grateful for his parents/ he learnt to apologise	3
<b>13.</b> Give a synonym for the word dinner.	Supper	2
<b>14.</b> Find 2 words in the text that means the same as an adult.	grown up	2

Year Three

Term 4: Week 1 & 2
Theme: Family Dinner

**Text: Short story** 

Language Structure & Conventions: Contractions

Activity 1: Write the contraction for the given words.

isn't	had not	hadn't
Let's	he is	he's
we'll	do not	don't
	Let's	Let's he is

# Activity 2: Write the two words that form these contractions.

he'd	he would	doesn't	does not
that's	that is	she's	she is
aren't	are not	haven't	have not

Activity 3: Rewrite the following sentences using contractions

1. I will not complain.

I won't complain

2. I am sorry Nthabi.

I'm sorry Nthabi.

3. I do not like corn.

I don't like corn

4. We would probably have to move to a new house.

We'd probably have to move to a new house.

5. You will have to do it enough when you are grown up.

You'll have to do it enough when you are grown up.

# Activity: Match the interjection with its meaning

Ew!	This one says to slow down.
Um	It signals dislike
Woah	Frustration /disgust
Ugh!	Thinking

**Year Four** 

Term 3: Week 1 & 2 Theme: Bullying

**Text: Short story** 

Reading & viewing: Reads a Short Story



Shared Reading: Read the story below with your teacher

# Possible Answers: The spot in the cupboard

Questions	Possible answers	Level
1. The story is about	A- standing up to a bully	2
2. Where is the setting of the	C- school	1
story?		
3. Explain why the glass bowl was	The glass bowl was not placed in the	1
not placed in the cupboard?	cupboard because there was no space for	
	it.	

4. Why do you think the narrator	Learner's own answer.	2
started school halfway through	Accept any reasonable answer.	
of the year?	I think the narrator started school halfway	
	through the year because his family moved,	
	or he was sick in hospital and could not	
	attend school.	
5.From whose point of view is the story	The story is being told from the main	2
being told.	character's/narrator's point of view.	
6What problem did the narrator have?	The narrator was bullied/ he had no	2
	friends/ a bully stopped him/her from	
	making friends.	
7. I kind of felt like that mixing bowl is	D – simile	2
an example of:		
8.Who pulled the narrator into an empty	Bheki pulled the narrator into an empty	1
classroom?	classroom.	
9.Explain why you think the	I think the conversation took place in an	3
conversation took place in an empty	empty classroom because Bheki did not	
classroom?	want Buhle to see who he was talking to.	
10.What advice did the narrator	The advice the narrator received was to	1
receive?	stand up against Buhle.	
11.Do you think the advice was good?	Learner's own answer.	4
Give a reason for your answer	Accept any reasonable answer.	
	Yes, because in the end the narrator did	
	stand up against Buhle or No, because	
	Bheki met with the narrator in secret. He	
	did not follow his own advice.	
12.Explain what the narrator means	Learner's own answer.	5
when she/he says, "like the mixing bowl	Accept any reasonable answer.	
my position was never permanent."	I think the narrator is comparing him/herself	
	to the mixing bowl which does not have a	
	space/being left out on its own. The narrator	
	also is left out from the group of friends.	

13. What action made Buhle realise	Buhle realised she was wrong when all her	2
that she was wrong?	friends did not back her up/ support her/	
	when her friends went to stand next the	
	narrator.	
14. What lesson can you learner from	Learner's own answer.	4
this story?	Accept any reasonable answer.	
	I learnt that we should make decisions for	
	ourselves and not follow our friends	
	because we like them/ we must speak up	
	when we see that something is wrong.	
15. Match the words on the left with		3
their meanings on the right		
a) captor	a person that catches another person	
<ul><li>b) permanent</li><li>c) urgently</li></ul>	to last for a long time	
d) glared	immediate fast action	
	stare in an angry way	

Term 3: Week 1 & 2 Theme: Bullying

**Text: Short story** 

Language Structures & Conventions: Tenses

# Activity 1

The story you have read and listened to is in the past tense.

Look at the sentences from the text. Underline the past tense verbs in each sentence.

- 1) I started school halfway through the year.
- 2) My almost-friends would look a little <u>disappointed</u> but not too upset.
- 3) Everyone <u>loved</u> Buhle.
- **4)** Buhle <u>started</u> spreading rumours about me.
- 5) I <u>looked</u> at the face of my captor.
- 6) We all walked to the taxi rank together as friends.
- 7) When I <u>arrived home</u>, I <u>found</u> that Mum's big platter had <u>smashed</u>.



# Activity 2

Rewrite the sentences in the simple past tense

- 1. Someone (grab) my arm.
- 2. I (decide) to leave it alone.
- 3. She (checks) her watch.
- 4. "Watch it!" she (shouts)
- 1) Someone grabbed my arm.
- 2) I decided to leave it alone.
- 3) She <u>checked</u> her watch.
- 4) "Watch it!" she shouted.

# **Folktales**

Year 1

Term 2- Week 7 & 8
Theme: Superheroes

**Text: Folklore** 



# Reading and Viewing

Find the words in the grid below and circle it with green pencil.

# The legend of Robin Hood

а	а	х	n	а	i	q	n	n	V
t	b	О	b	d	р	n	g	i	I
r	g	О	I	b	b	n	b	1	h
а	О	w	z	k	е	x	d	е	t
v	р	t	m	Œ	0	r	е	S	t
е	О	w	m	у	(h	е	r	<u></u>	q
ı	r	u	g	f	1	у	r	i	р
е	m	h	f	f	m	y	x	q	е
J	C	r	i	m	i	n	а		t
q	w	s	m	a	r	r	0	W	x

Word bank

arrow hero criminal traveler

forest

Year 1

Term 2- Week 7 & 8

Theme: Superheroes Text: Folklore



# Shared Reading



Answer the following questions on the legend

Overtions	Descible enginers	Laval
Questions	Possible answers	Level
1. Circle the letter of the	C helping poor people	1/4
correct answer		
The legend is about		
2. Circle the letter of the		1
correct answer	B forest	

Where is the setting of the legend?		
3. What problem did the Robin	He kept all the deer for himself and did	1
Hood have with the new king?	not allow anyone to hunt for food for their families.	3
	Anyone who hunted for food was	
	thrown in jail.	
4. Why did Robin Hood wear	It would be difficult for anyone to see	3
green clothes?	him in the forest.	4
	It matched the green trees.	
	It made it easier to hide.	
5. Who complained about	Rich men who were robbed.	1
Robin Hood?		
6. Circle the letter of the	C. a legend	1
correct answer		
The text is an example of:		

Use different colour pencils and connect the description sentence to the correct word

1.	Sharp object used with a bow	D	Arrow
2.	A place with a lot of trees	Α	Forest
3.	Someone to admire or look up to	В	Hero
4.	A person who travels to different places	Е	Traveller
5.	A person who is an outlaw	С	Criminal

# Year 1

Term 2- Week 7 & 8

**Theme: Superheroes Text: Folklore** 



# Writing and Presenting



Answer the following questions on the legend

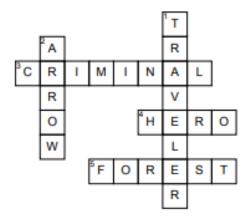
Questions	Possible answers	Level
Who tried to help poor people? Circle the correct	c. Robin Hood	1
answer.		
2. Where did Robin Hood live?	He stayed in Sherwood Forest	1
3. What kind of clothes did	He dressed in green from cap to boots	1
Robin Hood wear?		

Rewrite the mixed sentences in the sentence bank in the correct order in which the events took place:

- **1.** A good king allowed poor people to hunt for food in his forest.
- **2.** After the good king died, a bad king arrested poor people who hunted for food.
- 3. Corrupt people tried to capture Robin Hood.
- 4. Robin Hood decided to hunt for food for poor people.

Complete the following crossword puzzle

### The legend of Robin Hood



#### Across

- 3. A person who is an outlaw
- 4. Someone to admire or look up to
- 5. A place with a lot of trees

#### Down

- A person who travels to different places
- 2. Sharp object used with a bow

### **Word Bank**

criminal hero forest traveler arrow

Unscramble the following words and write it in the space provided.

### Robin Hood

- 1. hroe hero
- 2. wbo bow
- 3. wraro arrow
- 4. ryrem merry
- 5. godl gold

#### **Word Bank**

gold merry arrow bow hero

Write a paragraph of 3 – 5 sentences that describe Robin Hood

#### **Word Bank**

green clothes bow and arrow caring for the poor

lives in a forest friendly

#### Year 1

Term 2- Week 7 & 8

**Theme: Superheroes Text: Folklore** 



# Language Structures & Conventions

#### **Adjectives**

Underline the correct adjective in brackets

Robin Hood was a (good) hunter.

The forest had (large) trees.

The people who hunted in the forest were thrown in a (dark) prison.

Rewrite the following nouns in the column that indicated if it is countable or uncountable noun

Countable noun	Uncountable noun
money	sand
deer	gold
arrow	grass

Complete the table below by filling in the degrees of comparison.

big	bigger	biggest
fat	fatter	fattest
poor	poorer	Poorest
fast	faster	fastest
quick	quicker	quickest

#### **Year Three**

Term 2- Week 5 & 6

Text: Folktale **Theme: Work and honesty** 



## Reading and Viewing



Questions	Possible answers	Leve
1. Circle the letter of the	B. being honest in what you do	1/-
correct answer		
The folktale is about		
2. Circle the letter of the	B. veld	1
correct answer		
Where is the setting of		
the folktale?		
3. What problem did the hunter	He was thinking that it was too hot to	1
have?	hunt for food.	
	He was hungry, but too lazy to hunt for	3
	food.	
4. What did Country Mouse	She dreamed that she was a Town	3
dream about after Town	Mouse with all the luxuries of the city	
Mouse's stories?	life. City life is easier with lots of food	
	and beautiful things.	
5. Explain that plan that the	He decided that he would steal one of	1/3
hunter made?	the cheetah cubs and train it to hunt for	
	him.	
6. What attracted the old man's	An old man heard her cries and went	1
attention?	to see what the noise was all about.	
7. How did the old man solve	The old man returned to the village and	1/3
the mother cheetah's problem?	told the elders what has happened.	

	The villagers became angry. They	
	found the lazy hunter and drove him	
	away. The old man took the three	
	cheetah cubs back to their mother.	
8. What lesson can you learn	Work hard and be honest in what you	3/4/5
from the folktale?	do.	
9. Circle the letter of the		4/5
correct answer	A. A folktale	
The text is an example of:		

#### **Year Three**

Term 2- Week 5 & 6

**Theme: Work and honesty** Text: Folktale



## Writing and Presenting



Answer the following questions

Questions	Possible answers	Level
1. Who worked for their food?	b. The Cheetah	1
Circle the correct answer.		
2. How many cheetah cubs	Three	1
were waiting for the mother		
cheetah		
3. Why did the hunter steal the	He was hungry and too lazy to hunt.	
cheetah cubs?	He thought it was too hot to hunt.	3
	He stole the cheetah cubs to train	
	them to hunt for him.	
4. What lesson can you learn	Work hard and be honest in what you	3/4/5
from the folktale?	do.	

Rewrite the mixed sentences in the sentence bank in the correct order in which the events took place:

#### Sentence bank

The mother cheetah caught a Springbok.

The hunter was too lazy to hunt.

The mother cheetah went to drink water at the waterhole.

The old man heard the mother cheetah crying.

The villagers chased the lazy hunter away.

The wise old man took the cheetah cubs back to their mother.

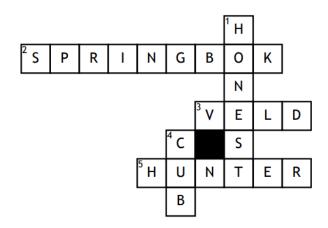
#### Summary of folktale:

Level 2/3

- 1. Read the text again: 'Why The Cheetah's Cheeks Have Tearstains'
- 2. Make a summary using the sentence starters below:
  - The lazy hunter was too lazy to hunt.
  - A mother cheetah caught a Springbok to eat and feed her cubs.
  - The lazy hunter stole the cheetah cubs when the mother cheetah went to drink water.
  - A wise old man heard the mother cheetah's cries.
  - He told the elders of the village that the lazy hunter stole the mother cheetah's cubs.
  - · The hunter was chased away by the angry villagers.
  - The cubs were returned to the mother cheetah, but the tearstains remained on her face.

Complete the following crossword puzzle

Level 2



**Year Three** 

Term 2- Week 5 & 6

**Theme: Work and honesty Text: Folktale** 



Language Structures & Conventions

Rewrite the positive sentence in the sentence bank under the matching negative sentence below.

#### Sentence bank

The mother cheetah was crying because her cubs were stolen.

The mother cheetah was not crying because her cubs were stolen.

The villagers chased the lazy hunter away.

The villagers chased the lazy hunter away.

The mother cheetah caught a Springbok.

The mother cheetah did not catch a Springbok.

The hunter is too lazy to hunt.

The hunter is not too lazy to hunt.

The wise old man took the cheetah cubs back to their mother.

The mother cheetah was thirsty.

The mother cheetah was not thirsty.

Rewrite the following sentences in the correct column to indicate if they are positive or negative sentences.

Positive sentence	Negative sentence
It was a very hot day.	The hunter does not like hunting.
They villagers chased the hunter away	The villagers did not like what the hunter
because he was dishonest.	did.

Poetry Year 1 Term 4 – Week 5 & 6

Theme: Yes, I can Text: Poetry

Listening & Speaking: Listens to and speaks about a simple poem

You will ask your partner the following questions based on what is in the text box above:

Start your answer with: I think it is .....

What is the name of the poem?
 I think it is "Do it anyway".

Why is the name of the poem in inverted commas?
 I think it is because it is the title of the poem (alternative answer: To show direct speech as it is coming directly from Mother Teresa).

What is the name of the poet of this poem?
 I think it is Mother Teresa.

Who is the lady in the image of the poem?
 I think It is an image of Mother Teresa (alternative answer: A Nun/ Sister) .

 Do you recognise her?
 Yes/ No (Answer based on learner having prior knowledge of Mother Teresa).

Why is every second line written in red?
 I think it is because these are the ways in which we must act.
 (alternative answer: It highlights the action versus how we must act).

You will ask your partner the following questions based on what is in the text box above.

Text: Poetry

Reading & Viewing: Reads a poem

#### (Pre-Reading)

Look at the title, the poet, the image attached to the poem, why one line is in black and the next line in red and why every stanza only has two lines.

With your partner look at the items we have identified and make predictions about it and agree on what you think.

During this session you will be involved in group guided reading for a minimum of 30 minutes.

You will now ask your partner the following questions based on what is in the text box above (answers will be guided based on questions answered above):

- 1. What is the name of the poem?
  - "Do it Anyway"
- 2. Why is the name of the poem in inverted commas?

It is because it is the title of the poem (alternative answer - To show direct speech as it is coming directly from Mother Teresa)

3. What is the name of the poet of this poem?

**Mother Teresa** 

4. Who is the lady in the poem?

It is an image of Mother Teresa (alternative answer: A Nun/ Sister)

5 Do you recognise her?

Yes/ No (Answer based on learner having prior knowledge of Mother Teresa)

6 Why is every second line in red?

	It is because these are the ways in which we must act (alternative answer – it
	highlights the action versus how we must act).
Ш D	uring <b>Reading</b>
•	
•	
•	The words 'irrational and unreasonable' are in the first line of the poem. Do these
	words have similar meanings?
	Yes, they do. Unreasonable is a synonym of irrational.
•	Are the words in the phrase 'unfaithful friends and some genuine enemies' a
	paradox?
	> State yes or no.
	➢ If yes or no, please provide a reason.
	Yes
	Each one is a contradiction of the other.
•	For what is the poet (Mother Theresa)most famous for?
	She was a catholic nun famous for educating the poor/ feeding the homeless/
	caring for the destitute.
•	Think about your teacher's explanation of Mother Teresa. Do you think that the
	poem is named suitably?
	Yes/No (learners must justify response according to their understanding)
•	Besides simile's, are there any other language structure conventions that you can
	identify?
ШР	ost Reading

Answer the following questions orally.

- 1. Pronounce the following words and use it in a sentence.
- a. Irrational
  - (S)he has an irrational and unreasonable fear of small spiders.
- b. Self-centred
  - (S)he is so self-centred that she believes that everything is about her.
- c. Ulterior motives
  - (S)he cannot be trusted as she always has an agenda, which is why she always has an ulterior motive.
- d. Destroy

The little children were in 'destroy mode' as all the glasses were broken.

e. Overnight

They arrived last night, slept overnight, and left in the morning.

f. Genuine

These shoes are real leather that is why they are genuine.

- g. Unreasonable
  - (S)he is always getting angry so quickly, which is very unreasonable.
- h. Analysis

After the analysis of the material, they realised it contained some chemicals.

i. Between

Please do not tell anyone, keep it between the two of us.

j. Forgotten

The forgotten gold in the cellar was worth millions of rands.

2. Do you think that the final stanza is important?

Yes/No (learners must justify their answer)

3. Your teacher mentioned some additional information about Mother Teresa ...

Can you and your partner remember one or two facts about this?

Learners recall information provided to them by Teacher.

4. When was she born?

26 August 2010

5. Where was she born?

Skopje, North Macedonia.

6. How old was she when she died?

She was 87 years old.

7. Which humanitarian prize did she receive that our past president Nelson Mandela received as well?

They had both received the Nobel prize for peace.

8. Can you and your partner identify the theme of the poem?

It takes strength and courage to walk a noble path/ How one should go about living a kind and giving life even though it can seem fruitless/ Doing one's best will not always reap rewards or benefits. (Or Similar response from learners).

△Answer the following questions on the poem.

1. What is the name of the poem?

"Do it Anyway"

2. What is the name of the poet?

**Mother Theresa** 

3. How many stanzas does this poem consist of?

There are 9 stanzas

4. Identify and write down the last word of every second of each stanza? Write one word only.

#### **Anyway**

5. In the first line of the first stanza, can you identify a word in the same line that

has a similar meaning to 'irrational'.

#### Unreasonable

6. What does the title of the poem mean to you? Choose the correct answer.

Title: "Do It Anyway" (Tick the correct box on the right.)

a. It is not a good idea.	
b. Always do your best, for your friends only.	
c. No matter what they do, always do the right thing.	<b>✓</b>

#### **Language Structures and Conventions**

1.

buzz – <b>bee</b>	fizz – cold drink	woof - dog
hiss – snake	clink - glasses	boom - explosion
beep - alarm	vroom - car	zip - mosquito

2. When you, my dear dear, are away, away How wearily goes the creeping, creeping day.

#### dear, away, creeping

3. There was once a girl from Chicago who loved every ship with cargo

owned a beautiful house and garden That I copied from a town named Arden

#### Chicago, cargo, owned, town

4. Like the list below – produce a list that rhymes with the words below:

Where - there
Fair - mare
Air - pear
Bear - where
Glare - stare

5. When the first sound in words repeat.

Example – write two short lines that show alliteration

Peter Piper picked a pickled pepper

Slim-pinioned swallows sweep and pass

Clever Connie caught a cat It hit, bit and whipped its hat

Identify the poetic device that is most prevalent in this poem.
 What is the word that is being repeated.
 What is the effect of the repeated use of this word in the poem.

Repetition.

Anyway.

The repeated use of the word 'anyway' reinforces the fact that whatever happens you should forgive them 'anyway.'

**Year Two** 

Term 3 - Weeks 5 & 6

Theme: Determination Text: Poetry

Listening and Speaking: Listens to and speaks about a simple poem

Text: Poetry

1. What is the title of this poem?

I think the title is "Rise".

2. What is the name of the poet who wrote this poem?

I think that the poet is Anonymous.

3. What is the message of the poet to the readers?

I think that the message we must never give up and we must always get up after we fall.

4. Do you think you can rise?

Yes/No (Learners justify response).

5. What held you down?

Learner's response based on personal experience.

B: Start your answer with, 'I think...'

#### Post Reading: The learners answer the following questions orally.

Read the following words with the correct pronunciation and use them in sentences:

a) rise

(S)he will rise early in the morning.

b) fall

Be careful you might fall off the log.

c) wall

They built a tall wall around their house.

d) above

The water came above our knees.

e) ocean

The Pacific Ocean is the largest ocean on the planet.

f) tides

Our beach has low tides and high tides.

a) seeds

These flowers were once tiny seeds.

Do you think that the title of this poem is important?

Yes/No (Learners must justify their response)

Identify words in this poem and ask your friend/partner to spell them.

Learners create their own spelling list from the poem and test their friends. And vice versa.

Never give up. Link this message with the content of the poem.

Learner's response must link message for example, Even if I fall, I must never give up.

#### **Writing and Presenting**

#### Answer the following questions

1. What is the title of the poem?

Rise

2. How many lines are there in each stanza?

There are four lines in the first six stanzas and two lines in the last two stanzas.

3. How many stanzas does the poem have

There are five stanzas in the poem.

4. Which words have been repeated in the stanza?

Rise is the main word being repeated throughout the poem.

Use the table below to answer questions 5 and 6.

5. Why does the poet use 'will'?	a) he likes it
	b) he shows determination
6. Why does the poet repeat words?	To emphasise certain aspects of the
, , ,	poem.
	pociii.

#### **Language Structures and Conventions**

#### **Adjectives & Nouns & Pronouns**

John will rise like the bright sun. He will.
 Adjective: bright, bright, bright

Noun: John, John, John Pronoun: he, he, he

2. Though he falls like a tired dog.

Adjective: tired, tired, tired Noun: dog, dog, dog Pronoun: he, he, he

3. Though he falls like the broken eagle.

Adjective: broken, broken, broken

Noun: eagle, eagle, eagle Pronoun: he, he, he

4. You will rise like the golden champion you are.

Adjective: golden, golden, golden Noun: champion, champion

Pronoun: you, you, you

#### **Year Three**

#### Term 2 - Week 3 & 4

Theme: Teen Tribulations Text: Poetry

Listening & Speaking: Listens to and speaks about a simple poem

#### C Listening:

You will ask your partner the following questions based on what is in the text box above:

1. What is the name of the poem?

Fifteen, Maybe Sixteen Things to Worry About

2. Do you find the name of the poem interesting? Why?

Yes, as it refers to the teenage years as well the number of things this person might have to worry about.

3. What is the name of the poet of this poem?

**Judith Viorst** 

4. Is point number two in the text box a big problem?

No, it is not a big problem as it is not something that will happen.

5. Do any of these things seem familiar to you?

Yes, as these are normal teenage problems that are always blown out of proportion.

6. Why are there words in brackets at the end of three stanzas?

These are the thoughts of the person in the poem.

7. Identify phonic sounds in the text and complete the table below:

Phonemic awareness					
Fill in the sounds you have learnt:					
oar	ou	igh	ee		
a e ei th					
Build words using the sounds you have learnt:					

board	could	fight	fourteen
dad	friends	being	mother

#### ☐ Reading: The learner answers the following questions orally

- 2. Pronounce the following words and use it in a sentence correctly:
  - a. Stomach

After his/her meal his stomach was bloated.

b. Special

(S)he had special spectacles made to correct her/his vision.

c. Fourteen

Fourteen is the second year of being a teenager.

d. Divorced

I live with my mother as my parents are divorced.

e. Board

Father used a board to cover the hole in the wall.

f. Decide

(S)he will decide whether (s)he wants to attend the meeting.

g. Ceiling

They painted the ceiling in the classroom white.

h. Crashing

The car came crashing through the wall.

i. Homework

His/her mathematics teacher always gives too much homework.

j. Friends

Good friends are to be treasured.

3. Do you feel that the final stanza is important?

Yes, the final stanza is important as it identifies the teenagers' only problem that (s)he really has and should be concentrating on.

4. 'Afghanistan' is mentioned in the poem.

- a. Is Afghanistan a country or a person?It is a country.
- b. In what continent is Afghanistan?It is in Europe.
- c. Is Afghanistan a war torn country? Yes or No?Yes, it is a war torn country.
- 5. What is the name of the poem?
- 'Fifteen. Maybe sixteen Things to Worry About' is the name of the poem.
- 6. Can you and your partner identify the theme of the poem? The theme is 'Teen Tribulations.'
- $\triangle$  Answer the following questions on the poem.

#### Possible answers:

Questions	Possible answers	Level
1. What is the name	Fifteen, Maybe Sixteen	1
of the poem?	Things to Worry About	1
2. What is the name	Judith Viorst	1
of the poet?	Juditii viorst	ı
3. How many stanzas		
does this poem	Four stanzas	1
consist of?	Four Stanzas	I
4. Write a synonym		
for the phrase	Cursive writing	1
'script writing.'		
5. In the first line of		
the stanza, can you	Danta	2
identify a word in	Pants	2
the same line that		

has a similar meaning to 'trousers.'		
6. What does the title of the poem mean to you? Choose the correct answer.  Title: "Fifteen, Maybe Sixteen Things to Worry About" (Tick the correct box on the right.)	a. They are talking about fifteen or sixteen problems. b. This is only for fifteen year olds. c. It means it is for fifteen and sixteen year olds	2
mentioned on stanza four, problems that would put the learner's life at risk.	No, they will not put the learner's life at risk.	ne 2
8. In stanza three, line two, 'My mother could decide that I needed more liver?' What does this mean?	My mother could decide that I need to eat something that I do not necessarily like doing	ot .
9. 'And then I'd have to do my homework instead.' Does this mean	It means that all her/hi other problems have been resolved. She or has her/his homework problem left.	nly 2

that (s)he has no		
more problems?		
10. Based on		
question 9, does	Yes, (s)he still has	
this learner have	her/his homework to	2
any more	finish.	
problems?		

#### △Writing and presenting: Write a poem:

- o Now that you have read the poem, write a poem on the same topic:
  - ❖ It must have 2 stanzas.
  - Not more than 4 lines per stanza.
  - ❖ Not more than 50 words.

#### First Draft:

- This is the draft that you will write once you have completed the brainstorming process. This is not your final draft.
- 2. Write this draft and ensure that you fulfil all the requirements.

Final Draft: Your final draft should look something like the sample below:

#### World is Going BOOM

Stanza 1: I wake up, and the sun is up

Mother shouts, My head hurts

Another shout, I will die After all, It's school today

Stanza 2: I arrive at school, the bell rings

Teachers talk, My head hurts

The party is tomorrow, I have no dress

After all, it's a BOOM problem

#### Checklist:

When you have completed your poem, please check that you have included the following items:

- 1. Title of poem.
- 2. You have the correct number of words.
- 3. There are no spelling errors.
- 4. You have two stanzas.
- 5. Each stanza has four lines.
- 4. You have complied with the theme.

#### **Language Structures and Conventions**

**Capital Letters:** It is used at the beginning of sentences and to indicate proper names.

1. In stanza one, line three, which two words are written in capital letters.

Miss

Adams

2. List three Proper Nouns. These will be written with a capital letter.

Sipho

Chris

Afghanistan

3. In stanza two, write down the line that indicates the correct use of the comma as explained above.

Sipho, who's fourteen feet tall, could want to fight me.

Full stops: It is a punctuation mark that indicates the end of a sentence or an end of a thought which would usually be a sentence.

4. Rewrite the passage written below filling in the full stops and other language structures if necessary.

Chris could decide to stop being friends with me
The world could maybe come to an end on next Tuesday
The ceiling could maybe come crashing on my head
I maybe could run out of things for me to worry about
And then I'd have to do my homework

#### Answer:

Chris could decide to stop being friends with me.

The world could maybe come to an end on next Tuesday.

The ceiling could maybe come crashing down on my head.

I maybe could run out of things to worry about.

And then I'd have to do my homework instead.

#### Year 4

Term 1 - Week 7 & 8

Theme: Success (The workplace)

Text: Poetry

Listening & Speaking: Listens to and speaks about a simple poem

The Will To Win

By Berton Braley

If you want a thing bad enough
To go out and fight for it,
Work day and night for it,
Give up your time and your peace and
your sleep for it

If only desire of it

Makes you quite mad enough

Never to tire of it,

Makes you hold all other things tawdry
and cheap for it

If life seems all empty and useless without it

And all that you scheme and you dream is about it,

If gladly you'll sweat for it,
Fret for it, Plan for it,
Lose all your terror of God or man for it,

If you'll simply go after that thing that you want. With all your capacity,
Strength and sagacity,

Faith, hope and confidence, stern pertinacity,

If neither cold poverty, famished and gaunt,
Nor sickness nor pain
Of body or brain
Can turn you away from the thing that you want,

If dogged and grim you besiege and beset it, You'll get it!

 $Source: \underline{https://www.familyfriendpoems.com/poem/the-will-to-win-by-berton-braley}$ 

#### **Listening: (Pre-Listening)**

Look at the three items listed below in the text shape. They are taken directly from the poem.

When considering these three points ask yourself if any of these are really any major things to worry about.

- 1. "The Will to Win"
- 2. Give up your time and your peace and your sleep for it.
- 3. If life seems all empty and useless without it.



**♦** ® With your partner look at the items that we identified. Make predictions about it and agree on what you think.

You will ask your partner the following questions based on what is in the text box above:

Start your answer with: I think it is .....

1. What is the name of the poem?

The Will to Win

2. Do you find the name of the poem interesting? Why?

Yes, as it seems like everything you need to win is already Inside you.

3. What is the name of the poet of this poem?

**Berton Braley** 

4. What do you think point number two means in the text box?

That you must be prepared to give up everything on your quest to win.

- Are any of these statements meaningful to you?
   Learners' response.
- 6. Why is the word 'it' repeated so many times in the poem?

  'It' is the elusive goal that you are trying to achieve. The repetition reinforces the goal you are trying to achieve.
  - 7. Identify phonic sounds in the text and complete the table below:

Phonemic awareness			
Fill in the sounds you have learnt:			
ea	aw	ee	ei
ch	au	sh	ck
Build words using the sounds you have learnt:			

peace	tawdry	seems	neither
cheap	gaunt	famished	sickness

#### ® During Listening

- o While the teacher is reading the poem the first time please sit quietly and listen.
- $\circ\quad$  When the teacher reads the poem the second time listen for the following:
  - 1. What kind of picture comes to mind?
    - Learners' response.
  - 2. To whom is the poem speaking?

The poem is speaking to the person reading the poem.

- 3. Can you identify the main theme of the poem?
  - The main theme of the poem is about success and the desire to achieve.
- 4. Is the word 'it' important in the poem?

Yes, as it refers to the goal that you are trying to achieve.

- 5. Identify words that you do not understand.
  - Learners' response.
- 6. What is important about the name of the poem?
  - It says that wanting to achieve is going to demand a lot from you if you want to reach your goals.
- 7. The last line of the poem says, "You'll get it!" What will you get?

  You will achieve what you have set out to obtain. You will reach
  you goal.
- 8. What is the name of the author?

#### **Berton Braley**

9. Does the poem speak about sacrificing in order to achieve what you want in life?

Yes, in the line," Give up your time and your peace and your sleep for it" it states that it might be necessary to sacrifice things in your life in order to achieve your goals.

#### **□**Post Reading: The learner answers the following questions orally

- 5. Pronounce the following words and use it in a sentence correctly:
  - a. Peace
    - i. Peace is always a better option than war.
  - b. Tawdry
    - i. John's jewellery he was wearing was not quality, it was tawdry.
    - ii. Enough
    - iii. We have had enough of his bad behaviour, he must stop.
  - c. Scheme
    - He always has some kind of scheme, as he is always trying to make money.
  - d. Sweat
    - i. It was so hot, that with all the effort, it was difficult not to sweat.
  - e. Terror
    - i. The huge lion instilled terror in the villagers.
  - f. Confidence
    - i. His confidence was high, after he realised that he was good at the task.
  - g. Pertinacity
    - i. They fought with more pertinacity than two bulldogs fighting.
  - h. Famished
    - i. The starving villagers looked famished as there was no food available.
  - i. Poverty
    - That village experiences much poverty as they have no means of generating money to purchase food.
- 6. Do you feel that the final stanza is important?

Yes, it is important as it states that if you give it your all, you will succeed

7. Identify words in the poem and challenge your partner in a spelling battle.

Learners' response.

8.	The poet often refers to the word 'it' in the poem. What is he referring to? Che	
	the correct tick box.	
	<ul> <li>a. The difficulties you will go through?</li> <li>b. The goal you are trying to achieve?</li> <li>c. The fact that it is not worth achieving, that's why he cannot name it, and just says 'it'?</li> </ul>	
5.	What is the name of the poem?	
	The Will to Win	
6.	Can you and your partner identify the theme of the poem?	
	The theme of the poem is success and what it takes to succeed in the workplace.	
<b>≠</b> 1 <b>/</b> 2	Answer the following questions on the poem.	

Possible answers: Questions and Answers below.

Questions	Possible answers	Level
1. What is the name of the poem?	The Will To Win	1
2. What is the name of the poet?	Berton Braley	1
3. How many stanzas does this poem consist of?	Seven Stanzas	1
4. Write a synonym for the phrase 'dogged'	Cursive writing	1
5. In the second line of stanza four, the poet uses the 'Fret', give a synonym for this word.	Stress	2

5. What does the title of the poem mean to you? Choose the correct answer. Title: 'The Will To Win'	a. You will need all the help from others to achieve your goals. b. This will make you very tired. c. When you do what you have to you will achieve your goals one day.	2
poet is saying in stanza two? Choose the correct answer below? Tick one box only.	This is the most important thing in your life right now.	1
8. In stanza four, line one,  'If gladly you will  sweat for it' what does this mean? Choose the correct answer below. Tick one box only.	This is the most important thing in your life right now. (True)	1
9. In stanza two, line four and five, 'Makes you hold all other things tawdry and cheap for it." What does this	You will do whatever it takes. (True)  You must work until you sweat. (False)	2

mean? State true or false.		
10. Is this a poem of encouragement and one of willing you to succeed? If yes give, give one reason why?	Open ended – any appropriate answer will be accepted.	3

#### 

- $\circ\hspace{0.4cm}$  Now that you have read the poem, write a poem on the same topic:
  - ❖ It must have 3 stanzas.
  - Not more than 4 lines per stanza.
  - ❖ Not more than 60 words.

Final Draft: Your final draft should look something like the sample below:

#### **Keep Going**



By Edgar Guest

When things go wrong, as they sometimes will, When the funds are low and the debts are high, And you want to smile, but you have to sigh, Rest if you must—but don't you quit.

And many a failure turns about When he might have won had he stuck it out; Don't give up, though the pace seems slow-You may succeed with another blow.

Success is failure turned inside out— It may be near when it seems afar;

So stick to the fight when you're hardest hit-It's when things seem worst that you mustn't quit.

Source: https://www.familyfriendpoems.com/poem/keep-going-by-edgar-guest/adapted

#### Checklist:

When you have completed your poem, please check that you have included the following items:

- Title of poem.
- You have the correct number of stanzas. 2.
- You have the correct number of words.
- 4. There are no spelling errors.
- You have complied with the theme.
- Look at the signs and complete the sentences with the above modal verbs. Look at the sign to facilitate your understanding. Place the correct sign at the end of each sentence as well.

Example: No Parking.

You shouldn't park here.



b. Stand on the left of the escalator.



You should stand on the left of the escalator.

c. No ball games.



You shouldn't play ball games here.

d. Please give up your seat to elderly passengers.



You should give up your seat to elderly passengers.

Rewrite the sentences, questions and short answers with should, shouldn't must or mustn't: Use the modal verb in brackets at the end of each sentence.

Example: It's necessary for you to wait here.
You must wait here.

a. Is it a good idea for me to call Peter? No, it isn't.You shouldn't call.

b. It's essential that we don't arrive late.

We must arrive on time.

c. I recommend that you watch this TV show.

You should watch this TV show.

d. It isn't good for people to eat a lot of sugar.

You shouldn't eat a lot of sugar.

e. It's essential that you buy a ticket.

You must buy a ticket.

3. Sipho is going on a safari holiday and he's emailing the tour leader to ask for information. Write his questions with the modal verbs have and haven't.

Example: I brought a camera.

I have brought a camera.

I haven't brought a camera.

a. You must bring walking boots.

I have brought walking boots.

I haven't brought walking boots.

b. They must eat the food.

They have to eat the food.

They haven't eaten the food.

c. You must take the anti-malaria tablets.

You have to take the anti-malaria tablets.

They haven't taken the anti-malaria tablets.

Year 3

Term 3- Week 3 & 4

Theme: Gratitude / Thankfulness Text: Drama / dialogue



## Reading and Viewing

Using visual information

Questions	Possible answers	Level
1. What do you see in the	E.g. Two mice having lunch.	1
picture?	E.g. Two mice visiting and talking.	
	E.g. Two mice running away from	
	something.	

2. What gives you a clue what	E.g. A picnic basket, food on the table,	1
the character in the picture is	etc.	
doing?		
3. What images/drawings tells	E.g. mice with food, mice running	3
you where the events are	away.	
taking place?		
4. What do you think will	Own opinion	3/4
happen in the picture?		
5. Where did the two mice hide	They hid behind a lamp. They found a	1/3
when they saw the dog in	hiding place out of sight.	
Town Mouse's house?		

Use the following jumbled words to unlock the secret word at the end:

read; eat; feast; dear; clear; near; fear; tear

Makes SMART

#### Year 3

Term 3- Week3 & 4

Theme: Gratitude / Thankfulness Text: Drama (dialogue)



# Language Structures & Conventions

Complete the table below by filling in the degrees of comparison.

large	larger	largest
scary	scarier	scariest

happy	happier	happiest
Quick	quicker	quickest
Cold	colder	coldest

Use the appropriate degree of comparison in the following sentences. Underline the correct word with green pencil:

- 1. Town Mouse's house was big / bigger / biggest than Country Mouse's house.
- 2. The two mice were fast / faster / fastest than the cat and the dog in the Town Mouse's house.
- 3. The food on the table at Town Mouse's house was taste / tastier / tastiest than the food in Country Mouse's garden.

Complete the following sentences by filling in the correct punctuation marks

COUNTRY MOUSE (opens the door) How are you, dear cousin	?
I am glad that you came all the way from the city to visit me	
Now you will see how I live in the country. How was your trip	
I think I will stay here with you. This is real life	

## **Instructional Text**

Year 1

Term 1: Week 7 & 8

Theme: World of Bakery Text: Instructional Text

## Listening & Speaking

## Activity 4: Question of the day

Why do you think it is important to know how to bake as a skill?

I think it is important to know how to bake as a skill because.............

I think it is important to know how to bake as a skill because **it will help me to have** necessary baking skills and easily make money.

I will always be able to eat.	It will help me to have	I will be happy.
	necessary baking skills and	
	easily make money.	

#### Year 1

Term 1: Week 7 & 8
Theme: World of Bakery

**Text: Instructional Text** 

#### Listening and Speaking

#### **MUFFIN EGG FRUIT BENEDI**

## **Post Listening**

## Answers on post listening activity

- 1 377 ml milk
- 2 No salt is needed
- 3 Golden cloud savoury muffin mix1 cup grated cheese
- 4 125ml sunflower oil

377ml milk

50 ml fresh cream

200 ml water

2 extra large eggs

5 a-f any correct sentences will be accepted

#### Year 1

Term 1: Week 7 & 8

Theme: World of Bakery Text: Instructional Text

Reading & Viewing: Reads an Instructional Text on how to make a muffin egg Fruit benedi



Shared Reading: Read the instructions with your teacher:



## Possible Answers: Muffin fruit egg benedi

Questions	Possible answers	Level
1.The instructions are	C-muffin fruit egg benedi	2
about		
2. Place premix into a mix	C-into a mix bowl	1
bowl		
3.Explain why the pan must	So that the dough cannot stick on to the	1
be well greased before	pan	
pouring mixture into it		
4. Why do you think cheese	So that it can melt easily	2
should be grated on top of		
the muffin whilst it is still hot?		
5. What do you think can		
also be served with these		
muffins besides tea or hot		
chocolate?		
6 Match the words on the left	Learner's own answer	
with their meanings on the		
right	Accept any reasonable answer	
a) Premix		
		2
b) Preheat	a substance or product consisting of	
	ready -mixed elements or materials	
c) Sprinkle		
	Heat something, especially an oven or	
d) quantities	grill beforehand	
	Cover an object or surface with small	3
	drops or particles of a substance	

The amount or abstract thing not usually	
estimated by spatial measurement	

Year 1

Term 1: Week 7 & 8

Theme: World of Bakery Text: Instructional Text

#### **Writing and Presenting**



Use the provided framework below to write an Instructional Text by filling in the missing words which are also provided in the given word bank.

Follow the steps in the writing process



Step 1: Planning/Brainstorm

## Step 2:Write your first draft

## Baker's Dough

Baker's dough can be used to model figures, or animals or even Easter eggs.

#### You will need:

- √ 4 cups of plain flour
- √ 1 cup of cooking salt
- √ 2 tablespoons of cooking oil
- ✓ Some water

#### **Answers for the Instructional Text**

#### Method

- 1. Put everything into the **-bowl**--, except the water.
- 2. Slowly add the water, a ---little---- at a time.
- 3. Stir, adding more water until you have --dough----
- 4. If the mixture becomes too sloshy then add more ----water----
- 5. Keep your fingers well-floured while you -----work----
- 6. Use the dough to make what-you-will.
- 7. Bake your work in the oven at ----- for one hour.

Now it can be painted. Left-over dough keeps well in an airtight plastic container.

#### Year 1

Term 1: Week 7 & 8

Theme: World of Bakery Text: Instructional Text

# Language Structures and Conventions: Command sentences and exclamation marks

#### **Activity 1**

- a) sweep
- b) dance
- c) stand up
- d) bake
- e) sit
- f) sleep

#### **Activity 2**

Command sentences that are meaningful will be accepted.

## **Activity 3**

- a) Wow! I won the race.
- b) Thank you, Anna!
- c) Happy birthday, Cathy!
- d) What a lovely cake!
- e) It's a boy!

Year 2

Term 1: Week 5 & 6
Theme: Paper Folding
Text: Instructional Text

Listening & Speaking: Oral

## Activity 4: Question of the day

Why do you think children enjoy doing paper folding?			
I think children enjoy doing paper folding			
To waste paper	To improve their paper art skills	To keep themselves busy	

🙎 I think children enjoy doing paper folding to improve their paper art skills.

**Year Two** 

Term 1: Week 5 & 6
Theme: Paper Folding
Text: Instructional Text

Listening & Speaking

## Conjunctions

- 1. Because
- 2. So
- 3. Because
- 4. Although

Year 2

Term 1: Week 5 & 6
Theme: Paper Folding

**Text: Instructional Text** 

## Reading & Viewing



**Shared Reading** 

Possible Answers: How to make a paper folding

Questions	Possible answers	Level
1 What is the purpose of	to give instructions on how to make a	2
this Instructional Text?	Paper Jet	
2 What size of the paper	an A4 paper must be used	1
must you use?		
3 What does it mean to turn	make an angle with the paper	2
the paper 90 degrees?		
4 Why do you need to bend	to make it stable	2
the trailing edge of the		
wings?		

5 Write down 4 command	Use	2
words from the text.	Fold	
	Make	
	create	
6Trailing	Draw or be drawn along behind	
	someone or something	
Tendency	<b>∓</b> ype of behaviour	
Valley◀	A low area of land between hills	
Dimensional •	Relating to measurements	3

Year 2

Term 1: Week 5 & 6
Theme: Paper Folding

**Text: Instructional Text** 

## Writing & Presenting

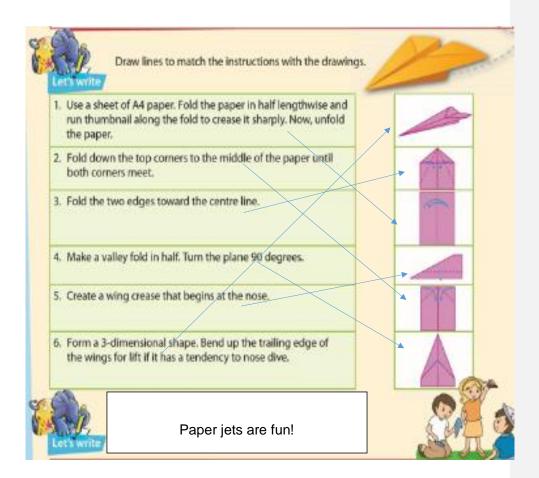


Rewrite the following Instructional Text on Paper Folding in the correct sequence

Follow the steps in the writing process:



Step 1: Planning/Brainstorm:



Step 2: Write your first draft

Step 3 Revise: Ask a friend to edit the draft.

Step 4 Edit: Make corrections to the draft

Step 5: Write your edited draft neatly

Year 2

Term 1: Week 5 & 6
Theme: Paper Folding

**Text: Instructional text** 

## **Language Structures & Conventions**

#### Conjunctions

## **Activity 1**

- a) Unless
- b) So
- c) Whereas
- d) Because
- e) Yet

## **Activity 2**

- a) yet
- b) so
- c) or
- d) so
- e) but

## **Year Three**

Term 3: Week 1 & 2

Theme: All about cartoons/comic strips Text: Cartoon/Comic Strip

Listening & Speaking: Listens to and speaks about a visual text

#### Begin like this:

1. I think Theodore is feeling cold.

I know this because his body is shaking his arms are folded and his teeth are chattering.

2. I think Simon is feeling frightened / scared / shocked.

I know this because his eyes are wide open, his mouth is wide open/ hair is standing on end and his arms and feet are in the air.

3. I think Kim is feeling happy.

I know this because her feet are up in the air, she is smiling, and her arms are above her head.

4. I think Jeanette is feeling thoughtful / thinking.

I know this because her finger is on her chin, her lips are curved in a smile and her eyes are looking sideways.

#### Reading & viewing: Read a comic strip

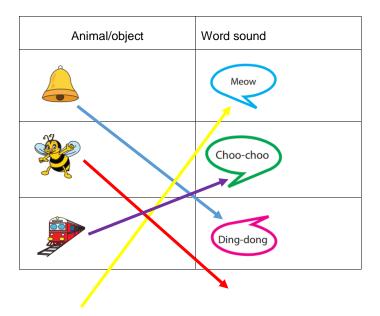
Questions	Possible answers	Level
The text is an example of a(n)	B- comic strip	2
A. advertisement		
B. comic strip		
C. cartoon		
D. poster		
2. The man Jon is Garfield's	A - owner	2
A. owner		
B. friend		
C. boss		
D. pet		
3. What is the title of the text?	The title of the text is	1
	Garfield.	
4. Where is the story taking place?	The story is taking place in	3
	Jon's home.	
5. What is Jon ordering?	Jon is ordering a pizza.	1

	hat figure of speech are the ords "BOOP BEEP BOOP"?	A - onomatopoeia	2
۸	onomatana sia		
	onomatopoeia rhyming words		
	rhythm		
	simile		
7. Ex	plain why the words "BOOP	The words "BOOP BEEP	3
BE	EEP BOOP" are used?	BOOP" are used to show the	
		sound of the telephone keys	
		when pressed.	
8. Ho	ow does Jon know what	Jon knows what Garfield	3
Ga	arfield wants?	wants because he uses his	
		body and facial expressions	
		to show Jon.	
9. Do	you agree that Jon correctly	Yes, I think Jon is correct	3
gu	less that Garfield wants onions	because Garfield is crying.	
on	his pizza? Give a reason for	When you slice/cut an onion	
yo	our answer	it makes you cry/your eyes	
		start to water.	
	ook at frame 6 - What type of od group is an anchovy?	C - fish	3
	t		
A.	fruit Vegetables		
А. В.	fruit Vegetables fish		
A. B. C.	Vegetables		
A. B. C. D.	Vegetables fish bread		
A. B. C. D.	Vegetables fish bread ook at your answer in question	I used the clue from	2
A. B. C. D.	Vegetables fish bread	I used the clue from Garfield's face/lips. His lips are shaped like a fish's	2

12.Look at frame 7 What type of speech bubble is used for Garfield's words?	A thought bubble is used.	2
Gameia 9 words:		
13. Why do you think Garfield's words are written in that type of speech bubble?	I think Garfield's words are written in a thought bubble because he is a cat and cats can't talk like people.	3
A. to entertain B. to educate C. to inform D. to satirize	A – to entertain	2

## Language Structures & conventions: Figure of speech- onomatopoeia

Activity: Match each animal or object to an appropriate sound word

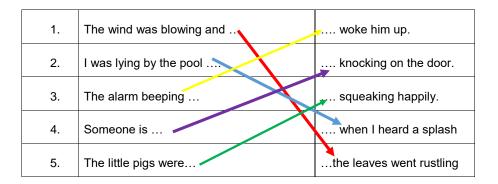




Activity: Read each sentence and circle the onomatopoeic word.

- 1. Jon asked Garfield how his day went, Garfield just grunted.
- 2. While Garfield ate the pizza, the thirsty dog slurped he water from the bowl.
- 3. Jon screeched when he saw how much Garfield ate.

Activity: Match the following sentences with the correct ending.



Activity: Write each sentence with its correct ending

- 1. The wind was blowing, and the leaves went rustling
- 2. I was lying by the pool when I heard a splash
- 3. The alarm beeping woke him up.
- 4. Someone is knocking on the door.

5. The little pigs were squeaking happily.

Year 1

Term 3 – Week 7 & 8 Theme: Shopping

**Text: Information Text** 

Listening & Speaking: Listens to and speaks about an advertisement

## $\ ^{f @}$ Listening & Speaking: The learner answers the following questions orally

1. Why is the font size important?

I think it is important as it draws your attention to it.

2. What is being advertised?

A chicken burger is being advertised.

- What is important about there being an address on the advert?
   I think it is important as one needs to know where the advertised product can be purchased.
- Do you recognise what is being advertised?Yes, I recognise what is being advertised.
- Why are their different colours being utilised on the advert/poster?
   To draw your attention to the various areas that you need to focus on in the advertisement.
- 6. Identify phonic sounds in the text and complete the table below.

Phonemic awareness			
Fill in the sounds you have learnt.			
II	fl	ou	ur
a	ing	е	ck
Build words using the sounds you have learnt.			
Grilled	Flame	You	Burger
Can	King	Never	Chicken

#### ☐ Reading: The learner answers the following questions orally.

9. Pronounce the following words and use it in a sentence correctly:

#### k. Target Market

The target market for this advertisement is teenagers.

#### I. Layout

The layout of this advert is very clear as all the essential points is very clear.

#### m. Font Size

The various font sizes are effective as it focuses your attention on all the essential areas of the advertisement.

#### n. Contact details

The contact details are very clear as we know where and when we can find the company to purchase these items.

#### o. Price

The price of the product advertised is very reasonable.

#### p. Location

We know the exact location of the company.

#### q. Colour

The various colours being used in the advertisement is effective as it draws your attention to all the important points.

#### r. Relationship

We have a strong relationship with that company as their goods are are always of a good quality.

#### s. Slogan

The slogan 'with the king, you can' is clearly visible.

#### t. Company

The name of the company is Burger King.

#### 10. Do you feel that that the advert is an effective one?

Yes, as it raises your desire for the particular meal.

#### 11. Is the product easily identified?

Yes, the product being advertised is easily identifiable in the advertisement.

- 12. Can you name three of this company's competitors in the market place?
  - a. MacDonalds
  - b. Nando's
  - c. KFC
  - d. Or any other company name that is a competitor to Burger King
- Does this company have competition in the market place?Yes, the above companies are competitors in the market place.
- 6. What is the price of the product? R6.25
- Answer the following questions on the advert.
- What product is being advertised?
   A flame-grilled chicken burger.
- 2. What is the name of the company where you can purchase this product? Burger King
- Name two other items that can be purchased at this company.Beef burgers, soda, chips and various other meals.
- What is the catch phrase of this advert?Make it even better with the king.
- Is the item advertising a chicken or a beef product?It is a chicken burger being advertised.
- What is the relevance of the picture of the chicken in the advert?It emphasises the fact that it is a chicken burger being advertised.
- 7. What is the price of the product being advertised? The product is priced at R6.25.
- 8. What is the slogan of the company selling the item being advertised? With the king you can.
- 9. What are they trying to say with the comment 'NEVER CHICKEN OUT'?

When buying a burger always choose a chicken burger.

Name a popular product sold by one of this company's competitors?
 E.g. Nuggets are sold by KFC.

#### Writing and presenting: Creates an advert/poster:

 Now that you have seen all the features of an advert/poster you have to create a poster of your own:

#### Checklist:

When you have completed your advertisement, please check that you have included the following items:

- 1. Name of the Company
- 2. Contact details
- 3. Slogan/Catch phrase
- 4. Price
- 5. Date of sale
- 6. Location
- 7. What is being sold?

#### **Language Structure & Conventions:**

Statement sentences give information.

They express an idea. Statements end with a full stop.

Question sentences ask for information.

They are used to find out information. Question sentences end with a question mark. (?)

Command sentences tell someone to do something.

They are used to give instructions. Commands end with a full stop.

Exclamation sentences give information. (just like statements)

They express strong emotion. Exclamation sentences end with an exclamation mark. (!)

Statements	Questions	

Dinner is getting cold.	What is your favourite game?
My dog is named Lola.	How long will you be?
My favourite movie is Toy Story.	Where is your bike?
Commands	Exclamations
Pick up your shoes.	Today is freezing cold!
Pick up your shoes.  Cook the fish for ten minutes.	Today is freezing cold!  I can't believe our team won the grand final!

Year Two

Term 3: Week 1 & 2

Theme: Types of clothing Text: Information Text
Listening & Speaking: Listens to and speaks about an advertisement

 ${\mathfrak C}$  Listening & Speaking: The learner answers the following questions orally

- 13. Pronounce the following words and use it in a sentence correctly:
  - u. Target Market
  - v. Layout
  - w. Colour
  - x. Gender
  - y. Relation
- 14. Do you feel that that the advert is an effective one?

Yes, I feel it is an effective advertisement.

15. Is this advertisement targeting males and females?

Yes, they are targeting males and females.

16. Is the product easily identified?

Yes, the product being advertised is easily identified in the advertisement.

## Answer the following questions on the advert.

1. What product is being advertised?

Clothing is being advertised in the advertisement.

2. Is gender represented in this advert?

Yes, gender is represented as both males and females are visible in the advertisement.

3. Give a reason for your answer in question two.

They are advertising both male and female clothing in the advertisement and both males and females are being used as models.

4. What is the name of the item being advertised?

Sporty, active wear, tailored wear and sophisticated clothing is being advertised.

5. When is the active wear worn?

Active wear is worn when one is involved in a physical activity such as jogging and going to the gym.

6. When is a tailored outfit wear worn?

A tailored outfit is usually worn when one is going to work or when one attends a professional event.

Identify phonic sounds in the text and complete the table below:

Phonemic awareness			
Fill in the sounds you have learnt.			
sp	ph	ai	th
ea	ow	sh	io
Build words using the sounds you have learnt.			
Sporty	Sophisticated	Tailored	Clothing
Beard	Bow-tie	Shoes	Fashion

## Reading and Viewing:

Answer the following comprehension questions on the advert below:

1. What is the predominant colour in the background?

Blue is the predominant colour in the background.

2. What is the advantage of a 20% discount?

The main advantage is that one pays less for the item being purchased.

3. Is this an analogue or digital watch?

This is an analogue watch.

4. Does the above advert contain a slogan? What is the slogan?

Yes, the slogan is, 'a celebration of fine mechanical watchmaking from Japan.'

5. What is the function of the button on the side of the watch?

The function of the side button is to wind the mechanism up to ensure that it keeps time accurate.

6. What is the name of the brand being advertised?

The brand being advertised is – Seiko.

## Writing and Presenting

Create an advert/poster:

Now that you have seen all the features of an advert/poster create a poster of your own.

Follow the writing steps below:

Step 1: Planning/Brainstorming

#### Final Draft:

When you have completed your final draft, your advertisement should contain the following criteria:

#### Checklist:

- It has a slogan.
- The product being sold is clearly indicated.
- 3. The location of the sale is visible.
- 4. The contact details are clearly marked.
- 5. Special offers to draw customers are visible.

#### **Language Structures and Conventions:**



<u>**Definition**</u>: An adjective is a *describing* word. Adjectives give us more information about *nouns*. Adjectives make sentences *more interesting*.

1. Choose the most suitable adjective from the brackets to fill each gap

- a. The <u>homeless</u> beggar wore <u>dirty</u> clothes. (disgusting, poor, homeless, wet, dirty)
- b. The <u>ugly</u> giant lived in an <u>ancient</u> castle. (ugly, enormous, ancient, cold, old)
- c. The <u>little</u> girl ate a crunchy <u>apple</u>. (green, healthy, little, crunchy, juicy)
- d. The <u>fat</u> cat chased the <u>tiny</u> mouse. (fat, clever, noisy, frightened, tiny)
- e. The <u>hideous</u> monster had a <u>long</u> nose. (long, evil, strange, metal, hideous)
- f. The <u>funny</u> clown had <u>big</u> boots. (funny, heavy, big, comical, colourful)

## 2. <u>Underline the adjectives in these sentences</u>

- a. The <u>brave</u> knight fought the <u>fiery</u> dragon.
- b. The mighty wind ripped up the old tree.
- c. The fisherman went to sea in a small wooden boat.
- d. A strange man with a pointed hat sang a sad song.
- e. The <u>sweet, little</u> dog wore a <u>red</u> collar.
- f. My <u>naughty</u> sister scratched dad's <u>shiny</u>, <u>new</u> car.

**Theme: Advert Text:** Visual Text / Advertisement **Listening & Speaking:** Listens to and speaks about an advertisement

#### **®** Before Listening

You will ask your partner the following questions based on what is in the text box above:

Start your answer with a capital letter and end with a punctuation mark.

1. Why is the font size important?

Font size is an important as the various font sizes draws your Attention to the various aspects of the advertisement.

2. What is being advertised?

Table tennis shoes are being advertised.

3, What is one of the main features of the product advertised?

One of the main features is that these shoes provide fantastic grip when playing table tennis.

4. Do you recognise what is being advertised?

Yes, it is a sport shoe.

5. Why is the advert in black and white?

So that the shoes advertised are clearly visible in the advertisement.

6. Identify phonic sounds in the advertisement and complete the table below:

Phonemic awareness Fill in the sounds you have learnt:			
ear	pp	gr	ace
wh	ea	th	m
Build words using the sounds you have learnt			
Bear	Upper	Grip	Surface
Who	Easy	Together	Many

#### **©** During Listening

- While the teacher is explaining the features of an advertisement/poster sit quietly and listen.
- While the teacher is explaining the features of an advertisement/poster consider the following:
  - Can you see what is being advertised?Yes, what is being advertised is very clear. It is a sport shoe.
  - Can you identify whom the advertisement is being aimed at? Yes, the advertisement is aimed at table tennis players.
  - What is the name of the company doing the advertising? The name of the company is Joola.

- Are the main features of the product being advertised?
  Yes, it is clearly visible in the dominant image in the advertisement.
- Is the slogan or catch phrase clearly visible?
  Yes, the slogan 'The perfect shoe for table tennis' is clearly visible.
- Are there many colours being utilised? No, only grey scale is being utilised.
- Is there a relationship between colour and font? Yes, it emphasises the fact that the most important thing about this shoe is that it just works.
- Does this advertisement/poster create a need in you for the product?

Yes, because it clearly states that this shoe will raise your game if table tennis is your sport.

#### □ Pre-reading

- 1. What does the title of the text tell you?
  - I think it is suggesting that this is the only shoe for table tennis.
  - if you would like to take this sport seriously.
- 2. What do you think the text will be about?
  - I think the text will be about table tennis and shoes.
- 3. What does 'Joola Introduce' mean?
  - It means that the company is introducing its newest shoe.
- 4. Do you recognise what is being advertised?
  - Yes, shoes and the sport table tennis are topics in the advertisement.
- 5. What does, 'Joola Table Tennis' mean?
- It suggests that the sport table tennis is synonymous with this shoe.

#### □ During-Reading

When the teacher reads the text for the second time listen for the following: These questions need to be answered orally and in full sentences.

Can you identify the product being advertised in the advertisement? Yes, the product is clearly visible. \* Are you able to relate to the thought of the visual text?

Yes, as it is similar to the concept of soccer and soccer boots.

Is anything new in this visual text to you?

Yes, the shoe and the name of the company selling the shoe.

- State why you should wear this shoe when you are involved in this activity?
  As it is stated that this shoe will raise your game.
- Is this sporting activity a well-known activity?
  Yes, table tennis is a well-known activity.
- Who designed the shoe?

Mr. Ogimura designed the shoe.

- Does the designer of the shoe have a good reputation in the sport? Yes, as the advert states that he "is a top expert in many departments of the game".
- State why you answered the way you did in the previous question.
  Due to the fact that Mr, Ogimura was a previous world champion in this sport.
- Is it recommended that you purchase this shoe if you want to be involved in this activity?

Yes, it is recommended.

Does this advertisement/poster create a need in you for the product? It definitely does as it suggests that this shoe is essential if you want to get better at this sport.

#### ☐ Post-Reading: The learner answers the following questions orally:

- 1. Pronounce the following words/phrases and use it in a sentence correctly:
- a. Perfect

Joola is the perfect shoe for table tennis.

b. Koyo Bear

Koyo Bear is the name of the shoe brand.

c. Specially designed

This shoe is specially designed for table tennis.

d. No.1 table tennis shoe

Joola table tennis shoes are designed for this sport.

e. World Champion

A world champion is the best in that sport in the world.

f. Top players from all continents

Top players from all continents played in that tournament.

g. Main advantages

The main advantages of those shoes are the grip and the weight of the shoe.

h. Fantastic grip on any surface

The fantastic grip on any surface of this shoe will prevent you from slipping.

i. Easy way to put points on your game

Wearing this shoe, is an easy way to put points on your game.

j. Light comfortable upper

The light comfortable upper of the shoes allows your feet to breathe.

j. Follow the world champions

Follow the world champions, is a good idea as they are the best.

2. Do you think that this is an interesting advertisement?

Yes, as it clearly states that wearing this shoe will improve your performance.

3. Can you easily identify what is being advertised?

Yes, as it is clearly visible in the advertisement.

4. Based on your understanding of the message of the advertisement, do you think it is a good idea to purchase this shoe?

Yes, if table tennis is your sport and you want to improve.

- 5. Why, is there a picture of the sole of the shoe in the advertisement? As this emphasises one of the key selling factors of the shoe.
- 6. What is the name of the company that makes the shoe? Koyo Bear is the name of the company.
- 7. s it a good idea to purchase this shoe according to the advertisement? Yes, it states that your game will improve.

## Writing and presenting:

Answer the following comprehension questions on the advertisement: Instructions:

- 1. What product is being advertised?

  Table tennis shoes are being advertised.
- 2. What is the name of the person that designed this shoe?

Mr. Ogimura is the name of the shoe designer.

- 3. Is this person a World Champion Table Tennis player? Yes, he is a world champion.
- 4. Was he only an expert in one aspect of the game of table tennis? No, he was an expert in many aspects of the game.
- 5. Write the phrase in the advert that states that he was an expert in many aspects of the game?
  - 'Who is a top expert in many departments of the game.'
- Is this shoe worn by many World Champions today? Yes, this shoe is worn by many world champions.
- In your opinion, is this shoe designed for long distancing running? Why?
   No, it is not designed for long distance running as the sport of table tennis does not involve distance running.
- 8. What is the name of the shoe being advertised?

  The name of the shoe being advertised is, "Joola table tennis."
- 9. State the main advantage given by this shoe when one is wearing it?

  The main advantage is the fantastic grip on any surface and its light upper that allows you to concentrate on your game.

## Language Structures and Conventions Capital Letters and Full Stops

Write the following sentences out correctly, remembering capital letters and full stops. Remember full stops at the end of every sentence.

1. yesterday I fell over in the playground and hurt my knee

Yesterday I fell over in the playground and hurt my knee.

2. i think that I am smarter than tim

I think that I am smarter than Tim.

3. jack and jill went up the hill to fetch a pail of water

Jack and Jill went up the hill to fetch a pail of water.

4. christians celebrate the birth of christ on christmas day

Christians celebrate the birth of Christ on Christmas Day.

5. Jennifer and Michael are best friends

Jennifer and Michael are best friends.

6. santa and rudolf are very busy in December

Santa and Rudolf are very busy in December.

7. saturday and sunday are weekend days

Saturday and Sunday are weekend days.

#### Additional - Capital Letters

Write the following words correctly using capital letters

south Africa
 South Africa

2. ford - Ford
3. toyota - Toyota
4. henry ford - Henry Ford

5. president nelson Mandela
 6. united states of America
 President Nelson Mandela
 United States of America

#### Year 4

Term 2 - Week 1 & 2

Theme: Job Advertisement Text: Visual Text

Listening & Speaking: Listens to and speaks about a job advertisement

#### (Pre-Listening)

Why is the name of the advert in bold?
 For you to easily identify what the advertisement is about.

2. Is the company name clearly visible? Yes, the company name is clearly visible.

3. What is important about the fact that they divided the advertisement into different categories?

In order to clearly emphasise the different criteria required for the applicant.

4. Have they clearly stated the minimum requirements in order for you to qualify for the job?

Yes, it is clearly stated.

5. Why do you feel this is necessary?

This is necessary so that suitably qualified people will only apply.

- 6. Can you identify the disclaimer/s in the advertisement?
  - Yes, the disclaimer is clearly stated as it is one of the bullet points.
- 7. Discuss and write down the features that you have all agreed upon is necessary that must feature in a job advertisement.

Features are: Salary, working hours, job title, place of work, working agreement, company's responsibility and the employee's responsibility.

8. Does this advertisement discriminate against anyone, or can any suitably qualified person apply to this advertisement?

Any suitable qualified person can apply.

9. Identify phonic sounds in the text and complete the table below.

Phonemic awareness Fill in the sounds you have learnt:			
ee	tio	ec	or
th	ea	ed	oi
Build words using the sounds you have learnt			
meet/ speed	solutions	electric/project	operator
than	real	qualified	boilermaker

## © During Listening

- While the teacher is explaining the features of the job advertisements sit quietly and listen.
- During this period while you are identifying all the important features of the job advertisement consider the following.
  - a. Is it clearly stated what the name of the company is that is seeking an employee?

Yes, the name is clearly visible.

- b. Does the advert clearly state what job vacancy is available?It definitely states which vacancy is available.
- c. Are the minimum requirements to apply for the vacancy clearly stated in the advertisement?

Yes, it is clearly stated.

- d. Is it important that the remuneration is clearly indicated?
   It is important so that people can know how much they will earn if they should be successful in their application.
- e. Can you identify the different sections of the advertisement? Yes, as it is clearly marked in the advertisement.
- f. How, where and when you can apply, is that clearly communicated in the advertisement?

Yes, it is stated that one should 'Apply on Best Jobs.'

## ® Post Listening

- o Once you have completed the above steps, do the following.
  - Write down any words that you do not understand in the job advertisement.
  - Add these words immediately to your personal dictionary and complete the table below.
  - Come forward when called and write the words that you do not understand on the board.
  - Indicate by raising your hand what features you do not understand.
  - Identify all the relevant features of the job advertisement that makes it a really good advertisement.
  - Write one question about the advertisement on a note. The class will be divided into two sections and we will have a quiz. The teacher will be the quizmaster.

#### ☐ Reading

- 1. Pronounce the following words/phrases and use it in a sentence correctly:
  - a. Innovations

Innovation is important to develop new products.

b. Production

The production output rate has to be maintained.

c. Semi-Skilled

Semi-skilled people who are not qualified but have the skills may apply as well.

d. Self-inspection

Self-inspection is crucial as one needs to quality control your own work.

e. Working zone

Working zone refers to workspace that you are responsible for.

f. Safety standards

Refers to the manner in which you work to ensure that accidents do not happen in the workplace.

g. Enhancements

Enhancements at times are necessary in order to improve the quality of the product being produced.

h. Assembly process

The assembly process is always important as it involves putting all the different pieces together to create the complete product.

i. Industry relevant experience

Industry relevant experience refers to how long you have worked in the same field as the job you are applying for.

j. Mobility challenges

Mobility challenges refers to making all places accessible viz. for persons in wheelchairs etc.

k. Task sequencing

This involves your understanding of the process of the task from start to finish in a specific order.

2. Identify all the different categories in the job advertisement.

The different categories are: Purpose of the job, responsibilities and requirements.

3. Can you identify what kind of advertisement this is, based on the format?

Based on the format this is an employment advertisement.

4. Based on your reading of the text, was this job advertisement absolutely clear on the skills that was needed for the advertised job?

Yes, this advertisement is absolutely clear on the skills required in order to be successful in your application.

5. Do you feel that the skills identified in the job advertisement are all necessary for this particular qualification?

Yes, in my opinion all the skills are required.

6. Do you feel that the advertisement was clear about the educational requirements needed to apply for the job?

The advertisement is absolutely clear on the educational requirements for the job.

7. Based on your earlier predictions on what you thought the text would be about, were you correct or not?

Learners' opinion.

## Mriting and presenting:

What vacancy is being advertised?
 A 'Mig Welder' vacancy is being advertised.

2. What is the name of the company that requires a person for this vacancy?

The name of the company is 'Mkhehlemba Motors Spares and Tradings (PTY) Ltd.

3. What salary are they offering for the successful candidate? Twenty eight thousand rand a month is being offered.

4. Is this salary monthly or weekly? This is a monthly salary.

5. In what department will the successful candidate work?
The candidate will work in the manufacturing department.

6. Is the vacancy for a skilled or semi-skilled operator? The vacancy is for a semi-skilled operator.

Name two of the responsibilities of the successful candidate?
 To conduct quality self-inspection and maintain safety standards in the department.

8. What is the minimum industry experience required to apply for this job? No experience is required to apply for this job.

9. How much experience is required by the successful candidate in arc and spotwelding?

The successful candidate can have no experience in order to be successful in his application.

10. If you are fortunate enough to have an interview are you guaranteed a response by the company after your interview?

As per the advertisement you are not guaranteed a response after an interview.

11. Does this advertisement discriminate against population in the community? If you respond yes or no, state why?

No, it does not discriminate against any community.

#### **Language Structures and Conventions**

#### State whether the following sentences are simple sentences

1. The young and energetic teacher did a great job.

Simple sentence

2. A dog with brown spots ran by my bus today.

Simple sentence

3. Owen's little brother wants to play basketball.

Simple sentence

4. The lamp on the old table is very dusty.

Simple sentence

5. My grandma's house in Kentucky is a beautiful place to live.

Simple sentence

6. A big, green plant was found on our front porch.

Simple sentence

7. Basketball shoes can be very expensive.

Simple Sentence

8. The tall, strong tea looks perfect in our yard.

Simple sentence

9. The workers from my office are going to leave.

Simple sentence

10. A large, grey rock fell on my car.

Simple sentence

#### Simple Tenses

Is when the sentence is structured without the use of an auxiliary verb.

#### <u>Simple Present Tense – Fill in the blanks with the correct form of the verb in brackets</u>

- 1. I always help my friends. (help)
- 2. She <u>likes</u> tea but not coffee. (like)
- 3. He works very hard for his examination. (work)
- 4. They <u>need</u> the teacher's help. *(needed)*
- 5. She <u>leaves</u> office at five o'clock. *(leave)*

#### Simple Past Tense – Fill in the blanks with the correct form of the verb

- 1. He <u>became</u> (become) a philosopher.
- 2. He <u>came</u> (come) to Paris in his infancy.

- 3. I chose (choose) a science book from the bookcase.
- 4. Rome was (is) not built in a day.
- 5. I drank (drink) soda and ate popcorn.

#### Simple Future Tense – Fill in the blanks with the correct form of the verb

- 1. My dad (craft) will craft a boat.
- 2. He (mow) will mow the grass.
- 3. Sam (pick) will pick up his journal every day.
- 4. We (serve) will serve lunch at twelve thirty.
- 5. I (pack) will pack my bags.

#### **Year Three**

#### Term 4: Week 5 & 6

Theme: Careers Text: Interview Article
Listening & Speaking: Job Match- Match the picture with the job title

1.gangster	7.nurse
2.sea captain	8.mailman
3.cook	9.x-ray technician
4.fighter pilot	10.fisherman
5.butcher	11.hunter
6. doctor	12.nurse

Listening & Speaking: Listens to and speaks about different careers/jobs



Possible Answers: Makeup Artists Extraordinaire

Questions	Possible answers	Level
Who is the interviewer?	The interviewer is Vuyo Mbatha	1
1. Who is the interviewee?	The interviewee is Sandra Mofokeng	1

2. Where does the interviewer work?  Africa magazine.  3. The interviewer is a A. a makeup artist B. a beauty editor C. news reporter D. a journalist  4. What is the job of a makeup artist? A. a person whose job is to work in a boutique B. a person whose job is to apply cosmetics  C. a person whose job is to train people D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  The interviewer works as at Glam Africa magazine.  3  D - a journalist  3  S a person whose job is to apply cosmetics  S a person whose job is to apply cosmetics  1  Extraordinaire Sandra was 16 years old when she got her first job  S andra grew up in South Africa.  2  Learner's own answer I think a boutique is a shop that sells				
3. The interviewer is a A. a makeup artist B. a beauty editor C. news reporter D. a journalist  4. What is the job of a makeup artist? A. a person whose job is to work in a boutique B. a person whose job is to apply cosmetics  C. a person whose job is to train people D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells	2.	Where does the interviewer	The interviewer works as at Glam	1
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B. a beauty editor C. news reporter D. a journalist  4. What is the job of a makeup artist?  A. a person whose job is to work in a boutique B. a person whose job is to apply cosmetics  C. a person whose job is to train people D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells	3.	The interviewer is a	D - a journalist	3
C. news reporter D. a journalist  4. What is the job of a makeup artist?  A. a person whose job is to work in a boutique B. a person whose job is to apply cosmetics  C. a person whose job is to train people D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells		A. a makeup artist		
4. What is the job of a makeup artist?  A. a person whose job is to work in a boutique  B. a person whose job is to apply cosmetics  C. a person whose job is to train people  D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells		B. a beauty editor		
4. What is the job of a makeup artist?  A. a person whose job is to work in a boutique  B. a person whose job is to apply cosmetics  C. a person whose job is to train people  D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists  Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Learner's own answer Any acceptable answer I think a boutique is a shop that sells		C. news reporter		
artist?  A. a person whose job is to work in a boutique  B. a person whose job is to apply cosmetics  C. a person whose job is to train people  D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists  Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells		D. a journalist		
artist?  A. a person whose job is to work in a boutique  B. a person whose job is to apply cosmetics  C. a person whose job is to train people  D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists  Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells				
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<ul> <li>B. a person whose job is to apply cosmetics</li> <li>C. a person whose job is to train people</li> <li>D. a person whose job is to give advice</li> <li>5. What is the title of the text? Sandra Mofokeng - Makeup Artists  Extraordinaire</li> <li>6. How old was Sandra when she got her first job? Got her first job</li> <li>7. In which country did Sandra grew up in South Africa. grow up in?</li> <li>8. What do you think a boutique sells? Any acceptable answer  I think a boutique is a shop that sells</li> </ul>	A.	a person whose job is to work		
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C. a person whose job is to train people  D. a person whose job is to give advice  5. What is the title of the text?  Sandra Mofokeng - Makeup Artists  Extraordinaire  6. How old was Sandra when she got her first job?  7. In which country did Sandra grow up in?  Sandra grow up in South Africa.  2  Sandra grow up in South Africa.  2  Any acceptable answer  I think a boutique is a shop that sells	В.	a person whose job is to apply		
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7. In which country did Sandra grew up in South Africa.  grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells	6.	How old was Sandra when	Sandra was 16 years old when she	1
grow up in?  8. What do you think a boutique sells?  Any acceptable answer I think a boutique is a shop that sells		she got her first job?	got her first job	
8. What do you think a boutique sells?  Learner's own answer Any acceptable answer I think a boutique is a shop that sells	7.	In which country did Sandra	Sandra grew up in South Africa.	2
Sells?  Any acceptable answer  I think a boutique is a shop that sells		grow up in?		
I think a boutique is a shop that sells	8.	What do you think a boutique	Learner's own answer	3
		sells?	Any acceptable answer	
			I think a boutique is a shop that sells	
very expensive/exclusive/ clothing			very expensive/exclusive/ clothing	
and make up.			and make up.	
9. What does the word B – in love with it 3	9.	What does the word	B – in love with it	3
enamoured mean?		enamoured mean?		
A. stunned by it	Α.	stunned by it		

D. San Lauren milde 19		
<b>B.</b> in love with it		
C. amazed by it		
<b>D.</b> proud of it		
10. Where did Sandra receive	Sandra receives most of his training	1
most of her training?	at the boutique she worked at.	
11. What is Sandra's favourite	Sandra's favourite part of her job is	1
part of her job?	meeting new people and helping	
	them look their best.	
12.List two things Sandra does to	Finds the perfect foundation	2
help her clients look their	Adds a pop a colour to the cheeks	
best.		
13. Do you agree with the	Learne'rs own answer	4
interviewer that Sandra's	Accept any reasonable answer	
advice is good advice?	Yes, young adults are afraid to try new	
	things/scared they will not be	
	successful/they should be brave.	
	No, you could get into trouble if you	
	do whatever you want.	
14. Do you agree with the	Learner's own answer	4
interviewer that Sandra's	Accept any reasonable answer	
advice is good advice?	Yes, young adults are afraid to try new	
	things/scared they will not be	
	successful/they should be brave.	
	No, you could get into trouble if you	
	do whatever you want.	
15. Would you pursue a career as	Learner's own answer	4
a makeup artist? Why or why	Accept any reasonable answer	
not?	Yes, I love wearing makeup/ I would	
	like to help people look their best/ feel	
	good.	
	No, I think makeup is too expensive/	
	people must be natural etc.	
	1	

Language Structures & Conventions: Adjectives

Activity: Read the paragraph below and underline all the adjectives.

#### My Buddy

I have a <u>lovely</u> pet. It is a dog and I call it Buddy.

Buddy is a <u>chocolate brown</u> Labrador with a <u>strong</u>
body and <u>sturdy</u> legs. He is <u>small</u> with a <u>fluffy</u>, <u>thick</u>
coat. When I cuddle him, the fur feels <u>silky</u> and <u>soft</u>.

When he is <u>happy</u> to see me, Buddy jumps up and
pushes me down with his <u>powerful</u> paws and licks my



face. Buddy's tongue is <u>long</u> and <u>pink</u>. It feels <u>rough</u> and <u>sticky</u> on my skin. Buddy's teeth are very <u>strong</u>. He likes to snack on <u>rock hard</u> doggy biscuits. When I am at school, Buddy plays with my <u>little</u> sister. He is very <u>gentle</u> with her. Buddy is the <u>best</u> dog ever.

Language Structures & Conventions: Question words

Activity: What's the question?

Activity: Match the question to the correct answer

- 1. E-I was born in South Africa
- 2. D I am single, but I have a girlfriend.
- 3. B I studied acting in South African and in Los Angeles.
- 4. C Thunderstorm
- **5.** A By the swimming pool.

Activity: Write questions for the following answers

- 1. What is your girlfriend's name?
- 2. Who is your co-star in the movie 'The Brothers'?
- 3. When did you meet him?
- 4. How would you describe him?
- 5. What is your favourite dish?
- 6. In which magazine was the article published?

**Year Four** 

Term 2: Week 7 & 8 Theme: World of work

#### **Text: Interview**

Reading & viewing: Reads a job interview

Quest	ions	Possible answers	Level
1.	The interview is taking place at a  A. hospitality school  B. restaurant  C. industry  D. hotel	B - restaurant	2
2.	Who is conducting the interview?	Mrs David is conducting the interview	1
3.	What job position is the applicant interviewing for?	The applicant is interviewing for the position of a restaurant host.	1
4.	List 2 skills the applicant must have for this position.	Good customer service Communication skills Get along with others Dependable	1
5.	Why are these skills important for the position?	These skills are important because the person will need to make a good first impression/ will be the first person to greet the guest.	2
6.	What type of industry is the hospitality industry?  A. beauty and nail technology  B. food and beverage  C. hair care  D. welding	B- food and beverage	3
7.	Do you think the applicant is suitable for the position?	Learner's own answer	2

	Accept any reasonable	
	answer	
	Yes, the person has	
	experience/training in the	
	food industry/ the person is	
	hardworking and	
	dependable/ gets along with	
	others.	
8. How does the applicant deal	The applicant has learnt to	2
with their weakness?	come up with a plan B/plans	
	ahead for possible	
	problems.	
9. What reason does the	The applicant applied for	2
applicant give for applying	the job because the	
for the job?	restaurant has a good	
	reputation/they will fit in	
	nicely.	
10. Do you think the question	Learner's own answer	5
the applicant asked was appropriate? Give a reason for your answer	Accept any reasonable	
	answer	
ioi your ariower	Yes, it showed the	
	interviewer that the	
	applicant is willing to	
	learn/wants to become a	
	good employee/host.	
11.1 cafeteria	В	3
11.2 Reputation	С	
11.3 cutlery	A	
1	T. Control of the Con	1

Language Structures & conventions: Direct speech

Mrs David asked did you bring your CV
 Mrs David asked, "Did you bring your CV?"

2. The applicant answered yes, I brought my CV

The applicant answered, "Yes, I brought my CV."

3. The interviewer said tell me about yourself

The interviewer said, "Tell me about yourself."

4. The interviewee replied I am happy to work overtime

The interviewee replied, "I am happy to work overtime."

5. The hostess says please enjoy your meal

The hostess says, "Please enjoy your meal."

#### Year 1.

Term 3: Week 5&6
Text: Dialogue

Reading and viewing

Activity: Post Reading –answer the following questions orally, there-after answer questions in writing.

1. Who are the characters in the dialogue?

Carol and Calvin are the characters in the dialogue.

**2.** Why is Carol congratulating Calvin?

Carol is congratulating Calvin because their soccer team won Saturday's soccer match against Caroline College.

**Theme: Sport** 

3. Who scored the winning goal?

Calvin scored the winning goal.

4. Which tips did the coach give to the team?

The coach gave the following tips to the team: how to control the ball, attack, counterattack, tackling and play as a team.

5. Who wants to join the soccer team?

Carol wants to join the soccer team.

6. What tip did Calvin give to Carol?

Calvin told Carol to first prepare her mind for the big challenge.

**7.** How would you feel if you scored a winning goal for your school against a big team?

I would feel like champion/ super star/ winner/ hero.

8. Why would Carol join a ladies' team and not Calvin's team?
Carol would join a Ladies' team because she's a women/ wants to play for the lady's team/ (any suitable answer)

Year 1.

**Term 3: Week 5&6** 

Theme: Sport Text: Dialogue

Reading and viewing

Language Structure and Convention

Activity: Tenses

Simple Present, Past and Future Tense

Choose the correct answer to fill in the blank spaces on the table below:

will prepare joined will join coached will coach played will play

Present Tense(today)	Past Tense (yesterday)	Future Tense (tomorrow)
Carol scores a goal.	Carol scored a goal.	Carol will score a goal.
The coach prepares the	The coach prepared the	The coach will prepare the
team.	team.	team.
The team plays well.	The team played well.	The team will play
		well.
The captain coaches the	The captain coached the	The captain will coach
team well.	team well.	the team well.

Write your own sentences using the three tenses (Learner's own sentences)

Today	 	 	_
Yesterday	 	 	
Tomorrow			

Activity: Re-write the following sentences using the correct punctuation marks: Capital Letter, Comma, Full Stop, Question Mark:

1. calvin is a good soccer player

Calvin√ is a good soccer player. ✓

2. coach carol would like to join the soccer team

Coach Carol ✓ would like to join the soccer team. ✓

3. how did you prepare for such a good performance

How ✓did you prepare for such a good performance?✓

4.congratulations you scored a good goal

Congratulations, ✓ you scored a good goal. ✓

Activity: Match the scrambled words with their correctly spelled partners

Scrambled words	Unscrambled words
Eg. apc	Cap
1. Oachc	Goal
2. Socerc	Captain
3. Plya	Coach
4. Galo	→ Team
5. Cptaina	Play
6. Tame	Soccer

Year 4

Term 3: Week 5 & 6

Theme: Leadership & Administration Text: Contract

Listening & Speaking: Oral

#### Activity 4: Question of the day

Why do you think it is important to sign a contract between an employer and an employee?

I think it is important to sign a contract between an employer and an employee ....

to form friendship	so that the agreement	to write down the rules
	between the two parties	
	can be known	

• I think it is important to sign a contract between an employer and an employee so that the agreement between the two parties can be known.

#### Year 3

Term 3: Week 5 & 6

Theme: Leadership and Administration Text: Contract

Listening & Speaking: Listens to and speaks about a simple contract

#### Post Listening:

1. Answer the following questions orally based on the contract by saying whether the statements are **True or False**.

Statement	True or False
The employee will be entitled to 20 days maternity leave	False
without pay.	
Either party can terminate this agreement with four	False
weeks written notice.	
Overtime will not be agreed upon between the parties	False
from time to time.	
The employee will be entitled to 4 days family	False
responsibility leave during each leave cycle.	
Four witnesses should sign this contract.	False

#### Year 3

Term 3: Week 5 & 6

Theme: Leadership and Administration Text: Contract

#### Reading & viewing: Reads a Contract

#### **Shared Reading**

#### **Activity 1**

1. unfair Mrs Zandile Bhengu

seven off
 Mother time

4. Overtime compensation

5. Sixty-five

#### **Activity 2**



## Vocabulary building:

a) agreement	perform routine maintenance or repair work on a vehicle
	or machine
b) compensation	A negotiated legally binding arrangement between
	parties as to a course of action
c) duration	Something, typically money awarded to someone in
	recognition of loss, suffering or injury
d) services/	The time during which something continues

#### Year 3

Term 3: Week 5 & 6

Theme: Leadership and Administration Text: Contract

#### **Language Structures & Conventions: Complex Sentences**

#### **Activity 1**

The sentences below are all complex sentences. Underline the main clause and circle the dependent clause.

- a) When I visited my cousin, we played games
- b) After we played, we went to play soccer in the park.
- c) We need to practise more because we are not very good.
- d) We will go to the movies after we have done our chores.
- e) We worked hard because we wanted to go.

#### **Activity 2 Answers**

Match the clauses in the first column with a clause in the second column to make complex sentences.

Clause 1	Clause 2
a) After I finish school,	I also play hard.
b) I will thank all of my teachers	I get good results.
c) I hope to get a bursary	I want to study medicine.
d) Although I work hard,	because my marks are very good.
e) Since I am a hard worker,	after I have succeeded in my studies.

Year 4

Term 2: Week 3 & 4

Theme: Personal Administration Text: Instructional Text – Filling in a form

Listening & Speaking: Oral

#### Activity 4: Question of the day

Why do you think it is important to fill of	rtant to fill out a form correctlout a form correctly	y?
To ensure that people know when it is your birthday.	So that all information can be captured accurately.	To learn to write

😫 I think it is important to fill out a form correctly so that all information can be captured accurately.

#### Year 4

Term 2: Week 3 & 4

Theme: Personal Administration Text: Instructional Text

#### **Listening & Speaking**

#### Answers to the post listening activity

- 1. True
- 2. False
- 3. False
- 4. False
- 5. True

#### Year 4

Term 2: Week 3 & 4

Theme: Personal Administration Text: Instructional Text

#### Reading & Viewing



Shared Reading: Read the passage below with you teacher.



#### **ACTIVITY 1**

- 1. Official
- 2. Accurately
- 3. Home, Lives
- 4. Cellular Phone
- 5. Numeric

#### **ACTIVITY 2**



#### Vocabulary building:

- 1.1 Passport Official document for travelling to other countries
- 1.2 Accurate Correct and without any mistakes
- 1.3 Identity Who you are
- 1.4 Legible Clear enough to read

Year 4

Term 2: Week 3 & 4

Theme: Personal Administration Text: Instructional Text – Filling in a form

#### Writing and presenting



Fill in your information on the form. Use the frame provided to fill in your personal details in the spaces provided.



## Step 1: Planning/Brainstorm

Information will differ, use checklist as rubric

Step 2: Write your first drai	t	
Application form for Identi	ty Document	
First Names :		
Surname:		
I.D. No.		
Passport No.		
(Passport no. needed if ap	plicant is not a South Africa	an citizen)
Home Language: Mark wit	h an X	
English	IsiZulu	Afrikaans

Cell. N	o.					
Email	Address:					
Home	Address:					
Subur	o:					
City/To	own:					
				Postal Co	de:	
Postal	Address:					
Subur	o:					
City/To	own:					
				Postal Co	de:	
	ning the above app	lication, I hei	reby state t	hat all infor	mation <sub>l</sub>	provided i
	curate.					
Signat	ure:	· ·	Date:			
-	Revise: Ask a friend ableted correctly and a		aft, Ask you	r friend to ch	neck that	all inform
Step 4	Edit: Make correction	ns to the draf	t			
(	CHECKLIST				YES	NO
I	HAVE WRITTEN IN	MY NAMES	IN FULL			
I	MY SURNAME IS W	RITTEN				
					L	

	I.D NUMBER HAS 13	NUMBERS			
	MY CELL PHONE NU	MBER HAS BEEN FILL	ED IN		
	I HAVE WRITTEN BO	TH MY HOME AND POS	STAL		
	ADDRESS				
	I HAVE SIGNED THE	FORM			
	I HAVE WRITTEN TH	E DATE NUMERICALLY	,		
Sten	5:Fill out your edited of	draft of the FORM neatly	y		
	ication form for an Ide	ntity Document			
Appl	lication form for an Ide Names :	ntity Document			
Appl First		ntity Document			
Appl First Surn	Names :	ntity Document			
Appl First Surn	Names :	ntity Document			
Appl First Surn	Names :	ntity Document	frican citi	zen)	
Appl First Surn I.D. I	Names :	plicant is not a South Ai	frican citi	zen)	

**Email Address:** 

**Home Address:** 

Suburb:	
City/Town:	
	Postal Code:
Postal Address:	
Suburb:	
City/Town:	
	Postal Code:
By Signing the above application, I	l hereby state that all information provided is t
and accurate.	
	Date:
Year 4	
Term 2: Week 3 & 4	
<b>Theme: Personal Administration</b>	Text: Instructional Text – Filling in a
form	
Language Structures & Convention	ns: Abbreviations and Contractions
ACTIVITY 1	
Abbreviations and Contractions	
1.1 Telephone	
1.2 Number	
1.3 Cellular phone	
2.1 Should've	

2.2 Didn't

#### **ACTIVITY 2**

- 1. Family Name
- 2. Gender
- 3. Job

#### **ACTIVITY 3**

Using the words provided. Create your own sentences to show your understanding of the words you have learnt. Answers may vary based on learners understanding

Words	Own Sentence
1. Signature	
2. Form	
3. Personal	
4. Physical	
5. Document	

**Year Four** 

Term 3 – Week 3 & 4 Theme: World of work

Text: Information Text

#### **□** Post Reading: The learner answers the following questions orally.

- 1. Pronounce the following words/phrases and use it in a sentence correctly:
  - a. Report: The report as presented in the meeting indicated progress.
  - b. Declaration: The declaration of multiple involvement as company Director is a SARS requirement.
  - c. Adjourn: After the exhaustion of the agenda items the meeting adjourned.
  - d. Auditors: Auditors commended members of the board on the clean audit that the company received.
  - e. Resolved: It was resolved that the chairperson of the board must keep his position.
  - f. Allotment: The allotment of the company shares to its employees is still under discussion.
  - g. Directors: The company directors unanimously agreed on the allotment of shares to the company employees.
- 2. Identify the name of the company?

James Manufacturing

- 3. Mention and write down the first five sections of this text?
  - Opening remarks
  - Approval of the minutes
  - > Additions to the agenda
  - Approval of the minutes
  - > Business from the previous meeting
- 4. Based on your reading of the text, can you identify the names of the directors of the company?

Yes, I can identify them. They are as follow:

- J. Douglas, R. Henry, and M. Watson
- 5. Which two people are essential to the running of such a meeting? Chairperson and Secretary
- 6. What did you notice before the meeting was adjourned?

The next date for the meeting is set.

7. Based on your earlier predictions on what you thought the text would be about, were you correct or not?

I was correct. The meeting had the agenda and after the exhaustion of it, it adjourned.

#### **Possible Answers:**

1.	What is the name of the company in this text?	James Manufacturing	1
2.	What is the main business of this company?	Manufacturing	1
3.	What is the company number?	123456789	1
4.	Name the three directors of the company?	J. Douglas M. Henry M. Watson	2
5.	What was the chosen accounting reference date?	28 February	1
6.	What was the name of the chosen bank where the company was going to open an account?	Josephs Bank plc	1
7.	What four documents are mentioned under the 'Documents' category?	<ul> <li>1.1 Certificate of incorporation</li> <li>1.2 Memorandum and Articles of Association</li> <li>1.3 Form 10, as filed at Companies House</li> <li>1.4 Bank forms: mandate and resolution to appoint bank.</li> </ul>	3
8.	What do you understand by the term 'auditors?'	Any appropriate answer	3
9.	In category 9, what was decided?	It was resolved to enter into a contract with [Moorland Construction Limited to build a theme park].	2

10.	What would be the name of the heritage park that was going to be established?	Wuthering Heights	1
11.	What is the relationship between Hindley Earnshaw and Hareton Earnshaw?	Father and son	1
12.	Where was the company secretary ordered to record the shareholders' interests in point 8.2?	Register of Directors Interests	2
13.	What specific kind of meeting minutes is the above example?	Directors Meeting Minutes	1
14.	Before the meeting was adjourned what was final thing that was decide upon?	The date for the next meeting was set	2

#### **Language Structures and Conventions**

a. I attend my friend's wedding.	a. must/have to
b. Criminals be punished.	b. must
c. I leave now, it's getting	c. have to/must
late.	
d. R300 enough for a four-kilo	Should be
beef.	

## Qualities of a good employee

a. Punctual		
b. Reliable		

c. Integrity
d. Problem-solver

**Year Four** 

Term 2: Week 7 & 8

Theme: Leadership & Administration Text: Formal letter

Listening & Speaking: Listens to and speaks about format of a letter

#### Activity 1: Listen to your teacher read two letters of complaints

#### After Listening: Compare and discuss each of the letters

- How did the writer start each letter?
  - o Letter 1 Dearest Sir informal
  - o Letter 2 Dear Sir formal, correct
- Do you think the style and register of letter 1 is appropriate?
  - No, it is informal, to friendly, chatty, the person does not need to know personal information such as the children's names etc.
- Compare letter 2's style and register?
  - Letter one is rude Goodbye, we will not visit the park again, its too detailed, takes too long to get to the point
  - Letter 2 polite and well organized, straight to the point, no personal information, not threatening
- List & compare the complaints of letter 1 and letter 2

Letter 1	Letter 2
Park was late in opening	Ticket sale booth opened late at 09:30
	instead of 09:00
Zippy slide was closed	Unpack all belongings from bags

Main slides for children broken or
closed
Zippy slide closed, beach area did not
have enough sand,
Food outlet did not stock children
friendly food and drinks
Site manager not helpful/ full of
excuses.

Describe the writer's mood in each letter.

Letter 1	Letter 2
Threatening, inappropriate	Polite & appropriate

- ❖ Which of the letters do you think will be looked upon more favourable? Why? Why not?
  - o Letter 2 formal and business like, goes straight to the point, all complaints clearly stated.

**Year Four** 

Term 2: Week 7 & 8

**Theme: Leadership & Administration** Text: Formal letter

Reading & viewing: Reads a letter of complaint

Vocabulary building:

Activity: Match the definitions (a-g) with the vocabulary (1-7).

- 1. g 2. e 3. f
- 4. b
- 5. d

6. a 7. c

Activity: Read and complete letter of complaint below. Use the words in the box.

789 Oaklands Road

**Fourways** 

2004

14 January 2022

Sales Department

Mobile Connection

123 Rhode Island Road

4390

Dear sir/Madam,

I am writing to you in connection with an iPhone (1) device I purchased from you. I feel I must complain (2) about the item because it was nothing like the one you advertised. Secondly (3), it was not in a great condition, the back cover was scratched (4) and the screen cracked. (5)

Furthermore (6) you stated that the earphones and the charger was included, but to my surprise one of the earphones (7) was missing and the charger (8) was not in the box. When I tried to use the phone to find out how its application (9) worked, I discovered that it did not work properly. I could not even connect to the internet.

The date on the box showed that this iPhone is not one month old (10) as you claimed in your advertisement. It is in fact one of the company's last year models (11)

As a regular customer of yours, I insist you replace (12) the item at once. I hope that steps will be taken to resolve the matter.

Yours faithfully

Mr. Tumi

Source: https://www.eslprintables.com

**Year Four** 

Term 2: Week 7 & 8

Theme: Leadership & Administration Text: Formal letter

Language Structures & Conventions: Writing sentences

Activity: Write the sentences in the correct group

What went wrong	What you'd like to happen
There is an error in the bill.	I trust that you will replace the item.
There seems to be a problem with the battery.	I would be grateful if you could look into the matter.
The delay was unacceptable.	I must insist on a full refund.
When I checked the item, I found that it had been damaged.	I hope you can take steps to make sure this does not happen again.

**Activity:** Complaining politely and appropriately

Sentence	Polite and appropriate	Not polite and appropriate
It has been brought to my attention that several recent deliveries have contained broken parts.	<b>✓</b>	
I'm not keen on the way you're dealing with our people.		✓
We might as well find another supplier if things can't be sorted out.		✓
I look forward to the matter being resolved in due course.	<b>√</b>	

Year One Term 1- Week 3 & 4 Theme: Sport



# Listening and Speaking

Questions	Possible answers	Level
1. Who can play sports? Look	Anybody who wants to, even if a	1/4
at the picture for clues.	person has a disability	
2. What do you need to play	A hockey stick, a puck, a hockey ball,	1
ice hockey/grass hockey?	goal markers, ice skates, players.	
3. What do you need to play	A ball, players, goal markers.	1
soccer?		
4. What is the difference	Ice hockey: Played on ice, uses a	3/4
between ice hockey and field	puck, players wear ice skates, use ice	
hockey?	hockey sticks, etc.	
	Field hockey: Played on a field/grass,	
	played with a ball, use hockey sticks,	
	etc.	

**Text: Informational text** 

5. Explain the rules of soccer.	Players kick a ball with their feet and	1/3
	try to score a goal by kicking it into the	
	goals. The goalie may use his hands	
	to keep the ball from entering the	
	goals.	
	Players are penalized when they touch	
	the ball with their hands.	
6. Are there similarities	Yes. All three sports try to get the	3/4
between the rules of soccer	ball/puck into the goals and have	
and ice hockey/field hockey?	goalies to try and prevent the ball/puck	
	from entering the goals. Only the	
	goalie may handle ball/puck with their	
	hands.	



# **Reading and Viewing**

Activity: Match the question to the correct answer by writing the letter in the middle column

Question/Statement		Answer/Statement
1. This game lasts for 60	D	A) A goalie in ice hockey, hockey
minutes.		and soccer.
2. Hockey can be played on	E	B) Soccer
these two courses.		
3. This player can touch the	Α	C) A goal is scored when the
ball with his/her hands.		ball/puck enters the net.

4. You score a point when	С	D) Ice hockey
this happens.		
5. This game lasts for 90	В	E) On ice or a field
minutes.		

#### Year One

Term 1- Week 3 & 4

Theme: Sport Text: Informational text



# **Writing and Presenting**



Rewrite the following sentences in the correct order:

• In soccer, there are 2 teams.

- People play soccer on a big grass field.
- In soccer, you cannot use your hands. You need to kick the ball.
- A soccer game is 90 minutes long.
- The team that has the most points at the end is the winner.

Rewrite the jumbled sentences below in the correct order.

- Ice hockey players wear ice skates.
- In hockey, there is no ball.
- Each team has 6 players.
- A hockey game is sixty minutes long.

**Year One** 

Term 1- Week 3 & 4

Theme: Sport Text: Informational text



## **Language Structures & Conventions**

#### Past or Present tense

Circle whether the sentences below are in past or present tense:

Sipho scored a goal during yesterday's soccer	<u>Past</u>	Present
game.		

Jacky hits the ball with her hockey stick.	Past	Present
The goalie catches the ball with his hands.	Past	<u>Present</u>
The hockey player slipped on the ice.	<u>Past</u>	Present
The soccer player places the ball on the middle line.	Past	<u>Present</u>

Ver	hs. Dast	, Present	and F		nse
Verbs an action ha	e words that sho	w an action or state the verb tense chan	e of being. The	verb tense tells w	hen the
•	past (yesterday,	, earlier, long ago)	200		
•	present (today,	now, currently)		•	
•	future (tomorrov	w, later, next year)	<b>~</b>	Example: Run	
Past She <u>ran</u> yes	sterday.	Present She <u>runs</u> pas	st me today.	Future She will run	tomorrow.
The progre	ssive tense is for	rmed when you add	the helping ve	rb "to be" and the	suffix -ing.
st Progress e was runnin	ive ng yesterday.	Present Progres		Future Progres She will be runn	
Direction	ns: Write each w	ord or phrase from	the verb bank i	n the proper colum	n below.
		Verb B	Bank		
is playing	chose	will be	hopping	flew	swung
V	will smile	is trying	flies	was kicking	
will fly	will smile slid	is trying hopped		was kicking jumping	will swing
		hopped			will swing
will fly	slid	hopped	will be	jumping	
will fly	slid kicks	hopped looks v	will be	iumping is smiling	
will fly	slid kicks	hopped looks v	will be	iumping is smiling	
will fly	slid kicks	hopped looks v	will be	iumping is smiling	
will fly	slid kicks	hopped looks v	will be	iumping is smiling	

**Year Two** 

Term 1- Week 3 & 4

Theme: Transport Text: Informational text



## **Reading and Viewing**

Discuss the following riddles. Use the clues in the clue box if you need help.

Riddle	Answers	Level
1. I use petrol, have two wheels and	Motorbike	3
my driver wears a helmet.		
2. My wheels are steel and I can only	Train	3
follow a set track/course.		
3. I can have one or two levels, and I	Bus	3
can transport many people at the		
same time.		
4. I can have two, three or four	Bicycle	3/4
wheels and you need to use my		
pedals to move me around.		
I have a very strong engine and I can	Truck	3/4
carry heavy loads on my back.		

Year Two Term 2- Week 3 & 4 Theme: Transport Text: Informational text



### **Language Structures & Conventions**

### **Degrees of comparison**

slow	slower	slowest
good	better	best
cold	colder	coldest
short	shorter	shortest
angry	angrier	angriest
little	less	least

### **Year Three**

Term 4: Week 5 & 6

Theme: Body Language Text: Information / Visual media

### Listening & Speaking:

**Post Listening:** Match the body part in COLUMN B with what it is saying in COLUMN A.

COLUMN A	COLUMN B
2.1 hands behind back	happiness or pleasure

2.2 smile	disapproval or unhappiness
2.3 clenched fist	interest or paying attention
2.4 frown	closed -off or defensive
2.5 crossing arms	feeling bored
2.6 eye-contact	anger

### Reading & viewing

### Possible Answers: Understanding Body Language

Qı	uestions	Possible answers	Level
1.	Body language is	C - Non-verbal communication	2
2.	List 3 way in which people communicate using body language.	facial expression / gestures with hand, arm, legs/ eye contact/ personal space Any 3	2
3.	What is the main idea of the text?	The main idea is to show that people do not only communicate with words or body language also plays an important role in communication.	4
4.	When we do something spontaneously (line 10) we do it	Immediately	3
5.	What figure of speech is "the eyes is the window to the soul"?	Idiom	3
6.	Why do you think the eyes are frequently referred to as the windows to the soul?	I think it means that the eyes show how people feel or they are thinking.	3
7.	Which gesture indicates approval?	A thumbs up	2

What non-verbal information is	It says that the person dislikes or	3
communicated when a person	feels discomfort/uncomfortable	
crosses their legs away from	with the person.	
another person's?		
8. In your opinion do you think	Learners own answer	4
it is acceptable or unacceptable for people to	I think it is acceptable because if a	
ask for 'personal space'?	person stands to close it can make	
	you nervous/uncomfortable/	
	sometimes people smell. OR	
	Unacceptable- standing close tells	
	the person you care/ you are	
	paying attention.	
9. What is the difference	The main difference is that people	3
between verbal and non-	are not aware of the expression	
verbal communication?	and gestures we use during non-	
	verbal communication.	
10. Explain what you think the	I think it means that what we are	4
following line means	saying verbally might not be the	
"giving a conflicting message	same as what our facial expression	
with our body language"	or body is saying. We might be	
	saying different things.	
11. Explain what you think the	I think it means that what we are	4
following line means	saying verbally might not be the	
"giving a conflicting message	same as what our facial expression	
with our body language"	or body is saying. We might be	
with our body language	saying different things.	

### Vocabulary building:

- a) clenched closed into a tight ball
- b) prolong to make something last a long time
- c) gesture a movement of the arm, head or body d) dour very serious or stern looking
- e) unconsciously without realizing or being aware of one's actions

# **Language Structures & Conventions:** Definite & Indefinite articles **Activity 2:**

- ❖ Fill in the correct article (A, AN or THE)
- 1. Non-verbal signals, or what is known as body language, can have five time more of an effect on a person than the actual words you may speak.
- One of the most common types of body language is a smile. The smile is a
  universal sign of acceptance and happiness. A smile that reaches the eyes is a
  genuine smile that says you are welcome to come closer.
- A direct stare lasting more than a few moments can be considered aggressive or hostile. Hold the contact for a few moments and then look down.

### For fun!

### Fill in the correct article (A, AN or THE) where necessary - or leave blank!

- 1. The moon goes round the earth every 27 days.
- 2. The Soviet Union was the first country to send a man into space.
- 3. Did you see the film on \_\_\_- television or at the cinema?
- 4. I'm not very hungry, I had a big breakfast.
- 5. I never listen to the radio. In fact, I haven't got a radio.
- 6. What is the highest mountain in the world?
- 7. It was a long voyage. We were at \_\_-\_sea for four weeks.

**Year Four** 

Term 4: Week 5 & 6

Theme: Entrepreneurship Text: Information / Visual media

Listening & Speaking: Listens to and speaks about entrepreneurship

Activity 3: Mark the sentences below True (T) or False (F).

	Statement	True/False
1	An entrepreneur assumes the risk of a business.	True
2	Entrepreneurs are change agents.	True
3	Entrepreneurs see wants, needs and challenges as problems to ignore.	False

4	Entrepreneurs have skills and talents that can make a	True
	difference in the world.	
5	Entrepreneur's vision is to make money	False
6	Entrepreneurs' goal is to create jobs for themselves and for	True
	other people.	
7	Entrepreneurs' do not change the world.	False
8	Everyone cannot be an entrepreneur.	False

### Post Listening:

Write down a list to describe entrepreneur's skills/abilities.

- 1. Problem solvers
- 2. Job creators
- 3. Change agents/ innovative/ creative
- 4. Unique skills
- 5. Risk takers/ Hard workers

### Reading & viewing

Possible Answers: Biography: Bill Gates

Questions	Possible answers	Level
Choose the correct     answer  Bill Gates is the founder of the	Microsoft Office operating system	2
What do you think the 'III'     after Bill Gates name     refers too?	It means that he is the third generation with the name Bill Henry Gates/ He was named after his father Bill Henry Gates II. Any suitable answer	3
Where did Bill Gates     meet his business     partner?	He met his business partner at Lakeside Preparatory school.	1

4. Is the following statement	Fales, Bill Gates never graduated	2
True or False? Give a	from Harvard University because	
reason for your answer	he dropped out.	
Bill Gates graduated from		
Harvard University.		
5. Why do you think Bill	I think he held onto it so that he	3
Gates "held onto the	could sell it to other companies	
copyright of the	and make more money/ he wanted	
software"?	to keep what he designed.	
6. What does PC stand for?	Personal Computer	3
7. In which year did Bill	1985	1
Gates release the		
Microsoft operating		
system?		
8. Why was releasing the	It was a risk because there was	3
Microsoft operating	already an operating system,	
system seen as a risk?	Apple available/ People	
	complained that the Microsoft	
	operating system wasn't as good	
	as the Apple operating system.	
9. Do you agree that Bill	Yes, because today everyone uses	4
Gates "risk" releasing the	Microsoft on their computers/	
Microsoft operating	Apple is very expensive and only	
system was a good idea?	works on Apple operating systems	
Give a reason for your	whereas Microsoft can work on	
answer	any PC.	
10. Name 2 programs which	Microsoft Word and Excel	1
is standard on the		
Windows Office program.		

11. Choose the correct answer "Gates took Microsoft	B The public could buy into the company	4
public" means that  12.In your opinion, would	Learners own answer- any	5
you agree that Bill Gates success was mainly	reasonable  Yes, because he was sent to a	
based on luck.	school that introduced him to computers.  No, he worked hard for his success	
	and took many risks.	

**Vocabulary building:** Choose and underline the correct endings to create true sentences.

- a) When you drop out of college, you successfully complete your education / <u>stop</u> <u>attending your classes and don't graduate</u>.
- b) Bill Gates founded his company, Microsoft in 1975 which means <a href="heterotechnergy">he created a company</a> / he sold the company.
- c) Bill Gates took a calculated risk, which means it is a risk taken after <u>careful</u> <u>consideration of the rewards or risk</u>/ he closed his eyes and took a leap of faith.
- d) Because of the economic situation, we didn't expand into new markets, which means we didn't open our business in new countries / win against our competition in new markets.
- e) When you set up a company, you close a business/ you want to open a new business.
- f) If a company goes public, it means the government bought that firm / <u>it is listed</u> on the stock exchange.

Language Structures & Convention: Past tense

Read the story about Bill Gates, a famous entrepreneur, and complete the gaps with the correct form of the verbs in brackets.



William Henry Gates III was born on October 28, 1955, in Seattle. Most people know him as Bill Gates, the famous entrepreneur who founded (found) Microsoft. As a young boy, Bill was fascinated with computers and even hacked (hack) his school's computer at the age of 13. Thanks to his great grades, he went (go) to Harvard University.

One day he called (call) a computer manufacturer and said that he had a computer language for their new Altair computer. They said they wanted it, but in reality, Bill didn't have (not have) it! He spent a few weeks to quickly write the language for Altair which was then bought by the company. In 1975, he dropped (drop) out of Harvard and opened a company, called Microsoft, together with his childhood friend Paul Allen.

Bill Gates led (lead) Microsoft as CEO until January 2000. During that time Bill made Microsoft the largest software company in the world thanks to his business skills and the innovation he brought (bring) to the world, e.g. the Windows operating system. In 2008, he left (leave) Microsoft and decided to focus on the charity he set (set) up with his wife, called The Bill & Melinda Gates Foundation. Microsoft, and other businesses Bill invested in, made (make) him the richest person on the planet. He held this title from 1995 to 2017 when he was replaced by Jeff Bezos.

Source: www.eslbrains.com

Language Structures & Convention: Singular and Plural

Irregular plural nouns

Singular Plural	Singular Plural
foot	feet
tooth	teeth
ox	oxen

die	dice
child	children
goose	geese
woman	women
person	people
man	men
cactus	cacti

### Fill in the blanks with the appropriate forms of the words in brackets.

- 1. Bill Gates is one of the most important influential (personality) personalities in the modern world of (computer) computers and technology.
- Bill studied at a private school where he became good (friend) friends with Paul Allen who had similar (interest) interests
- 3. Bill Gates married Melinda French and had three (child) children.

### **Year Three**

**Term 1**: Week 5 & 6

Theme: Body Language Text: Informational

### **Possible Answers:**

Does the title give you a hint about what the text will be about?	Yes	1
What is one of the only languages that you can't hear or see yourself?	Body Language	1
3. What is the conundrum when it comes to body language?	Others can see it but you cannot.	1
4. What were the two statements that the author made in paragraph two and three?	a. I am shy. b. I am confident.	1
4. I put my hands on my hips, spread my feet hip width apart, tilted my head high and said, "I'm shy."	No, his body language and words used are not in alignment.	2

	*	
Does this show the statement "I'm shy" correspond with the first part of the statement? If yes or no, state why?		
5. Why did the audience not	As his body language was sending	2
believe his messages as stated in paragraph four?	one message and his words another.	_
6. What was the aim of the true story that the author told?	That body language carries even more weight than the spoken word at times.	2
7. Is the author's friend in the military?	Yes	1
8. What is her rank in the military?	Captain	1
What does the term 'typical military' mean?	She behaves in such a manner that it is obvious to see that she is in the military.	2
10. When Nikki allowed herself to be hugged, paragraph 8, was her body language and words in alignment?	No, they were not.	1
11. What does the phrase, 'We passed each other's test' mean?	That they gained each trust.	2
12. 'It was a comical sight.' What does this phrase mean?	That the way that she is standing and pulling her face made him laugh.	2
13. The phrase, 'What you do speaks so loud that I can't not hear what you say.'  Explain what this sentence means.	It means that no matter what words you are using, your body language is transmitting a more powerful message.	3

