

# English for Success

## Grade 8

### TEACHER'S GUIDE

I. Barnsley  
B. Hathorn  
K. Nortje  
P. Rendel

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### **English for Success Grade 8 Teacher's Guide**

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Managing Editor: Lindy-Joy Dennis

Editor: Peter van der Woude

Designer: Samantha Rowles

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## Dear Teacher

The challenges of teaching are never-ending and we hope you find this course an exciting and stimulating way to meet the needs of learners and the demands of the Curriculum and Assessment Policy Statement.

The course has been organised into ten chapters and a supporting Toolbox. Each chapter is based on a topic of interest to learners. It is then developed to encompass a wide range of activities across the language skills.

The greater level of development around fewer topics is integral to our approach. The extended topics allow learners who experience problems to build their confidence as they develop new skills based on a familiar topic.

The Toolbox acts as a place where learners may look up information on specific aspects of language they wish to revise.

The Teacher's Guide enriches your use of the Learner's Book and Anthology. It provides a detailed analysis of each chapter in the Learner's Book, including:

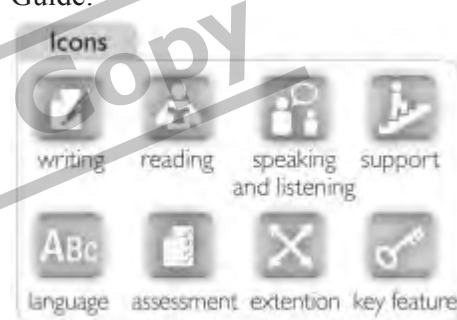
- an explanation of the learning focus of the activities







- suggested answers to activities where applicable
- extra information, including ideas for display and classroom organisation
- hints on troubleshooting in the classroom.

An example of a section from the Toolbox below:

<b>Idioms</b>	Every language has sayings we use all the time that are easily understood in that language. Their literal meaning is different to their idiomatic meaning. In English, when we want someone to help us, we might say "Give me a hand". we do not expect to be given an actual hand! Some examples of <b>idioms</b> : <ul style="list-style-type: none"> <li>• Keep an eye on him.</li> <li>• She cried her eyes out.</li> <li>• He landed himself in hot water</li> </ul>
<b>Literal meaning</b>	The <b>literal meaning</b> is the exact meaning of words spoken according to their dictionary meaning.

The icons below are found in both the Learner's Book and the Teacher's Guide:



Listening and speaking	Language
 <p>You will:</p> <ul style="list-style-type: none"> <li>• listen for specific information; appreciation and critical analysis</li> <li>• plan and use research skills for oral presentations</li> <li>• use listening skills and oral skills during oral presentations.</li> </ul>	 <p>You will:</p> <ul style="list-style-type: none"> <li>• develop your vocabulary</li> <li>• be critical about how language works</li> <li>• analyse adverts and cartoons</li> <li>• summarise.</li> </ul>
Reading and viewing	Assessment
 <p>You will:</p> <ul style="list-style-type: none"> <li>• read different texts and look at images and develop your comprehension and enjoyment</li> <li>• analyse adverts and cartoons</li> <li>• explain the meaning of texts that you read and view</li> <li>• explain how language and images affect how we think</li> <li>• analyse how texts work.</li> </ul>	 <p>You will:</p> <ul style="list-style-type: none"> <li>• write tests</li> <li>• learn exam skills</li> <li>• complete a programme of assessment.</li> </ul>
Writing and presenting	Extension
 <p>You will:</p> <ul style="list-style-type: none"> <li>• plan in order to write different kinds of texts</li> <li>• use different ways of writing</li> <li>• review and analyse your writing to improve it and use the opinions of others to change your writing and present a final draft.</li> </ul>	 <p>You will:</p> <ul style="list-style-type: none"> <li>• explore a topic more deeply</li> <li>• apply what you have learnt</li> <li>• be creative</li> <li>• explore a concept or topic.</li> </ul>

# SECTION 1 CAPS and this series

## The National Curriculum and Assessment Policy Statement (CAPS)

This series is based on the documents for the new curriculum, which are:

- National Curriculum Statement Grades R–12 (January 2012)
- National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012)
- National Protocol for Assessment Grade R–12.

This table shows how these documents repeal and replace previous curriculum documents:

Prior to January 2012	January 2012 and beyond
National Curriculum Statements Grades R–9 (2002) Government Gazette No. 23406 of 31 May 2002 and the National Curriculum Statements Grades 10–12 (2004) Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005	National Curriculum Statement Grades R–12 (January 2012)
Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12	National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012)
National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)	
An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No. 29466 of 11 December 2006	
The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R–9 and Grades 10–12	National Protocol for Assessment Grades R–12
An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R–12, published in the Government Gazette, No. 29467 of 11 December 2006	
Guidelines for Inclusive Teaching and Learning (2010)	Guidelines for Inclusive Teaching and Learning (2010)

The National Curriculum Statement Grades R–12 (NCS) describes policy on curriculum and assessment in schools. The National Curriculum Statement was revised. A single Curriculum and Assessment Policy document was

developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12. The revised curriculum came into effect from January 2012.

## Key differences between the National Curriculum Statement (NCS) and the National Curriculum and Assessment Policy Statements (CAPS) in the Senior Phase

National Curriculum Statement (NCS)	National Curriculum and Assessment Policy Statement (CAPS)
Critical and Developmental Outcomes	Critical Outcomes with Developmental Outcomes infused in the content
Learning Outcomes and Assessment Standards	Content areas with general and specific aims (referring to content knowledge and assessment tools)
Learning Areas: Home Language (Language 1) First Additional Language (Language 2) Language 3 (optional) Mathematics Natural Science Economic and Management Studies Technology Arts and Culture Social Sciences Life Orientation	Subjects: Home Language First Additional Language Mathematics Natural Science and Technology Social Sciences Life Orientation (Physical Education and Personal and Social Well-being)
Focus: Knowledge and skills	Focus: Content knowledge Skills Attitudes and values Improved transition between grades

### Principles of the CAPS

This course embodies the principles of the CAPS. These principles include:

- access to education that is equal and promotes the rectifying of past disparities in education
- promotion of teaching methodology that is active and effective, to replace outdated styles of rote teaching
- a high standard of academic attainment, that progresses in complexity in each grade
- education provided to learners that is internationally competitive in terms of its content and quality
- education that embraces diversity and caters effectively for a range of learners

- education that is characterised by value of South Africa's unique history and respect for its Constitutional values.

### Constitutional values

The values espoused in the South African Constitution underpin the country's educational policy and its CAPS. As such, this course has been developed to support the core constitutional values of human rights, inclusivity, and environmental and social justice, and to promote an understanding of human dignity, equality and freedom.



## The CAPS and this English Home Language series

This series fully supports the aims and principles of the CAPS in the following ways:

- by providing a series that will ensure all learners' progress through the content as required by the CAPS
- by providing a series written in accessible language and in this way addressing the needs of learners who study English as a Home Language but do not necessarily speak English as their mother tongue
- by helping learners to meet and exceed the required standards;
- by providing structured lesson plans that ensure teachers are organised and use teaching time optimally
- by building in opportunities, at the right time, for learners to work at a more challenging pace
- by raising the expectations in terms of the number and complexity of tasks to be completed within the year
- by setting assessment tasks at the appropriate level that are aligned to the CAPS requirements
- by building in regular assessment opportunities that allow the teacher to establish whether learners are ready to move to the next level
- by encouraging learners to read, interpret and follow instructions
- by providing guidance to the teacher regarding suitable support and intervention, as well as extension activities.

## Time allocation for all Senior Phase subjects

The table below shows the teaching time that should be spent per week on each subject in the Senior Phase

Subject	Total hours
Home Language (HL)	5 hours
First Additional Language (FAL)	4 hours
Mathematics	4.5 hours
Natural Science	3 hours
Social Sciences	3 hours
Technology	2 hours
Economic Management Sciences	2 hours
Life Orientation	2 hours
Creative arts	2 hours
<b>Total teaching hours per week</b>	<b>27.5 hours</b>

## Time allocation for Home Language in the Senior Phase

The table below outlines the suggested teaching time that should be spent per two-week cycle on the different skills for teaching Home Language.

Skills	Time allocation per two-week cycle (hours)
Listening and Speaking (Oral)	2 hours
Reading and Viewing	3.5 hours (1 hour 45 minutes for comprehension and 1 hour 45 minutes for literary texts)
Writing and Presenting	3.5 hours
*Language structure and use	<b>*Language Structures and Conventions</b> is integrated within the time allocation of the four language skills. Thinking and reasoning skills are incorporated into Listening and Speaking, for Reading and Viewing, and for Writing and Presenting skills.

\*Language structures and conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice.

Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.

## How the series is planned

This series fully meets the requirements of the National Curriculum and Assessment Policy Statement (CAPS).

This series consists of a Learner's Book, a Literary Anthology and a Teacher's Guide for each grade.

## SECTION 2 How this course works

### Components

The various components available in this series work together to consolidate the key language skills that Senior Phase learners must acquire. These components are:

### The Learner's Book

The Learner's Book consists of different texts and activities that cover the language skills to assist in learning to read and write, learning content, developing essential language skills, and helping to consolidate learning and track progress. The activities also assist with the informal and formal assessment of learners.

### The Teacher's Guide

The Teacher's Guide provides the teacher with all the necessary planning, teaching and assessment tools. The Teacher's Guide supports and complements the Learner's Book and Anthology.

### How the Teacher's Guide should be used

The Teacher's Guide provides material for teachers with which to plan their lessons and ensure full curriculum coverage. It provides full lessons for teachers to use which can be modified to suit their purposes. The Teacher's Guide is a tool for teachers' daily planning. It provides a number of activities with accompanying answers. It also provides assessment activities to be used in assessing the progress of learners.

Extension activities are provided for learner enrichment. Support activities are included to support learners who may struggle with a particular aspect of language.

### The Anthology

This course has readers containing the following text types:

- Folklore
- Short stories
- Poetry
- Drama

## Teaching in the Senior Phase

### Classroom management

#### Teaching large classes

Large classes are a reality that many Senior Phase teachers face in South Africa.

The challenges of large classes include:

- maintaining good discipline
- varying abilities and learning speeds
- giving enough individual attention to learners
- lack of or shared resources.

Throughout this English Home Language course, guidance is given on how to manage the class. This guidance can be found in the Inclusivity, Tips and Step-by-step Instructions sections.

Group work is one of the strategies that can be used effectively in large classes. Learners help and learn from each other while you monitor groups, constantly giving encouragement, assessing needs and giving individual attention where necessary.

Group work strategies that can be used include:

- Mixed-ability groups where more able learners assist less able learners. During a shared reading activity you can pair stronger learners with learners who are struggling with word



attack skills. The weaker learner will model the approach of the stronger reader who will help them sound the more difficult words out.

- Same-ability groups where some groups continue working by themselves while you spend more time with less able learners. Use this strategy when assessing reading work with same-ability groups so that you standardise your assessment and learners are not intimidated by being in a group with more competent readers.
- Appointing group leaders who are able to help the less able learners.

These group work strategies can be varied for different activities and circumstances. For example, if you have diagnosed a particular area that needs revisiting, you can give a more able group an extension activity and spend more time with groups that need support.

Good discipline should be based on a Code of Conduct that is clear to learners and the teacher. The Code should explain that learners need to work quietly, are allowed to speak, albeit quietly, and what they may do when they have finished their work. Group leaders can assist in supporting good discipline, as well as collecting or handing out work. Some of the advantages of large classes are the variety of experiences and ideas that can be utilised in group projects and other activities, and developing teamwork and leadership skills.

### **Inclusive education in the Senior Phase**

Inclusive education refers to a classroom environment that promotes the full personal and academic development of all learners regardless of race, class, gender, disability, religion, sexual preference, learning styles and language.

### **Practical guidelines for inclusive teaching**

- Use information regarding learners' background, strengths, special abilities, needs and barriers to inform lesson planning and to give it a clearer focus.
- Be reminded that, as the teacher, you are a facilitator of learning.
- Keep the content and material as relevant as possible.
- Break learning down into manageable and logical steps. Keep instructions clear and short. Plan your lessons carefully before hand.
- Grade activities according to the different levels and abilities of learners. Ensure that learners remain challenged without creating stress.
- Teach learners about diversity and the unique value of each individual.
- Encourage learners to help one another in the form of group types and peer-assisted learning to ensure that all learners feel included and supported in the classroom.
- Set up pairs and groups of learners where members can have different tasks according to their strengths and abilities. Promote self-discipline skills and responsibility through the group roles and the types of tasks you set. This can be achieved by giving learners clear guidance on their specific group roles.
- Motivate learners by praising their efforts and individual progress.
- Encourage questioning, reasoning, experimentation with ideas and risking opinions.
- Spend time on consolidating new learning by giving learners opportunities to demonstrate a combination of skills learnt in a meaningful way. Make time to go back to tasks so that learners can learn from their own and others' experiences.

## **Interactive support for the multi-level classroom**

The Senior Phase Learner's Books have been designed to provide interactive support for a variety of multi-level classrooms.

Learners have different learning styles and work at different paces. Some have more specific barriers to learning in the form of physical disabilities such as partial sight or hearing, or reading difficulties resulting from forms of dyslexia, or cognitive development variations.

The Learner's Books contain a wide range of tools to support the learner, page by page.

Each cycle follows a learning pattern that enables interactive class discussion to explore the key concepts covered in the cycle or theme. Each cycle contains a scaffolded approach to activities through class discussions that remind learners of their prior knowledge or develop the necessary concept. The theme, text type and learning is taught in a scaffolded manner through class work, group and paired work through to individual work to cover the speaking and listening, reading and writing requirements.

This variety of class, group, pair and individual work opportunities allows teachers to pace work according to the different learners in the class and to use different groupings of learners to cater for different learning styles and to help learners with specific barriers to learning – for example by giving a strong reader a responsibility for working with weaker readers for certain types of activities to support their reading and understanding.

Questions in activities have been graded to provide solid scaffolding through the different cognitive levels. Not all learners will manage the higher order questions but the opportunities for enrichment exist to extend learners naturally within the themed cycles. Enrichment activities have been indicated with a \*.

The Learner's Books all have a fully integrated reference section, the Toolbox, to encourage learners to help themselves independently to check and develop their own knowledge and skills.

In addition to the flow of the cycles, the structured activities and the Toolbox, each cycle contains a number of specific interactive support tools for use by both teacher and learner. Supporting learners with different learning styles, with different paces of work, with potential barriers to learning and diverse abilities and talents requires a flexible and multi-faceted approach from the teacher. Furthermore, most learners in the Senior Phase are still in the process of developing independent learning habits and need to be guided by the teacher into using learning strategies that begin with an independent initiative.

The notes that follow support the diagram on page 13 showing examples of the different support tools found in the Learner's Books.

### **A: Glossary words**

Difficult vocabulary is glossed on the page to assist learners who have a limited vocabulary and to extend the learners' general vocabulary.

### **B: Annotated labels**

Texts are labelled and annotated to offer teaching and support for learners unfamiliar with the key features of the text type. Learners can refer to these examples when producing their own writing.

### **C: Focus on ... feature**

This feature occurs regularly throughout the Learner's Books as they teach, explore and consolidate the Intensive Reading skills that are new to this Phase. For more guidance on Intensive Reading turn to page 37 of this Teacher's Guide.

### **D: Helpful Dog comments**

The Helpful Dog is a familiar thread running through the Learner's Book. He also gives tips and asks questions to

encourage learners either to reflect on what they are doing in the activity itself or to link the activity to a broader issue. His role is to encourage learners to ask questions to reflect on their own approach.

### **E: Hints and Tips**

The Hints are designed to support the activity and to guide learners who need to be reminded of a previously learnt skill or some prior knowledge.

In the same way, Tips encourage broader thinking and alternative approaches.

### **F: Fact files and language teaching**

Fact files provide additional information that may guide or assist learners in the activity that they are working on.

Language tips are also provided in this feature.

### **G: Did you know? feature**

The Did you know? feature provides useful information to support activities in a chapter. It is deliberately structured to encourage cross-curricular learning and to promote development through synthesising knowledge and skills gained in different learning environments. It helps learners benefit from and develop strategies to manage vicarious or non-linear learning opportunities.

### **H: Notes**

Notes are similar to hints, and also support the and guide learners in completing their activities.

### **I: Toolbox**

Throughout the Learner's Books, learners are encouraged to refer to the Toolbox section at the back of the book to research, revise and consolidate their understanding of the language skill and convention being taught or practised.

### **J: Labelled support tasks in the margin**

The Support Tasks have been specifically designed to support children with different learning styles and/or

barriers to learning. Sometimes the tasks provide questions to support the in-built scaffolding of the activity – to provide an extra entry point. Sometimes the tasks provide further opportunities to embed the new skill or apply new skills in a slightly different context. Some of the activities key directly into learners who benefit from an advance preparation or concrete base to a more open-ended activity or who respond to peer group interaction to orientate themselves before, during or even after a task. The tasks are not an integral part of the main activity and therefore can be used in a variety of ways at the discretion of the teacher and the enthusiasm of the learner.

### **K: Key features**

The Learner's Book contains clearly defined Key Features for a variety of text types and language activities. These are repeated often across the phase so that they become as familiar as the ingredients in a well-followed recipe.

### **L: Flow charts**

The Toolbox contains a number of checklists and process diagrams to support the reading and writing process. However, the chapters and cycles in the Learner's Book also contain a number of flow charts and diagrams, for example to guide the learners in a structured manner through the different stages of the writing process. Not every learner will want to follow each flow chart slavishly but the charts are there to embed the principle of writing as a process with clearly defined stages across all the different text types.

As a package, the Learner's Book together with the classroom management activities described in this Teacher's Guide, particularly the section providing support and ideas on dealing with barriers to learning and the Teacher's Guide consolidation and extension activities, encompass a wide variety of support and tools to promote a healthy

and constructive learning environment for all.

**M: Word detective feature**

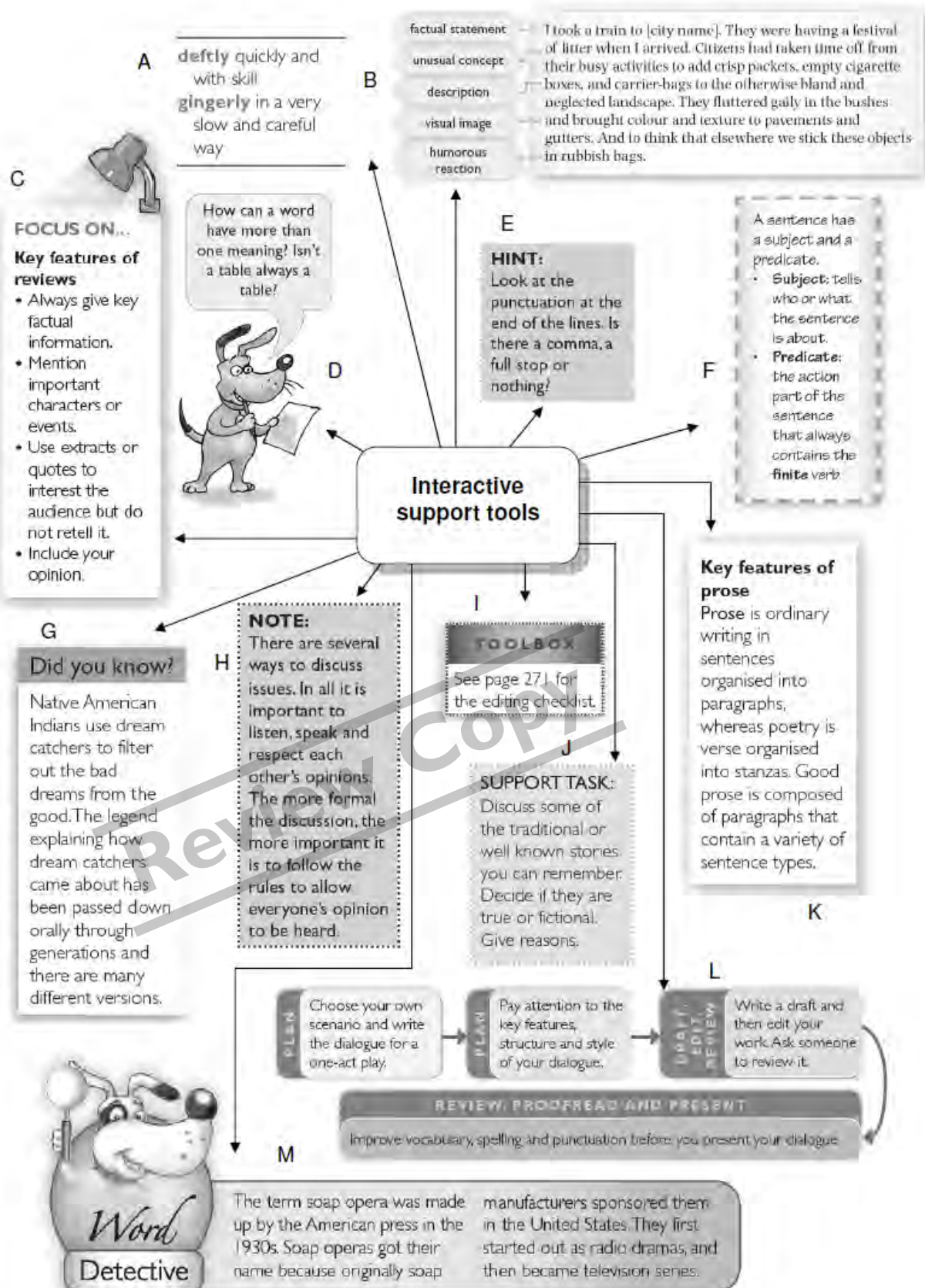
This feature is designed to help learners develop their language skills and appreciate that words and languages have a life and are not set in stone. Furthermore, the features encourage learners to recognise and explore the rich variety of South African languages and their interconnectedness even in the medium of English as a home language.

**\*Star items**

Throughout the Learner's Book, teachers and learners will spot activities that have an asterisk or star beside them. This is to indicate that this activity is more of an enrichment activity and this helps guide teachers and learners and make them aware that more input may be needed to support certain learners or that this is an opportunity for certain learners to challenge themselves and explore a bit more to complete a more challenging question.

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## **Learners with barriers to learning**

A barrier to learning is anything that prevents a learner from participating fully and learning effectively. This includes learners who were formerly disadvantaged and excluded from education because of the historical, political, cultural and health challenges facing South Africans. Some other examples of barriers to learning may be learners who are visually or hearing impaired; learners who are left handed or learners who are intellectually challenged. Barriers to learning cover a wide range of possibilities and learners may often experience more than one barrier. Some barriers, therefore, require more than one adaptation in the classroom and varying types and levels of support.

These learners may require and should be granted more time for:

- completing tasks
- acquiring thinking skills (own strategies)
- assessment activities.

Teachers need to adapt the number of activities to be completed without interfering with the learners' gaining the required language skills.

Teachers also need to develop alternative methods to assess learners with barriers to learning, so that learners are given opportunities to show their abilities in ways that suit their needs. Assessment tasks should cater to different cognitive levels and the forms of assessment should be suitable to the age and developmental level of the learners.

### **Some specific ways of assisting learners with barriers to learning**

#### **Visually-impaired learners**

Visually-impaired learners can be placed at the front of the classroom to be able to

focus on the teacher and on the board when necessary. All material can be provided to the learners in a larger font to enable them to be able to see the words clearly. Fonts used in the classroom should be simple, clear fonts to promote readability. Visual images can help to facilitate understanding. Braille may be necessary for learners with severe visual impairment. Teachers and fellow students should be prepared to spend extra time helping visually-impaired learners where needed. Visually impaired learners should be seated next to a helpful classmate.

#### **Hearing-impaired learners**

Hearing-impaired learners should be placed at the front of the classroom to be able to hear the teacher's voice as clearly as possible. Written instructions should be given as often as possible to hearing-impaired learners. Written instructions will be the clearest and most direct tool for teaching hearing-impaired learners. A hearing-impaired learner will learn most effectively through visual aids. These should be incorporated in every lesson to effectively engage hearing-impaired learners. Teachers and fellow students should be prepared to spend extra time helping hearing-impaired learners where it is needed. Hearing-impaired learners should be seated next to a helpful classmate.

#### **Intellectually challenged learners**

Intellectually challenged learners require close personal attention. Teachers and fellow students should be prepared to spend extra time helping intellectually challenged learners where it is needed. Intellectually challenged learners should be allowed extra time in order to complete activities and assessment. Intellectually challenged learners should be seated next to a helpful classmate.



## Addressing barriers to learning in the classroom

Every classroom has its own unique dynamic atmosphere. However, in every classroom there are factors that challenge the teacher's ability to teach and the learner's ability to learn.

These challenges may be physical – too many children, too little space, broken furniture or equipment, a lack of resources etc.

There are many socio-economic factors to consider – poverty, lack of nutrition, poor health, lack of parental support or negative pressures from peer groups, e.g. a child who is bullied or teased at school will struggle to focus in the classroom. Language is often a challenge to children who are learning in a second language. A person is generally most competent when using their mother tongue. When taught in another language, they may experience barriers to learning.

Teaching a class of children has other

challenges. For every child that is present in the class, there is a unique individual with unique abilities, likes, dislikes, needs, responses and learning styles. To teach so that every child is able to learn and grow sometimes means catering for a specific type of learner or a special need. A teacher who is flexible and open to dealing with individual needs will greatly assist children experiencing barriers to learning.

### Different learning styles

It is important to understand that we all learn differently. Some people learn well in a group situation while others need to be on their own. Some people are good with numbers, others are good at languages. This awareness must translate into effective lesson planning and teaching. A teacher must avoid continuously using only one method of teaching. This will disadvantage some of the learners in the class. Some learning styles to be aware of have been outlined in the table below, together with some ideas of ways to structure lessons.

Learning style	Description	Ideas for the classroom
<b>Visual</b>	Needs pictures and images to understand	Change the posters on your walls regularly. Encourage learners to draw mind maps. Get them to illustrate what they have learnt and display it. Use pictures to help with reading and writing.
<b>Linguistic</b>	Prefers using words – in speech and written text	Let them be the spokesperson or scribe for group work. Let them make up stories in a creative writing note book.
<b>Audio</b>	Learns through sound and music and speaking	Introduce a lesson with a song or music. Let learners write a jingle to help the class remember maths or spelling rules. Let them verbalise – they need to speak!
<b>Tactile</b>	Needs to move, touch, use hands and body	Get them to build a model or make a poster or go outside and dramatise a lesson. Give them errands to run or physical jobs around the classroom.
<b>Logical</b>	Prefers using logic, reasoning and systems	Give them problems to think about and solve. Let them write out lists instead of doing mind maps. Ask them to find solutions to small problems in the classroom.
<b>Social</b>	Prefers to learn in groups or with other people	These learners enjoy group work – give them various roles to perform and swap these roles around regularly. Let them read together in reading groups. They will also enjoy role play.
<b>Individual</b>	Prefers to work alone and use self-study	These learners do not enjoy group work so encourage them by giving them a specific role within the group, e.g. scribe or note taker. Let them read on their own and understand their need to be alone. Give them responsibilities in the classroom that will allow them this space, e.g. dictionary monitor.

Experiment with a variety of teaching methods and strategies to keep learners interested and to cater for and develop different learning styles.

There are many simple ways of addressing different learning styles in the classroom.

Here are a few more ideas:

- **Content:** Choose interesting themes and texts that will stir up interest and enthusiasm in the learners and encourage self-expression. Give the learners ample opportunity to engage with stories, texts and themes that they can relate to. Assist weak readers by giving them texts with pictures that they are familiar with. If a child battles to speak in front of the class, consider giving them a topic that they are able to talk about.
- **Environment:** Where possible, change the environment – go outside, organise a field trip or take the children on a walk. Many children will respond to a change from being inside the classroom.
- **A reading corner:** A reading corner does not have to take up a lot of space. It can consist of a small bookshelf or bench with some books, magazines and newspapers. Have a few cushions on the floor and pictures on the wall (or old book covers). If possible, some audio device with earphones could be available for children to listen to stories or music.
- **Posters:** You don't need lots of fancy posters to get the children interested. Use the posters that you have and swap them around your classroom so that they are not always in the same place. You can also use current newspaper articles that can be changed on a regular basis.
- **Teaching methods:** Vary your teaching methods. Have a good balance of group work and individual work, written work and practical work, presentations and discussion. Provide learners with opportunities to

express themselves according to what they enjoy. Instead of introducing a lesson by giving the class a short presentation, try something different – play a song, read a poem or a story or a debate. Think of alternate ways for children to “complete their work” to allow for self-expression. There are many ways that a child can “show” what they have learnt according to their abilities.

- **Classroom organisation:** Consider how your desks or tables are arranged and make some changes where necessary. If all your desks are arranged in groups, you can turn one or two of these desks to face the wall for the children who need a quiet space. If all your desks are in rows, consider moving them into groups and doing some group work. The “social” learners will enjoy the change.

### **Ideas to address specific barriers to learning**

Lesson plans, teaching methods and classroom organisation should reflect the teacher's awareness of different learning styles. This will help to address many potential challenges or barriers to learning. However, some barriers to learning require more specific attention.

Some children struggle to read, others to write and still others to focus. Some children struggle to manage the input and some struggle to manage the output. Every teacher deals with children with various physical, neurological, mental and sensory disabilities on various levels. A teacher may not be able to address every need or provide specific treatment but there is a lot that can be done to help the child who is struggling.

### **Poor concentration**

Classroom organisation plays a major role in creating or addressing barriers to learning. Firstly, always check which children need to be seated in the front of

the classroom due to weak eyesight or poor hearing. If there is a medical report, find out which ear works the best and position the child accordingly. There are other reasons why a child may benefit from being close to the front, e.g. some children struggle to concentrate (Attention Deficit Disorder) and some have sensory integration issues (Sensory Integration Dysfunction). It is very difficult for these children to pay attention if they are surrounded by other children or distracted by an open door or objects hanging from the ceiling. Be aware that these children may need you to repeat instructions, use concrete learning aids, have extra time to complete a task and keep drawing their attention back to the task at hand. It will help them and you if they are well-positioned in the classroom.

## **Weak spelling**

### **Spelling words**

As learners get older, it becomes more difficult to encourage them to focus on improving their spelling. In Grade 7 and in the early terms of Grade 8, learners will be receptive to playing spelling games and holding spelling competitions such as these explained below:

- Spelling competitions – give points or prizes to teams or individuals who get the most words right.
- Spelling bingo – call out words and have learners find these words on word lists/cards that you have provided. Each card should be slightly different. The first person with all the words present on their list is the winner.
- Snap – show a word and let learners look for it in their readers or dictionaries. They can play in pairs and get points for finding the word first.
- Memory games –these help with visual memory and recall. You can use words or letters or any objects! Ask the children to look at a set of

objects for a few seconds. When they look away, remove one or two objects. Let them look at the set again and decide which objects are missing.

- Make acronyms for tricky words, e.g. Rhythm Helps Your Two Hips Move or Big Elephants Can Always Upset Small Elephants.

Monitor your class and assess when these games are no longer productive. Fun activities for older learners can include:

- Spelling tag – a learner starts the game by saying a word. The next learner's word has to start with the last letter of the first learner's word. This game can be made more challenging by changing the letter that the next word must begin on or by limiting the words to a specific part of speech.
- Balderdash – use a classroom friendly version of the game where you divide the class into groups. Find an unusual word in the dictionary and give groups three minutes to create a dictionary sounding and viable definition. Read all definitions out to the class along with the actual definition. The group that chooses the correct definition gets 5 points and one point for every group that chooses their definition.

Incorporate Intensive Reading at a word level into your daily instruction.

- Encourage and enforce the use of dictionaries and thesauruses as well as a personal spelling list for the checking of spelling and pronunciation.
- Supply learners with lists of commonly confused words: homophones, homonyms, homographs to learn how they differ and should be used.
- Ask learners to supply and spell synonyms and antonyms for words.

- Groups of words that share the same spelling pattern (-ight, -tion, -ough etc.) can also be displayed on the wall and made interactive. New words with the same spelling pattern can be added to the list over the year.

### **Weak reading**

There are many reasons why a child may struggle with reading. Be aware of the different reading levels in your class.

Learners in the Senior Phase who struggle to read need support in a quiet, unobtrusive way in order to avoid embarrassment. Allow them to read to you for assessment away from the class and develop an Extended and Independent Reading programme with them where you encourage them to read books that they enjoy. Practising reading is one of the best ways to improve reading. Introduce paired reading – at home and at school. This is where the reader reads aloud to a partner and the partner assists by following the words with the reader and helping when they get stuck on a particular word or pronounces the word incorrectly. Encourage parents or care-givers to get involved with this. The reader should never feel rushed or pressurised. They should feel relaxed and encouraged. It is important to create a positive atmosphere and attitude towards reading. Many barriers to reading exist because children have developed a sense of “I can’t”.

### **Weak comprehension**

Help learners to engage with a text by showing them how to approach it and look for clues that will help them to read and understand it. This is especially important if they are learning in a second language. Use pictures with the text to help these children grasp concepts and humour in the text.

**Step 1:** Ask questions and make predictions about the title, the picture, the genre.

**Step 2:** Read through the text and identify vocabulary, terms and expressions that are not familiar. This is an essential part of comprehending the text.

**Step 3:** Once there is background knowledge, read through the text again.

There are different levels of understanding a text. Barrett’s taxonomy is a comprehensive guide that unpacks these different levels with examples of appropriate questions. As stated in the CAPS document (page 121), “formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used”. A “Cognitive Levels table” is provided in the CAPS document showing various types of questions that should be used to assess understanding of a text.

#### **The 5 levels are:**

- Literal (Level 1)
- Reorganisation (Level 2)
- Inference (Level 3)
- Evaluation (Level 4)
- Appreciation (Level 5)

Teachers should use this to guide their questioning and text activities so that learners have a chance to express their knowledge according to their level of understanding. Use comprehension activities that are graded – from lower level questions to higher level questions. Marks should be distributed so that children have a chance to achieve by answering basic questions. Higher level questions can be used as extension activities.



## Assessment

It is essential that children are assisted and not simply assessed when it comes to learning. Monitor progress through continuous assessment so that you can implement strategies to help learners with barriers. Begin sections of work with a baseline assessment that enables you to identify children with special needs. Use informal assessment strategies to keep track of their daily progress. Be flexible – a child may simply need extra time, a picture or a chance to verbalise an answer in order to express their knowledge or skill. The teacher who is able to grow a child through understanding their needs has achieved the ultimate goal in the classroom.

## Resources for teachers

Teachers can find support activities throughout this guide. Support activities have been designed to help teachers help the learners who may not grasp the prescribed activity. Alternatives have been suggested and there are further consolidation activities as the back of this Teacher's Guide for children who need revision. The Internet is also a wonderful resource for teachers. Here are some sites that will provide support and resources:

<http://www.help2read.org/>

<http://www.literacyforall.co.za/>

<http://www.wordworks.org.za/>

[www.thutong.doe.gov.za/ResourceDownload.aspx?id=37353...1](http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=37353...1)

## Remedial education

In this series, you will find carefully designed support activities. These activities have been included to give learners who struggle with a particular aspect of language another chance to succeed. However, if your learners experience more serious barriers to learning, remedial assistance can be very helpful. Remedial assistance can help to motivate learners if they experience

psychological barriers. It can also help learners to address serious conceptual and language challenges they may be experiencing. Below is a description of some of the barriers which may be overcome with remedial intervention. Information has also been included about factors that increase the likelihood that remedial assistance will be required. If you think that learners in your class may need remedial assistance, it is important to refer them.

## Examples of psychological challenges

### Problems with self-direction and self-esteem

Learners may show a lack of motivation because they are unsure of what they are aiming at or they may lack confidence in their own ability. Remedial interventions can increase motivation by making learners aware of the relevance of their work.

### Difficulties with adjusting socially and emotionally and problems with family and peer relationships

Learners may have trouble fitting in and have difficulty with their relationships. This can be demotivating. One-on-one remedial attention can help to motivate learners.

## Examples of environmental challenges

### Learners who have not been taught properly

Some learners may have fundamental gaps in their understanding because of problems with the way they were taught in earlier grades. For instance, their reading age may be lower than is expected.

### Challenging school environment factors

Although education has vastly improved in South Africa, there are some schools which still need more resources.

This shortage of resources which results in, for instance, sharing books and crowded classrooms, may mean that learners have struggled to keep up with the conceptual and language knowledge required for this grade. For this reason, remedial intervention may be required.

### **Expectations placed on learners**

Learners may face very high expectations from teachers and family members and feel demotivated because they can't meet these expectations. The opposite is also true. Learners may feel demotivated by low expectations and not fulfil their full potential.

Learners with *normal intelligence or scholastic ability* who have fallen behind because of the reasons discussed above are those most likely to benefit from remedial support, that is, one-on-one intervention. However, if learners experience severe challenges due to critical physiological, emotional or physical challenges they may benefit more from other specialised support to ensure they benefit by inclusive education that is underpinned by an expert panel. This is explicitly explained in the following:

- Education White Paper 6, Special Needs Education, July 2011
- Guidelines for Inclusive Teaching and Learning (2010).

## **Diversity**

This Teacher's Guide embodies the CAPS principle of diversity. Diversity can prove to be a challenge to learning if a teacher is not able to meet the needs of the variety of learners in the class, including learners of different genders, races, ages, ability levels and socio-economic backgrounds.

The key way in which diversity is encouraged is the absence of stereotypes and prejudice in the Learner's Book, Anthology and Teacher's Guide components of this series. A diverse range of material is presented, in order to

represent and cater for the heterogeneous South African society. This is vital in promoting tolerance and on-going nation-building in South Africa.

## **Integration**

Each component in this series (Learner's Book, Anthology and Teacher's Guide) does not work in isolation from the others, but rather they complement and build upon one another. Likewise, they are not independent from other subjects. This Teacher's Guide has been developed to foster integration both within the language skills and across the content subjects. This integration is effective in eliminating contradictions or redundancy across subjects in order to provide learners with effective and cohesive language teaching support materials.

## **Teaching English Home Language**

This English Home Language series has been especially developed to meet the needs of teaching English Home Language.

### **Language teaching approaches**

This series supports the communicative and text-based approaches laid out in the CAPS. The course is also process-orientated, supporting learners in mastering their Home Language.

### **Communicative approach**

The communicative approach to language teaching means that when learning a language, a learner should have a great deal of exposure to the language. Language learning should be a natural process, involving many opportunities to practise and produce the language. In this process, learners will make mistakes as part of their language learning. Mistakes may be corrected but the main focus will be on



communicating meaning for a real purpose.

### **Text-based approach**

A text-based approach to language learning focuses on exploring how texts work. The purpose of a text-based approach is to enable learners to become competent and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

Texts are produced in particular contexts, i.e. with particular purposes and audiences in mind. Learners need a “meta-language” to discuss texts, i.e. they need the words to describe different aspects of grammar, vocabulary and style and how these function in texts.

### **Process-orientated teaching of language**

Language teaching should be process-orientated to allow learners to successfully acquire the different language skills. The Senior Phase CAPS specifies the processes that should be followed for the teaching of Reading and Viewing and for Writing. In brief, the processes ensure that learners move through different stages when reading or writing a text to ensure that they develop reading and writing skills successfully. The different stages of the processes are unpacked when Reading and Viewing and Writing are discussed in more detail.

## **Teaching the different language skills**

### **Listening and Speaking**

Listening and Speaking are key skills that learners acquire in their earlier years of schooling, and continue to build upon in the Senior Phase. A lesson should involve a text being explored through listening and speaking activities. Following reading, meaningful discussion should take place based on the learners’ responses to the texts, which may create a natural link to further teaching based on the topic presented in the text.

This English Home Language series supports listening and speaking in the following ways:

- Listening and speaking is thoroughly covered in the teaching guidelines in this Teacher’s Guide, and teachers are given guidance on how to guide class discussions.
- Listening skills are developed as learners practise listening for detail and for identifying key points.
- Speaking skills are developed as learners practise presenting their ideas and discussing concepts with their classmates. Learners will grow in confidence and assertiveness in communicating.
- Learners develop skills of communication for social purposes.
- Listening and speaking incorporates a wide range of text types, such as newspaper articles, biographies, dialogues, plays and folklore. Learners will become familiar with the purpose and structure of varied text types.
- New words can be identified in the text, and used to develop learners’ vocabulary. This can lead easily into learners practising dictionary work.

# Section 3 Reading

## Reading

This English Home Language series supports Reading in the following ways:

- The Learner's Book and the Anthology have been written to teach and reinforce reading skills.
- The Anthology supports the Learner's Book thematically and learners can find texts matching the theme they are working in the Anthology.
- The Anthology can be used as an extra teaching resource, offering extra examples of the prescribed texts, or as a method of formalising an Independent Reading programme that teaches reading skills and the genres and text types of the prescribed genres.

All the tasks in the Learner's Book and Anthology support Intensive reading skills:

- Close and critical reading of the text
- Understanding a text and all its parts: text features, titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format, e.g. newspaper columns, etc.
- To demonstrate independent reading (reading widely for pleasure, information and learning)
- Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions).

### The Anthology

The annotations and activities in the Anthology teach and consolidate the following:

- the reading process of before, during and after reading
- reading in order to evaluate
- reading skills such as skimming, visualisation and analysing
- knowledge and understanding the key features of genres
- key features of good writing such as characterisation, plot development and language use
- poetic devices.

### The Reading Process

Reading should be approached using the reading process strategies which are outlined below:

- Pre-reading – activities are provided to prepare learners before reading to help with comprehension of the text. Learners engage in prediction about the text and discussion around the title of the text.
- Reading – these predictions can be built upon, and the class can be encouraged to reflect on what has taken place in the story to encourage retention through the repetition of details.
- Post-reading – learners answer questions relating to the story, and are encouraged to apply it to their own lives and other texts that they may have read. Key elements of the text can be identified by the teacher, in order to prompt learners' discussion.

The Reading Process is built into the reading activities in both the Learner's Book and the Anthology.

## Independent Reading

Independent reading is a purposeful, planned activity and it can be done in a reading period. Learners read books or texts on their own to develop fluency and the ability to read critically. The CAPS specifies that Independent Reading should always relate to the theme that you are using to teach the rest of your language content. For this reason, the contents page of the Anthology indicates which Learner's Book themes the different texts relate to. This is ideal for Independent Reading as the learners will build relevant vocabulary through the work they do in their Learner's Book. This will assist them to engage with the texts in the Anthology independently. The CAPS also suggests that texts used should be either the same text type covered in the CAPS for that two-week period or a different text type to expand exposure to a variety of texts.

The Anthology offers at least one other example of a text type that appears

in the CAPS teaching plan. These extra texts can be used as extension, support or as an alternative to what you are using.

Encourage learners to keep record of what they read independently.

## Extended reading

An Extended Reading programme runs simultaneously alongside the Independent Reading programme as learners take responsibility to read more and for longer periods of time.

Guide learners as to what level of book they should be attempting.

Set aside a section of the classroom wall for a book club corner in which new titles can be displayed with their blurbs and learner reviews.

Set goals for the class as to how many book reviews they must complete in a term.

## Reading strategies

There are key reading strategies that can be used to assist learners in reading for meaning:

Reading strategy	What this strategy means	How to use this strategy
<b>Skim and scan</b>	Skimming is reading quickly to get the general idea of the whole text. Scanning is reading quickly but carefully to locate specific information using key words.	When you are skimming, look out for key words and small bits of information to give you clues. When you are scanning, quickly look over a passage that you have already read, focussing on finding key words or specific information.
<b>Read for specific information</b>	Reading only certain sections to find particular information.	Follow instructions carefully to help you select the specific information you need.
<b>Use prior knowledge</b>	Making connections between what you already know and the new information that you are reading.	While you are reading, or once you have finished for the first time, ask yourself questions to help you remember what you already know about this topic. Then use this information to help make sense of the new information.
<b>Clarify</b>	Checking that you have understood what you have read.	Ask questions. Ask yourself, your friend, your parents or your teacher. Look up words you don't know in a dictionary and re-read the passage until you understand it.
<b>Classify and organise</b>	Sorting and organising information to help you understand it better.	Look for key words and use them to put information that belongs together into groups, tables or mind maps.
<b>Evaluate and draw conclusions</b>	Developing ideas, forming your own opinions (what you think) and making decisions based on what you have read.	Ask questions and decide on your answer. Ask if you agree with what you are reading, or which opinion is the correct one. You must be able to give reasons for your conclusions.

Reading strategy	What this strategy means	How to use this strategy
<b>Preview and predict</b>	Previewing is looking for clues to help you understand what you are about to read. Predicting is deciding what may happen next.	Look at the title, headings and any pictures to get an idea of what you are about to read. Use clues from the passage to make a sensible guess as to what may happen in the story.
<b>Restate and summarise</b>	Retelling and shortening what you have read.	In your own words, restate the information using key words, facts and main and supporting ideas. You might want to shorten the information or put it in another form such as a table. Use key words and main ideas to check or show that you have understood the information.
<b>Use visual clues</b>	Finding meaning in pictures and images.	Look for clues and symbols in pictures, diagrams and photographs, and interpret how colour, design and images have been used to make meaning and create an effect.
<b>Visualise/imagine and respond</b>	Picturing in your mind what you are reading, and saying how you feel about it. Trying to understand the values and the issues in the text and explaining why you feel the way you do.	Think about your reactions to what you are reading and ask yourself why you feel the way you do. You must be able to explain your feelings about what you have read and give reasons for your attitude.
<b>Make inferences</b>	Making a logical guess based on the passage or on your prior knowledge. Reading "between the lines"	When you want to work out what a new word means or need to figure out the hidden message in a text, use the context of a sentence and the passage as a whole to make a logical guess.
<b>Read for pleasure</b>	Reading simply because you enjoy it.	Use all your reading skills to make sense of the text and to enjoy the reading experience.
<b>Analyse and synthesise</b>	Analysing is looking for deeper meaning by breaking down what you have read into smaller parts that can be easily understood. Synthesising is bringing everything together to form a whole.	When you read, you look for themes and messages the author is sharing with you. After you have analysed, bring all the bits of information together so that you can understand the whole.

### Characteristics of confident readers

Working backwards from where learners should be at the end of the Senior Phase, it is helpful to break down the characteristics of a happy and confident reader.

#### The learner enjoys reading a wide variety of texts and is able to:

- read confidently, both out loud and alone
- read subject matter and context associated with all learning areas across the curriculum, both in class and at home (without assistance)
- read and make use of textbooks considered appropriate for the Grade

- select books, magazines, comics and even newspapers to read for pleasure
- choose at times complex and challenging reading matter (for example encyclopaedias not always aimed at children, or novels and biographies that require persistence and interpretation).

#### The learner uses a range of strategies to work out the meaning of unfamiliar words. Strategies would include but not be limited to:

- sounding out new words when reading aloud, using knowledge of phonics and blends
- using context to decide what words mean by reading the rest of the sentence and even the paragraph

- using prior knowledge of words and their structure (root words, similar words, prefixes and suffixes etc.)
- using knowledge of words derived from other languages, including not only other South African languages but also Latin, Greek and French, and being able to apply this knowledge in new contexts
- consulting a dictionary, a thesaurus or other reference tools – even the Internet.

**The learner consciously uses reading strategies to improve comprehension by, for example:**

- re-reading, clarifying and discussing text that is confusing or hard to interpret – both with peers and with teachers in order to confirm understanding
- explaining and articulating own reading and response to it
- using context and prior knowledge to make, evaluate and revisit (if required) predictions and to form own opinions
- identifying questions to be answered while reading, even developing further questions based on response to the text
- using prior learning (from other reading matter, own experiences, discussions, television etc.) to form links and understand and interpret new content
- approaching texts systematically, understanding that purpose, content, layout and language may indicate that a different strategy must be employed when approaching the text.

**The learner is able to evaluate a text and read critically. This is demonstrated by being able to:**

- summarise information from a book or article using key words and headings

- re-organise content into tables, mind maps, charts etc. to suit a different audience or purpose
- identify and understand an author's purpose, point of view or opinion
- identify when an author has attempted to bias or manipulate the reader using persuasive techniques
- recognise and articulate the relationship between cause and effect
- evaluate and assess arguments put forward by someone else, even if they conflict with own opinion and views
- use a variety of source material (facts, visual matter, texts, quotes etc.) to support an argument or debate, or draw conclusions
- aware of “reading between the lines” and can infer meaning beyond the actual words written when required, and is therefore able to interpret visual symbols and symbolic content at an appropriate level.

**The learner shows an understanding of the different components of story and texts, which means the learner can:**

- identify characters, setting, plot, and storyline
- articulate how a character's actions, the setting, plot etc. relate to the story and thus the author's intention or purpose
- discuss why characters act the way they do
- recognise first or third person narrative and associated features
- recognise different tone and mood in texts, especially fiction and poetry and discuss how it has been achieved (style, content, vocabulary etc.)
- identify different genres and discuss how they are able to do so and also their own preferences.



## A Learner's reading achievement checklist

Indicate the level of achievement of each learner by using the following checklist.

Reading strategy	This reading skill is achieved if the learner ...	Knowledge and skills required to master this skill
<b>Skimming</b>	Identifies key words and small bits of information that will help to give an overview of the text	Knows what key words are Moves eyes quickly over text without reading every word Is able to establish general idea or overview of text
<b>Scanning</b>	Quickly looks over a passage focussing on locating key words or specific information	Moves eyes quickly over the text, stopping at key words Locates correct information
<b>Read for specific information</b>	Follows instructions carefully in order to select specific information needed	Reads and understands an instruction Can follow or execute a written instruction correctly
<b>Use prior knowledge</b>	Uses existing information to help make sense of new information	Can use general knowledge or previously learnt knowledge to work out meaning of a text
<b>Clarify</b>	Finds someone who can help or uses a dictionary. Re-reads the passage until understanding is reached	Realises that she/he has not fully understood and seeks clarification can use a dictionary or thesaurus to clarify meanings of words asks appropriate questions to make sure they have understood
<b>Classify and organise</b>	Looks for key words or features and uses them to put information that belongs together into groups, tables or mind maps	Recognises similarities and differences Understands what is meant by criteria for sorting Is able to use criteria to organise information appropriately Is able to use information from a variety of sources Understands and uses a range of sorting methods, e.g. tables, columns, rows, graphs, etc.
<b>Evaluate and draw conclusions (higher order skill)</b>	Asks questions and decides on answers. Gives reasons for these conclusions	Understands that there is more than one option or viewpoint Is able to form an opinion Is able to use facts to support opinion Understands the difference between fact and opinion Is able to use criteria to help assess or evaluate options
<b>Preview and predict (higher order skill)</b>	Looks at the title, headings and any pictures to get an idea of what the text is about. Uses clues from the passage to make a sensible guess as to what may happen	Uses prior knowledge of form and/or content to make sensible predictions Understands the basic structure and layout of different types of texts and can use this knowledge Knows how to look for clues and key words to help preview or predict outcomes
<b>Restate and summarise (higher order skill)</b>	Restates information using key words, and main and supporting ideas	Is able to make use of key words to unlock meaning Is able to use own words to explain or summarise information Understands and uses terms like main idea, facts, opinion, evidence, supporting ideas Is able to make links between and use information from different sources
<b>Use visual clues</b>	Looks for clues and symbols in visual text and interprets how colour, design and images have been used to make meaning and create an effect	Recognises symbols Is able to infer meaning from pictures, symbols, diagrams Is able to use prior knowledge to help infer meaning accurately Is able to explain and describe what has been understood
<b>Visualise and respond (higher order skill)</b>	Thinks about personal reactions to a text and asks why. Explains feelings about a text and gives reasons for this attitude	Recognises that they have reactions and opinions Is able to empathise and sympathise Is able to express and interpret and even classify reactions and responses to texts Is able to predict and use prior knowledge to deepen responses



## Section 4: Writing

Writing in the Senior Phase develops the skills acquired by learners in the Senior Phase, by consolidating the writing frames and the Writing Process. Use reading activities to remind learners of the specific features of writing frames.

This English Home Language series supports the teaching of writing in the following ways:

- the different steps in the Writing Process are consolidated and taught.
- learners are challenged to write a number of different types of texts.
- learners are exposed to the different features of various text types.

### The Writing Process

This English Home Language series guides learners in applying the Writing Process to their own writing:

- **Planning/Pre-writing:** to brainstorm ideas and plan the development of the text.
- **Drafting:** organise ideas into written paragraphs. Plan the structure of the text to be written, and finalise what is to be included and what is to be omitted.
- **Revision:** read draft critically and get feedback from others (e.g. classmates and teacher).
- **Editing/Proofreading:** allow others to provide critical feedback on the written draft. Edit the draft, paying careful attention to spelling, punctuation, choice of words, the development of the text, any details that may have been left out of the story and the language used. Read through the story to identify any spelling and grammar errors that may have been overlooked in the editing stage.
- **Presenting:** incorporate all the changes made in the editing and proofreading stages, and rewrite the text for final presentation.

## Types of writing texts

### Essays

Word count:

Grade 7	Grade 8	Grade 9
150- 200 words	200- 250 words	250- 300 words

There are five types of essays that you need to be able to write. (The sixth is for enrichment.)

#### Narrative essay

Narrative writing is largely the presentation of a series of events in some meaningful order. The following are possible features of a narrative essay:

- Write a story/a past event/fiction.
- Use a story line that is convincing.
- Usually use the past tense.
- Use a captivating introductory paragraph.
- Reflect a point to be made.
- Use an unusually interesting ending.
- Keep your reader's interest with style, rhetorical device and action.
- Highlight sensory details.
- Use descriptive elements.

#### Descriptive essay

Description is used often to create atmosphere and mood: films do this visually, writers do this with words. The choice of words is more determined by their connotations than by their literal meanings.

- Describe someone/something to allow the reader to experience the topic vividly.
- Create a picture in words.
- Choose words and expressions carefully to achieve the desired effect.
- Use images of sight, sound, hearing, taste and touch.
- Use figures of speech.

#### Argumentative essay

Argumentative essays present an argument for or against something ("why I believe that women are stronger than men").

- Argumentative essays tend to be subjectively argued; the defence or

attack is consistent and as well argued as possible. It will always be one-sided: the conclusion clearly states where the writer stands and why.

- Show a specific opinion or viewpoint and argue to defend or motivate a position.
- Sustain the view clearly throughout.
- Try to convince the reader to share your point of view subjectively.
- Start with your view of the topic in an original and striking way.
- Give a range of arguments to support and substantiate your view.
- Focus on points for OR against a statement.
- Express subjective and strong opinions.
- Use a variety of rhetorical devices and persuasive techniques.
- Use emotive language.
- Conclude with a strong, clear and convincing statement reflecting your opinion.

### Discursive essay

Discursive essays tend to be more balanced, and present various sides of a particular argument. The structure is careful and clearly planned; the tendency is towards objectivity, but the writer can be personal. While you could use emotive language, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt as to where the writer stands.

- Aim to give an objective and balanced view of both sides of an argument.
- Consider various aspects of the topic under discussion.
- Present opposing views impartially.
- Balance the arguments for and against.
- Writing must be clear, rational and objective.
- Make well-reasoned and well-supported statements.

- Use an unemotional and convincing tone without being condescending.
- Conclude with an indication of your particular opinion.

### Reflective essay

Reflective essays present the writer's views, ideas, thoughts and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective; it needs a careful structure, but does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might. It can be witty or serious.

- Contemplate an idea.
- Give emotional reactions and feelings.
- Reflect subjectivity where feelings and emotions play a major role.
- Aim to recreate your memories or feelings in the reader.
- Express ideas, thoughts or feelings revealing sincerity and personal involvement.

### Expository essay (for enrichment)

- Communicate ideas or information in a logical way.
- Explain ideas or give facts in a systematic way.
- Research ideas and support with facts and figures.
- Clarify any unfamiliar concepts.
- Organise logically and take the reader from the known to the unknown.
- Write generally in the present tense.

### Transactional texts

Word count:

	Grade 7	Grade 8	Grade 9
<b>Longer transactional texts</b>	120–140 words	140–160 words	160–180 words
<b>Shorter texts</b>	80–90 words	90–100 words	100–110 words

### **Official/formal letter**

While the writing of friendly/informal letter has largely been replaced by electronic media, e.g. email, fax, and sms among others, you should still be able to write letters: informal and formal letters.

- Practise different kinds of formal letters, e.g. a letter of application, a letter to the editor of a newspaper, a letter of complaint, etc.
- Adhere to different requirements of formal letters such as style and structure.
- Write in direct and simple language.
- Remember that the intended audience should understand what is communicated for the results/response to be positive.
- Writing should be clear and straightforward, concise and logical.
- Contain an introduction, a body and a conclusion.
- Contain two addresses, the writer's and the recipient's.
- Contain a formal salutation following the recipient's address.
- Contain a title or subject line following the salutation and be underlined.
- Reflect a formal language register.
- Reflect a formal conclusion followed by the writer's surname and initials.

### **Friendly/informal letter**

While the writing of friendly/informal letter has largely been replaced by electronic media, e.g. email, fax, and sms among others, you should still be able to write letters: informal and formal letters.

- Write to people who are close, e.g. friends, family, etc.
- Write mainly to express an emotion, e.g. congratulate, sympathise, advise, etc.
- Use informal to semiformal language register and style.
- Write in lively simple language.

- Reflect a logical order and pursue an intended point.
- The letter contains an introduction, a body and a conclusion.
- The letter contains only one address, the writer's, with a date in which it was written below it.
- The letter contains an informal/semi-formal salutation following the writer's address.
- The conclusion ranges from informal to semi-formal followed by the writer's first name.

### **Speech**

Start and adapt the style to be used to: when, where, why (purpose), who (audience) and what.

- Use an opener to attract attention.
- Develop points well and avoid clichés.
- Use contrasting tones (and points) but remain audible.
- Use short sentences with simple ideas, using familiar examples.
- Balance criticisms with reasonable alternatives.
- Consider the closing: leave the audience with a thought (or two).
- Use visual or physical aids but words must come first.
- Using notes is optional, and only for reference.
- Use language that expresses maturity, values and background.

### **E-mail/sms**

To inform and maintain a relationship.

- The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloiq (name)@webmail. (server) za (country). Moloi.q@webmail.co.za
- CC: these may be the recipients whose attention is called to the email.
- Subject: This is a summary of the content of the email.
- Message

- Sender's name

NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature.

### **Interview**

Written record of an interview.

- Give the names of the speaker on the left side of the page.
- Use a colon after the name of the character who is speaking.
- Use a new line to indicate each new speaker.
- Probe the interviewee by asking questions.
- Portray the interviewee's strong points, talents, weak points, etc.

### **Reports (formal/informal)**

Reports are very formal documents, and should be about a real situation like an accident, a scientific experiment, etc.

- Give exact feedback of a situation, e.g. accident, any findings.
- Reflect a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices.
- Plan: collect and organise information; write facts.
- Use semiformal to formal language register and style.
- Use:
  - present tense (except historical reports)
  - general nouns
  - the third person
  - factual description
  - technical words and phrases
  - formal, impersonal language.

### **Curriculum Vitae (CV)**

Since most people nowadays make use of templates for CVs, it may be worthwhile finding out what makes a good template, and how to adapt and fill them in most usefully. Every CV must

address a situation, e.g. a CV for a particular job should speak mainly of your involvement in that particular area.

- Present yourself in a document to the world.
- Present a strong, first impression.
- Present information clearly, objectively and concisely.
- Address the post for which the candidate seeks employment.
- Provide:
  - personal details
  - formal qualifications
  - work experience (if applicable)
  - referees.

### **Agenda of a meeting**

Writing memoranda, agenda and minutes are only useful if meaningful.

Have a real or imaginary meeting to write the agenda for and the minutes of.

An agenda:

- Gives an outline of what is to be discussed at a meeting.
- Is sent beforehand to people/delegates who are invited to a meeting.
- Usually drawn up by the chairperson and the secretary, who, among others:
  - check minutes of the previous meeting for items that were carried over
  - lists and collects items that the meeting may need to address
  - arranges the items according to their importance beforehand
  - determines how much time would be allocated to each item.

### **Minutes of a meeting**

Record what happened at a meeting.

- Adopt the minutes as a true record in the following meeting.
- Reflect the following:
  - name of the organisation
  - the date, the place and the time at which the meeting was held
  - attendance register.
- Quote resolutions word for word.
- Provide a summary of what was proposed and finally agreed upon.

- Write in the past tense.
- Leave out trivialities like jokes.
- Become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting.

### **Diary**

A diary is a portrayal of daily events.

- Present the person's evaluation of the day or event.
- Write from the writer's point of view – first person narration.
- The language choice is simple and to the point.
- The tone will be determined by the nature of the entry.

### **Giving directions**

- Use directions when telling someone how to get somewhere.
- Use mostly the imperative form (the infinitive without the word 'to')
- Although the subject 'you' is not stated, it always refers to the second person representing an interaction between the speaker and the listener.
- Consider the following when giving directions:
  - Be concise and clear.
  - The directions must be in chronological order.
  - Indicate the approximate distance.
  - Give the approximate number of streets to be crossed to reach the destination.
  - Provide information about landmarks along the way.
  - Use words indicating position.
  - Use words indicating direction.
  - Use words to show appreciation.

### **Giving instructions**

To explain how to use a tool or an instrument, prepare food, repair faults, etc.

- Explain the working or use of any article in operation; preparing dishes, repairing any defaults, etc.

- Plan and prepare (see writing features):
  - Understand the situation(s) and what the product of giving instructions/demonstrations should be or do.
  - Reflect clear, correct and logical sequence of instructions.
  - Use manuals, instructions and operations.
  - Consider vocabulary, grammar, expression, technical language and phrases that might be used.
- Presenting.

### **Advertisement**

- Catch and keep the attention of the reader – ensuring that the operative words stand out.
- Create a desire to own the product or use the service.
- Make the reader actually go out and buy/use the product/service.
- Consider the following in designing:
  - The target market (for whom the advertisement is intended)
  - Positioning (where and when the advertisement will appear – in what media, at what time and where in the programme or magazine)
  - Appeal (to what sense is the advertisement appealing?)
  - The layout and font size
  - The attitude (sincere or not) and the ratio between fact and opinion
  - The effectiveness of the choice of colour or lack thereof
  - The language used (whether it is clichéd, repetitive, figurative, rhetorical, etc.).

### **Posters/flyers**

- Can take a variety of forms.
- Make use of slogans and logos.
- Usually have a visual design element.
- Use advertising techniques.
- Use design to make the poster/flyer eye-catching and memorable.



- Figurative language and poetic devices used to create impact.
- Make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm.

### **Filling in a form**

- Fill in a form for various reasons, e.g. to apply for a job or leave, to enter competitions or contests, etc.
- Provide information as required by the institution to which the form is forwarded.
- State what is required, followed by a colon, e.g. Surname:
- Fill in accurately.

### **Obituary**

To commemorate and inform others of someone's death.

- Full names, birthplace, where the person lived, date of birth, date of death, key survivors (spouse, children) and their names; time, date, place of funeral, brief information about the deceased, etc.
- Some of the following may also be included: cause of death (cultural sensitivity); biographical information; memorial tribute information.

### **Contract**

A binding agreement entered by two or more parties. The intention of a contract is to create an obligation. Contract can also be made orally.

Elements of a contract:

- names (contractor, contractee, witnesses)
- terms and conditions (content of the contract – including service to be rendered, duration and money if there would be monetary implications)
- signatures (all parties involved)
- date and place (when and where the contract is signed).

### **Will/testament**

A will decides or determines what happens to one's property and possessions after death. A will ensures that the deceased's wishes are fulfilled

after death. A will should be kept up to date and in a safe place.

It should have the following:

- names of the owner of the will
- date when the will was made
- money, properties and possessions
- beneficiaries
- executor (friend, member of the family, lawyer).

### **Literary and media texts**

Word count for media texts: The word count of the body of the dialogue, review, newspaper article and magazine article should generally be the same as that of longer transactional texts.

### **Constitution and policy**

A set of fundamental principles or rules that governs an organisation, e.g. country, burial society, youth organisation, stokvel, soccer club.

- Rules need to be agreed by parties involved.
- Rules are binding.
- They can be amended.
- Format should include the name of the organisation or institution, membership, terms of references, date of adoption, signature, etc.

### **Personal recount**

To tell about a personal experience.

- Orientation: scene setting or establishing context, e.g. It was in the school holidays ...
- An account of the events that took place, often in chronological order, e.g. I went to Tumelo's place ... Then ...
- Some additional detail about each event, e.g. He was surprised to see me.
- Reorientation – a closing statement that may include elaboration, e.g. I hope I can spend more time with Tumelo. We had fun.
- Usually written in the past tense.
- Told in first or third person.



- Time connectives are used, e.g. First, then, next, afterwards, just before that, at last, meanwhile.
- Tends to focus on individual or group participants.
- Can be informal in style.

### **Dialogue**

- Reflect a conversation between two or more people.
- Record exchanges as they occur, directly from the speaker's point of view.
- Write the names of the characters on the left side of the page.
- Use a colon after the name of the character who is speaking.
- Use a new line to indicate each new speaker.
- Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken.
- Sketch a scenario before writing.

### **Review**

Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews; for some reviewers it is their trade mark.

- Reflect an individual's response to a work of art, film, book, occasion, etc.
- Project his/her "judgement" to the work presented.
- The reader of the review does not have to agree with the reviewer.
- Two reviewers may respond differently to the same text.
- Give relevant facts, for example, the name of the author/producer/artist, the title of the book/work, the name of the publisher/production company, as well as the price (where applicable).

### **Poetry text**

- Write about observations and experiences:
  - Human beings
  - Nature
  - Social issues
  - Technology, etc
- Follow a structure:
  - Title
  - Verses
- Use poetic language.
- Allow poetic license, e.g. ignore punctuation or language structures.

### **Newspaper article**

- State facts briefly but accurately.
- Try to communicate the most important facts without losing the reader.
- Summarise accurately, without slanting the truth.
- Give a succinct title and add a clear sub-title.
- Start with the most important facts: the who, what, how, when, where, why and to what degree.

### **Magazine article**

You should be able to write serious magazine articles, as well as funny articles in which you can mock, ridicule, make fun of, laugh at, criticise any suitable topic. Most of the magazine articles you read are probably of this kind.

The Internet is full of articles, and while their style and content are not seriously different from their written articles, it is worth examining them, particularly as they appear in blogs. Pay careful attention to audience, content, and appropriate tone.

Take note of the following:

- The heading must be attractive and interesting.
- The style should be personal, speaking directly to the reader.
- The style can be descriptive and figurative, appealing to the imagination of the readers.

- Names, places, times, positions and any other necessary details should be included in the article.
- The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service.
- Paragraphs should not be too long and should encourage the reading of the article.
- The font should be light and attractive.

#### **Documentary**

- Detailed investigation of the life of a subject, e.g. hero (sport, education, religious), and a report on the findings thereof.
- This could include the highlights and the challenges the subject encountered before reaching the pinnacle.
- Names, places, times, positions and any other necessary details should be included in the documentary.

- Start with the most important facts: the who, what, how, when, where, why and to what degree.

## **Language Structures and Conventions**

Language Structures and Conventions should be taught in context and integrated with the other language skills.

This English Home Language series supports Language Structures and Conventions in the following ways:

- Learners become familiar with the language rules, grammar, word-level work and sentence-level work as identified in the CAPS.
- Key language skills are fused easily with reading activities, listening and speaking activities, and lessons on writing skills.
- Lessons are scaffolded with language skills to provide holistic Home Language instruction.
- Provides formal focused practice on selected language items.

Review Copy

# Section 5 Planning

## Planning in the Senior Phase

### Different types of plans

The CAPS provides an overview of the skills, content and topics for each subject in the Senior Phase Grades 7–9. The skills, content and topics are implemented in schools by using the following plans:

### Teaching Plan

This Teacher's Guide has a Teaching Plan showing the following planning:

- the pacing of the chapters in line with CAPS requirements

- the pacing of the content and skills, week by week, in line with CAPS
- Formal Assessment.

See page 37 for the Teaching Plan.

### Developing Lesson Plans

A Lesson Plan can cover one single activity or a series of activities. It should give details about how the learning, teaching and assessment will take place and which resources are needed for that activity.

### Year Plan

Below is a year plan based on this series for Grade 7.

### Term 1

Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 1	Write a narrative essay LB p. 15	Learner's Book (pp. 6–16) Teacher's Guide (pp. 57–60) Anthology (p. 88)
Weeks 3–4	Chapter 1	Make a prepared speech LB p. 20	Learner's Book (pp. 17–24) Teacher's Guide (pp. 61–63) Anthology (p. 37)
Weeks 5–6	Chapter 2	Write a letter based on a visual stimulus LB p. 37	Learner's Book (pp. 25–37) Teacher's Guide (pp. 64–68) Anthology (p. 47)
Weeks 7–8	Chapter 2	Write a magazine article LB p. 49	Learner's Book (pp. 38–49) Teacher's Guide (pp. 69–72) Anthology (pp. 14, 110)
Weeks 9–10	Chapter 3	Task 2 Write an investigative report LB p. 61	Learner's Book (pp. 50–64) Teacher's Guide (pp. 73–80) Anthology (pp. 125, 135)

### Term 2

Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 4	Task 1 Direct the way LB p. 70	Learner's Book (pp. 65–77) Teacher's Guide (pp. 81–84) Anthology (pp. 52, 120, 124, 126)
Weeks 3–4	Chapter 4		Learner's Book (pp. 78–91) Teacher's Guide (pp. 85–88) Anthology (p. 127)
Weeks 5–6	Chapter 5	Interview an inspirational person LB p. 104	Learner's Book (pp. 92–104) Teacher's Guide (pp. 89–93) Anthology (pp. 23, 49)
Weeks 7–8	Chapter 5	Task 3	Learner's Book (pp. 105–122) Teacher's Guide (pp. 94–108) Anthology (pp. 31, 130)

In Term 2, weeks 9 and 10, learners will be writing examinations.

### Term 3

Week	Chapters	Assessment	Page references
Weeks 1-2	Chapter 6		Learner's Book (pp. 123–135) Teacher's Guide (pp. 109–112) Anthology (pp. 19, 132, 140)
Weeks 3-4	Chapter 6		Learner's Book (pp. 136–145) Teacher's Guide (pp. 113–115) Anthology (pp. 76, 133)
Weeks 5-6	Chapter 7	Make an unprepared speech LB p. 152	Learner's Book (pp. 146–160) Teacher's Guide (pp. 116–120) Anthology (pp. 122, 123, 136)
Weeks 7-8	Chapter 7	Write about yourself in a letter LB p. 156	Learner's Book (pp. 161–172) Teacher's Guide (pp. 121–124) Anthology (p. 94)
Weeks 9-10	Chapter 8	Task 3 Read aloud LB p. 196 Write your own essay LB p. 186	Learner's Book (pp. 173–187) Teacher's Guide (pp. 125–134) Anthology (p. 103)

### Term 4

Week	Chapters	Assessment	Page references
Weeks 1-2	Chapter 9	Task 1 Have a discussion LB p. 195	Learner's Book (pp. 192–204) Teacher's Guide (pp. 135–138) Anthology (p. 61)
Weeks 3-4	Chapter 9		Learner's Book (pp. 205–216) Teacher's Guide (pp. 139–140) Anthology (p. 41)
Weeks 5-6	Chapter 10		Learner's Book (pp. 217–229) Teacher's Guide (pp. 141–144) Anthology (pp. 70, 138)
Weeks 7-8	Chapter 10		Learner's Book (pp. 230–244) Teacher's Guide (pp. 145–158) Anthology (pp. 83, 137)

In Term 4, weeks 9 and 10, learners will be writing examinations.

## Grade 8 Teaching Plan based on this series

	Term 1		
	Weeks 1–2 Chapter 1	Weeks 3–4 Chapter 1	Weeks 5–6 Chapter 2
<b>Theme</b>	Coming up with creative ideas	Speeches can shape our world	Friendship and betrayal
<b>Resources</b>	<b>Learner's Book (pp. 6–16)</b> <b>Teacher's Guide (pp. 57–60)</b> <b>Anthology (p. 88)</b>	<b>Learner's Book (pp. 17–24)</b> <b>Teacher's Guide (pp. 61–63)</b> <b>Anthology (p. 37)</b>	<b>Learner's Book (pp. 25–37)</b> <b>Teacher's Guide (pp. 64–68)</b> <b>Anthology (p. 47)</b>
<b>Text types</b>	LB: cartoon, text book, short story, extract	LB: speech	LB: short story, poem, informal letter, magazine article
<b>Listening &amp; Speaking</b>	Get into character (LB p. 7) Listen for persuasive language (LB p. 13)		Listen and identify the main ideas (LB p. 26) Have a group discussion (LB p. 27)
<b>Reading</b>	Learn about the features of a book (LB p. 8) Identify short story features (LB p. 9) Read an extract from a short story (LB p. 10)	Read a prepared speech (LB p. 17) Analyse a prepared speech (LB p. 22)	Analyse teenager and tween behaviour (LB p. 29) Read about a deep betrayal (LB p. 33)
	Anthology p. 88	Anthology p. 37	Anthology p. 47
<b>Writing</b>	Write a narrative essay (LB p. 15)		Analyse an informal letter (LB p. 35) Write a letter based on a visual stimulus (LB p. 37)
<b>Language Structures</b>	Learn about persuasive techniques (LB p. 12) Learn about narrative essays (LB p. 15) Practise parts of speech (LB p. 16)	Learn about degrees of comparison (LB p. 19) Analyse antonyms and synonyms (LB p. 21) Learn about shortened forms (LB p. 23) The basics of syntax (LB p. 24)	Learn about degrees of comparison (LB p. 28) Practise comparative and superlative adjectives (LB p. 28) Practise synonyms and antonyms (LB p. 32) Practise punctuation (LB p. 35)
<b>Assessment</b>	Write a narrative essay LB p. 15	Make a prepared speech (LB p. 20)	

	Term 1		Term 2
	Weeks 7–8 Chapter 2	Weeks 9–10 Chapter 3	Weeks 1–2 Chapter 4
<b>Theme</b>	Changing relationships	And your findings are?	Mapping out life's path



<b>Resources</b>	<b>Learner's Book (pp. 38–49)</b> <b>Teacher's Guide (pp. 69–72)</b> <b>Anthology (pp. 14, 110)</b>	<b>Learner's Book (pp. 50–64)</b> <b>Teacher's Guide (pp. 73–80)</b> <b>Anthology (pp. 125, 135)</b>	<b>Learner's Book (pp. 65–77)</b> <b>Teacher's Guide (pp. 81–84)</b> <b>Anthology (pp. 52, 120, 124, 126)</b>
<b>Text types</b>	LB: magazine column, email	LB: website, investigative report, poem	LB: extract from a novel, blurb, directions, maps, Information text, poem
<b>Listening &amp; Speaking</b>	Have a group discussion (LB p. 41) Hold a forum discussion (LB p. 41) Make an unprepared speech (LB p. 44)	Fill in a questionnaire (LB p. 52) Listen to why reading is good for you (LB p. 53)	Read from someone else's point of view (LB p. 66) Find the way home (LB p. 69)
<b>Reading</b>	Read a magazine article (LB p. 39) Explore the poem's structure (LB p. 47) Explore the poem's meaning (LB p. 47)	Read an investigative report (LB p. 55) Read and respond to a poem (LB p. 58)	Words to help us along (LB p. 70) Read for information (LB p. 72) Explore and understand poetry (LB p. 76)
	Anthology pp. 14, 110	Anthology pp. 125, 135	Anthology pp. 52, 120, 124, 126
<b>Writing</b>	Write a magazine article (LB p. 49)	Prepare for an investigation (LB p. 51) Write an investigative report (LB p. 61)	Direct the way (LB p. 70) Write to guide (LB p. 75)
<b>Language Structures</b>	Practise using proverbial language (LB p. 38) Revise grammar's golden rules (LB p. 41) Learn about interjections and exclamation marks (LB p. 42) Learn about quotation marks (LB p. 46) Learn about bias, prejudice and stereotypes (LB p. 48)	Connect with conjunctions and transition words (LB p. 54) Probing present and past (LB p. 57) Explore sentence construction (LB p. 57) Unpick punctuation in poetry (LB p. 59) Use main and auxiliary/modal verbs (LB p. 60)	Find the meaning (LB p. 68) Replace the nouns (LB p. 74)
<b>Assessment</b>		Revision language test (LB p. 62)	

In Term 2, weeks 9 and 10, learners will be writing examinations.

	<b>Term 2</b>		
	<b>Weeks 3–4</b> <b>Chapter 4</b>	<b>Weeks 5–6</b> <b>Chapter 5</b>	<b>Weeks 7–8</b> <b>Chapter 5</b>
<b>Theme</b>	Taking turns	Great Africans	Uniting Africa and Africans
<b>Resources</b>	<b>Learner's Book (pp. 78–91)</b> <b>Teacher's Guide (pp. 85–88)</b> <b>Anthology (p. 127)</b>	<b>Learner's Book (pp. 92–104)</b> <b>Teacher's Guide (pp. 89–93)</b> <b>Anthology (pp. 23, 129)</b>	<b>Learner's Book (pp. 105–122)</b> <b>Teacher's Guide (pp. 94–108)</b> <b>Anthology (p. 31, 130)</b>

<b>Text types</b>	LB: media discussion, poem, advertisement, cartoon	LB: interview, drama, poem	LB: website article, extract from a youth novel, poem, book review
<b>Listening &amp; Speaking</b>	Change your ways (LB p. 82) Take turns In a debate (LB p. 83) Hold a debate (LB p. 83)	Listen to an inspiring review (LB p. 93) Conduct an interview (LB p. 97)	Hear about a great achievement (LB p. 105) Speak about what It means to be African LB (p. 107)
<b>Reading</b>	Read about media restrictions (LB p. 78) Read about turn-taking (LB p. 84) Read about turn-taking (LB p. 86)	Look for information in an interview (LB p. 95) Read the rest (LB p. 96) Read a drama (LB p. 98) Respond to a poem (LB p. 102)	Read an extract from a youth novel (LB p. 109) Read a poem about the African landscape (LB p. 112)
	Anthology p. 127	Anthology pp. 23, 129	Anthology pp. 31, 130
<b>Writing</b>	Write a dialogue (LB p. 91)	Interview an inspirational person (LB p. 104)	Write a book review (LB p. 115)
<b>Language Structures</b>	Work with discourse markers (LB p. 81) Take your time with verbs and tenses (LB p. 81) Read a cartoon (LB p. 88) Work with direct and reported speech (LB p. 89) Practise visual literacy skills (LB p. 90)	Adverbs of frequency and place (LB p. 94) Work with question forms (LB p. 100) Learn more about question marks and exclamation marks (LB p. 101)	Work with subject and predicate (LB p. 108) Learn more about tenses (LB p. 111) Understand prefixes and suffixes (LB p. 114) Learn about paronyms (LB p. 114)
<b>Assessment</b>			

	Term 3		
	Weeks 1–2 Chapter 6	Weeks 3–4 Chapter 6	Weeks 5–6 Chapter 7
<b>Theme</b>	Power of dialogue	Now tell the world	Stories about life
<b>Resources</b>	<b>Learner's Book (pp. 123–135)</b> <b>Teacher's Guide (pp. 109–112)</b> <b>Anthology (pp. 19, 132, 140)</b>	<b>Learner's Book (pp. 136–145)</b> <b>Teacher's Guide (pp. 113–115)</b> <b>Anthology (pp. 96, 133)</b>	<b>Learner's Book (pp. 146–160)</b> <b>Teacher's Guide (pp. 116–120)</b> <b>Anthology (pp. 122, 123, 136)</b>
<b>Text types</b>	LB: dialogue, parts of a book, play, poem	LB: letter to the press, magazine article, poem	LB: short story, speech, poem, cartoon
<b>Listening &amp; Speaking</b>	Listen to a dialogue (LB p. 124) Discuss a choice (LB p. 126)	Listen to an opinion (LB p. 136) Participate in a group discussion (LB p. 142)	Listen to a speech (LB p. 151) Make an unprepared speech (LB p. 152) Prepare a speech (LB p. 152)
<b>Reading</b>	Read with intent (LB p. 127) Look for the parts and features of a book (LB p. 128) Read a play (LB p. 129) Read for meaning (LB p. 132)	Examine a letter to the press (LB p. 138) Read a magazine article (LB p. 140) Read and understand a poem (LB p. 144)	Read a story about writing essays (LB p. 147) Read for comprehension (LB p. 154) Read for meaning (LB p. 155) Read and respond to a poem (LB p. 158) Analyse a cartoon (LB p. 160)
	Anthology 19, 132, 140	Anthology pp. 96, 133	Anthology pp. 122, 123, 136

<b>Writing</b>	<b>Write a dialogue (LB p. 134)</b>	Write a letter to the press (LB p. 138)	Write about yourself in a letter (LB p. 156)
<b>Language Structures</b>	Practise discourse markers (LB p. 125) Play with words (LB p. 135)	Tell the world how to spell (LB p. 143)	Work with prefixes, suffixes and abbreviations (LB p. 150) Work with past and future continuous (LB p. 153) Analyse the language (LB p. 155)
<b>Assessment</b>			

	<b>Term 3</b>		<b>Term 4</b>
	<b>Weeks 7–8 Chapter 7</b>	<b>Weeks 9–10 Chapter 8</b>	<b>Weeks 1–2 Chapter 9</b>
<b>Theme</b>	Storytelling	What do you propose?	Media voices
<b>Resources</b>	Learner's Book (pp. 161–172) Teacher's Guide (pp. 121–124) Anthology (p. 94)	Learner's Book (pp. 173–187) Teacher's Guide (pp. 125–134) Anthology (p. 103)	Learner's Book (pp. 192–204) Teacher's Guide (pp. 135–138) Anthology (p. 61)
<b>Text types</b>	LB: short story, directions, limericks	LB: extract from a novel, literary text, poem, essay	LB: newspaper article, poem, magazine article
<b>Listening &amp; Speaking</b>	Listen for information in a story (LB p. 161) Tell a story (LB p. 163) Listen for information (LB p. 168)	Read and listen to a text (LB p. 174)	Listen to a newspaper article (LB p. 193)
<b>Reading</b>	Read a short story for comprehension (LB p. 164) Read stories in limericks (LB p. 171)	Read a literary text (LB p. 178) Read a poem (LB p. 182)	Analyse a newspaper article (LB p. 196) Read and analyse a poem about the media (LB p. 198) Read and interpret a graph (LB p. 200) Learn to write a summary (LB p. 201)
	Anthology p. 94	Anthology p. 103	Anthology p. 61
<b>Writing</b>	Write a short story (LB p. 170)	Assess an essay (LB p. 184) Decide on your argument (LB p. 185) Write your own essay (LB p. 186)	Write a newspaper article (LB p. 202)
<b>Language Structures</b>	Tell the story of nouns (LB p. 163) Work with punctuation (LB p. 166) Work with idioms (LB p. 167)	Use punctuation for effect (LB p. 176) Focus on the imagery (LB p. 177) Identify nouns and verbs (LB p. 180) Work with synonyms, antonyms and homonyms (LB p. 181) Work with sayings (LB p. 183) Use paragraphing to develop your argument (LB p. 186)	Learn about manipulative or persuasive techniques (LB p. 197) Practise indirect speech (LB p. 197) Practise spelling rules (LB p. 199) Learn about diminutives (LB p. 203) Learn about euphemism (LB p. 204)
<b>Assessment</b>		Read loud (LB p. 176)	Have a discussion (LB p. 195)

In Term 4, weeks 9 and 10, learners will be writing examinations.

	Term 4		
	Weeks 3–4 Chapter 9	Weeks 5–6 Chapter 10	Weeks 7– 8 (Chapter 10)
<b>Theme</b>	Reflections	Manipulations	Critical reflections
<b>Resources</b>	Learner's Book (pp. 205–216) Teacher's Guide (pp. 139–140) Anthology (p. 41)	Learner's Book (pp. 217–229) Teacher's Guide (pp. 141–144) Anthology (pp. 70, 138)	Learner's Book (pp. 230–244) Teacher's Guide (pp. 145–158) Anthology (pp. 83, 137)
<b>Text types</b>	LB: debate, poem, extract from a novel	LB: text read aloud, play, poem, newspaper article, journalistic report	LB: extract from a novel
<b>Listening &amp; Speaking</b>	Listen to a debate (LB p. 205) Hold a debate (LB p. 207)	Listen to a text read aloud (LB p. 218) Engage in a dialogue (LB p. 220)	Revise your listening skills (LB p. 233) Practise speaking (LB p. 236)
<b>Reading</b>	Read and analyse a poem (LB p. 208) Read a short story that reflects on society (LB p. 210) Read and extract from a novel (LB p. 212)	Read a play about the tricks of love (LB p. 221) Read and respond to a poem (LB p. 224) Read for comprehension (LB p. 226) Read a journalistic report (LB p. 228)	Revise your comprehension skills (LB p. 230) Work with character, theme, plot and setting (LB p. 234) Revise the features of literary texts (LB p. 235)
	Anthology p. 41	Anthology pp. 70, 138	Anthology pp. 83, 137
<b>Writing</b>	Write your own diary entry (LB p. 214)	Write a journalistic report (LB p. 229)	Write a diary entry (LB p. 236) Complete a crossword puzzle (LB p. 237)
<b>Language Structures</b>	Revise concord (LB p. 209) Learn about moods (LB p. 211) Learn about gerunds (LB p. 213)	Understand the use of punctuation (LB p. 219) Create meaning through punctuation marks (LB p. 219) Understand relative pronouns (LB p. 225) Work with bias and manipulation (LB p. 229)	Revise your language skills (LB p. 232) Revise parts of speech (LB p. 236)
<b>Assessment</b>			

# Section 6 Assessment

## Assessment in the Senior Phase

### Purpose of assessment

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be planned when planning the lesson content. Assessment helps to identify the needs of the learners. It also provides evidence of

progress, enables teachers to reflect on what they are doing, and gives teachers the information they need to give feedback to learners and parents and other relevant people and departments such as the HOD and the National Department of Basic Education.

### Types of assessment

Assessment should be conducted in different ways for different purposes.

Type of assessment	Uses
<b>Baseline assessment</b>	This type is used at the beginning of a year or phase to find out what the learners already know. It helps the teacher determine the Learner's prior knowledge, strengths and weaknesses. No new information is taught during this time and a test is not a suitable form of assessment. It is not necessary to record formal codes but it is sufficient to simply record whether a learner can or cannot demonstrate understanding of content or concepts being assessed. Work that is produced for baseline assessment purposes must be kept by the school as evidence of prior learning, and learners should be given more than one opportunity to be assessed. Baseline assessment helps with all future planning of the Teaching Plan, lessons and activities, grouping of learners and early identification of possible barriers to learning.
<b>Informal assessment</b>	This is part of the continuous process of assessing. It is done regularly and is used to inform teachers and learners about their growth, development and progress in a process of sustained reflection and self-assessment. It is assessment for learning. No formal preparation is required and the assessment can be done by the teacher on a daily basis.
<b>Formal assessment</b>	This is done at certain times, usually after completion of specific work as identified milestones, at the end of a term, year or phase. At shorter intervals it gives a specific indication of a Learner's performance and after a longer period of time it gives an overall picture of the Learner's progress at that time. It is assessment of learning. The teacher does the formal assessment and uses suitable assessment tools. This English Home Language series provides tools especially designed for Home Language assessment.
<b>Diagnostic assessment</b>	This is a specific type of assessment and is used to identify problem areas. It is usually followed by some form of planned intervention or remedial work.
<b>Systemic assessment/evaluation</b>	This type of assessment is done externally and measures the performance of learners against a specific set of criteria throughout the country.

### Forms of assessment

In the Senior phase, appropriate forms of assessment are:

Observations – teachers must constantly observe their learners informally to assess their understanding and progress, and record observations in their observation book or checklist sheets.

Written/recorded activities – activities that call for learners to present anything in a written format

should be planned carefully so that the Learner's performance (written work) is reflected clearly when assessed against the criteria for the activity.

Performance-based activities – these activities require learners to show their knowledge, skills and values by creating, producing or demonstrating something.



## Assessing English Home Language in the Senior Phase

The CAPS is very specific about which skills to assess during which term. The assessment in each term covers all the main language skills. This assessment takes place over a period of either one or two weeks and gives the teacher in-depth insight into the Learner's ability in all areas of language. This series provides careful guidance on how to do these

assessments and how to include them in your normal teaching day.

## Formal Programme of Assessment

The Formal Programme of Assessment below shows how you can cover all the assessment requirements stipulated by the CAPS using this English Home Language series.

### Formal Programme of Assessment

Term 1					
Task 1: Oral		Task 2: Writing		Task 3: Test 1	
	Mark		Mark		Mark
Make a prepared speech	10	Write a narrative essay Write a letter based on a visual stimulus	20	Revision test	30
Term 2					
Task 1: Oral		Task 2: Test 2		Task 3: Mid-year examinations	
	Mark		Mark		Mark
Interview an inspirational person Direct the way	20	Interview an inspirational person Direct the way	20	Paper 2: Comprehension, language use and literature	80
				Paper 3: Writing	30
Term 3					
Task 1: Oral		Task 2: Writing		Task 3: Test 3	
	Mark		Mark		Mark
Make an unprepared speech	20	Write about yourself in a letter	20	Revision language test	15
Read aloud	10	Write your own essay	20		
Term 4					
Task 1: Oral			Task 2: End-of-year examinations		
		Mark			Mark
Have a discussion		10	Paper 1: Oral*		80
			Paper 2: Comprehension, language use and literature		80
			Paper 3: Writing		60

FORMAL ASSESSMENT		
During the year	End-of-year examination	
40%	60%	
School Based Assessment (SBA)	End-of-year examination papers	
10 Formal Assessment Tasks 4 oral tasks 3 writing tasks 2 tests 1 examination (mid-year)	Written examinations Paper 2: Comprehension, language use and literature (2 hours) Paper 3: Writing – 1 essay and 1 transactional text (1 hour)	Oral Assessment Tasks* Paper 1: Listening and speaking Reading aloud

\*The oral tasks undertaken during the course of the year constitute the end-of-year assessment.

## Inclusive assessment

Teachers need to be caring and compassionate and show empathy to learners to ensure curriculum accessibility. It is important that teachers do not focus on and reinforce difference. They should work at achieving a balance between meeting individual needs and helping learners achieve the required standards. This means that it is necessary to address the learning barrier, not compensate for it. This is an essential part of providing learner support.

Although there are many barriers to learning, teachers must identify and build on the strengths of learners in order to affirm their uniqueness. All learners need to experience success. Opportunities for success should therefore become an important aspect of your planning. Support should be seen as an integral part of the learning and teaching process, and assessment can never be seen as separate from this process.

Teachers need to ask themselves the following important questions concerning their assessment practices when planning their assessment activities and strategies:

- What concept, skills and knowledge are to be assessed?
- What should learners know?
- At what level should learners be performing?
- What type of knowledge is being assessed, i.e. reasoning, memory or process?
- Are all learners treated fairly, particularly those who experience barriers to learning or have different learning styles?
- Are assessment practices non-discriminatory?
- Is gender equity promoted?
- Is equal attention paid to both boys and girls?
- Is the learning environment physically and emotionally safe?
- Are there opportunities for all learners to experience success?
- Are assessment practices aimed at increasing learning and participation, and minimising exclusion?
- Do the assessment approaches attempt to minimise the categorisation of learners?
- Are ranges of assessment strategies used to allow all learners to display their skills?

- Have environmental influences such as poverty and trauma been taken into account during the assessment process?

Teachers need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs. Here are some examples of how to assess these learners while still maintaining the validity of the assessment.

- Some learners may need concrete apparatus for a longer time than their peers.
- Assessments tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or they may be given short breaks during the tasks. Learners can also be given extra time to complete tasks.
- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow him/her to show what they can do.
- In the Senior Phase, the inability to read should not prevent learners from demonstrating their literacy competencies, because this produces misleading results that are of no use to the learner, the teacher who has to plan the Learner's learning sequence, and the education authorities who have to identify problems in the education system.
- Learners who cannot read can have tasks read to them and they can orally dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign language interpreter can be used.
- Assessment tasks could be available in Braille or enlarged with bolded text.
- Assessment can include the use of dictaphones or computers with voice synthesisers.
- The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

## Recording and reporting assessment

In the Senior Phase, recording and reporting of learner performance should be against the four subjects offered, namely Home Language, First Additional Language, Mathematics and Life Skills. Teachers need to assess or evaluate learner

performance, record it and then report on it to all relevant stakeholders, namely learners, parents, the school and other stakeholders.

All Formal Assessment Tasks must be recorded using the national descriptions of competence and rating codes for each level of achievement. Comments should be used to describe learner performance.

ACHIEVEMENT LEVEL	ACHIEVEMENT DESCRIPTION	MARKS %
7	Outstanding Achievement	80–100
6	Meritorious Achievement	70–79
5	Substantial Achievement	60–69
4	Adequate Achievement	50–59
3	Moderate Achievement	40–49
2	Elementary Achievement	30–39
1	Not Achieved	0–29

## Moderation

Moderation ensures that assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation policies should be in place for quality assurance purposes.

### Tests and examination

Grades 7 and 8 tests and examination are internally moderated. The subject advisor must moderate a sample of these tasks during his/her school visits to verify the standard of tasks and the internal moderation.

- Grade 9 tests and examinations must be moderated at district and provincial level. This process will be
- managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written

by learners to verify standards and guide teachers on the setting of these tasks.

### Oral Assessment

In the Senior Phase, each oral task which is to be used as part of the Programme of Assessment should be submitted to the head of department or subject head for moderation before learners attempt the task. Teachers should then assess the oral assessment tasks.

- The subject advisor or an assigned provincial moderator must moderate a sample of oral assessment tasks during their school visits to verify the standard of tasks and the internal moderation.
- A moderator delegated by the Department of Basic Education may moderate a sample of oral assessment tasks for grade 9.

## Assessment tools

### Assessment tool: Prepared reading

Scale	Percentage	Criteria
7	80–100%	Reads extremely fluently; no errors made; excellent, appropriate expression and pauses that demonstrate excellent understanding of text's content; reads clearly at an appropriate pace for the audience
6	70–79%	Reads very fluently; one or two minor errors made; very good expression and pauses that demonstrate a very good understanding of text's content; reads clearly at an appropriate pace for the audience
5	60–69%	Reads fluently; some minor errors made; good expression and pauses that demonstrate a good understanding of text's content; reads clearly mostly at an appropriate pace for the audience
4	50–59%	Reads reasonably fluently; some errors made, but not too serious; satisfactory expression and pauses; adequate voice clarity and expression; reasonably appropriate pace
3	40–49%	Reads fairly fluently; several errors made which have some effect on the understanding of the text's content; moderate voice clarity and expression; pace of reading needs some adjustment
2	30–39%	Reading is partly fluent; many errors are made which effect the understanding of the text's content; little or inappropriate expression; lack of voice clarity; pace of reading needs adjustment
1	0–29%	Reading is not fluent; too many errors are made; difficult for listener to understand text's content; no or very inappropriate expression

## Assessment tool: Prepared speech

	Code 7 Outstanding 8–10	Code 6 Meritorious 7	Code 5 Substantial 6
<b>Research skills</b>	<p>Convincing evidence that a wide range of interesting and relevant sources have been consulted</p> <p>A wide range of new and interesting facts and examples make the presentation impressive</p>	<p>Sound evidence that a wide range of interesting and relevant sources have been consulted</p> <p>New and interesting facts and examples contribute to a well structured presentation</p>	<p>Good evidence that a wide range of interesting and relevant sources have been consulted</p> <p>Interesting facts and examples contribute to a well-structured presentation</p>
<b>Planning and organisation of contents</b>	<p>Thoroughly planned according to task, audience, context and format</p> <p>Striking introduction which immediately grasps audience attention</p> <p>Brilliant development of ideas and argument</p> <p>Contents reflects outstanding creativity, originality and mature insight</p> <p>Skilful ending</p>	<p>Very well planned according to task, audience, context</p> <p>Very good and appropriate introduction which immediately arouses interest</p> <p>Very good, and sustained development of ideas and argument</p> <p>Contents reflects creativity originality and some insight</p> <p>Very good conclusion</p>	<p>Well planned according to task, audience, context and format</p> <p>Good and appropriate introduction which arouses interest</p> <p>Good, and sustained development of ideas and argument</p> <p>Content reflects creativity originality and some insight</p> <p>Good conclusion</p>
<b>Tone, speaking and presentation skills</b>	<p>Natural delivery, a fluent skilled and animated presenter, appropriate style and register</p> <p>Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</p> <p>Audience reaction overwhelmingly positive</p> <p>Confident delivery with very little use of notes</p>	<p>Very good presenter natural and fluent presentation appropriate style and register</p> <p>Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing</p> <p>Audience interest sustained throughout</p> <p>Notes used effectively and with confidence</p>	<p>Good presenter, fluent presentation appropriate style and register</p> <p>Largely audible articulation Eye contact, facial expressions, gestures and body language largely functional and convincing</p> <p>Audience interest sustained.</p> <p>Notes used effectively</p>



Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 02
Satisfactory evidence that relevant sources have been consulted	Some evidence that relevant sources were used	Limited evidence of partial use of sources	If sources were used, there is little or no evidence in the presentation
Presentation is interesting and some new and interesting facts and examples have been given	Presentation is adequate but without the spark of new ideas, facts or information	Little evidence of research owing to lack of new ideas, facts or information	Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation
Satisfactory planning according to task, audience, context	Adequate planning according to task, audience, context	Some planning according to task, audience, context	No evidence of planning
Reasonably good introduction which still arouses interest	Introduction adequate which arouses some interest	Some evidence of introduction, but barely arouses interest	Introduction poor and arouses no audience interest
Good development of argument which can be followed easily	Adequate development of ideas and argument but has problems with cohesion	Some arguments can be followed, but others are inconsistent I can barely be followed	Cannot sustain argument Shows little understanding of topic
Contents fairly original, but not always creative and insight sometimes lacking	Contents shows some originality, but not always creative and lacks insight	Contents is barely original and lacks creativity or originality	Contents poor, boring and banal
Reasonably good ending, but sometimes lacks cohesion	Adequate conclusion, but lacks cohesion	Hardly any evidence of a conclusion	Conclusion lacking
Reasonably fluent but some hesitation, style and register mostly appropriate	Sometimes fluent, but presentation lacks appropriate style and register	Hesitant, lacks expression Lacks fluency, mostly inappropriate style and register	Inappropriate tone, style and register
Reasonably clear articulation and audibility. Eye contact, facial expressions, gestures and body language reasonably convincing	Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing	Articulation not clear and hardly audible Very little eye contact / facial expressions / body language	Sloppy indistinct articulation mostly inaudible Almost nonexistent eye contact, inappropriate facial expression and body language
Most members of the audience follow	Mixed reaction from the audience	Lack of audience interest shown	No audience contact
Some dependency on notes but still good contact	Use of notes often detract from presentation	Dependent on notes	Totally dependent on notes

## Assessment tool: Unprepared speech / conversation

Scale	Percentage	Criteria
7	80–100%	Outstanding Speaks with outstanding ability and command of the language. Excellent vocabulary, fluent. Sustains interest. Extremely confident. Clear diction. Originality of thought.
6	70–79%	Meritorious Speaks very well. Very good vocabulary. Effective and holds audience interest. Confident and at ease. Original.
5	60–69%	Substantial A good speaker. Makes good contact and uses a good range of vocabulary. Audience interest lapses occasionally. Some minor signs of lack of confidence.
4	50–59%	Adequate A fair speaker. Fairly ordinary vocabulary. Diction not always clear. Needs to be prompted. Not very original. Audience interest not held very well.
3	40–49%	Moderate Does not speak easily. Lacks confidence. Provides basic information only. Uses basic vocabulary. Little audience interest.
2	30–39%	Elementary Weak speaker. Lacks confidence. Stumbles over thoughts. Does not speak clearly and falls into slang and colloquialisms. Monosyllabic-type answers to questions and prompting.
1	0–29%	Not achieved Very poor speaker. Juvenile thoughts and ideas. Totally unoriginal. Speaker mumbles and is difficult to follow. No audience interest.

## Assessment tool: Listening

Scale	Criteria	Comments
7	80–100%	Outstanding Learner listened extremely carefully and concise notes made cannot be faulted. All main points included. Points organised in logical order. Learners asked specific questions.
6	70–79%	Meritorious Learner listened very carefully and made concise notes including almost all main points. Points organised in logical order. Learners asked specific questions.
5	60–69%	Substantial Learner listened carefully and made detailed notes including most important points. Points well organised. Learners asked good, sensible questions.
4	50–59%	Adequate Learner did listen but attention lapsed slightly at times. Made notes but missed some main points. Points organised a little haphazardly. Learner asked vague questions.
3	40–49%	Moderate Learner listened fairly inattentively and made vague notes missing many points. Points not clearly organised. Learner didn't ask questions.
2	30–39%	Elementary Learner did not listen very well. Attention lapsed frequently. Made very few notes that didn't follow a clear logic. Did not ask questions or asked unhelpful ones.
1	0–29%	Not achieved Learner either did not listen or hardly listened. Made no notes that had any relevance to the topic.

## Assessment tool: Transactional writing – article

	Code7	Code 6	Code 5	Code 4	Code 3	Code2	Code 1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
<b>Format and style</b>	Absolutely appropriate format and style; paragraphs excellently structured; all features of article included	Appropriate format and style; good use of paragraphs; all features of article included	Generally appropriate format and style; fairly good use of paragraphs; most features of article included	Attempted to use appropriate format and style; used paragraphs; included many features of article	Found it difficult to use appropriate format, style and paragraphs; included few features of article	Needed help to use appropriate format, style and paragraphs; included very few features of article	Even with help, did not use appropriate format, style and paragraphs; could not include features of article
<b>Content</b>	Content extremely mature, humorous and interesting	Content very mature, humorous and interesting	Content mature, humorous and interesting	Content mature, humorous and interesting in places	Content somewhat immature, and not really interesting	Content immature, and not interesting	Content silly and .not what something that would be published
<b>Language use and structure</b>	Correct use of language absolutely consistent; varied and interesting sentence structures; style exactly correct; correct spelling, tenses and punctuation	Correct use of language; varied sentence structures; suitable style; correct spelling, tenses and punctuation	Generally correct use of language; some variety of sentence structure; mostly suitable style; generally correct spelling, tenses and punctuation	Some correct use of language; some variety of sentence structure; suitable style occasional; sometimes correct spelling, tenses and punctuation	Found it difficult to use language correctly or to vary sentence structure; rarely used suitable style; did not always use correct spelling, tenses and punctuation	Needed help to use language correctly; could only use simple sentences; style not suitable; spelling, tenses and punctuation not often correct	Even with help could not use language correctly; could only write a few simple sentences but not with correct spelling, tenses or punctuation

## Assessment tool: Creative essay

Use this rubric when assessing essays.

	Code 7 (Outstanding)	Code 6 (Meritorious)	Code 5 (Substantial)
	80–100%	70–79%	60–69%
	<b>24 – 30</b>	<b>21 – 23½</b>	<b>18 – 20½</b>
<b>Content and planning (30 MARKS)</b>	Content outstanding, highly original. Ideas thought provoking, mature. Planning and/or drafting has produced a flawlessly presentable essay.	Content meritorious, original. Ideas imaginative, interesting. Planning and/or drafting has produced a well-crafted and presentable essay.	Content sound, reasonably coherent. Ideas interesting, convincing. Planning and/or drafting has produced a presentable and good essay.
	<b>12 – 15</b>	<b>10½ – 11½</b>	<b>9 – 10</b>
<b>Language Style Editing (15 MARKS)</b>	Critical awareness of impact of language. Language, punctuation effectively used. Uses highly appropriate figurative language. Choice of words exceptional, mature. Style, tone, register highly suited to topic. Virtually error-free following proofreading and editing.	Critical awareness of impact of language. Language, punctuation correct; able to use figurative language. Choice of words varied and creative. Style, tone, register appropriately suited to topic. Largely error-free following proofreading, editing.	Critical awareness of language evident. Language and punctuation mostly correct. Choice of words suited to text. Style, tone, register suited to topic. Mostly error-free following proofreading, editing.
	<b>4 – 5</b>	<b>3½</b>	<b>3</b>
<b>Structure (5 MARKS)</b>	Coherent development of topic. Vivid exceptional detail. Sentences, paragraphs brilliantly constructed. Length in accordance with requirements of topic.	Logical development of details. Coherent. Sentences, paragraphs logical, varied. Length correct.	Several relevant details developed. Sentences, paragraphs well constructed. Length correct.



<b>Code 4 (Adequate)</b>	<b>Code 3 (Moderate)</b>	<b>Code 2 (Elementary)</b>	<b>Code 1 (Not achieved)</b>
<b>50–59%</b>	<b>40–49%</b>	<b>30–39%</b>	<b>0–29%</b>
<b>15 – 17½</b>	<b>12 – 14½</b>	<b>9 – 11½</b>	<b>0 – 8½</b>
Content appropriate, adequately coherent. Ideas interesting, adequately original. Planning and/or drafting has produced a satisfactory, presentable essay.	Content mediocre, ordinary. Gaps in coherence. Ideas mostly relevant. Limited originality. Planning and/or drafting has produced a moderately presentable and coherent essay.	Content not always clear, lacks coherence. Few ideas, often repetitive. Inadequate for Home Language level despite planning/drafting. Essay not well presented.	Content largely irrelevant. No coherence. Ideas tedious, repetitive. Inadequate planning/drafting. Poorly presented essay.
<b>7½ – 8½</b>	<b>6 – 7</b>	<b>4½ – 5½</b>	<b>0 – 4</b>
Some awareness of impact of language. Language simplistic, punctuation adequate. Choice of words adequate. Style, tone, register generally consistent with topic requirements. Still contains a few errors following proofreading, editing.	Limited critical language awareness. Language mediocre, punctuation often inaccurately used. Choice of words basic. Style, tone register lacking in coherence. Contains several errors following proofreading, editing.	Language and punctuation flawed. Choice of words limited. Style, tone, register inappropriate. Error-ridden despite proofreading, editing.	Language and punctuation seriously flawed. Choice of words inappropriate. Style, tone, register flawed in all aspects. Error-ridden and confused following proofreading, editing.
<b>2½</b>	<b>2</b>	<b>1½</b>	<b>1</b>
Some points, necessary details developed. Sentences, paragraphing might be faulty in places but essay still makes sense. Length almost correct.	Most necessary points evident. Sentences, paragraphs faulty but essay still makes sense. Length – too long/short.	Sometimes off topic but general line of thought can be followed. Sentences, paragraphs constructed at an elementary level. Length – too long/short.	Off topic. Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

## Assessment tool: Descriptive essay

	Code7	Code 6	Code 5	Code 4	Code 3	Code2	Code 1
	80–100%	70–79%	60–69%	50–59%	40–49%	30–39%	0–29%
<b>Essay fulfils the requirements of a descriptive essay.</b>	Superb, imaginative and creative description	Very good and creative description	Competent description of person	Satisfactory description but lacks creativity and imagination. Some aspects of essay a little weak	Inadequate description	Evidence of description but it is weak and unimaginative	Off topic. Essay does not fit the requirements of a descriptive essay
<b>Essay is correctly presented, structured and is the correct length.</b>	Essay is exactly the correct length and is presented and structured superbly. Paragraphs are balanced and description is coherent	Essay is the correct length and is very well presented and structured. Paragraphing is very good and description is clear	Essay is just about the correct length. Good presentation and structure. Paragraphing is competent but not flawless	Essay not the correct length but not terribly incorrect. Structure not consistent and paragraphs not always correctly structured	Essay either too long or too short. Not always evidence of paragraphing	Length of essay is inappropriate and very little evidence at an attempt to structure the essay	Little or no evidence of an attempt to structure a descriptive essay
<b>Essay includes appropriate details and imagery.</b>	Vivid, imaginative and completely appropriate details and imagery	Imaginative and very well described and appropriate detail and imagery	Well described and appropriate detail and imagery.	Descriptions of detail and imagery in evidence but lacks specific detail and imagination	Essay is mostly general with unclear references to imagery	Very little evidence of an attempt to describe detail and imagery	Little or no description of detail or imagery

## Assessment tool: Transactional

Use this rubric when assessing any transactional piece.

	Code 7 (Outstanding)	Code 6 (Meritorious)	Code 5 (Substantial)
	80–100%	70–79%	60–69%
<b>Content and planning (15 MARKS)</b>	<b>12 – 15</b> Extensive specialised knowledge of requirements of text. Disciplined writing – maintains rigorous focus, no digressions. Total coherence in content and ideas, highly elaborated and all details support topic. Evidence of planning and/or drafting has produced a flawlessly presentable text. Highly appropriate format.	<b>11</b> Very good knowledge of requirements of text. Disciplined writing – maintains focus, no digressions. Coherent in content and ideas, very well elaborated and all details support topic. Evidence of planning and/or drafting has produced a well-crafted and presentable text. Has applied the necessary rules of format very well.	<b>9 – 10</b> Fair knowledge of requirements of text. Writing – maintains focus, with minor digressions. Mostly coherent in content and ideas, elaborated and most details support topic. Evidence of planning and/or drafting has produced a presentable and very good text. Has applied the necessary rules of format.
<b>Language Style Editing (10 MARKS)</b>	<b>8 – 10</b> Grammatically accurate and brilliantly constructed. Vocabulary highly appropriate to purpose, audience and context. Style, tone, register highly appropriate. Virtually error-free following proofreading and editing. Length correct.	<b>7</b> Very well constructed and accurate. Vocabulary very appropriate to purpose, audience and context. Suitable style, tone, register considering demands of task. Largely error-free following proofreading and editing. Length correct.	<b>6</b> Well-constructed and easy to read. Vocabulary appropriate to purpose, audience and context. Style, tone, register mostly appropriate. Mostly error-free following proofreading and editing. Length correct.

Code 4 (Adequate)	Code 3 (Moderate)	Code 2 (Elementary)	Code 1 (Not achieved)
50–59%	40–49%	30–39%	0–29%
<b>8</b> Adequate knowledge of requirements of text. Writing – digresses but does not impede overall meaning. Adequately coherent in content and ideas, some details support topic. Evidence of planning and/or drafting has produced a satisfactorily presented text. Has applied an adequate idea of requirements of format.	<b>6 – 7</b> Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. Writing – digresses, meaning vague in places. Moderately coherent in content and ideas, some details support topic. Evidence of planning and/or drafting has produced a moderately presentable and coherent text. Has a moderate idea of requirements of format – some critical oversights.	<b>5</b> Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. Writing – digresses, meaning obscure in places. Not always coherent in content and ideas, has few details which support topic. Inadequate for Home Language level despite planning and/or drafting. Text not well presented. Has vaguely applied necessary rules of format – some critical oversights.	<b>0 – 4</b> No knowledge of requirements of text. Response to writing task reveals a limited focus. Writing – digresses, meaning obscure in places. Not coherent in content and ideas, has few details which support topic. Inadequate planning/drafting. Poorly presented text. Has not applied necessary rules of format.
<b>5</b>	<b>4</b>	<b>3</b>	<b>0 – 2</b>
Adequately constructed. Errors do not impede flow. Vocabulary adequate for purpose, audience and context. Style, tone, register fairly appropriate. A few errors following proofreading and editing. Length almost correct.	Basically constructed. Several errors. Vocabulary limited and not very suitable for purpose, audience and context. Lapses in style, tone and register. Several errors following proofreading and editing. Length – too long/short.	Poorly constructed and difficult to follow. Vocabulary requires some remediation and not suitable for purpose, audience and context. Style, tone and register inappropriate. Error-ridden despite proofreading, editing. Length – too long/short.	Poorly constructed and very difficult to follow. Vocabulary requires serious remediation and not suitable for purpose. Style, tone and register do not correspond with topic Error-ridden and confused following proofreading, editing. Length – far too long/short.

# New Worlds

## CHAPTER OVERVIEW

This chapter is about the different worlds that a Grade 8 learner faces. Some of the activities are linked to *this* text book, and others are literary or in the real world. It would be good to ask the learners where they think the writers of *The Scourge of the Townships* or *Lord of the Flies* or *Harry Potter* got their ideas from.

## COMING UP WITH CREATIVE IDEAS – Weeks 1 and 2

CAPS OVERVIEW			
Time	2 weeks	Assessment	Informal assessment: Write a narrative essay LB p. 15
Resources	LB pp. 6-16, TG pp. 57-60, Anthology pp. 88	Assessment tool	Rubric
Listening texts	Listen for persuasive language LB p. 13	Reading texts	Read an extract from a short story LB p. 10
Written texts	Write a narrative essay LB p. 15	Language focus	Incorrect language in literature; adjectives; emotive language; persuasive techniques in writing; tone; parts of speech
Integration	Life Orientation: life imitates art whether it be at the movies or in an art museum	Reading programme	Learners to read: <i>The Sentients</i> (Anth. p. 88)
Inclusivity	As this is the first year in a new school there will be an element of discomfort and even trepidation as learners get to know their new classmates. Immediately set the tone by making sure the playing fields are level. Tell learners that there will be no discrimination based on socio-economic background, physical or speech impediments. The goal is to create an enabling environment in which learners feel free to express themselves and partake in activities. Speak clearly as you try to establish whether there are any learners that are hard of hearing. If there are, it may be a good idea to seat them nearer to the front so they can lip-read you.		

## Where do writers get characters?



Get into character (LB p. 7)

Key focus: Character

## Suggested answers

This is an individual activity.

1 The main character is Hamlet.



- 2 He is new to this school. Grade 8s are new to high school.
- 3 They are real animals.
- 4 This is to be done in groups.
  - a Learners' own answers. Learners might say that the elephant looks sleepy; the monkey looks tired; or the buck looks puzzled.
  - b Learners' own choice. Learners could suggest that, like the monkey, a person in their group is often confused, or often tired, etc.
- 5
  - a Learners' own responses.
  - b Learners' own responses.
  - c Learners' own responses.

### Extension

Ask learners to find cartoon in magazines and newspapers. They should then discuss these cartoons in groups, focusing on body language and expressions. How much can they tell about the cartoon without reading the text?

## You are the main character



### Learn about the features of a book (LB p. 8)

**Key focus:** Features of a book

Help the learners to page through the textbook and invite them to make observations. Write down their findings on the board or on a flip chart. Mention things like the Focus on feature in the margin; the illustrations; the chapters and the helpful hints. You could point out things like the toolbox and the index so that the learners feel that they can navigate the book with ease.

### Suggested answers

- 1 Title, title page, contents page, chapters, chapter headings, Focus on boxes, Hint boxes, reading texts, the Word Detective, glossary, index, etc.
- 2
  - a The title is *English for Success* Grade 8. suggests that it is designed to ensure that learners succeed.
  - b The subject is English; the book's aim is to guide learners so they cope with and excel in English.

- c Learners' own answers. The key clue could be that the cover indicates it is for Grade 8.
- d This chapter is called "New worlds". There are nine other chapter titles.
- e They suggest that the book is aimed at young learners starting high school. The cartoon would be difficult to understand if it had no pictures.
- 3 Philip Rendel, Ingrid Barnsley and Isabel Tarling
- 4 2 pages
- 5 An index lists the key terms in the book, and page references for where that information can be found.
- 6 Learners' own choices. Discuss a variety of the answers suggested.

## Who are the stars of a short story?



### Identify short story features (LB p. 9)

**Key focus:** Narrator, characterisation, background, setting, theme, plot, tone

Introduce the idea of a short story and the characters in it. You could draw a mind map of the concept of a short story and help the learners to remember what the key elements are. You could ask how many of the learners have read short stories. Find out the subject matter, and the names of authors. Even if they haven't read stories, explain the genre and present the issue of reading a short story in a positive manner. A good idea would be to speak about the Cape Flats and what sort of an area it is.



### Read an extract from a short story (LB p. 10)

**Key focus:** Features of a short story

### Suggested answers

- 1 The author has given Stitch speech that is grammatically incorrect to show that he is a gangster from the Cape Flats. "He helped me to

set up Ma-Razor.” “That name was okay when you were still a member of Moeta’s gang.” “You are now a Brown Disciple.” “Tell me who supplies him and who is the one who picks up the drugs . . .

- 2 A person’s father, or possibly a gang leader.
- 3 The first lieutenant of the gang, close friend of Stitch. He is seen; the story is told in the first person “I”.
- 4 A girl loved by Stitch. The narrator says: “Stitch would never surrender his heart to a girl. I was wrong.”
- 5 The Brown Disciples
- 6 A warehouse, garage or building where a gang could meet safely.
- 7 The new member, Blackbeard, might clash with the narrator or Stitch or Moeta.
- 8 Learners’ own choices: perhaps a gang conflict, an act of revenge or setting up the enemy.
- 9 Engine is lower in rank. He is a captain; the narrator is a lieutenant.
- 10 vengeful, organised, fear-inducing, brutal, violent, camaraderie, proud, etc.
- 11 Learners’ own opinions. They could argue that the extract shows the reality of gang life, the cheapness of life, etc. which makes the story realistic, gritty and dramatic.
- 12 Learners’ own opinions. They might argue that there is safety in a gang, or that gangs promote crime and violence.

## Bringing characters to life



### Learn about persuasive techniques (LB p. 12)

**Key focus:** Persuasive techniques

#### Suggested answers

- 1 Discuss the persuasive techniques on page 12 of the Learner’s Book.
- 2 a He leans over her in a threatening manner.
- b “are you”, “you should be”, “I control”, “you’d better”
- c Learner’s own choice. Encourage learners to apply emotive language and threatening tactics in their language.

## Support task

The focus is on emotive language. You could look at the root of the word – emotion – and get learners to explore how language could exploit your emotions. For example, the language of politicians, or those who spread propaganda; the language of advertisers; the language of social activists – how do they persuade their listeners or readers?



### Listen for persuasive language (LB p. 13)

**Key focus:** Recognising persuasive techniques

#### Suggested answers

Encourage learners to discuss the idea of a deserted island, and being stranded. Invite comments on television series like *Survivor*. They could raise issues about group work, leadership, reality TV.

- 1 a Food, water, a knife, rope, a tent, sleeping bag, matches/lighter, etc.
- b You would have to live off the land – eat fruits and nuts, drink water from streams, shelter in caves, etc.
- 2 a Learners’ own choice.
- b The chosen person might be clever, strong, popular, sporty, a good friend, etc.
- 3 Survivor
- 4 Jack is the protagonist. Ralph is the antagonist. The conflict is about who will become the leader.
- 5 a Clamour – noise; acclaim – recommendation; dreary – dull; traceable – can be traced back to; obscurely – not obvious/difficult to understand; conch – a large sea shell; grudgingly – not willingly
- b Learner’s own sentences.
- 6 Ralph sits still during the talking and he holds the conch shell, which is a symbol of power. Ralph raises his hand for silence before speaking.
- 7 There are no words in bold?
- 8 Ralph holds the conch shell, which is a symbol of power for the boys.
- 9 “dreary obedience”

10 Learners' own opinions. Yes it is; Ralph is towering over Jack who looks weak and defeated.

### Support task

You could get learners to research methods of persuasion, or you could list these sorts of techniques and get them to find examples: repetition, rhetorical questions, value-laden words, locating an enemy, using selective facts and opinion.

**Key focus:** Emotive language

Look at the root of the word – emotion – and get learners to explore how language could exploit your emotions. For example, the language of politicians, the language of advertisers, the language of social activists – how do they persuade their listeners or readers?

### ABC Learn about narrative essays (LB p. 15)

**Key focus:** Narrative essays

Remind learners about making their writing come alive by consulting the notes on page 7 of the Learner's Book. Revise the basic elements of a short story such as plot, theme and conflict. Help them to understand the parallels between how a writer such as JK Rowling may go about plotting her stories, and how they could mirror that in plotting their narrative

### Formal assessment

### Write a narrative essay (LB p. 15)

**Key focus:** writing a narrative essay

Learners should be encouraged to use their own experiences and their imaginations to construct their stories. The flow chart on page 15 of the Learner's Book can be used to guide them through the process.

### ABC Practise parts of speech (LB p. 16)

**Key focus:** Parts of speech

This is a fun revision activity designed to act as the Grammar parts of speech “refresher crashcourse” from Grade 7. Most learners will not automatically remember the various parts of speech so it may be a good idea to first have a brainstorming activity on the board.

Get the class to brainstorm what abstract nouns, adjectives, adverbs, and so on, are. Learners could also be divided into groups to see which group can come up with all the correct definitions first and then be proudly proclaimed as Group or Learners of the day.

As an extension to this activity, once all the correct words have been matched to the parts of speech on Captain Grammar, see how many synonyms and, if applicable, antonyms learners can come up with for each word.

Conjunctions	and, but, as
Adjectives	sombre, new
Subject	she, he, they, I, the creative author
Abstract nouns	stillness, emotive, language, tension
Proper nouns	Harry Potter, Ralph
Articles	an, the
Objects	her, me, them
Collective nouns	herd, flock, team, gaggle, pack
Phrases	alone on an island, like a pirate, towards the little girl, when you are satisfied, who grow up in the townships, according to the title page, of this book
Clauses	I like that eye patch
Common nouns	character, girl, school, genre, a story
Verbs	deal, watched, brainstorm, look
Adverbs	obscurely, powerfully, grudgingly

## SPEECHES CAN SHAPE OUR WORLD – WEEKS 3 AND 4

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Make a prepared speech LB p. 20
<b>Resources</b>	LB pp. 17- 24, TG pp. 61-63, Anthology p. 37	<b>Assessment tool</b>	
<b>Listening texts</b>	Listen to an extract from a speech LB p. 18	<b>Reading texts</b>	Read a prepared speech LB p. 17 Analyse a prepared speech LB p. 22
<b>Written texts</b>	Make a prepared speech LB p. 20	<b>Language focus</b>	Comparative and superlative adjectives; synonyms and antonyms; prefixes and suffixes; clauses and phrases; direct and Indirect objects; truncation; initialism and acronyms; syntax; gerunds
<b>Integration</b>	Social Sciences	<b>Reading programme</b>	Learners to read: <i>Make Love not War</i> (Anth. p. 37)
<b>Inclusivity</b>	Many learners may have trouble speaking in front of others, or may have speech impediments. Be sensitive to this in speaking activities, and arrange for orals to be done one on one rather than in front of the entire class.		

### Living up to our words



#### Read a prepared speech (LB p. 17)

**Key focus:** Introduction, message, register, diction, tone, coherence, conclusion

Before looking at the speech itself, this would be a good chance to establish the general knowledge of the learners. Find out if they have ever heard of Dr Martin Luther King Junior. Did they know that he campaigned for civil rights? Which other human rights activists can they name?

#### Suggested answers

- 1 Encourage learners to use a dictionary to help them build vocabulary.
- 2 The learner can make notes as he/she reads.
- 3 There are many similarities between the struggle for freedom in South Africa and the USA.
- 4 a South Africans  
b They have also been struggling for freedom.
- 5 Before; Nelson Mandela is speaking in public, so he must be out of prison.
- 6 a Proud, empowering, enraged, etc.  
b King's use of words like "struggle for freedom", "increasing violence", "restricted and silenced and

imprisoned" convey the violence and difficulty of the South African struggle for freedom.

- 7 a Even non-violent resistance was unfairly punished by many years in prison.
- 8 There are South Africans in the audience. – We identify with South Africans in their struggle for freedom. – Their struggle was non-violent. In America, non-violent protest was effective. In South Africa non-violent protest led to imprisonment. – In desperation the South African people turned to violent methods. The South African struggle leaders are in prison because of their struggle.
- 9 Learners' own answers. Examples of struggles for freedom in other countries. Discuss the apartheid government and the repression of their leadership. Discuss more South African struggle heroes like Steve Biko.



#### What are speeches for? (LB p. 18)

**Key focus:** Speeches

Find out if the learners can see any similarities between the words and values of Martin Luther King and Nelson Mandela. Learners should be able to predict that it might be about rights, and education. The reasoning behind their predictions is important.

#### Suggested answers



- 1 Encourage learners to use a dictionary to help them build vocabulary.
- 2 Yes it is.
- 3 Education is the key to the successful future of South Africa.
- 4 a Yes.
  - b “gatherings”, “competitive”, “sustained”, “crucial”, “enlightened”, etc. These are formal words.
  - c dignified, respectful, motivational, inspiring
  - d unemployment, crime, poor service delivery
  - e Learners’ own choice. It could be linked to your specific school, or might be more generic.

### **Learn about degrees of comparison (LB p. 19)**

**Key focus:** Degrees of comparison

- 1 a The adjective “excellent” describes the noun “work”.
  - b more excellent; the most excellent
- 2 a highest
  - b higher

### **And speaking of speaking...**

#### **Formal assessment**

### **Make a prepared speech (LB p. 20)**

**Key focus:** Formal assessment: 10 marks

- 1 Remind the learners how to go about choosing a topic. Take time to listen to any concerns they might have about public speaking.
- 2 Learners should use a spider diagram to plan their speech.
- 3 Learners should write a draft.
- 4 They should revise their draft.
- 5 They should edit their speech.
- 6 They must proofread the final draft.
- 7 They can then present the speech.

### **Analyse antonyms and synonyms (LB p. 21)**

**Key focus:** Antonyms and synonyms

#### **Support**

Remind learners that a suffix occurs at the end of a word and that a prefix occurs at the beginning of a word.

#### **Suggested answers**

1

Word	Synonym	Antonym
good	wonderful	bad
powerful	strong	weak
beginning	introduction	conclusion

2 delightful, pleasing

3 ending

### **Let’s look at our own words**



### **Analyse a prepared speech (LB p. 22)**

**Key focus:** Famous speeches

#### **Suggested answers**

- 1 Encourage learners to use a dictionary (or cellphone) to look up difficult words.
- 2 This could become their own personal glossary.
- 3 Encourage learners to make notes while they read the speech.
- 4 Learners might have assumed it was South Africa. They might not have known that the history of America is similar to the history of South Africa.
- 5 He is trying to make a connection with the audience and suggest that they have much in common.
- 6 The use of the first person “I” makes it sound intimate; “subdued” suggests suppression; and “hostile” suggests anger. These are emotive words.
- 7 a It would be repetitive to use proper nouns all the time.



- b Learners' own sentence. Remind learners how emotive language plays on the emotions of the audience.

### Extension

Learners should be encouraged to make a list of the famous speeches that they are familiar with. How are these speeches similar to/different from the speech of Robert F. Kennedy?



### Learn about shortened forms (LB p. 23)

**Key focus:** Shortening words

#### Suggested answers

- 1 United States of America
- 2 An acronym (it can be pronounced as a word)
- 3 a NSA  
b initialism
- 4 a Mr Robertson (subject) extended (verb) this invitation (object).

- b Learners' own choice. Perhaps: Mr Robertson, who is the head of the NSA, extended this invitation because we have been members of the NSA for 20 years.

## Going back to language basics



### The basics of syntax (LB p. 24)

**Key focus:** Direct and indirect objects

#### Suggested answers

- 1 a "my speech"  
b "my granny"
- 2 Learners' own choice. Ensure that learners can insert an indirect object. (Note: gerunds always end in -ing and can be the subject.)
- 3 b; "Believing" is a verb ending in -ing which acts as a noun

Review Copy

# You and me

## FRIENDSHIP AND BETRAYAL – TERM 1 WEEKS 5 & 6

### CHAPTER OVERVIEW

Relationships with others and with yourself and self-perception are explored. Learners listen to a story about being bullied, read a poem about betrayal and wanting to break free, and engage with a magazine article about teenagers written from two very different perspectives. Learners learn about the mechanics of putting a magazine article together then write one. They also use a photograph as a basis for an essay. How is a group discussion different from a forum discussion? Learners explore this through activities. The theme is a good one for exploring perception versus reality and this is how the notions of bias, prejudice and stereotype are taught and examined.

CAPS OVERVIEW			
Time	2 weeks	Assessment	Formal assessment: Write a letter based on a visual stimulus (LB p. 37)
Resources	LB pp. 26–38, TG pp. 64–68, Anthology pp. 47–51	Assessment tool	Rubric
Listening texts	Listen to a short story (LB p. 26)	Reading texts	Extract from a short story (LB p. 29) Poem (LB p. 33)
Written texts	Write a letter based on a visual stimulus (LB p. 37)	Language focus	Adjectives (LB p. 28) Synonyms and antonyms (LB p. 32) Punctuation (LB. p 25)
Integration	The theme lends itself to Life Orientation as there is a strong examination of bias, prejudice and stereotype.	Reading programme	Learners to read: <i>The Enchanted Witch</i> (Anth. p. 47)
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, speak and enunciate words clearly but to resist the urge to raise your voice. Seat these learners close to the front of the class to allow them to lip-read. Ask learners to work in pairs to explain illustrations in short story texts or in the writing assignment to visually impaired learners, or hold a class discussion about the images. In group discussions and forums, encourage learners to be patient towards and tolerant of those with speech impediments such as a lisp or stutter, and to speak clearly for those hard of hearing.		

### Friends for life?

Encourage learners to talk about their friends and friendship circle. What attracts them to their friends? This is a good conversation opener for the listening activity which follows immediately afterwards, which deals with the betrayal of a young girl. Being

betrayed by your friend hits home at this age and as the first activity requires learners to listen intently to what may be difficult subject matter, putting them at ease first by discussing the concept of overt and subtle betrayal will help to steer them towards a comfortable zone. Be sensitive to any unexpected

hard-to-deal with stories learners may divulge, such as betrayal by a parent.

### Background information

This story by Pamela Jooste explores the experience of Lily, a Coloured girl growing up in Cape Town in the then coloured settlement of District Six. It explores issues of power, race, culture, innocence and triumph.



### Listen and identify the main ideas (LB p. 26)

**Key focus:** Identifying main and supporting

- 1 Learners talk to each other about a time they feel let down, whether by a friend, family member or acquaintance. Learners should not feel coerced into divulging more than they are prepared to, but should demonstrate that they have grasped the term betrayal.
- 2 Hold a class discussion. What is the difference between a misunderstanding and a betrayal? Can misunderstandings be innocent? Can you ever get over a betrayal?
- 3 Revise main and supporting ideas in the Focus on box and use the cloud illustration as a visual cue so learners understand the concept of a spider diagram.
- 4 a Suggested: Portia incites the boys to push the girl into a trough. Andries comes to her rescue.  
b Suggested: Portia wants to teach the girl a lesson, the one boy reluctantly obeys Portia's orders to bully the girl, the girl is terrified when she is shoved in after having had water poured all over her, Andries screams at Portia.
- 5 This is an exercise in changing viewpoints. Suggested: I saw Portia standing near the trough. She had no idea to keep herself so high and mighty. I had to bring her down to earth so I threw water over her. She didn't get it, so I asked the boys to push her in. I was really annoyed that Andries came along, screaming at me to leave her alone.
- 6 Suggested: Portia had always had it in for me. She wanted to teach me a lesson; for what, I don't know.

- 7 Learners form groups of five and role-play the scene.



### Have a group discussion (LB p. 27)

**Key focus:** Grasping a story's message

- 1 Facilitate a discussion while steering answers towards issues of betrayal, misunderstandings, being manipulated into doing something and hurting others intentionally or unintentionally.
- 2 a Answers vary according to the viewpoint and perspective of the role-play.  
b Suggested: the ugliness and horror of hurting others by talking down to them or making them feel inferior because you think you are better than them is something that should be eradicated in society.

## Being a teenager is hard



### Practise comparative and superlative adjectives (LB p. 28)

**Key focus:** Degrees of comparison (adjectives)

- 1 a beautiful – more beautiful, ugly – uglier, nasty -  
- nastier  
b most beautiful, ugliest, nastiest
- 2 Accept any correct answer, e.g.: Beautiful Nicola is nastier than Jemma and has the ugliest manners in the class.
- 3 more amazing, most amazing, more famous, most famous, scary, scariest



### Analyse teenager and Tween behaviour (LB p. 29)

**Key focus:** Features of a story; characterisation

- 1 Eight. Eddie, Brad, Sheralee, Trevor, Nadeem, Mrs Willis, Yasaf, OB, narrator.
- 2 We do not know the narrator's name. Characters as above. Cricket pitch.
- 3 a "It's not fair!" "I hate you!"  
b She loses her temper over what seem like very small things. She breaks things when she is angry and throws things at people too.

- c They look at her in “stunned amazement”.
- d They would most likely be sent off the pitch.
- 4 The narrator knows that Sheralee gets angry easily (lines 5 to 10). He also has seen her become violently angry before: “It was worse than what I’d seen in her bedroom”.
- b They may be siblings: they know each other very well and seem to have shared a bedroom.
- 5 a They are calm and relaxed, enjoying a game of cricket. She is tense and then angry.
- b Nadeem is uncaring (he just moves the ball between his hands) and Eddie is critical of her behaviour (he laughs at Sheralee).
- c She has done this before, in a bedroom. She’s clearly been hurt (perhaps abused) by somebody as she goes from very angry to crying hard in a short space of time.
- d Learners can either find this acceptable or not; Eddie is quick to judge, making him perhaps impatient and not compassionate.
- e Eddie is quick to judge, making him perhaps impatient and not compassionate.
- f Sheralee is very threatened by males for some reason. Someone has broken her trust and this means that she gets angry when things don’t go her way.
- g She seems to have special needs – psychologically or mentally or both. We don’t know her background so can’t be certain.
- 6 Suggested: Sheralee goes from denial to anger to sorrow when she finds out she is out.
- 7 Suggested: Nadeem is more cautious in his opinions, whereas Eddie is brash and Brad is the most indifferent.

## Opposites attract



### Practise synonyms and antonyms

**Key focus:** Synonyms, antonyms and idioms

- 1 Try not to allow learners to use a thesaurus for this task at first: rather get them to use a dictionary and work with each other initially. Sobbing – crying, stunned – confused, hurled – threw, desperate – needy, screeched – shouted, defying – challenging, brat – child, erupted – burst.

- a It would be much harder to understand her character: we need to know that she was sobbing (crying uncontrollably from deep emotion) to understand her actions.
- 2 desperate – confident stunned – unperturbed erupted – stated/said
- 3 Trevor is confident and unperturbed as well as sympathetic, calm and patient.
- 4 a play along/go with the flow
  - b crazy
  - c to drive someone mad, to incense them
  - d was affected the most

## Strong friendships have solid foundations



### Read about a deep betrayal (LB pp. 33)

**Key focus:** Key features of poetry

- 1 Get the class talking about key features of poetry here: see how many features they can come up with and make a board record. Don’t worry too much about defining these features at this stage.
- 2 a As the word ‘betrayal’ has negative connotations, most likely the mood will also be a negative one.
  - b Things to do with trust, relationships and so on.
- 3 Help learners if they still do not understand the words.
- 4 a Most likely someone with whom they had a strong and close relationship. It could be a friend, lover or family member.
  - b a strong close and perhaps intimate one.
  - c a very angry and hurt filled relationship
- 5 Pretending to be someone they are not (lines 17/18) and making negative comments (line 13/14).
- 6 a Most likely a good wish (because we don’t yet know about the betrayal at this stage).
  - b That the person who betrayed them dies and goes to hell.
  - c The mood changes from confident to hurt to vengeful.

7 Most likely the last one: it's not a conversation and 'flow' is too vague: the speaker is making a strong point.

8 aa-bb-aa-bb.

- a It makes the last point separate from the rest of the poem, showing that the poet is placing special emphasis on this last section.

### Support task

Learners should break into pairs. They need to tell each other about a time they were betrayed, as they did in the beginning of the chapter. Looking back, they should analyse whether it was a real betrayal or a misunderstanding.

Then they should role-play each of the scenarios they told each other about. They should role-play it so they have a happy ending or resolution each time.

This heightens their awareness of the concept, helps them practise discourse markers, the spoken word and, ultimately, storytelling, as they will be altering the plots, conflict, characterisation and resolution. It gives them insight into how stories evolve.

You could even liken this to a director's script: seldom is the movie we see on the big screen close to the original version of the script. The director, production cast, actors and editors would all have played a role in moulding each scene until it was the best it could be.



### Practise punctuation (p. 35)

**Key focus:** Punctuation

- 1 a Because there are two main verbs, or two separate ideas. It's actually two sentences.  
b At first you look away: you don't even try.  
Learners could also use a semi-colon or fullstop here.
- 2 a It reads better with a comma. The poet is saying that the two ideas are happening at the same time.  
b "So from these things now I glean, May I ask you just one thing?"



### Analyse an informal letter (p. 35)

**Key focus:** Register, tone, colloquial language

- 1 a Mr John Strict  
b Yours sincerely
- 2 His tone is far too familiar and his register too informal for this letter. A letter to a headmaster, one would expect, is written in a formal register with a polite tone. Remind learners that you have to put yourself in both the shoes and frame of mind of your intended reader.
- 3 This school is the bomb!  
a The school is a bomb.  
b Suggested: this school is a fantastic place to be. This school is as exciting a prospect as a school can get!
- 4 I said to myself, "Wow, I really wanna be here! This school is the bomb!" Not literally, of course, but you know what I mean.
- 5 John would like a place at the school. He was kicked out for no fault of his own from his old school and has many talents that would make him an asset to his new school.
- 6 Suggested: I'm like smart – I'm bright, I don't give teachers no hassles – I'm well behaved, cool dude – wonderful headmaster, really wanna be here – would love to attend this school, ace soccer player – good soccer player, noggals good – quite good at, on my oath – I promise, if it's a yes or a no – whether I've successfully applied or not.

**Extension**

Learners write a replying informal letter from the headmaster. The register, tone and diction should be as inappropriate as possible.

This is a fun activity designed to get them thinking about what *not* to do and grasping first-hand why it would be inappropriate.

### Formal assessment



### Write a letter based on a visual stimulus (p. 37)

**Key focus:** Formal assessment: 20 marks



Brainstorm what could have given rise to each of the two scenarios in the photographs. Make sure learners understand and implement each part of the writing process.

Start with brainstorming possible background possibilities so slower learners understand the extent to which they can use their imagination to take the story in which ever direction they wish. Some learners do not quite grasp that in interpreting a visual stimulus, they are doing just that: interpreting. That means that they can be as fanciful as they wish.

Award marks based on the appropriateness of the register (informal), tone, creativity in setting the scene, ability to get the message across to the friend.

Depending on how much time you have, ask to see the various drafts so you can assess the improvements at each stage and see whether the writing process was meaningfully engaged with.

## Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

## Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

Review Copy

## CHANGING RELATIONSHIPS – TERM 1 WEEKS 7 & 8

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Formal assessment: Write a magazine article (LB p. 11)
<b>Resources</b>	LB pp. 38–49, TG pp. 69–72, Anthology pp. 14–18, 110–119	<b>Assessment tool</b>	Rubric
<b>Listening texts</b>		<b>Reading texts</b>	Magazine article (LB pp. 39–40) Magazine column (LB pp. 43–44) Poem (LB p. 47)
<b>Written texts</b>	Write a script for an advert (LB p. 11)	<b>Language focus</b>	Proverbs (LB p. 38) Figurative language, adjectives (LB p. 41) Interjections (LB p. 42) Quotation marks (LB p. 46) Bias, prejudice and stereotypes (LB p. 48)
<b>Integration</b>	Life Orientation: relationship dynamics and how these change depending on context and age	<b>Reading Programme</b>	Learners to read: <i>Two brothers and a big snake</i> (Anth. p. 14) <i>Sour Worms</i> (Anth. p. 110)
<b>Inclusivity</b>	When reading or speaking to deaf or hard-of-hearing learners, teachers are urged to speak and pronounce words clearly but to resist the urge to raise their voice. This is especially true when teaching figurative language such as proverbs which may not be familiar to the learner.		

### Change can be challenging

This opener has been chosen deliberately to get learners thinking and talking about all the change in their lives and at school. Use this as a springboard for most of the activities in this subtheme as this is the underlying tenet that will spring up in some shape, way or form.



#### Practise using proverbial language (LB p. 38)

**Key focus:** Proverbs; literal and figurative meanings

- 1 and 2 A leopard cannot change its spots: the spots on a leopard stay the same shape and colour/a person cannot change their ways, he needs a change of heart: he needs to get a different

heart/he needs to change his attitude, the more things change the more they stay the same: the more things change, the more they don't/things don't really change, the only constant is change, change is the only thing that always happens/change is inevitable



#### Read a magazine article (LB p. 38)

**Key focus:** features of a magazine article

- 1 Teenagers find their parents embarrassing
- 2 The comments appear after the main article. It is meant to stimulate online blog-type responses. Illicit Information from learners about blogs.
- 3 Suggested: There is no one way to bring up your children. Doing your best is what matters -- you will never be the perfect parent.

- 4 There is no formula for raising kids. When your child turns 13, they will find you ridiculous, embarrassing or annoying. You can't avoid being all three things, the most you can do is try to avoid being one of those. If parenting were an exam, that is a good score.
- 5 Learners to talk about whether they find their parents as described in 4, and why or why not. Based on this, do they agree with the writer?

### Extension

Learners bring a magazine article from home. In groups, they see if they can identify the various features taught in magazine articles. Do they think the heading, teaser, opening paragraph, conclusion and teaser or introduction work well?



### Have a group discussion (LB p. 41)

**Key focus:** Have a group discussion

- 1 Any suitable heading
  - a Suggested: If you're raising a teenager, read this -- chances are, your child finds you embarrassing, too
  - b Thirteen-year-olds struggle to relate to their parents
- 2 children
  - a It makes it more formal
  - b The article becomes less conversational and loses some of its appeal.
- 3 Learners to suggest.
- 4 Let learners have fun agreeing or disagreeing with previous comments -- it is their opinion so everything is fine



### Hold a forum discussion (LB p. 41)

**Key focus:** Have a group discussion

Any statement can be discussed here. Learners must decide whether they'd like to defend or agree with the statement.



### Revise grammar's golden rules

**Key focus:** Grammar and punctuation

- 1 Your children maybe, not mine, Sir.
- 2 Is this guy for real? Clearly he doesn't know his behind from his elbow.
- 3 He doesn't know his behind from his elbow.
- 4 You were embarrassing because you didn't keep your ridiculousness to yourself -- you showed off to your kid's friends that you were basically a retard.
- 5 superlative
  - a ridiculous, more ridiculous
  - b embarrassing, annoying

## Expressing yourself



### Learn about interjections and exclamation marks (LB p. 42)

**Key focus:** Interjections and exclamation marks

These are suggestions only -- any interjection a learner may personally use is acceptable.

- 1
  - a phew!
  - b crickey!
  - c yay!
  - d grrrrrrr
  - e ouch! eina!
  - f woweee!
- 2
  - a embarrassment
  - b pain
  - c a discomfort with what is being said
  - d happiness
  - e a need to get someone's attention
- 3
  - a boom!
  - b suddenly
- 4
  - a whoop-whoop!
  - b agreeing whole-heartedly



## Analyse teenage problems from another perspective (LB p. 43)

**Key focus:** Analysing a magazine article

- 1 Suggested: problems with the opposite sex, acne, body image problems, hair issues, problems with their parents.
- 2 Someone who can listen to your problems and give advice.
- 3 She is not really that sympathetic to the challenges facing them.
- 4 Learners may or may not agree – it is highly unlikely that they'll agree though. Make allowance for the fact that at this age there really is a lot going on in their hearts and minds.

## Getting advice on growing up



## Make an unprepared speech (LB p. 44)

**Key focus:** basics of speech techniques

Talking about their problems may not come naturally to all, so be patient and make allowance for that.

Listen for a strong opening sentence, strong concluding sentence, good and interesting diction, a consistent register and rhetorical devices. You may want to discuss alliteration and other speech devices such as using intonation to your advantage and pausing for effect.



## Analyse a magazine column (LB p.45)

**Key focus:** perception, empathy, inference,

- 1 No
  - a Suggested: teenagers – troubled tadpoles or adults in-the-making?
  - b By Abigail van Buuren
- 2 a twenty-five percent
  - b four million
- 3 a No
  - b Answers may vary. She seems to be sarcastic about the fact that society bestows

attention on teenagers and listens to their problems.

- 4 a Answers may vary.
  - b Answers may vary. Learners are probably likely to think that Abigail makes light of their problems and does not have much insight into the challenges they face.
- 5 a “They are young people overwhelmed with problems at an age when they are least able to resolve them”, “We speak of teenagers as though they were bananas ... “
  - b “They are young people overwhelmed with problems...”, “What an amazing variety of things disturb teenagers!”
- 6 See 5a versus 5 b
- 7 Gee!
  - a Shock or surprise
- 8 “journalistic wailing wall”
  - b I have been a sounding board for millions of teenagers/an agony aunt to millions of teenagers

## Reflect on your own experiences



## Learn about quotation marks (LB p. 46)

**Key focus:** direct and indirect speech

- 1 a Teenagers who wrote to Abby
  - b She is quoting directly from their letters.
- 2 a They indicate a sarcastic tone
  - b It is not being used to indicate direct speech.
- 3 a Quoting the reader, quoting the reader quoting the words of the boy she likes.
  - b I got about one hundred letters a week that sounded exactly like the one to me written by a girl of 14 who said she was very much in love and would greet the boy she likes, even though he would not greet back.
- 4 a They indicate a sarcastic tone.
  - b There would be no sense of irony – you would read the sentence literally.
  - c Answers may vary and the quotation marks can be used to indicate direct speech or a sarcastic tone.

## Negative relationships



### Explore the poem's structure (LB p.47)

**Key focus:** external structure of a poem, meaning

- 1 Found in: ellipsis, lower case i – sense of being tiny, imprisoned, or suffocated/missing: upper case I, colon instead of second ellipses.
- 2 a omission of words
- 3 Answers may vary. It is as if the poet is letting us into their thoughts without formally recounting their thoughts to us.
- 4 on a separate line for emphasis. It emphasises that not one, but two people were asleep.



### Explore the poem's meaning (LB p. 47)

**Key focus:** Analysing a magazine article

- 1 despondent
- 2 a without much hope  
b the poet will never get to leave the home.  
c emphasises the despondence
- 3 sad
- 4 Why would anybody try to get into this house when I'm trying to get out?

## Keeping things in perspective



### Learn about bias, prejudice and stereotypes (LB p. 48)

**Key focus:** bias, prejudice and stereotyping

- 1 a statement – seems to be very little opinion involved.
- b bias – can this be statistically backed up? How are the two factually linked?
- 2 Attorney, accountant, government leader, psychologist – anyone in a position of power or influence and in which partiality would cloud their ability to do their job.

- 3 “Uuuuuuurrghh!” shows how irritated, if not dismissive, he is. He seems to be both biased and prejudiced as he is uninformed and making conclusions not based on fact.

### Support task

Ask learners to watch the news and report back on whether they thought what was reported was completely factual or whether an element of biased opinion crept in. This makes for a great listening activity. They should make notes while listening intently to a story that is reported on and listen for anything that could be construed as bias, no matter how subtle. Of particular interest for them to note would be when the bias crept in: during the news presenter's piece or during the journalist's on-site report?

## Develop your writing skills

### Formal assessment



### Write a magazine article (LB p.49)

**Key focus:** writing a magazine article

There are two layers to this activity. Learners need to be able to use a chatty, conversational register, be creative and engaging with their language use, use short, punchy paragraphs and develop their argument well. Opinion only, or a mix of opinion and fact, are fine. They need to understand the writing process as it applies to a magazine article. The second layer is that they need to understand what the article says and is trying to achieve if they are too adequately respond to it.

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.



# Investigative powers

## CHAPTER OVERVIEW

This chapter is all about investigating. Learners will investigate the “online” habits of their friends and peers. They will research how they spend their leisure time and whether any time is left over for reading. Questionnaires will be used and the learners will then organise this information so that they can write up an investigative report on their findings. Prior to this, they will read an investigative report and listen to a text on why reading is good for the brain. They will also read and respond to a poem about reading. The final section of the chapter is a test which is based on comprehension and language.

## AND YOUR FINDINGS ARE? – TERM 1 WEEKS 9 & 10

### CAPS OVERVIEW

<b>Time</b>	2 weeks	<b>Assessment</b>	Formal assessment: Revision language test (LB p. 62)
<b>Resources</b>	LB pp. 50-64, TG pp. 73-80, Anthology pp. 125, 135	<b>Assessment tool</b>	Rubrics and memos
<b>Listening Texts</b>	Why reading is good for you LB p. 53	<b>Reading texts</b>	Read an investigative report LB p. 55 Read and respond to a poem LB p. 58
<b>Written texts</b>	Prepare for an investigation LB p. 51 Fill in a questionnaire LB p. 52 Write an investigative report LB p. 61	<b>Language focus</b>	Punctuation; conjunctions and transition words; synonyms and antonyms; simple, complex and compound sentences; main and auxiliary/modal verbs; similes; assonance; punctuation in poetry.
<b>Integration</b>	Life Orientation; Economic and Management Sciences	<b>Reading programme</b>	Learners to read: <i>Teachers</i> (Anth. p. 125) <i>The argument</i> (Anth. p. 135)
<b>Inclusivity</b>	Be sure that learners understand different types of forms to fill in, and how to do this in the correct manner. They may struggle with this if they have never had to do this before, so be sure to offer guidance.		

## Investigate your “online” life



### Prepare for an investigation (LB p. 51)

**Key focus:** Research topic for investigation

Introduce the idea of investigating how much time learners spend online. Remind them that being “online” involves anything from checking Facebook on their phones to surfing the internet. Demonstrate how to use the mind map on p. 51. For example, if they estimate that 80% of their time

online is spent on social networking, they will then give that arm of the mind map 80%.

Divide the class into groups of four or five and facilitate a discussion on how they spend their free time after school and over weekends. Introduce the questionnaire (LB p. 53) and demonstrate how they should fill in the answers.

## Conduct your investigation



### Fill in a questionnaire (LB p. 52)

**Key focus:** Fill in a questionnaire

- 1 Make sure that all members of each group have filled in a questionnaire.
- 2 Help the learners organise the material from the questionnaire. For example if four members out of five said they did not like to read, then that means that 80% of the learners in the group do not like to read. With regard to question number 4, some interesting information can be deduced: for example, all learners in the group spent most of the time chatting to friends online; only 1 learner read blogs, etc.

### Support activity

Additional information from the questionnaire can be found by asking learners to work out how many hours they spent on their cellphones every day. The answers could be quite revealing!

## Delving into reading



### Listen to why reading is good for you (LB p. 53)

**Key focus:** Listening for main ideas

- 1 Allow the learners to choose one person from the same groups as before (filling in the questionnaire) to read the passage to them about the benefits of reading.
- 2 They should make notes on what some of the main benefits of reading are. These include:
  - Reading is more demanding for the brain than processing visual images.
  - You have more time to think, thus more time for comprehension.
  - Reading will sharpen your mind and memory as you age.
- 3 After listening, learners should discuss in their groups their experiences of reading.
- 4 Ask the learners whether the article managed to persuade them to read more.

### Support

You may find that learners have different opinions about whether books or movies are more

interesting or entertaining. Split the learners into groups and have them discuss the pros and cons of books and movies. Act as the adjudicator of the various arguments.

## Looking into language



### Connect with conjunctions and transition words (LB p. 54)

**Key focus:** Conjunctions and transition words

### Suggested answers

- 1 A 5; B 4; C 1; D 2; E 3
- 2 Learner's own examples
- 3 and: joins two words or ideas of the same importance; but: contrasts two ideas or words; therefore: introduces the cause/effect of something; then: connects the sentence in relation to the time of the previous sentence.
- 4 Learners' own sentences.

## Considering local reading habits



### Read an investigative report (LB p. 56)

**Key focus:** Read an investigative report

### Suggested answers

- 1 The title and sub-headings should give the learners a general idea of the report.
- 2 Point out the key features of the report. Read it a second time if necessary.
- 3 Learners should be able to point out the titles, the headings, the formal language, etc.
- 4 Only 1 In 7 people are committed to books; books are seen to be expensive and there are few libraries; more than 50% of SA households do not have leisure books.
- 5 Reading should be made desirable and trendy. People should have access to libraries and

mobile libraries; membership should be encouraged at schools and in the community.

- 6 People are not “committed” to books because books are too pricey and there is a problem with getting to libraries.
- 7 Learners’ own answers. Answers must be based on their own experience.
- 8 Learner’s own opinions.
- 9 Learners’ own opinions.
- 10 The tone is serious; the style is formal: there are no contractions or colloquialisms in the language. It is serious because this is an important report about a serious issue.

### Extension

Go through the format of writing an email. Get learners to compose an email to the Department of Arts and Culture with suggestions for encouraging reading among Grade 8 learners.

## Examining tenses



### Probing present and past (LB p. 57)

**Key focus:** Present and past tenses

- 1 This is the formal style of writing a report. The findings relate to the situation as it is at present in South Africa. The present tense is appropriate.
- 2 This is describing the activity of researching, which happened in the past.
- 3 Learners’ own choice. The South African population could not be described as a book-reading nation as only one in seven people were committed to books.
- 4 It changes it from being something that is relevant now, in the present, to something that was relevant in the past and is not necessarily relevant to the present time.



### Explore sentence construction (LB p. 57)

**Key focus:** Simple, compound and complex sentences

- 1 Compound: two main clauses are linked by a co-ordinating conjunction, (“as”).
- 2 Simple: one main clause with a finite verb (“will take”).
- 3 Complex: a main clause with a subordinate clause (“which was conducted ... 2006”).

## Unravelling a poem about reading



### Read and respond to poem (LB p. 58)

**Key focus:** Features of poetry

### Suggested answers

- 1 oppress: pressure/obligation; prancing: energetically moving; toll: paying a fee; frigate: ship; coursers: fast horses; frugal: cheap; traverse: journey
- 2 fast horses: coursers; ship: frigate; cheap: frugal; energetically moving: prancing; paying a fee: toll; carries: bears; pressure: oppress; traverse: journey
- 3 Learners own response. The poem should be easily understandable.
- 4 Simile; metaphor; rhyme; etc.
- 5 a Line 1  
b Yes  
c A book is being compared to a frigate. A book can take you places in your imagination like a ship takes you places in reality.  
d “Nor coursers like a page of prancing poetry”
- 6 a quickly; coursers and prancing  
b alliteration; ii  
c “or” sound in nor and coursers; ii  
d nor
- 7 a poorest; frugal  
b Books are a cheap form of “travel” because it does not cost a lot to transport the human imagination to other places.

- 8 A poem does not have to rhyme or consist of many stanzas. The imagery and figurative language make it a meaningful poem.

## Pondering poetical punctuation



### Unpick punctuation in poetry (LB p. 59)

**Key focus:** Punctuation in a poem

#### Suggested answers

- 1 At the end of line 4, the full stop indicates the end the sentence and of the main idea.
- 2 These are run-on lines; the ideas in lines 1 and 3 carry on into lines 2 and 4.
- 3 The semicolon links the ideas on lines 5 and 6 and the ideas on lines 7 and 8. A semicolon acts like a conjunction and indicates a shorter pause than a full stop.
- 4 It carries joy and excitement.

## Scrutinising verbs



### Use main and auxiliary/modal verbs (LB p. 60)

**Key focus:** Main and auxiliary/modal verbs

- 1 a was  
b must  
c could  
d will
- 2 a She **is** reading very well.  
b She **ought to** practise so that she can read well tomorrow.  
c We **could** go to the beach first and then do our homework.
- 3 may; it expresses possibility

## Drilling down into a report



### Write an investigate report (LB p. 61)

**Key focus:** Write an investigative report

Remind learners of the investigations they conducted into their online habits earlier in this chapter. They will use these findings as the basis of writing an investigative report.

Learners must choose a focus for the reports they will write. They need to decide if their topic will be about reading habits, or the time spent online, or about what they do in their leisure time.

Take them through this planning stage, drafting, revising and editing stage for writing the report.

# Revision language Test Memo

Give the learners an hour to do this test. Make sure you point out the mark allocations so that they can answer the questions accordingly.

The answers below are abbreviated. Learners should be answering in full sentences wherever possible in this section. The sentence should count for half a mark should the question be worth one mark.

For specific learners who are struggling with language, you could consider not requiring specific sentences and focus instead solely on the comprehension element. If this is the case, a note should be made on the learner's record

## Comprehension questions (15 marks)

- 1 Saturated (1)
- 2 Very few Kindles and iPads are in circulation in Africa, but most people have cellphones. Many people also do not own books. (2)
- 3.1 Streetskills and Sisters (2)
- 3.2 It is a contemporary way of writing, which appeals to a young target market. (2)
- 3.3 They are encouraged to join a writing competition to develop ideas. (1)
- 4.1 Bossy, domineering and authoritative (1)
- 4.2 The books cover a wide variety of topics but are not meant to teach or instruct the readers; they are intended for enjoyment and interest. (2)
- 5 Learners' own opinions. (2)

- 6 Texting is not necessarily the best way to read something; SMS language is often misspelt and ungrammatical. (2)

## Language questions (15 marks)

Learners do not have to answer this section in full sentences unless they are explaining something in detail or the question requires it.

### Suggested answers

- 7 "Are" refers to a plural subject: The Kindle and the iPad. (2)
- 8 M stands for mobile; 4 replaces the word "for"; lit is short for literature. This is "text speak" which is appropriate for the service they are providing – young people reading on mobile phones. (2)
- 9 They allow additional information. (1)
- 10 He is being quoted; those are the exact words he used. (1)
- 11 Italics are used to indicate the titles of books. (1)
- 12 Learner's own answers. Synonym: most popular, coolest; antonym: unpopular, bad (2)
- 13 In: preposition; will: auxiliary verb; and: conjunction (3)
- 14 She said, "Mobile phones are commonplace even in remote rural areas." (3)



# Term 1 Language Test

- Answer the questions that follow on comprehension and language. Use complete sentences in your answers unless indicated otherwise.
- Pay attention to the mark allocation.
- Check your answers once you have finished.

## Comprehension:

Read the article below before answering the questions that follow

### The Summer of Toffie & Grummer

- 1 MOVE over Jacqueline Wilson — Edyth Bulbring is the new queen of fiction for today’s pubescent, and the best news is that she is South African.
- 2 This is a witty tale which should bewitch teenagers everywhere despite being uniquely South African. As a refreshing change, the story does not rely on the usual props (veld , wild animals, crime, race and history ) to give it a vibrant sense of place.
- 3 Our intrepid young heroine, Beatrice Wellbeloved, an independent, techno-savvy, witty and clever young Gauteng sophisticate, is the daughter of single mum Georgia, who owns a successful advertising agency.
- 4 Georgia, an unreliable, chain-smoking alcoholic, is a failure as a mother and the story begins with Beatrice scraping her mother’s vomit off the carpet on the first day of the Christmas holidays.
- 5 “It’s back to rehab for mom. I don’t know why she doesn’t buy shares in that clinic. She’s their most loyal customer. Correction: Mom is Dunkeld West Drankwinkel’s best customer.”
- 6 Beatrice is still going to spend Christmas in the new holiday home, but with her recently widowed grandmother Mavis, from “Pee-Eee”.
- 7 Mavis — Grummer — is a technophobe and old-fashioned who has nothing in common with her granddaughter. To make matters worse, they arrive at the new house to find it completely swamped, thanks to an overflowing geyser.

1. Quote the word from paragraph 1 that shows that demonstrates that the writer thinks highly of her as a writer. (1)
2. What, in the writer’s opinion, makes the story a unique South African tale? (2)
- 3.1 What do you think the word “techno-savvy” in paragraph 3 means? (1)
- 3.2 Provide its antonym from elsewhere in the extract. (1)
4. Write the word ‘rehab’ (paragraph 5) out in full. (1)
5. Outline the main differences between Beatrice and her grandmother (2)
6. Do you empathize with any of the elements of Beatrice’s character? Substantiate your view. (2)
7. How does the metaphor in paragraph 7 “to find it completely swamped” affect your understanding of what has happened in the house? Explain your answer. (2)
8. Do you think this book is suitable for teenagers? Motivate your opinion. (3)

[15]

## Language

Read the blurb from the back of the book before answering the language questions that follow.

Roll on holiday from hell! It sucks that I have to spend my summer break with Grummer, my boring old grandmother. And the fat loser down the road, Toffie Appel (what a name - get it?), won't stop bugging me. Staying sane is the goal. Bring on my secret mission: to find a new husband for Grummer. **FOCUS!** First action point: target places where suitable old wrinklies might hang out. **Ka-ching!**

Techno-savvy and full of attitude, Beatrice Wellbeloved discovers that all is not what it seems, and the best laid plans can go wrong...

Edyth Bulbring is a former journalist who lives in Johannesburg.

1. Rewrite "It sucks" in standard English. (1)
2. "t sucks that I have to spend summer break with Grummer, my boring old grandmother."  
Write the above sentence in indirect speech starting with the following words:  
Beatrice complained (3)
3. "And the fat loser down the road won't stop bugging me".  
Rewrite the above sentence correctly removing any offensive language and colloquial expressions. (3)
4. Provide the correct spelling of the words "Toffie Appel" when it is used in the traditional sense. (2)
5. What is the purpose of the information placed between the brackets in the third line? (1)
6. Writers convey their tone in subtle ways. Explain how the writer conveys tone using punctuation and changes in font. (2)
7. Discuss the link between the picture and the text. (2)
8. "the best laid plans can go wrong..."  
Explain the function of ellipsis as it is used above. (1)

[15]

**TOTAL 30**

# Term 1 Language Test Memo

## Comprehension:

1. “queen” (1)
2. It is unique in the sense that unlike other South African stories it does not rely on wildlife, crime, history or race in order to create an interesting context. (2)
- 3.1 This is to know a lot about technology and gadgets. (1)
- 3.2 “technophobe” (1)
4. rehabilitation (1)
5. Beatrice knows a lot about technology but her grandmother does not. Her grandmother is old fashioned but she is sophisticated. (2)
6. The answer would most likely be yes. Learners will offer what they empathise with but most likely would be enjoying new technology, being witty and independent – perhaps even match making for a single parent or grandparent. (2)
7. “Completely swamped” conveys the idea of the house being flooded and thus looking like a swamp. The image contributes to the reader understanding that there is a lot of water in the house. (2)
8. It is suitable for teenagers as it has characters that they can identify with, adults similar to those in their own lives and relationships and issues that are a part of most people’s lives. The book deals with parents disappointing their children, alcoholism, relationships with grandparents and many other topics appropriate to teenagers. (3)

[15]

## Language:

1. It is terrible (1)
2. Beatrice complained that she had to spend her summer break with Grummer, her boring old grandmother. (3)
3. And the overweight boy/person down the road won’t stop bothering/annoying/infuriating me. (3)
4. toffee apple (2)
5. The information is an aside and thus extra information. (1)
6. Punctuation: exclamations convey the forcefulness  
Font: use of bold and capitals for emphasis and loudness (2)
7. The picture of sun block, sunglasses and a sandwich links to the enjoyment of a summer break which is what Beatrice is facing. (2)
8. The ellipsis indicates that what happens next has been omitted by the writer but is implied by the ellipsis. The reader is then left to consider what would happen next. (1)

[15]

**TOTAL 30**

# Show me the way

## CHAPTER OVERVIEW

This chapter explores ideas linked to life's journeys. If, when we "travel" we are able to think about what it was like for others, then we will grow to be more empathetic and compassionate human beings. A key idea in this chapter is looking at things from another person's point of view; thinking about their journeys – literary, literal or figurative.

## MAPPING OUT LIFE'S PATH – TERM 2 WEEKS 1 & 2

CAPS OVERVIEW			
Time	2 weeks	Assessment	Informal assessment: Direct the way LB p. 70
Resources	LB pp. 65-77, TG pp. 81-84, Anthology pp. 52, 120, 124, 126	Assessment tool	Rubrics
Listening texts	Find the way home LB p. 69	Reading texts	Read from somebody else's point of view LB p. 66 Read for information LB p. 72 Explore and understand poetry LB p. 76
Written texts	Direct the way LB p. 70 Write to guide LB p. 75	Language focus	punctuation; conjunctions; pronouns
Integration	Social Sciences	Reading programme	Learners to read: <i>Puddocky</i> (Anth. p. 52) <i>Grannie</i> (Anth. p. 120) <i>Childhood</i> (Anth. p. 124) <i>Travels</i> (Anth. p. 126)
Inclusivity	The text is serious and deals with death, so be sensitive when dealing with this topic.		

## Follow in their footsteps



### Read from someone else's point of view (LB p. 66)

**Key focus:** Understanding characters

This is a group activity. Learners are to discuss what it would be like to walk in the footsteps of their favourite literary/fictional character. This would be a good opportunity to find out what sorts of books the learners are reading; do they prefer the book or film version of popular texts? Would they ever consider going on a 'literary' tour?

## Suggested answers

- 1 Stimulate the group discussions by asking learners who their favourite characters are. For the purpose of the exercise these could be from film, TV or books.
- 2 "mausoleum", "black funeral clothes", "father was carried up" and "these mourners" suggest that the text is about a funeral. The main character is grieving over the death of his father.
- 3 a Difficult words might be: mausoleum, musty, whimpered, bier, interred, crypts, hewn, mourners, obelisks. Tell learners to look these up in a dictionary once they have tried to work out their meanings from context.



- 4 The young boy is cold despite the heat; this displays his discomfort and anguish. The mother appears calm, but the deep shadows under her eyes reveal her grief. The youngest child is very uncomfortable. The other four sons are silent and sombre, showing their loss and respect
- 5 The father
- 6 The main character is young. With no name he comes to stand for the general grief of young people who have lost a parent.
- 7 He may have had an especially close connection to his father; he wanted to grieve alone; he is a teenager and doesn't know how to deal with his emotions.
- 8 The Navoran people have a strong social structure, with an emphasis on the importance of family: "family crypts", "poor were buried", "stately tombs of the wealthy".
- 9 a The mother appears outwardly calm but there are shadows under her eyes; she is trying to be strong for the family; but she is grieving deeply.  
b strong, mournful, calm, stoic, grieving
- 10 The novel may be targeting a more mature, sophisticated audience; the sophisticated words convey a sense of occasion and ceremony.
- 11 The dark stones threw back the heat like a furnace: the dark stones are compared to a furnace or large oven. They reflect the intense heat of the sun.
- 12 Subin: the name of a person; Navora: the name of a tribe/group of people
- 13 damp, moist, humid
- 14 assured
- 15 Compound: There were no plants or trees and the dark stones glistened in the sun and threw back the heat like a furnace. The conjunction "and" joins two simple sentences. Complex: In silence, they waited while the funeral bier bearing their father was carried up through the winding stone paths of the huge city cemetery. The subordinating conjunction "while" indicates the clause. - 'while' (could be any other sentence, except those joined with so, and, but, or, yet)
- 16 a He looked across the stone steps at this mother.  
b The simplicity makes the sentence stand out.

### Extension (LB p. 66)

The speech is an opportunity for those who like watching the news or are journalistically inclined. Through public speaking and reporting, learners can use their 'detective' skills to imagine what sort of a man this 'famous businessman' might have been. How did he reconcile his success in the corporate world with his family obligations? Remind the learners about the nature of euphemism when it comes to reporting on someone who has passed away?

## Where do we come from?



### Find the meaning (LB p. 68)

**Key focus:** Punctuation and conjunctions

- 1 a full stop: used to show the end of an idea;  
comma: used to indicate a slight pause; dash: used to introduce additional information; ellipsis: used to show that words have been omitted; apostrophe in "father's footsteps" shows possession  
b Learners' own sentences.
- 2 a "but" joins sentences  
"for" joins sentences  
"and" joins sentences  
"but" joins sentences  
"with" joins adjectives
- 3 a and  
b because  
c but  
d while



### Find the way home (LB p. 69)

**Key focus:** Following directions

## Suggested answers

- 1 Verbs for instructions, i.e. walk, turn, look, see, etc. You give directions from where the person is.
- 2 Encourage the learners to take notes on a separate piece of paper.
- 3 Learners should note the types of instructions given.
- 4 Possibly, Gabriel could be given fewer landmarks so it is less confusing.
- 5 Learners' own opinions. They might like these sorts of directions or they might find the key



indicators confusing. Give credit for legitimate reasons, rather than yes/no answers.

- 6 Learners' own opinions. Give credit for legitimate opinions.
- 7 a They help to locate Gabriel in his environment.
- 8 a statement, command and exclamation; it is an informative text

### Support

Encourage learners to think about the effect that punctuation has on how words are expressed verbally, and how it helps us to make meaning when we read.

## Show them how

### Formal assessment



### Direct the way (LB p. 70)

**Key focus:** Instructional texts

In this activity, learners should work in pairs. You could introduce the activity by asking the learners to share stories about directions, getting lost etc. Then, let them give directions based on the instructions. Learners can also bring maps – from a map book or hand-drawn – and discuss the benefits and pitfalls of the various maps.

- 1 a Learners can list any of the 16 items on the map's legend.  
b The scale marker in the legend shows how far 2 miles is on the map; distance can be calculated from that.  
c A compass rose.
- 2 Learners' own choices. Remind them of the key features of directions on page 70 of the Learner's Book.
- 3 a The learners can explain their directions to one another in their groups.  
b Assist learners with reading their maps; use the key features of directions on page 70 of the Learner's Book.  
c Learners must present their directions clearly and confidently.

## Guide a friend



### Read for information (LB p. 72)

**Key focus:** Information texts

### Suggested answers

- 1 Learners should discuss the information on maps in a small group.
- 2 a Help friends when they need it; take lots of food; keep your map safe; be patient with your group; don't get separated; only play riddles if you know the answer; look for landmarks; how to treat enemies; don't be greedy when treasure is divided.  
b Each new instruction starts on a new line.
- 3 Landmarks such as rivers, mountains, roads, borders; labels on landmarks; map legend
- 4 Learners should look at features of the maps and discuss how information is presented.
- 5 a To add a visual aid to the story; to make the story more interesting; to make the story seem more real; to help the readers visualise his journey  
b To further enhance the visual impact of the map.
- 6 It is a fantasy text; the user of the map needs to be warned about these dangers.
- 7 Yes. He tells the reader to "be patient with members of the group who get you in trouble."
- 8 a Help friends when they need it; take lots of food; keep your map safe; be patient with your group; don't get separated; only play riddles if you know the answer; look for landmarks; how to treat enemies; don't be greedy when treasure is divided.  
b Learners' own opinions. Yes; it is very informative. No; it needs to be numbered/bulleted and includes inessential information.  
c Learners own opinions. The most important information should be at the top of the list.
- 9 a The key details are: be true to your friends; pack good supplies of food and clothes; keep the map safe; stick together; be careful of riddle games; watch out for landmarks; trust old enemies and watch for weaknesses in new ones; avoid greed.  
b Help learners with summary skills: how to create a mind map; how to replace original

words with your own synonyms; the importance of an accurate word count.

Discuss what riddles are; what is their point; have they heard any; how do they link to the idea of jokes?



### Replace the nouns (LB p. 74)

**Key focus:** Pronouns

- 1 Learners' own sentences. Learners may use the pronouns from the language box in the margin. Encourage them to create sentences from their own experience rather than sentences based on the stories in the Learner's Book.

## Lead the way

### Formal assessment



### Write to guide (LB p. 75)

**Key focus:** Giving directions

- 1 Remind learners of the key features of giving directions on page 70 of the Learner's Book.
- 2 Learners should create their mind maps on separate pieces of paper.
  - a They should include distance, direction and landmarks.
  - b The order of the directions is essential.
  - c Learners should include all necessary elements on their map.
- 3 Learners can refer to maps in the Learner's Book as a reminder of how to order their directions.
- 4 They should use conjunctions to allow their directions to flow.
- 5 Let learners check one another's work.
- 6 They should read through their work one last time before presenting it.

## Mapping out a poem



### Explore and understand poetry (LB p. 76)

**Key focus:** Mapping out a poem

Briefly discuss the origins of the word "negro". Originally it simply meant black, but it has become racist and derogatory. You could also explore colloquial language and racism, for example, if a white learner says "Whazzap nigga?" it could be construed as racist, but when black learners speak to one another using the same terms, it is acceptable.

### Suggested answers

- 1
  - a From American slave owners; it is based on Latin, Spanish and French words for "black".
  - b It suggests that the poem is from the point of view of a black writer.
  - c The poem was written at a time when this word was acceptable as a part of language.
- 2 Point out the difference in spacing between lines, the difference in spacing between words, and the difference between where lines start.
- 3 He is not speaking for himself. It is an appeal as a black person on behalf of all those who are like him.
- 4 An explanation of the types of rivers that he has experienced.
- 5 Simile: the rivers' ages are being compared to the age of the world.
- 6 The gap indicates a prolonged pause – as if the poet is waiting for us to contemplate the growth of his soul.
- 7
  - a The slaves were captured in Africa and transported to America.
  - b No, he is using his poetic imagination and suggesting universal links between us all.
- 8 A soul can be spiritual and flowing like a river; it can be without measure – like water flowing forever; it can be deep and profound, both literally and spiritually.
- 9 It is thoughtful, profound, serious and contemplative. The poem discusses the whole scope of time and the growth of souls.
- 10 We are connected to our histories. In order to make sense of our lives, we need to reflect and look back at our roots. The themes are history, connectedness, rootedness, strength and faith.

## TAKING TURNS – TERM 2 WEEKS 3 & 4

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Write a dialogue (LB p. 91)
<b>Resources</b>	LB pp. 78-91, TG pp. 85-88, Anthology p. 127	<b>Assessment tool</b>	Reading rubric Writing rubric
<b>Listening texts</b>		<b>Reading texts</b>	Read about media restrictions LB p. 78 Read about turn-taking LB p. 84 Read about turn-taking LB p. 86 Read a cartoon LB p. 88
<b>Written texts</b>	Write a dialogue LB p. 91	<b>Language focus</b>	Discourse markers; verbs and tenses; direct and reported speech
<b>Integration</b>	Social Sciences, Life Orientation	<b>Reading programme</b>	Learners to read: <i>Going up, going down</i> (Anth. p. 127)
<b>Inclusivity</b>	Learners learn in different ways: some may find it easy to analyse visual texts like cartoons, whereas others may find it difficult. Be aware of which learners need assistance and provide additional support. Also provide guidance for learners that may have sight problems.		

### Turn it around



#### Read about media restrictions (LB p. 78)

**Key focus:** Media restrictions

Before it comes to reading the transcript, encourage learners to speak about the importance of voicing your opinion. Invite learners to take part in a class discussion or divide them into groups and let the smaller groups discuss the process-driven questions.

#### Suggested answers

- 1 Learners' own opinions. Encourage them to discuss this in groups.
- 2 Learners' own opinions. Yes. Freedom of information is essential to democracy.
- 3 The rights of the media; government restrictions; freedom of expression, etc.
- 4 a Yes.  
b Judge D is neutral; Kate is positive; Nick is sceptical. These are all appropriate ways of conveying their points of view.
- 5 The names of speakers are on the left followed by colon. Each speaker has a turn to speak; they are discussing an issue.
- 6 a The judge uses a formal register; Kate uses an informal register; Nick uses a semi-formal register.  
b Learners' own opinions. The learners might say Kate and Nick should speak more formally; they might say that the register is suitable for a discussion.
- 7 a weaker  
b unrepresentative or non-representative  
c grow
- 8 Learners' own opinions. Invite learners to give reasons for their views.
- 9 a Learners' own opinions They might take the term literally – a lawyer for the devil – or figuratively: someone who deliberately takes a contrary or difficult view to test arguments and stimulate discussions.  
b Encourage learners to look the word up in the dictionary.  
c Yes. He does so to encourage Nick and Kate to strengthen their own arguments and consider their own opinions.
- 10 Nick begins by thinking it is simply about voting, but alters his views and thinks about the issue of self-expression, realising that even with voting rights, people might not all be heard.  
a Yes; he shifted his view once he had listened to others; he gained in knowledge.

#### Support task (LB p. 79)

Split the learners up into groups of three. Let them hold their own debate. It could be interesting to let them change roles after their first arguments to make them think critically about their own points of view.



## Take your time with verbs and tenses (LB p. 81)

**Key focus:** Verbs and tenses

- 1 Present tense; it is still true
- 2 Past tense; apartheid was a policy of the past, it is no longer the case
- 3 "And any leadership should know that it will become stronger . . ." The word "will" indicates that he is referring to the near future.

## Take a turn at poetry



### Read about turn-taking (LB p. 84)

**Key focus:** Read a poem

#### Suggested answers

- 1 Someone's mother has been away and she is now returning home.
- 2 Learners' own opinions. Try to get an opinion from as many learners as possible.
- 3 Consider the number of stanzas; number of lines per stanza; rhyming words; identify figures of speech.
- 4 Line lengths differ considerably; rhyme scheme changes within stanzas.
- 5 She had a fight with her husband and was staying somewhere else.
- 6 The first part is the child's complaint; the second part is the mother's response.
- 7 The child
- 8 Young; he/she is not old enough to make his/her own supper.
- 9 The child misses his/her mother and disapproves of the father's lack of cooking.
- 10 a and; but  
b and (line 7, 8): emphasises all the things her dad does wrong; but (line 25): indicates a change in the mother's voice/mood.
- 11 a There are two different speakers. Rhyme is more childlike; lack of rhyme in the second stanza is more adult.
- 12 a Mum'll; Dad's  
b Mum will; Dad is

13 won; it sounds the same, but is spelt differently and has a different meaning.

## Extension

Learners may have had similar experiences themselves. Ask learners to write their own poem about a fight that their parents might have had. Make sure that they divide the poem into two sections in which they outline the conflict and then the resolution.

## Your turn will come



### Read about turn-taking (LB p. 86)

**Key focus:** Read an advertisement

Open ended discussion about second-hand buying. This could be used as an opportunity to discuss euphemism – how we soften words so that they sound better, kinder or more persuasive. Learners might have first-hand experience of buying things second hand, like video games or cellphones. Use this as an opportunity to discuss the advantages and disadvantages. .

#### Suggested answers

- 1 a Learners' own opinions: the kisses, the note, the bright font, the car, etc.  
b Learners' own opinions.
- 2 Learners' own opinions. Most would have seen a car advert.
- 3 Learners' own opinions. Encourage them to discuss print vs TV adverts.
- 4 Catchy text at the top; informative text at the bottom.
- 5 Brand name is the biggest; colour is very eye catching.
- 6 They are striking, bold, attention-grabbing and the brand's colours.
- 7 a The exclamation mark emphasises their sales line.
- 8 a It emphasises that this is a safe, trustworthy company selling quality cars.  
b Learners' own opinions. It might be overkill and should not be trusted; it could be reassuring.



- 9 a before.  
b Yes. It suggests that the car was loved and, by implication, looked after.
- 10 The note and kisses are associated with a boyfriend or girlfriend who was loved, the text mentions that the cars are "pre-loved".  
a Yes.
- 11 So that the reader can contact the company easily
- 12 Yes. It is a respected vehicle financing company; Its endorsement means that the company is trustworthy.

## Learn to take turns



### Read a cartoon (LB p. 88)

**Key focus:** Read a cartoon

#### Suggested answers

- 1 a They are playing chess  
b The newspaper is there as an incentive for the boy to lose; if he wins, he will be smacked.  
c The ellipsis is used to show thoughts trailing off; the inverted commas are there to indicate "so called"; the apostrophe shows contraction  
d No, the boy looks very puzzled.  
e In the beginning, she looked quite cheerful. She looks menacing by frame 3.  
f She is supposed to be the more mature expert, but she's just a bully.  
g Yes, he appears to be afraid.
- 2 scared: hands by throat, nervous sweat, mouth is small  
uncertain: hand on chin as if thinking  
neutral: direct eye contact, pointing finger
- 3 a It suggests that part of this discussion occurred earlier.  
b She doesn't really know the game of chess; her understanding is a bit child-like.  
c across at an angle
- 4 She is pointing her finger forcefully, she looks prepared for violence with her set mouth and confident stance.



### Work with direct and reported speech (LB p. 89)

**Key focus:** Direct and reported speech

- 1 The girl said, "Do you see, the pawns only move one block forward, horsies jump in an "L" shape and the bishops go diagonally?"  
The boy replied, "I think I get how it all works now ... except for the rolled up newspaper. What's that for?"  
The girl answered, "That is for hitting you over the head, if you win."
- 2 The girl told the boy that the pawns only moved one block forward, horsies jumped in an "L" shape and the bishops moved diagonally.  
The boy replied that he thought he understood how the game worked, except for the rolled up newspaper. He asked what it was for.  
The girl told him that it was for hitting him over the head if he won.



### Practice visual literacy skills (LB p. 90)

**Key focus:** Visual literacy, cartoons

#### Suggested answers

- 1 a Hey; it shows surprise  
b It emphasises his pleasure, his bold voice, his victory.  
c He looks happy with raised eyebrows, big eyes and happy hand gesture.  
d She mixes together the rules of several different games.
- 2 a uh oh; conveys dismay/disappointment  
b It introduces an explanation of a rule.  
c He says "Not again!" as if she does this often.  
d The jagged tail of the bubble; the double exclamation marks  
e He looks disappointed with his mouth drawn down and his shoulders drooping
- 3 a frustrated: stooped shoulders, holding his chin, frustrated eyebrows, frowning  
b victorious: smiling, sneaky, offering him dice  
c One does not swap sides; no dice are involved.



## Turn it into writing



### Write a dialogue (LB p. 91)

**Key focus:** Writing a dialogue

Encourage the learners to follow the steps in the flow chart. You cannot take it for granted that at this point learners have the writing process pat down. The plan, draft, revise, edit formula needs to be reinforced each and every time with the nuances specific to what the transactional text requires.

As learners have learnt about the conventions of taking turns in dialogue and by extension conversations in general, you should be able to see evidence of this in their writing. Tell the learners that you will be looking out for this. Advise them to revise turn-taking conventions and discourse markers if need be. This is a good opportunity for informal assessment and, if so, you could advise learners as to which component of the overall assessment mark will be allocated to how well they have engaged with and displayed their understanding of turn taking and dialogue conventions.

As always they should remember to vary both their sentence types and lengths. Have learners pay particular attention, for example, to what the exuberant margin dog has to say about using the auxiliary verb “do” to make negative question forms. Brainstorm and illustrate a few such examples on the board to ensure learners have grasped the concept. Then from there, expand and/or revise their knowledge of other question forms.

Planning is essential as always. It is this initial step which cannot be overemphasised. Learners can swap their drafts and give input on one another's writing. In doing so though, it is probably best to pair learners of equal strengths to informally evaluate each other's work so that both learners in this pairing up process derive benefit.

Remind learners of their word limit. Later on, they will be learning the art of summarising and being succinct and this is part of why word limits are there. It also ensures that you as the teacher are not excessively burdened with a ten-page essay! Similarly, it ensures that the learners workload is manageable while allowing learners to generate sufficient text to be properly evaluated.

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

# Africa, my beginning

## CHAPTER OVERVIEW

Being the last chapter before the June examinations, learners should revise and practise the skills and language that they need to help them succeed in passing and doing well.

Learners will listen and read for comprehension, analyse poetry, look at the key features of drama and novels, and revise language, including interjections, adverbs, euphemisms, question form, punctuation, tense, subject-verb agreement and more.

## GREAT AFRICANS – TERM 2 WEEKS 5 & 6

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal: Oral Conduct an interview p. 97 Formal: Task 2 (Writing) Interview with an inspirational person p. 104
<b>Resources</b>	LB pp. 93-105, TG pp. 89-93, Anth. pp. 23, 49	<b>Assessment tool</b>	Speaking rubric Transactional writing rubric
<b>Listening texts</b>	Interview with Sizwe Mpofu-Walsh pp. 93- 94	<b>Reading texts</b>	Interview with Sizwe Mpofu-Walsh pp. 96- 97 <i>Auditioning Angels</i> extract pp. 98-99 <i>Praises of the King Shaka</i> pp. 102-103
<b>Written texts</b>	Interview with an inspirational person p. 104	<b>Language focus</b>	interjections,, adverbs of frequency and place, euphemisms, question forms, exclamation marks and question marks
<b>Integration</b>	The focus of the texts could relate to Social Sciences, as there is a strong element of South African history in this chapter.	<b>Reading programme</b>	Learners to read: <i>The Secret Milk of Koumongoe</i> Anth. p. 23 <i>The Birth of Shaka</i> Anth. p. 129
<b>Inclusivity</b>	For learners that have difficulty speaking in groups, make sure that they are paired with stronger learners to encourage and guide them through the process.		

## People to be proud of

It is important for learners to have an open discussion about the injustices from the past. It is a good starting point for discussion, but make sure to lead the conversation to ensure that learners focus not only on the past but also on the present and future. In the process, learners will learn about interviews.



## Listen to an inspiring interview (LB p. 93)

**Key focus:** Listening and writing a response

This activity is to develop learners' critical thinking skills when listening to an interview. This will give them more insight into what an interview entails and will help them practise their listening skills.

- 1 Encourage learners to share ideas about violence and peace to prepare them for the interview that they will be listening to.

- 2 Understanding the context of a text before listening will help the learners to better understand what is being discussed.
- 3 It is important that the learners follow the listening process carefully and listen to how questions in the interview are asked and how they are answered.
- 4 Learners practise their note taking skills as part of the listening process.

#### Suggested answers

- 5 Grow2Lead, the Wake Up Call campaign, and a network of African student leaders
- 6 The interview may have asked him to introduce himself, but a larger audience may be listening to him that may not know who he is.
- 7 Yes. Learners' answers will vary, but may include: he has specific questions prepared for the interview; the interview flows smoothly; he does not hesitate to ask his questions; he leads the interview in a certain direction; he sticks to the topic.
- 8 Yes. Answers will vary, but may include: he does not hesitate to answer the questions; he may have anticipated the type of questions to be asked.
- 9 Formal register. This is appropriate as an interview is a formal way of sharing information.
- 10 Answers will vary. Learners should substantiate their answers based on the text.
- 11 He uses "well" a lot. Learners can say that this is appropriate or inappropriate, based on their opinion of the text and how they interpret the use of the interjection.



### Adverbs of frequency and place (LB p. 94)

**Key focus:** Using adverbs of frequency

Learners are encouraged to find the adverbs of frequency in the text. This will allow them to note the language use in interviews.

#### Suggested answers

Answers will vary, but may include: always, often.

#### Support activity

Revise the different types of adverbs with the learners. An additional activity can be created

wherein they practise more than just adverbs of place and frequency. Extra activities can help learners familiarise themselves the different types of adverbs and also how to identify them easily.

## A circle of information

Learners will apply what they learnt from the listening activity and identify the key features of interviews in a reading text.



### Look for information in an interview (LB p. 95)

**Key focus:** Key features of interviews

Learners identify specific features of interviews from what they have heard and read.

#### Suggested answers

Learners can list any relevant features that they may note about interviews.



### Key features of an interview (LB p. 95)

**Key focus:** Key features of interviews

After identifying features from the text, learners will read about the key features of interviews. Help them identify the features in the text that they may not have noticed in the previous activity.

## An African with a message

Learners will practise their comprehension skills. They should refer to the key features of interviews while analysing their text.



### Read the rest (LB p. 96)

**Key focus:** Reading comprehension and skimming and scanning for information

Learners will practise their comprehension skills and use what they have learnt about interviews to identify relevant information.

- 1 Learners revise the features of an interview and talk about what they may expect to read.
- 2 Learners skim the text to get an overview of what the interview will be about, and scan the text to

identify specific information before reading intensively.

- 3 Learners focus on interviewing techniques by focussing on how questions are asked by the interviewer.
- 4 Dictionary and word attack skills are practised while reading, to encourage learners to grow their vocabulary.

#### **Suggested answers**

- 5 He aims to mobilise their various networks in the Grow2Lead programmes to ensure that school-age learners hear the message of the Global Truce campaign.
- 6 He is committed to ensuring that the Global Truce message is sent out.
- 7 He says they are asking questions about the economy and global security.
- 8 Answers will vary. Learners must substantiate their answers with evidence from the text.
- 9 Answers will vary. Learners must substantiate their answers with evidence from the text.
- 10 Learners provide their own opinions and should substantiate their answers with evidence from the text.
- 11 They would know who he is because they are involved in the Peace One Day organisation, and because the interview was held at the Global Truce 2012 Student Launch, which was organised by Peace One Day.

### **Informal assessment**



#### **Conduct an interview (LB p. 97)**

**Key focus:** Practising interviewing techniques

Learners should keep in mind the key features of interviews that they have learnt about in preparation for their interviews.

Use the rubric provided for speaking skills, or your own rubric, to assess this activity informally.

### **Looking to the past to understand the future**

Learners should be familiar with the context of the play, as this has been discussed in previous activities.

They should focus on the key features of drama and analyse the play keeping in mind these features.



#### **Read a drama (LB p. 98)**

**Key focus:** Key features of drama

Learners read a play in order to identify key features of drama.

- 1 Learners discuss the context of the play before reading in order to prepare and inform them about what they are going to read about.
- 2 Learners discuss different situations and personal stories in order to contextualise the text in another way.
- 3 Learners skim and scan the text for the main ideas of the text and to familiarise themselves with the features of plays, and to get an idea of the mood and setting of this play.
- 4 There are two characters – Matthew and Gloria.
- 5 Learners think about the key features of a play while they are reading. They can use the key features in the margin in the Learner's Book as guidance.
- 6 Learners then identify the specific features of the play they are reading.

#### **Suggested answers**

- 7 Matthew and Gloria.
  - a From the text, we know that Sensi is a child, so we can guess that she is one of their children, probably Gloria's.
  - b No. They talk about her being in the mortuary.
- 8 They talk about being apart for 11 years.
- 9 The hospital that Sensi should be in; the boat they Gloria left on with her father; what their mother was wearing on the day that Gloria left; whether Matthew should be there.
  - a Matthew is upset with Gloria because she wasn't there for him when their mother died. She is upset with him because he wasn't there for most of her daughter's upbringing.
  - b They don't dislike each other because they reminisce about good memories in the extract too (between the two pauses).
- 10 Because it's a painful memory and neither character knows what to say.
- 11 a Because they are disagreeing about something they both loved, their mother, or perhaps because



they don't want to fight each other over something so trivial.

- b In a fast pace: they are happy because they are sharing a good memory about a bright day, even though they were leaving each other.

12 a It is an adverb of frequency because it tells us when or how often something has happened.

13 Matthew is more argumentative: he appears to pick fights over everything in the scene.

14 a It could be set in a waiting room with no one else in it.

- b Gloria needs to appear pretty tense: her daughter is in hospital and her relationship with her brother has some unresolved issues.

15 Answers will vary. If the learners answer not realistic: Matthew might have no relationship with his sister at all after 11 years apart. If the learners answer realistic: the siblings have no parents so they need to do what they can to have a family and form a bond again.

### Extension activity

Ask learners to compare the differences between a dialogue in a drama, and an interview. They can draw up a table and write up the comparisons between these two. This will help them to revise the different texts that they've been working with in this chapter.

## ABc Work with question forms (LB p. 100)

**Key focus:** Using question forms correctly

Learners practise correct sentence structure when forming question forms.

### Suggested answers

- a Did I see her in the mortuary?

b Did you go on the Union Castle Boat?

c Is the air conditioning operational?

d Is it a hellhole, Gloria?
- a Does he take sugar? The main verb shouldn't have an 's', because it should be the infinitive form of the verb.

b Does she want to leave now? The verb 'do' needs to agree with the subject.

c Is she staying with us or at home? The auxiliary verb is supposed to come before the subject but the main verb is unchanged.

- d There is nothing wrong with this question form.



## Learn more about question marks and exclamation marks (LB p. 101)

**Key focus:** Using punctuation for expression

Learners learn more about question marks and punctuation marks and how these can change the meaning of a sentence and how things are expressed.

### Suggested answers

Answers will vary. Learners are likely to find this challenging so let them say the phrases to each other in a number of ways and then find the phrase in the script, reading aloud the sentences before and after it.

## Great Africans from the past

Learners will analyse a praise poem. It is important that they understand the purpose and effect of the imagery. Some learners may struggle with this, so make sure to lead them in the understanding of the poem.



## Respond to a poem (LB p. 102)

**Key focus:** Key features of a poem

Learners revise key features of a poem, including the mood and message, by analysing a poem about Shaka Zulu.

- Learners will discuss Shaka Zulu in order to contextualise the setting and content of the poem.
- Learners scan the heading to predict what the poem will be about. They need to elaborate on the Shaka Zulu theme, and be specific in their predictions.
- Learners should take note of the shape of the poem and the way the stanzas lead into each other.
- Learners identify the rhythm and figures of speech in the poem. Revise the figures of speech that they have already done this year, and refer them to the Toolbox at the back of the Learner's Book to assist them.
- Learners consider the figurative meaning, mood, theme and message of the poem, based on what they know about the features of a poem.
- Remind learners about the fact that written punctuation can be expressed verbally, and that



the way the poem is written would have an impact on the way that it is read aloud.

### Suggested answers

- 7 The poem has been split into two parts.
- This is done to show us two different sides or perspectives to Shaka Zulu.
  - The poem will tell us about Shaka as a warrior and also how powerful and respected a ruler he was.
- 8 Metaphor and simile
- He is mainly compared to animals: a bird of prey “bird, devourer of other birds”; antelope “a great leaper”; a flycatcher “making sport of the Swazi king”.
  - He is compared to a grey hawk, fire, a raven, and a maned lion.
  - They are all natural things which have great power and dominance in nature, things of which other animals and even man are afraid.
- 9 That Shaka is a force of nature, something connected to animals and nature around him, yet supremely powerful and terrifying.
- The mood is reverential, lauding, praising, jubilant, triumphant.
  - The message is that Shaka was a feared leader and it wishes to instil respect and allow the reader to learn more about his personality.
- 10 a That Shaka is a force of nature, something connected to animals and nature around him, yet supremely powerful and terrifying.
- Answers will vary, but learners can discuss how many great leaders today are not feared yet are still respected.
- 11 a Answers will vary. Learners need to substantiate their opinions with evidence.
- Answers will vary. Learners need to substantiate their opinions with evidence.
  - Answers will vary. Learners need to substantiate their opinions with evidence.
- 12 a He is saying that Shaka is figuratively a hill.
- The antelope might be his muscles, the waterbuck his skin and the thousand legs his veins.
- 13 Yes. The vivid imagery will makes it easy to act out the poem. A praise poem is supposed to exaggerate, over-state and appeal to the imagination, all of which figurative language is good for.

14 Answers will vary, but learners must clearly explain their answers. If the learners answer no, they can explain that without the imagery the poem is not as entertaining or effective its message.

## Inspirational people all around us

Using what they have learnt, learners will conduct and write an interview. Make sure that they focus on interviewing conventions and the writing process. Assist the learners that lack confidence in their speaking skills, and provide additional support if necessary.

### Formal assessment



### Interview an inspirational person (LB p. 104)

**Key focus:** Interviewing techniques

This is a formal assessment task. Learners will plan and conduct an interview and write down their transcript of the interview.

The assessment can be marked with an interview or transactional writing rubric.

### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter’s opener table.

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner’s Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

## UNITING AFRICA AND AFRICANS – TERM 2 WEEKS 7 & 8

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal: Reading Read an extract from a youth novel pp. 109-110 Read a poem about the African landscape pp. 112
<b>Resources</b>	LB pp. 105-116, TG pp. 94-108, Anth. pp. 31, 130	<b>Assessment tool</b>	Reading aloud rubric. Writing a poem rubric.
<b>Listening texts</b>	<i>Johannesburg to Host One Young World Summit in 2013</i> pp. 105-106	<b>Reading texts</b>	<i>Lost Boys</i> extract pp. 109-110 <i>The Dry Grass Sings</i> p. 112
<b>Written texts</b>	Book review p. 115	<b>Language focus</b>	acronyms and abbreviations, subjects and predicates, subject-verb agreement, past tenses, prefixes and suffixes, paronyms, homonyms and homophones
<b>Integration</b>	Social Sciences, Life Orientation	<b>Reading programme</b>	Learners to read: <i>Kalahari Blues</i> Anth. p. 31 <i>African Thunderstorm</i> Anth. p. 130
<b>Inclusivity</b>	Sensitive issues are discussed in this sub-theme, such as teenage pregnancy. Be sensitive towards learners who may feel uncomfortable discussing this topic.		

### Let the youth lead the way

Learners move from gaining information from interviews to gaining information from newspaper articles. They should focus on the information is presented in a different way and why it is does like this.



### Hear about a great achievement (LB p. 105)

**Key focus:** Listening comprehension

Learners will do a listening comprehension. It is important that the follow the listening process carefully and take notes while listening in order to help them answer questions on the text.

- 1 Learners discuss organisations in South Africa to give them a context to what they will be listening to.
- 2 This text is linked to the text on Sizwe Mpofu-Walsh, so learners may have had time to think about this topic more and be able to share valuable opinions. Talking about this will allow them to prepare better for the text that they will be listening to.
- 3 Learners write down and look up any unfamiliar words from the text to enhance their understanding. They could also look up any

acronyms or abbreviations that they do not understand.

- 4 Learners should be familiar with the structure of magazine and newspaper articles, so should be able to identify the features of newspaper articles easily, and understand the sequencing of information in the text.

### Suggested answers

- 7 The 2013 One Young World summit.
- 8 Pittsburgh, Zurich and London
- 9 Answers will vary but learners could discuss any of the following: South Africa is a developing country so this will promote tourism and growth; it will help to promote peace and unity in South Africa and Africa; it will promote sharing of ideas on development.
- 10 The world's young leaders
- 11 They talk about the importance of developing youth into future leaders.
- 12 Answers will vary, but learners can talk about having to prepare for the event.
- 13 It means they are clever.
- 14 OYW – One Young World  
CEO – Chief Executive Officer  
JTC – Johannesburg Tourism Company
- 15 thrilled, delighted, ecstatic
- 16 Answers will vary. If learners say yes, they can discuss that this enhances the positive point of view of the article. If they say no, they can say that this created bias in the article.

- 17 Answers will vary, but learners need to substantiate their answers.
- 18 The most important information (main idea) is mentioned first, and the supporting information follows.

## Come together

Learners need to hold a formal discussion. Support the learners that struggle with public speaking, and encourage them to work in groups that they feel comfortable with and with learners who will lead and help guide the discussion.



### Speak about what it means to be African (LB p. 107)

**Key focus:** Group discussion

Learners participate in a group discussion on how education could solve the problem of poverty.

Pair learners that are good at speaking with those that may struggle on the same team: this will guide the discussion and ensure flow in the conversation.

Learners should follow the discussion procedure carefully.

It's important that the discussion summary is the same for all members of the group.

This discussion can be assessed with the use of a rubric.

## Think about the subject

Learners need to focus on tense and subject-verb agreement. This is easy to confuse, so make sure to go through the examples carefully, and ask learners to come up with more on their own.



### Work with subject and predicate (LB p. 108)

**Key focus:** Subject and predicate

Learners revise the different parts of a sentence. They can use the Toolbox in the Learner's Book to help them remember how to identify these. This will prepare them for their activity on subject-verb agreement.



### Understand subject-verb agreement (LB p. 108)

**Key focus:** Practise subject-verb agreement

Learners revise subject-verb agreement (concord). It is important for them to understand the different parts of a sentence in order to grasp how to work out the singular or plural form of words and how to use these correctly.

#### Suggested answers

- subject – Young South Africans  
predicate – are making a mark in the world.  
object – the world
- subject – Siphos  
predicate – strives to make a change in Africa.  
object – Africa
- subject – One outstanding project  
predicate – by two South Africans engage students from universities across Africa.  
object – students  
One outstanding project by two South Africans engages students from universities across Africa.
- subject – us  
predicate – It is important for (us) to remember the great South Africans from the past.  
object – great South Africans

## Ordinary, but great Africans

Learners will read a novel and identify the key features of the novel from the particular extract. The learners should focus on these features to help them analyse texts appropriately.

### Informal assessment



### Read an extract from a youth novel (LB p. 109)

**Key focus:** Novel features and reading process

Learners read an extract from a youth novel, and use this to identify the key features of a novel and how they are in different ways.

- Learners predict information about the characters from the images provided.

- 2 This is a serious topic to discuss, so it is important to be sensitive towards teen pregnancy, and ensure that learners don't make a joke of it and are not judgemental.
- 3 Learners infer more meaning about the characters through their dialogue and interactions. They can also use the key features of a novel on page 110 of the Learner's Book to help them identify other features of a novel.

#### Suggested answers

- 4 Piet, Jan, Elvis, Alpha, Dyssel
- 5 a That he is small and precious and special  
b "Check sy vingertjies!" "Rock n roll baby, on the tree top" and "this is a good job man"
- 6 Jan arrives where the group are with Piet. Alpha, the leader of the group, is interested in the baby and Jan makes him the godfather.
- 7 That young men, who are not usually associated with babies and looking after them, can be caring, proud and fatherly.
- 8 He is trying to show us Jan may not be living up to his stereotype, and that he has a soft side too. He is caring and is proud of his baby.
- 9 It tells us that they know each other well, and that they have a close relationship.
- 10 We are shown a very gentle side of the characters, so we are supposed to like them. Alpha hands Piet gently back to Jan. Jan shows that he wants to care for the baby and is asking Alpha's forgiveness for something. He makes him his godfather.
- 11 Teenagers. A reader who can appreciate what it might be like to have a baby very young, so not younger than 13, not older than 20.
- 12 Godfather
- 13 The way the characters interact with each other; the fact that they haven't seen each other for a long time; they haven't spoken to each other for a while.  
"You can pass" (meaning, I forgive you); "Jan had relaxed a little" (Jan had been tense before this moment, suggesting that he perhaps can't completely trust Alpha); "many feelings bustling inside" (Jan doesn't know how he feels about Alpha being Piet's godfather).
- 14 Alpha appears to have more status: he does most of the talking. The others laugh when he laughs.

Jan is clearly scared at the beginning: "catching a breath", "holding it back".

- 15 a Answers will vary.
- b Answers will vary. Learners use what they have read from the text to infer guesses.



#### Discuss dialogue (LB p. 110)

**Key focus:** Dialogue use in novels; group discussion

Learners will talk about the effectiveness of dialogue in novels, and how it is used appropriately in the extract. Guide them by discussing the other features of novels, and let them think about how the dialogue enhances the rest of the features.



#### Learn more about tenses (LB p. 111)

**Key focus:** Forms of the past tense

Learners learn about the different forms of verbs in order to show the past tense in different ways. Make sure that the learners understand the difference between the forms before doing the activity.

#### Suggested answers

- 1 It is told as if the events have already happened.
- 2 Simple past tense
- 3 Present tense
- 4 There's a fist.
- 5 He looked down at Piet.
- 6 a "had relaxed" relates the past to the present, meaning that he wasn't relaxed to start with but had now relaxed; "relaxed" means that he had already relaxed in the past – it has happened in the past.  
b It shows us that he was anxious at the start of the conversation but has now relaxed.
- 7 nodded; shrugged; glanced; handed; agreed
- 8 give; meet; go

#### Support activity

Learners may struggle understanding the different tenses. Provide additional activities and guidance for those that struggle. You can create a quiz or crossword on this for these learners to do.



## Africa as an inspiration

Another very descriptive poem with vivid imagery is analysed. Make sure that learners notice the figures of speech used and the structure of the poem.

### Informal assessment



### Read a poem about the African landscape (LB p. 112)

**Key focus:** Poetry analysis and figures of speech

Learners are encouraged to read a poem and to identify the features and figures of speech in the poem.

- 1 Learners discuss rain and the natural environment as preparation for reading the poem. The context will help them to think about and visualise the rain.
- 2 Learners will discuss their opinions on the rain.
- 3 While reading, the learners should focus on the vivid images created. They should refer to the features of poetry that they have learnt, as well as figures of speech in the Toolbox in the Learner's Book to help them.

### Suggested answers

- 5 a 3 stanzas  
b stanza 1: The hot sun is baking the earth.  
stanza 2: The animals cry from the heat.  
stanza 3 : It starts to rain.
- 6 The rain falling on the African landscape is being described.
- 7 It has started raining, so the grass is no longer dry and does not make a sound as it moves.  
a Yes.  
b Personification is used as the grass is given human qualities through saying that it sings.
- 8 "The wood dove purrs" – the word mimics the actual sound that a wood dove makes.
- 9 a turtles snapping, kudus snorting, zebras grunting, jackals howling, elephants trudging, wood dove purring  
b mopane leaves clapping, thorn trees scratching, dry grass singing, fever trees sighing

- c Repetition at the beginning of each stanza is used to create a certain rhythm. The line length in each stanza is also similar which creates a rhythmic sound.

Every third line in the poem rhymes, except for the last line in the poem. This shows that there is a specific thing happening throughout the poem, but at the end of the poem it has stopped.

- 10 Sky is as hot as a baking pot: the heat from the sky is being compared to the heat of a baking pot.

And the rivers roll as heavy as blood: the thickness and continual flowing of the river is compared to the continual flow of blood through our veins.

- 11 "And" and "the" have been repeated at the beginning of most lines.  
a This shows the effect of the heat beating down onto the landscape and the wildlife.  
b Answers will vary, but learners should substantiate their answers. Most of them will most likely answer yes.
- 12 a Answers will vary, but learners should substantiate their answers. Most of them will most likely answer yes.  
b "But when lightning strikes and the clouds drop down | And the whole world drinks from the sky" – these compare best as rain is always welcome in Africa. There are many droughts and it is always very hot, and rain helps things to grow and flourish. It brings relief.

### Extension activity

Encourage learners to read more poems with vivid imagery. Ask them to bring examples of poems that they have read, and share them with the class. They can explain why the imagery and figures of speech used in that particular poem is effective.

### Working with words

It is often easy to forget how the structure of words alter their meanings. Remind learners of how prefixes and suffixes later words. This will make them more aware of how to use certain words correctly.





## Understand prefixes and suffixes (LB p. 114)

**Key focus:** Prefixes, suffixes and roots

Learners will find out more about how prefixes and suffixes alter the meanings of words and how they are used to create new words with new meanings.

### Suggested answers

- Answers will vary, but may include: transport, university, universal, monocultural, monotonous, century, centimetre, expatriot.
- The prefix has turned the word into an antonym to show the opposite meaning.
- The suffixes have changed the part of speech of the words. The words have changed from adjectives to adverbs.



## Play with paronyms (LB p. 114)

**Key focus:** Understanding paronyms and forming new words

Learners will work with paronyms, homonyms and homophones to understand the difference between these.

### Suggested answers

- stationery = homophone  
thorough (means carefully) = homonym  
allot (means allocate) = homophone
- strive
  - accept
  - advise
  - ensure
  - effect

## Writing about writing

Learners should be familiar with writing transactional texts at this point of the year, but make sure that they understand why certain features are included in a review. Remind them of the layout and purpose of a review.



## Write a book review (LB p. 115)

**Key focus:** Writing process and features of a book review

Learners will use what they have learnt about a

book review to write their own book review. The example in the Learner's Book will guide them in their writing.

Remind them that book reviews can end up being very subjective because not every genre or writing style will appeal to every reviewer or reader, for example. To mitigate against too much bias creeping in and to be fair to both the writer, reader and publisher, it would be best to justify opinions as extensively as possible.

The plot should never be fully divulged but should be as accurate a summary as possible of what a reader can expect. Are the twists in the tale good? Is the pace good? Or is it just like any other piece of writing in the genre?

Also remind learners that a book reviewer is called a critic. A critic here is used in the holistic sense of the word; it is someone who evaluates not someone who merely criticises.

Before writing their own review, learners can bring several copies of other reviews they may have found in magazines to compare and contrast reviewer styles. They will learn to criticise with insight if they can identify reviews that seem too thin on fact and too heavily laden with opinion.

The review can be assessed with the use of a transactional writing rubric.

### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

# June Paper 2 Memo

## Section A: Comprehension

- 1 Some people think that Africans do not have the need and urge to travel.  
Some think that Africans don't enjoy adventure. Finally there is the perception that Africans don't enjoy exploring other countries. (3)
- 2 The dash indicates that extra information has been added. (1)
- 3 Their attitude is that a tourist is one who walks around pointlessly and "that's not a good thing!" (2)
- 4 This is because it is a foreign word. (1)
- 5 "branching out" (1)
- 6 "myth" (1)
- 7 The writer is Rwandan but was born in Uganda, grew up in Kenya and Canada, lived in Johannesburg and now lives in Rwanda. This history of living in so many countries certainly contradicts the idea that Rwandans are not adventurous. (3)
- 8.1 She worked on the administrative side of travel, perhaps she was a governmental official or in service to the government where travel was part of her job. (2)
- 9 "passion" (1)
- 10 One of the advantages was travelling on someone else's money. (1)
- 11 limited, small (1)
- 12 The political situation in the countries that she visits and her finances to afford the travelling. (2)
- 13 To introduce a list (1)
- 14 else's – possession  
I'm – omission (4)
- 15 To show that the story continues and what happens next is implied. (1)
- 16 She writes from her own perspective and uses conversational language such as "I do have to admit" as if she is speaking directly to the reader. This makes her more personable and makes her connect well with the reader and

communicate very effectively with the reader. (3)

- 17 Any appropriate title that covers African travel adequately. (2)
- [30]

## Section B: Language

- 1 off duty: links with all three photos as they show scenes of holiday destinations and having fun and links with the product as when you are off duty you can visit one of the ATKV holiday resorts  
at leisure: links with all the photos as they are scenes of beaches and fun at the beach which is leisure time and can be spent at an ATKV resort.  
unencumbered: links mainly with the middle photo as it shows carefree fun and this can be experienced at an ATKV resort. (6)
- 2 The layout is very effective as it gives 3 photos of different scenes. The map indicates where the resorts are. The layout is fun and interesting with enough information and pictures. It is effective in drawing the reader in and keeping them interested. (3)
- 3 The colours are bright and fun which suggest being happy and the yellow makes one think of having a summer holiday. (3)
- 4 The hand drawn picture is appealing especially to the younger audience. The picture adds more fun to the advertisement and shows the many different activities that are available to be enjoyed by the youngsters. (3)
- 5 "outstanding", "exciting" (2)
- 6.1 She is leaning forward quite quickly as is indicated by the lines behind her back, she has her hands and arms out, her mouth is open and there are drops of perspiration around her face. This body language reinforces her very indignant words. She is shocked that they are

- going to Mauritius even outraged. Her body language is not very professional and is rude as she says “Have you even seen...” (4)
- 6.2 The use of several question and exclamation marks show her tone and forcefulness. (2)
- 6.3 shocked, stunned (1)
- 7.1 She is now standing with her hands gripping her hair in frustration. (2)
- 7.2 Jo’burg (1)
- 7.3 To show that she is shouting it in question to them and saying it even louder than the first time she said it. (1)
- 8.1 She is the woman’s boss who is coming to see what is going on. (1)
- 8.2 She has her hands on her hips and is annoyed that the woman is treating the clients in this way and asks if the woman really wants this job as she doesn’t seem to want that it. (1)
- [30]**

### Section C: Literature

- 1 The setting was rural. It was in the Swartberg mountains. (2)
- 2.1 He was hard working. (1)
- 2.2 He went to the mountains every day to cut wood. (1)
- 2.3 He is a miser. (1)
- 2.4 He cared more about money than anything else even when the lion was being killed he wanted it killed in a certain way because of money instead of worrying about his life. (2)
- 3.1 He was brave and resourceful as he immediately ran to save his father. (3)
- 3.2 Distracted from focusing on the lion as he was listening to the instructions. (3)
- 4 Never love money more than life. (2)
- 5 Learners to fill in the template according to the folktale. (5)

**[20]**

**TOTAL 80**

**Review Copy**

# June Paper 2

## Section A: Comprehension:

Read the following passage and answer the questions that follow

### Five Great Reasons Why Children Should Play Soccer

By Marques Jackson

- 1 From the sandy beaches of Barcelona, Spain, to local parks in Kansas, soccer is played by millions of children across the globe. Participating in a soccer league offers a constructive way for kids to have fun and provides a great opportunity for families to spend quality time together. Soccer also helps children develop in myriad ways that benefit their physical and emotional well-being.
- 2 Learning the importance of daily exercise can help your child lead a healthier life. Soccer is an aerobic sport that requires a high level of fitness for players to keep pace. The required level of fitness will help to regulate and maintain healthy body weight. Playing soccer also gives children the recommended amount of cardiovascular exercise necessary to maintain a healthy heart and lungs. According to MayoClinic.com, regular exercise builds muscle strength and increases energy levels.
- 3 Soccer is an inclusive sport that offers league play for both boys and girls. Most soccer leagues are open to various age groups and allow children as young as 5 to compete. The flexible age requirement allows children to be members of a team during critical development stages. During these periods, the child will learn important character building traits such as working hard to develop skills and good sportsmanship. Children also will experience healthy peer-group interactions and learn how to build friendships during practices, games and team activities. Since soccer is fairly easy to learn, it gives children the opportunity to boost their self-esteem.
- 4 Soccer's world governing body, the Fédération Internationale de Football Association, or FIFA, has more than 200 national member associations. A high-profile event such as the FIFA World Cup illustrates the diversity of the game's participants and fans, as well as the various places it is played. Exposing children to soccer can stimulate them to think broader about the world in terms of countries, cultures and people. Thinking in broader terms can also spark their interest in traveling, foreign languages and geography.
- 5 Playing soccer can teach your child constructive ways to cure boredom. The game's fast pace can be the perfect antidote for children who are easily bored. Instead of wasting time playing video games and watching television, your child will be outdoors, participating in practices and games. Moreover, being members of a soccer team will give them access to positive mentors, such as coaches and other adults who will teach them helpful time-management techniques.
- 6 Getting your children involved in a soccer league is a great way to get more active in their lives. Taking an interest in something they find important lets children know you care. Furthermore, it increases the amount of quality time you spend with them and gives you the chance to take pride in watching your children compete. The parental support will prove beneficial to your child's self-esteem while creating strong familial bonds. Attending practices and games will provide an opportunity for you to make friendships with other parents as well.

- 1 Quote three consecutive words from paragraph 1 that suggest that soccer is popular worldwide. (1)
- 2 Explain in your own words what the writer means when he says “a constructive way” in paragraph 1. (2)
- 3 Refer to paragraph 1. List three advantages for children of playing soccer. (3)
- 4 Suggest a meaning for the word “myriad” as it is used in paragraph 1. (1)
- 5 What do you think an “aerobic sport” is? (2)
- 6 Refer to paragraph 2. Outline four health benefits derived from playing soccer (4)
- 7 Explain why the writer says in paragraph 3 that soccer is an inclusive sport? (2)
- 8 What important character building skills do children learn in the critical development stages? (2)
- 8 Discuss what important social skills are learnt by children as they learn to play soccer. (2)
- 9 In what way can soccer open children’s minds? Refer to paragraph 4 to motivate your answer. (3)
- 10 Provide a synonym for the word “antidote” in paragraph 4. (1)
- 11 Refer to paragraph 5 and discuss the ways in which soccer can help children become better at managing their time. (2)
- 12 Do you agree that playing a sport like soccer could lead to greater bonding between children and their parents? Read paragraph 6 and discuss how this could come about. (3)
- 13 Discuss your response to the text in terms of your experience of either playing a sport or not playing a sport. (2)

[30]

Review Copy



## Section B: Language: Advertisement

Study the following advert and answer the questions that follow.

**SPELLING TEST**

WINTAH

**Review Copy**

THINGS HAVE A WAY OF GOING WRONG  
WHEN YOU'RE UNPREPARED, DON'T THEY?

Whether it's helping your kids get ready for the day ahead or getting them ready for winter. The Cal-C-Vita kids' range is pharmaceutically designed by Bayer to boost your child's immune system. So prepare properly for winter now. Stock up on Cal-C-Vita, to help you and your family avoid colds and flu.

**Protect today. Prevent tomorrow.**

**BAYER**  
Bayer (Pty) Ltd 27 Wrench Rd, Isando, 1600, Gauteng, South Africa. Co. Reg. No. 1968/011192/07 Tel. 011 971 5000

Cal-C-Vita Kiddies VITAMIN D3 + K2 POWDER  
Cal-C-Vita Kiddies VITAMIN C SYRUP

**THINGS HAVE A WAY OF GOING WRONG  
WHEN YOU'RE UNPREPARED, DON'T THEY?**

Whether it's helping your kids get ready for the day ahead or getting them ready for winter. The Cal-C-Vita kids' range is pharmaceutically designed by Bayer to boost your child's immune system. So prepare properly for winter now. Stock up on Cal-C-Vita, to help you and your family avoid colds and flu.

**Protect today. Prevent tomorrow.**

- 1 What product is being advertised? Be specific in your answer. (2)
  - 2.1 What is the setting of the advertisement? (1)
  - 2.2 Give three visual proofs of how you know this. (3)
  - 3 Quote the slogan of the product. (1)
  - 4 Correct the obvious spelling mistake by writing it down correctly. (1)
  - 5 Explain the connection between the headline “Things have a way of ...don’t they?” and the picture. (3)
  - 6 How is the use of the apostrophe different in “you’re” in the headline to “kids’” in the body copy? Explain. (2)
  - 7 What is the advertiser’s reason for telling the reader that their product is “pharmaceutically designed by Bayer to boost your child’s immune system”? (2)
  - 8 What action does the advertiser urge the reader to take? (2)
- [17]

## Language: Cartoon

Read the cartoon below and answer the questions that follow.



Refer to Frame 1:

- 1 How can you tell that Jimmy (the boy who opens the door) is in a good mood? (2)
- 2 How is Ed’s bedroom typical of a teenager’s bedroom? (2)
- 3 Write “Mom says it’s time to get out of bed!” in Indirect or Reported Speech. (2)  
Begin as follows: Mom said ...

Refer to Frame 2:

- 4.1 How had Ed’s body language changed from Frame 1 to Frame 2? (2)
- 4.2 Account for this change. (1)

Refer to frame 3:

- 5 Explain the humour in the final frame. In your answer say what has happened to Jimmy? (2)
- 6 Describe Mom’s reaction. (2)

[13]

## Section C: Literature

Read the poem below and answer the set questions:

### Have You?

By Frank Flynn

Have you heard the water  
As it drips from the tap?  
Slow drummer in the sink.

Have you seen the rain  
Trickle down your window pane?                      5  
Silver snakes in the night.

Have you sheltered from a cloudburst  
Beneath a chestnut tree?  
Heaven machine-gunning the leaves.

Have you heard the waves crash                      10  
On a stormy shore?  
A wild music of pebbles.

Have you dived into a pool  
On a summer's day?  
A blade slicing the silence.                      15

Have you seen a bead of dew  
Jewel a daisy's petal?  
A diamond in the snow.

Have you touched a spider's web  
After a shower of rain?                      20  
Splinters of ice in the moonlight.

Have you listened to the rain  
Fall gently on a summer's night?  
A warm lullaby.

- 1 What do you notice about the structure of the poem?  
In your answer comment on patterns you see, the length of stanzas and anything else that is important. (3)
- 2 Read the poem carefully and take special note of what senses the poet appeals to.
  - 2.1 What sense does stanza 1 appeal to? Quote to support your answer. (2)
  - 2.2 What sense does stanza 6 appeal to? Quote to support your answer. (2)
  - 2.3 What sense does stanza 7 appeal to? Quote to support your answer. (2)
- 3 Discuss the following metaphors and in each answer say what is being compared to what and why it is effective.
  - 3.1 "Silver snakes in the night" stanza 2 (3)
  - 3.2 "Heaven machine-gunning the leaves" stanza 3 (3)
  - 3.3 "A blade slicing the silence" stanza 5 (3)
- 4 In your view is this an effective poem? Explain your answer. (2)

[20]

**TOTAL 80**

# June Paper 3

## Exam instructions

You must show the process of planning, drafting and editing as this will be marked. Present your final work neatly without any spelling or language errors.

## Section A: Narrative Essay (20)

Choose **one** of the following options and write a narrative essay of 5–8 paragraphs in 200–250 words.

1.1 A new beginning.

1.2 Write a narrative essay entitled “The Adventure”. Use as many exciting and colourful adjectives as you can to make your characters and happenings come alive.

1.3 Help! Help!

Write a narrative essay in response to the above topic.

## Section B: Transactional text (10)

2 Choose **one** of the following options and write a transactional text of 140–160 words. You must use the **correct layout** and write with the audience in mind. Remember to focus on using language and spelling correctly.

2.1 Write a friendly letter to a relative or friend telling them some exciting news.

2.2 Write a dialogue of the conversation that takes place between a hungry fox and a clever rabbit.



# June Exam Paper 2 Memo

## Section A: Comprehension:

- 1 "across the globe" (1)
- 2 This means a healthy and beneficial way for kids to have fun. (2)
- 3 Soccer is a healthy way for children to have fun, for families to spend time together and to benefit their physical and mental well-being. (3)
- 4 countless (1)
- 5 Learners' own response but must have that it is intensive in terms of fitness. (2)
- 6 It helps regulate and maintain body weight, gives a child the recommended amount of cardiovascular exercise, builds muscle strength and increases energy levels. (4)
- 7 This is because all people of all ages, creeds and genders can play soccer if they choose. (2)
- 8 They learn how to work hard to develop skills and good sportsmanship. (2)
- 9 They learn how to interact healthily in their peer groups and to build friendships. (2)
- 10 They start to consider the existence of other countries, cultures and people. This could encourage them to want to travel, have an interest in other languages and geography. (3)
- 11 cure (1)
- 12 Instead of wasting time soccer teaches children to be committed to practices and games. They will be outdoors participating in something healthy. (2)
- 13 Soccer does create greater bonding as parents then become more active in their children's lives and show that they care and are interested. It increases the time spent together and creates a situation of pride for the parent. (3)
- 14 Learners' own response. (2)

[30]

## Section B: Language: Advertisement

- 1 The Cal-Vita kids' range (2)
- 2.1 a school classroom (1)

- 2.2 There is a blackboard, there are charts of the alphabet on the wall and the child is wearing a uniform and doing a spelling test. (3)
  - 3 Protect today. Prevent tomorrow. (1)
  - 4 winter (1)
  - 5 The headline speaks of things going wrong when you are not prepared and in the picture is a little girl who is spelling the word "winter" incorrectly in her spelling test. This shows that if one is not prepared one will suffer the consequence which is what the advertisement is saying about the product. (3)
  - 6 In "you're" it is the apostrophe of omission and in "kids'" it is the apostrophe of possession. (2)
  - 7 To show us that it is a credible product that has been skilfully developed by professionals. (2)
  - 8 They advise us to always have this product in our homes so that we can prevent colds and flu. (2)
- (17)

## Language: Cartoon

- 1 He has a huge smile and he swings the door open with gusto as can be seen by the lines drawn to indicate it opening fast. He is also very friendly to his brother calling him "Sleepyhead". (2)
- 2 There are clothes on the floor and a huge stereo on the shelf. (2)
- 3 Mom said that it was time to get out of bed. (2)
- 4.1 In Frame 1 he is lying down but tells Jimmy to go away but in Frame 3 he jumps up and his eyes are large and angry, his eyebrows in an angry line and he shouts at Jimmy. (2)
- 4.2 Jimmy has come back to pester him and jump on him to get him up. (1)
- 5 Ed obviously became angry and pulled Jimmy's underwear up at the back and hooked it over his head. This is an amusing sight considering Jimmy's high spirits in the previous frames. (2)
- 6 Mom is shocked. Her eyes are huge, her eyebrows are up and she has beads of perspiration flying off her face. (2)

(13)



## Section C: Literature

- 1 Each stanza consists of 3 lines and they follow a pattern in terms of asking a question and then answering it with a visual image. (3)
  - 2.1 Hearing. "Have you heard the water?" (2)
  - 2.2 Sight. "Have you seen a bead of dew?" (2)
  - 2.3 Touch. "Have you touched a spider's web?" (2)
- 3.1 The rain on the window is being compared to silver snakes which is very effective because of the shape of trickling water. (3)
- 3.2 The sound and force of the rain is being compared to the sound of a machine gun which is very effective as it captures the continuous drumming of rain on a roof. (3)
- 3.3 Diving into a pool is being compared to a blade slicing the silence which is effective because the person's body entering the water is like a blade cutting something smooth and the splash breaks the silence. (3)
- 4 Learners' own response. (2)

[20]

**TOTAL 80**

**Review Copy**

## CHAPTER 6

# Choices, choices

### CHAPTER OVERVIEW

This chapter focuses on decision-making and choices. We look at how important it is to make wise, informed decisions, based on well-sourced information. We also examine insights from teachers, writers from the past, slaves and modern social media. Different examples of writing are also included, like press letters and magazine articles.

### POWER OF DIALOGUE – WEEKS 1 AND 2

CAPS OVERVIEW			
Time	2 weeks	Assessment	Informal assessment: Discuss a choice LB p. 126
Resources	LB pp. 123-135, TG pp. 109-112, Anthology pp. 19, 132, 140	Assessment tool	Rubric to assess dialogue and speaking
Listening Texts	Listen to a dialogue LB p. 124	Reading texts	Read a play LB p. 129 Read for meaning LB p. 132
Written texts	Write a dialogue LB p. 134	Language focus	Discourse markers, comparative and superlative adjectives, tenses, punctuation, figures of speech and tenses in poetry, general knowledge of words and spelling origins
Integration	Life Orientation	Reading programme	Learners to read: <i>The finest liar in the world</i> (Anth. p. 19) <i>My parents kept me from children who were rough</i> (Anth. p. 132) <i>Sly Reynard</i> (Anth. p. 140)
Inclusivity	Be sensitive to learners who have difficulty reading. Provide them with additional practice texts and give them opportunity to improve on this skill without making them feel uncomfortable.		

### Choose to speak and listen



#### Listen to a dialogue (LB p. 124)

**Key focus:** Listen to a dialogue

This is an individual activity. Explain that the dialogue is between two teachers, discussing the learners.

### Suggested answers

- 1 Encourage learners to speak about their own experiences.
- 2 Tell learners to put themselves in the other person's position; how would they feel if they were being gossiped about?
- 3 Encourage learners to make notes while they listen.

- 4 Learners may refer back to the text as they read the questions.
- 5 Make note on a separate piece of paper.
- 6 The learners are very restless.
- 7 He feels their general knowledge is very good; they did well at athletics and drama.
- 8 He is calm, motivating and reassuring.
- 9 He is enthusiastic and gives positive feedback.
- 10 Yes, it is constructive and practical.
- 11 There is an element of confrontation, but he appeases her.
- 12 Learners' own reasons, but probably Mr G.



### Practise discourse markers (LB p. 125)

**Key focus:** Discourse markers, dialogues

1

Function	Words
Add extra information	as well as, also, too, and, as well as
Show order or sequence	then, finally, at first, last of all, following that
Show cause and effect	because, so, therefore, consequently, as a result
Compare things	on the other hand, nevertheless, although, in relation to
Qualify a statement	but, because, therefore
Contrast things	on the other hand, in relation to
Emphasise things	to summarise, to continue, consequently, most of all, all in all

2 Learners' own choices.

## Listen and learn



### Discuss a choice (LB p. 126)

**Key focus:** Holding a discussion, choices

Consider chatting to learners about choices that they have to make. Which choices are especially difficult? Have they ever made a very good or bad choice? What were the results?

Look at topics and discuss how to approach these discussion topics.

### Support task (LB p. 127)

Encourage the learners to use their dictionaries to find the definitions of the various parts of a book. Have them discuss their findings in groups. Are there differences in the parts of fiction and non-fiction books?

## Text features of books



### Look for parts and features of a book (LB p. 128)

**Key focus:** Parts of a book, functions of book features

### Suggested answers

- 1 Imprint page: gives the publishing details of the book; title page: gives the full title; contents page: lists the chapters and units for reference
- 2 a 10  
b chapter title page  
c bold headings  
d Focus on, Support tasks, artwork, language box, etc.
- 3 a index, toolbox, etc.  
b Index: provides reference pages for specific terms; toolbox: gives you useful information about aspects of the syllabus  
c Learners' own answers.

## Powerful words



### Read a play (LB p. 130)

**Key focus:** Reading a play, parts of a play, characterisation

### Suggested answers

- 1 Point out the stage directions; the division into acts.
- 2 Encourage learners to be honest about what they have been going through at school and at home.
- 3 Point out the layout of the writing, the dialogue, etc.

- 4 There is very little description in a play, so the words of the characters are essential.
- 5 Liza is obviously very uncultured and common; the professor is well educated.
- 6 A lady
- 7 Lessons in how to speak in a more lady-like manner.
- 8 A shilling
- 9 Liza: determined, focused, wants to better herself; Higgins: pompous, bossy, bemused
- 10 The names of the characters are indicated on the left-hand side of the page.
- 11 It is a dialogue/script.
- 12 They tell us the unspoken words.  
a stage directions
- 13 a To convey a sense of realism; this really is the way she speaks.  
b She is not well-educated; she may be poor.  
c She speaks like a commoner or uneducated person; his speech is more refined.  
d He is amused by her; he looks down on her; he admires her because she is so determined to better herself.  
e Learners' own choices. They might admire her because she's so feisty, amusing and cheeky.  
f I want to be a lady in a flower shop instead of selling at the corner of Tottenham Court Road. They won't take me, unless I can talk in a more genteel manner. He said that he could teach me. Well, here I am. I am ready to pay him. I am not asking for favours. He responds by treating me as if I were dirt!
- 14 foolishness; silliness; ignorance
- 15 Learners' own choices. Focus on reasons given/ability to motivate.

### Extension

Professor Higgins falls in love with Liza because he has, in a sense, created her. Encourage learners to name a few similar stories.

## Choosing to use your voice



### Read for meaning (LB p. 132)

**Key focus:** Analysing poems

## Suggested answers

- 1 The structure of the poem: stanzas, verses, lines, rhyme scheme, figures of speech, etc.
- 2 Find out how much the children know about slavery. Have they seen any films about the conditions on the slave ships? What do they know about slaves in America and in the Cape? What is a slave? What does the practice of slavery tell you about human rights? How do you think slaves felt when they were captured?
- 3 Learners should be able to identify stanzas, lines, rhyme scheme, figures of speech.
- 4 Four stanzas of four lines each; words are generally straightforward, with some touches of imagery; no punctuation/capitals
- 5 Simple yet powerful; language used by the speaker is not formal.
- 6 a comma; it prolongs the pause  
b It emphasises the long period of time ("hundreds of years later").
- 7 simile; the poet compares himself to a mountain, which is tall and free.
- 8 It literally means filled with awe; the mountain fills him with awe.
- 9 He has his faith, inner strength, sense of self, certainty and love for his family.
- 10 Within you are reservoirs of strength and resilience.
- 11 hopeful; he is certain that this state of slavery will not last forever.
- 12 a "was brought"  
b present tense  
c "will"  
d It shows context (past tense); a person experienced this first hand (present tense); there will be a change (future tense).

## Choose to write

### Informal assessment



### Write a dialogue (LB p. 134)

**Key focus:** Writing a dialogue

Encourage learners to discuss the nature of dialogue. What are the conventions of a dialogue? How would

you get a shy learner to participate actively? How would you convey body language or facial expression?

Revise the extract from *Pygmalion* as it is unlikely that learners will read the play and write the dialogue in consecutive lessons. They should revise the structure of the play as well as the conventions, and take note of how emotion has been conveyed through the character's choice of words and diction.

Next, learners should revise the Focus on box on page 129. When planning they should take the notes in the Focus on box and ask themselves:

How will my dialogue contribute to plot development?

How will my dialogue be linked to the action?

How will I provide insight into the background and characters' prior experiences through my dialogue?

What words will I use to convey mood and tone?

When I've chosen my characters, what actions or stage directions will I choose to show the relationship between them?

Remind learners that in writing a play they are fulfilling dual roles: that of author and stage director.

As a final preparation, have them read through another example of a dialogue and answer the same questions.

The more they note how this fairly unfamiliar type of transactional text, namely a dialogue works, the easier for them it will be.

Remember that up to this point, they have not hugely been exposed to the dialogue form. Also revise discourse markers and turn-taking from the previous chapter once again.

This is a good opportunity for informal assessment.

As such, you can award marks based on how well the learner has executed each of the questions above.

- 3 pleasing; bloody
- 4 happy; dystopia
- 5 clink
- 6 grey
- 7 pineapple

## Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

There are many tricky words in this chapter in particular. A fun way to get them to remember these words is to have them memorise how they are spelt, and then have a spot quiz later on in the week. Do not tell them when the spot quiz will be so they keep revising the words each evening.

## Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.



### Play with words (LB p. 135)

**Key focus:** Improve spelling

- 1 cosmetics
- 2 SNAFU



## NOW TELL THE WORLD – WEEKS 3 AND 4

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal: enact a dialogue LB p. 150
<b>Resources</b>	LB pp. 136-145, TG pp. 113-115, Anthology pp. 76, 133	<b>Assessment tool</b>	Dialogue rubric
<b>Listening Texts</b>	Listen to an opinion LB p. 137	<b>Reading texts</b>	Read a magazine article LB p. 140 Read and understand a poem LB p. 144
<b>Written texts</b>	Write a letter to the press LB p. 138	<b>Language focus</b>	Bias, prejudice and stereotypes; statements, commands and questions; adverbs; spelling rules for adding suffixes
<b>Integration</b>	Social Sciences; Life Orientation	<b>Reading programme</b>	Learners to read: <i>Prince of Runeguard</i> (Anth. p. 76) <i>Timothy Winters</i> (Anth. p. 133)
<b>Inclusivity</b>	Sensitive issues regarding death and HIV are addressed in one of the texts in this theme. Make sure that learners feel comfortable talking about this topic.		

### What the world needs



#### Listen to an opinion (LB p. 136)

**Key focus:** Fact and opinion

Remind learners that a fact is something that can be proven while an opinion is someone's personal viewpoint.

#### Suggested answers

- 1 Learners' own opinions.
- 2 Encourage learners to discuss.
- 3 Emotional; outraged; despairing
- 4 Learners' own responses. They might feel that Mrs Marshall is old fashioned.
- 5 Encourage learners to take notes while listening.
- 6 Mr Walsh, the editor of the *Success Times*
- 7 Learners' own opinions. Someone older who is suspicious of modern technology.
- 8 There are so many people involved.
- 9 Both; there are over 400 million Facebook users; it is disturbing that people are being less sociable.
- 10 Her language is plain, but emotional.
  - a It is to the point, but conveys a sense of desperation.
  - b It is informative, but creates a despairing mood.

11 Yes; the letter only conveys her viewpoint.

12 Learners' own choices. It must be explained.

Encourage learners to find out more about cyber-bullying or cyber-stalking. Provide an opportunity for them to find out facts and figures, and then discuss the moral issues involved in social networking. They could draw up a chart demonstrating the advantages and disadvantages of technological advances and the effect of these on young people.

### Writing what you feel



#### Examine a letter to the press (LB p. 138)

**Key focus:** Formal letter

Look at the example of the press letter on page 136 of the Learner's Book. Learners could also bring in current newspapers and find the letters page. Let learners identify the types of subject matter addressed in press letters. Discuss the format of a letter to the press. How would this differ if it were to be sent electronically? Discuss issues of register and

appropriateness. How will the tone and style differ, depending on the target audience?



### **Write a letter to the press (LB p. 138)**

**Key focus:** Formal letter

- 1 Learners should plan their letter before writing.
  - a The letter should be formal; use the guidelines on page 138 of the Learner's Book.
  - b Encourage learners to use the example on page 137 of the Learner's Book.
  - c Learners can use a dictionary to make their point clear.
  - d Learners should include this in their letter plan.
- 2
  - a Use the guidelines on page 138 of the Learner's Book.
  - b Short sentences will often be the most clear.
  - c Conjunctions may be used to link connected ideas.
- 3 Learners may edit one another's writing.
- 4 Proofreading is the last chance to find mistakes and correct them.

#### **Extension**

To make writing a letter more immediately relevant, ask the learners to write a letter to one of the teachers in the school. They could, for example, write a letter explaining why they like/do not like their lessons. Learners can check one another's work.

### **Spread the word**



#### **Read a magazine article (LB p. 140)**

**Key focus:** Social texts, magazines

#### **Suggested answers**

- 1 Encourage learners to talk about local and international musicians.
- 2 Learners' own opinions. They might mention someone becoming successful.
- 3 Encourage learners to make notes as they read the article.
- 4 Zane Henry

- 5 She has seen how interviews can be misinterpreted; learners' own opinions.
- 6 The local and international music industry.
- 7 Learners' own opinions. They might say that it is balanced and informative.
- 8 overshadowing
- 9
  - a It introduces her, tells her story and then sums up with her approach to life. Allows the reader to become familiar with the person being interviewed.
  - b Yes. They could start with her approach to life and then look at what led her to this point.
- 10 The tone of the writer is respectful; the tone of the singer is determined.
- 11 She is lucky to have survived and to have been successful.

### **Speak up and share**



#### **Participate in a group discussion (LB p. 142)**

**Key focus:** Group discussion, opinions

- 1 Learners' own opinions. Yes, people's backgrounds determine their views.
- 2
  - a Learners' own opinions. Encourage learners to relate their own experiences.
  - b Encourage learners to relate their own negative experiences.
- 3 Learners' own opinions. It is important that they give reasons for their answers.
- 4 Learners can tell stories from school or home.
- 5 Learners' own opinions.

### **Opinions in poetry**



#### **Read and understand a poem (LB p. 144)**

**Key focus:** Communicating through poems

#### **Suggested answers**

- 1 Learners' own opinions. They may say love, freedom, faith, etc.
- 2 Encourage learners to speak from their own experiences of other cultures.

- 3 For example stanzas, lines, rhyme scheme, figures of speech, etc.
- 4 How many stanzas are there? Are they all the same? When do they change?
- 5 Learners' own opinions.
- 6 hypocrite; imperative; defuses; abhors; etc.
- 7 Because love can liberate or free you
- 8 freeing
- 9 It is the poet's surname, thus a proper noun.
- 10 It shows that words from the original version have been omitted.
- 11 bear; spoke

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

There are many tricky words in this chapter in particular. A fun way to get them to remember

- 12 a bear: to carry; spoke: communicated  
b bear: a carnivorous animal; spoke: part of a wheel
- 13 personification; it empowers love; love does not rest; love responds to people
- 14 Love is only real and effective in action; the action of the speakers love for his people will result in their freedom.
- 15 If people show love they are capable of breaking the chains of political oppression; they need to be respectful otherwise they will still be oppressed.

these words is to have them memorise how they are spelt, and then have a spot quiz later on in the week. Do not tell them when the spot quiz will be so they keep revising the words each evening.

### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

# Hatching a plot

## CHAPTER OVERVIEW

The key focal points of this chapter are stories about life and telling stories. Learners will work with two different short stories: the first is written by a local South African author and tells of an essay-writing experience at school; the second is by a Namibian writer and deals with the issue of migrant domestic labour. Learners read the texts for comprehension, write an informal letter and write their own short story. They also respond to a "story" in poetry and learn about limericks which involve story-telling in a different way. They listen to a speech by Michelle Obama, who tells the story of her early life, and they work on their own speech-making and story-telling skills.

## STORIES ABOUT LIFE – TERM 3 WEEKS 5 & 6

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Make an unprepared speech LB p. 152 Write about yourself in a letter LB p. 156 Formal assessment: Make an unprepared speech LB p. 152
<b>Resources</b>	LB pp. 146-157, TG pp. 116-120, Anthology pp. 122, 123, 136	<b>Assessment tool</b>	Rubric to assess speeches and transactional writing
<b>Listening texts</b>	Listen to a speech LB p. 151	<b>Reading texts</b>	Read a story about writing essays LB p. 147 Read for comprehension LB p. 154 Read and respond to a poem LB p. 158 Analyse the cartoon LB p. 160
<b>Written texts</b>	Write about yourself in a letter LB p. 156	<b>Language focus</b>	Prefixes, suffixes and abbreviations; past and future continuous tenses, punctuation.
<b>Integration</b>	Social Sciences; Life Orientation	<b>Reading programme</b>	Learners to read: <i>To Philip</i> (Anth. p. 122) <i>busstop</i> (Anth. p. 123) <i>The village shop</i> (Anth. p. 136)
<b>Inclusivity</b>	Make sure that the learners are comfortable speaking in front of the class as they will be doing an oral formal assessment task.		

## Life lessons

Stories do not have to be dramatic, made-up and full of action. Tell the learners that many of life's daily occurrences could be the inspiration for good story-telling. Ordinary, everyday events can be used for any budding author wanting to "hatch a plot".



## Read a story about writing essays (LB p. 147)

**Key focus:** Key features of a literature text

## Suggested answers

- 1 Get learners to speak about the difficulties or otherwise of writing essays at school.

- 2 Ask learners what the most difficult or interesting topics were that they had to write about.
- 3 Discuss what they do when they struggle to write.
- 4 Remind them of the key features of a literature text on page 147 of the Learner's Book.
- 5 a Learners will probably agree that Chris will write the essay as Russel is older he would want to impress him.  
b Learners' own opinions.
- 6 Russel is sporty (captain of the soccer team); he is not particularly academic; he is respected by the children at school because he has even more status than a prefect; he is a rebel.
- 7 Chris is the narrator. We see things from his point of view.
- 8 Chris's home in Riverlea.
- 9 The dialogue is effective; the characters of Chris and Russel are revealed through what they say; their interactions with each other give us an insight into their personalities.

### Extension

Get learners to choose one of the essay topics that Chris has to write about. Suggest they do a mind map to work out the plot for the story.

### ABC Work with prefixes, suffixes and abbreviations (LB p. 150)

**Key focus:** Prefixes, suffixes and abbreviations

1

Word from text	noun	verb	adjective	adverb
rebel	rebel	rebel	rebellious	rebelliously
write	writing	write	written	
teach	teacher	teach	teaching	
danger	danger	endanger	dangerous	dangerously
amused	amusement	amuse	amusing	amusingly
uncertain	uncertainty		uncertain	uncertainly

- 2 Meanings of pre- in prefect: before (in time, place or importance); ex- in existed: out; un- in uncertain: not
- 3 disbelieve; uninteresting
- 4 University of South Africa; Mister; Long Playing (record).

## Hear about a famous person's life



### Listen to a speech (LB p. 151)

**Key focus:** Listen to a speech from a prominent

### Suggested answers

- 1 Michelle Obama is a famous person; it is always interesting to hear about the background of famous people as often they started off in an ordinary way.
- 2 Take the learners through the presentation skills in the Focus on box in the margin.
- 3 a Her tone would be confident and proud.  
b Yes, because she referred to the audience: "young people like yourselves".  
c She would probably make use of pauses at the end of sentences and longer pauses at the end of paragraphs.  
d In paragraph 4 she repeats phrases and clauses like "we didn't", "we were" and "And".
- 4 Paragraph 1: Michelle Obama graduated from university and got a job at a big law firm; everyone was impressed. Paragraph 2: She was not satisfied with this as she wanted to work with children and families. Paragraph 3: She left the job to work with training young people and this inspired her. Paragraph 4: She and her husband were not doing high-profile work, but they were making a difference in people's lives.

### Formal assessment

## Your chance to tell your own stories





## Make an unprepared speech (LB p. 152)

**Key focus:** Unprepared speech

This is a group activity. Learners must use the topics listed on page 152 of the Learner's Book. They must work out a way of allocating the topics to each individual learner. They will then take two minutes to think of a few things to say on the topic they have been allocated. Presentation of the unprepared speeches will be in groups. The teacher should observe and listen to presentations as she/he walks around and give advice on tone, voice projection, eye contact, use of pause and repetition.



## Prepare a speech (LB p. 152)

**Key focus:** Prepared speech

Take care to read through the details of the topic for the prepared speech. Encourage learners to choose someone they admire. It does not have to be a famous person.

### Assessment opportunities

This is a good opportunity for informal assessment. Use the following criteria and rate the learners accordingly on a scale of good, average or poor. Provide feedback to each learner so that it is an opportunity for learning.

	Ton e	Volum e	Projectio n	Audienc e contact	Use of paus e
Good					
Averag e					
Poor					

## Stories about tenses



## Work with past and future continuous (LB p. 153)

**Key focus:** Past and future continuous tenses

Explain the concept of the past and future continuous tenses as outlined on page 153 of the LB.

### Suggested answers

The past continuous indicates that these actions were continuing for a time period in the past; they did not begin and then suddenly come to an end.

This implies that the fact that they made a difference in people's lives had happened but had come to an end.

This suggests that the activities of making a difference and building a better world would happen in the future and continue to happen.

Guide the learners in writing their own sentences; ask for examples and write them on the board. The class should then discuss how the tenses affect the meanings of the sentences.

## Finish the story



## Read for comprehension (LB p. 154)

**Key focus:** Reading for comprehension

### Suggested answers

- 1 Remind the learners about Chris and Russel and the essay. Ask them to predict what will happen next in the story.
- 2 Generate a discussion on whether the outcome will be positive or negative.
- 3 Let the learners skim the text to identify words they do not understand. Let some individual learners look up these words in dictionaries and report back to the class.
- 4 Emotive language: groan. This gives us insight into Chris's impatience. Figurative language: noisy stream. This creates the effect of a loud rushing line of students.



## Read for meaning (LB p. 155)

**Key focus:** Reading for meaning

### Suggested answers

- 6 He wanted to hear what he himself had "achieved" for the essay as he had written it.

- 7 Canopy is a strict marker.
- 8 He has a close relationship with her; he tells her everything, even that he is writing an essay for someone else. He can't wait to tell her about the outcome.
- 9 "The wait begins."
- 10 a Canopy's statement that Russel had copied the story from a magazine or book.  
b The implication is that the writing was so good that it could have been published.
- 11 Russel was older than Chris; he probably wanted to stay in his "good books".
- 12 Copying is not a good idea as it is easy for teachers to see that someone's work is not his/her own.



### Analyse the language (LB p. 155)

**Key focus:** Analysing language

#### Suggested answers

- 1 It introduces an explanation of the idea in the sentence before the dash.
- 2 This introduces an explanation of the idea in the sentence before the colon.
- 3 The spoken words are contained in inverted commas. Punctuation relating to those sentences is also inside the inverted commas. When a new speaker speaks, a new line must be used.

### Support task (LB p. 155)

The homonyms are "spots": one meaning is to catch sight of someone; the other is markings that look like dots on something.

"Marks" means the results you obtain for classwork; it can also mean something having a different colour from its surroundings.

"Hiding" means a beating as punishment; it can also mean something that is concealed.

### Life stories in letters

#### Formal assessment



### Write about yourself in a letter (LB p. 156)

**Key focus:** Informal letter

Engage the class in a discussion about pen pals. Get them to ask their parents about stories of their pen pals.

Read the extract to the class about how Chris went about getting a pen pal; compare his decision not to be 100% truthful to the way people portray themselves on Facebook, etc.

Take them through the planning, drafting, editing, proofreading and presenting stages.

Go back to page 35 of the Learner's Book to remind learners of the format that should be followed in writing an informal letter. Make sure that learners address an envelope; you will be surprised at how few learners know how to do this!

### Life stories in poetry



### Read and respond to a poem (LB p. 158)

**Key focus:** Key features of a poem

#### Suggested answers

- 1 *For Oom Piet* is an interesting title. There should be some discussion about what the poem is likely to be about.
- 2 The title has Afrikaans words in it: *Oom* and *Piet*; there is an Afrikaans word in the poem: *foeitog*.
- 3 Key features of a poem are listed on page 159 of the Learner's Book.
- 4 a He is a neighbour of the speaker.  
b The mother of Beatrix; a neighbour of Oom Piet.  
c Beatrix is the speaker's daughter.
- 5 When the speaker was not very happy, her daughter took her over the road to see a neighbour she didn't know. The child was a toddler and was interested in the ducks and puppies and did not worry about the social barriers of not knowing the person who lived there.

- 6 Literally, they mean the gates and fences that surround homes; figuratively they are the social barriers we put up between ourselves and other people.
- 7 He made her tea; he told her how beautiful she was; and spoke to her in a very gentle manner.
- 8 The mood is soothing, calm and peaceful.
- 9 He guessed that something had made her very sad.
- 10 Small actions of care and tenderness can heal wounds/problems.
- 11 It is hopeful, as she speaks about the "sense of rescue" at the end of the poem.

## Modern-day pen pals



### Analyse the cartoon (LB p. 160)

**Key focus:** Visual literacy

### Suggested answers

- 1 Twitter allows people to write to each other without having to write a letter and post it.
- 2 It is set in a meeting room of "twittaholics anonymous".
- 3 They mimic the form of a tweet.
- 4 a They are tweeting.  
b They are all holding phones; the repeated TAP indicates that they are typing; they are at a "twittaholics anonymous" meeting.
- 5 Someone who is addicted to Twitter and tweeting.
- 6 It's how a tweet would show enthusiasm, loudness, welcome.

## Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

## Informal assessment

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

## Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

## STORYTELLING – TERM 3 WEEKS 7 & 8

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal: Tell a story LB p. 163
<b>Resources</b>	LB pp. 161–172, TG pp. 121–124, Anthology p. 94	<b>Assessment tool</b>	
<b>Listening texts</b>	Listen for information in a story LB p. 161 Listen for information LB p. 168	<b>Reading texts</b>	Read a short story for comprehension LB p. 164 Read stories in limericks LB p. 171
<b>Written texts</b>	Write a short story LB p. 170	<b>Language focus</b>	common and proper nouns; punctuation - apostrophes of possession and contraction, commas, dashes, hyphens, ellipses, question marks; proverbs and idiomatic expressions; phrasal verbs
<b>Integration</b>	Social Sciences	<b>Reading programme</b>	Learners to read: <i>The unknown soldier</i> (Anth. p. 94)
<b>Inclusivity</b>	Learners that struggle with language could be given extra activities to practise. The activities in this theme are fun so may encourage learners to think differently about language.		

### Simple and short stories



#### Listen for information in a story (LB p. 161)

**Key focus:** Listening for information

Point out that the aim of this exercise is to listen for information so learners must take note of the names of characters and places. This short story makes use of lovely descriptive language to describe sights and smells. Make them aware of this.

#### Suggested answers

- Learners' own opinions.
- Encourage learners to use a dictionary to build their vocabulary.
- Learners should make notes while listening.
- Learners should concentrate on characters and places.
- Highlight the descriptive language as you read.
- From Windhoek to the north.
- It was the end of a period of work for her; she was travelling home.
- She was last off the bus: "Unlike previous times, I remained in my seat until the bus was empty."
- Late afternoon
- The bus smelt of sweat and over-spiced fast food.

11 metallic-green

12 Maria

13 It is a close but difficult relationship. They share a kiss when they meet, but it is "unemotive".

### The next instalment



#### Tell a story (LB p. 163)

**Key focus:** Present a story

- This is a group activity. Divide the class into groups and get them going on brainstorming about what happens next in the story called "The Homecoming".
- They should prepare a brief, one-minute presentation. Group members must all participate in developing the story.
  - Remind learners to use the same characters and setting from the extract they heard.
  - They should remain focused on the purpose of the story.
- The group must choose a speaker to present the story to the rest of the class.

#### Informal assessment

The teacher could use the group activities as an opportunity for informal peer assessment. Suggest

that while someone is presenting their version of the story, other groups should give it a mark for content using the following criteria:

How creative is the story? Is it original?

How effective is the beginning and ending of the story?

How convincing is the characterisation?

Is the setting true to the original story?



## Tell the story of nouns (LB p. 163)

**Key focus:** Proper nouns and common nouns

### Suggested answers

Namibia; Friday; Maria: they are the names of a country, day and person.

Word from passage	Part of speech	Common noun
gathered	verb	gathering
see	verb	sight
hot	adjective	heat
felt	verb	feeling
empty	adjective	emptiness

## Reading stories



### Read a short story for comprehension (LB p. 164)

**Key focus:** Reading for comprehension

Turn to page 147 of the Learner's Book to remind learners about the features of a literature text.

- 1 Learners should try to identify the key features of a literature text in the story.
- 2 Encourage learners to make notes as they read.
- 3 Encourage learners to use a dictionary to figure out the meanings of unfamiliar words.

### Suggested answers

- 4 She saw her daughter as someone who was confident. She walked with purpose. She was not ashamed.
- 5 She worked away from home for 40 years and has been unable to see her daughter grow up.
- 6 A foreign language; electrical equipment; not opening the door to people you did not know.

7 Literally: she kept her eyes to the front;  
figuratively: she was looking forward to her future.

- a She is older and frailer; she is unconfident.
- b She does not feel good about herself; she is sad and unconfident.

9 a Her daughter asked if she was walking too fast for her.

- b She was not used to someone else caring about her feelings.

10 She was a domestic servant.

11 Probably not; she was always being given orders; she did not seem to be treated as a person.

12 From Maria's mother's point of view. We are given an insight into her life and circumstances and this allows us to feel sympathetic towards her.

13 Life as a domestic worker far away from home is very difficult.

14 Learners' own opinions. The power of the story lies in providing an insight into the life of a domestic worker, or that a simple act of kindness is enough to change someone's outlook.

## Support

An apostrophe showing possession would be "Maria's" in line 5; another showing contraction would be "It's" meaning "it is" in the last paragraph.



## Work with punctuation (LB p. 166)

**Key focus:** Ellipsis and functions of punctuation

Sentence from text	Name of punctuation mark	Function
This stranger – my daughter – and I	Dashes	Act as brackets to introduce additional information
A long-lost daughter	Hyphen	Join 2 words to form a compound word
Bore children but never watched them grow ...	Ellipsis	Indicate that something has been left out/thought trailing off
What did I expect?	Question mark	Indicates a rhetorical



		question
After forty years, three children, and a couple of visits to the village	Commas	Separate phrases in a list

## Stories in proverbs and idioms



### Work with idioms (LB p. 167)

**Key focus:** Proverbs and idioms

#### Suggested answers

- Safe as houses: to be very safe
- To get on like a house on fire: to get on very well with someone
- Eat someone out of house and home: to eat a lot
- Get your own house in order: get your own affairs/business sorted out
- A meal is on the house: someone else is paying for a meal
- It's nothing to write home about: it is not very important or significant or particularly pleasing
- Coming home to roost: past actions or mistakes will cause problems later on
- To bring something home: to make something more clearly understood
- Until the cows came home: for a long time
- Home is where the heart is: home is the best place

## Finding the way home



### Listen for information (LB p. 168)

**Key focus:** Listening for information

#### Suggested answers

Divide learners into groups so that they can discuss the different ways technology can be used to find missing people.

- 1 Lead the discussion into missing pets; encourage learners to talk about their feelings.
- 2 Do pets have feelings? Get them to discuss how pets must feel when they go missing.

3 The text will be read to learners twice. The first time it is read they must be aware of the language that is used. The second time they must take notes.

4 An electronic microchip.

5 Collars break or become detached. The owner and address details on it could become lost.

6 The same size as a grain of rice. Its size would probably convince owners to buy it as it would be too small to be unpleasant or intrusive for the pet.

7 They are durable, shockproof and last a lifetime.

8 They carry a unique code which is entered onto a computer database. Special scanners allow your pet to be identified.

9 Persuasive tone; it is correct as the writer is trying to convince the reader to buy the microchip.

10 Learners' own opinions.

11 Learners could suggest that the disadvantages of the microchip should have been covered. If there are any side-effects for the animals this should also have been dealt with.

12 Remind learners that advertising copy is persuasive and emotive. They should therefore use emotive language that will arouse the reader's feelings of guilt, love, pride, etc. Headings could make use of alliteration, puns and rhyming. Images should also be emotive, for example, a small puppy looking lost and vulnerable.

## Create your own story



### Write a short story (LB p. 170)

**Key focus:** Write a short story

- 1 Encourage learners to "walk in the shoes" of someone different from who they are. This is a valuable life lesson and could really show them what it is like to live and work as someone else.
- 2 Reread the story of "The Homecoming" to them on page 161 and 164 of the Learner's Book and then finish off with the final extract on page 170. Suggest that they now jot down a few ideas about the beginning and ending of their own stories.
- 3 Take them through the drafting, editing, revising and proofreading stages.

- 4 Choose some of the more original stories and read them to the class.

### Extension

This is a good opportunity to encourage learners to put together a publication of the best stories from the class. They could work on creative aspects of design, headings and visual images.

## Telling stories in poetry



### Read stories in limericks (LB p. 171)

**Key focus:** Key features of a poem

### Suggested answers

- 1 Encourage the learners to come up with Ideas of what the poems could be about.
- 2 Ask the learners to predict the mood of each poem.
- 3 Enjoy reading the two limericks to the class; make sure you emphasise the rhythm and rhyming of the poems.
  - 4 a one
  - b five
  - c a a b b a
  - d Allow learners to "chant" the limericks to hear the rhythm.
- 5 Somebody called Mabona decided that gymming was not for him after he investigated the equipment and how much it would cost. Travel carefully to Pietersberg, which is now called Polokwane. You will find that the journey from Tshwane passes through Mokopane. These places used to be called Pretoria and Potgietersrus.
- 6 light-hearted
- 7 5-line; one stanza; lines 1, 2 and 5 rhyme with one another; lines 2 and 3 rhyme with each other.
- 8 Dropped in: visit briefly; checked out: investigated

### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners.

You can create a class activity or test with these words, and assess whether or not the class now understands what these mean

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

## CHAPTER 8

# And your argument is?

### CHAPTER OVERVIEW

The ability to argue a point or express an opinion is a valuable skill. This chapter focuses on developing this skill, culminating in the writing of an argumentative essay. Learners listen to the beginning of a Roald Dahl short story and then do prepared readings from the same story. They read a follow-up to the story for reading comprehension and formulate an opinion about the issue in the story – corporal punishment. They also work with a poem about arguing your way out of doing homework and write an argumentative essay.

### WHAT DO YOU PROPOSE? – WEEKS 9 AND 10

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Reading aloud LB p. 176 Write your own essay LB p. 186 Formal assessment: Revision test LB p. 188
<b>Resources</b>	LB pp. 173-187, TG pp. 125-134, Anthology p. 103	<b>Assessment tool</b>	Reading and writing rubrics
<b>Listening Texts</b>	Read and listen to a text LB p. 174	<b>Reading texts</b>	Read and listen to a text LB p. 174 Read aloud LB p. 176 Read a literary text LB p. 178 Read a poem LB p. 182
<b>Written texts</b>	Decide on your argument LB p. 185 Write your own essay LB p. 186	<b>Language focus</b>	Punctuation; quotation marks; common nouns and phrasal verbs; synonyms and antonyms; homonyms; prepositions
<b>Integration</b>	Social Sciences	<b>Reading programme</b>	Learners to read: <i>The Vendetta</i> (Anth. p. 103)
<b>Inclusivity</b>	Learners that have hearing problems could be asked to sit at the front of the class so that they are no disadvantaged during listening activities. Alternatively, headphones could be used to ensure that they hear listening texts clearly.		

### Arguing your point

#### For your information

Roald Dahl was born in Wales in 1916 and he died in 1990. He is one of the most well-known storytellers for children, and his books include *The Great Mouse Plot*, *Charlie and the Chocolate Factory*, *George's Marvellous Medicine* and *James and the Giant Peach*. A lovely website to visit for more

comprehensive information, including information on his awards and autobiographies is [www.roalddahl.com](http://www.roalddahl.com).



## Read and listen to a text (LB p. 174)

**Key focus:** Reading skills

### Suggested answers

- 1 Learners' own opinions.
- 2 Encourage learners to think of reading aloud as a "performance" in which an audience is entertained. Read through the tips on reading aloud and allow them to experiment with different tones, volume, reading haltingly or fluently, etc.
- 3 A 2; B 3; C 1
- 4 Encourage learners to make notes while they listen.
- 5 Learners can skim the story before listening to get a sense of the plot.
- 6 a 5 boys  
b It was a big hole under a loose floorboard.  
c Learners' own opinions. It probably is a good hiding place as it is hidden by the floorboard.  
d He is ready for adventure and unafraid.  
e He is clever, but a little bit shy.  
f One of the boys' teachers.  
g Mrs Pratchett could be a dirty person, or someone who treats others poorly.
- 7 a Learners' own opinions.  
b Learners' own opinions.

## Arguing dramatically



## Use punctuation for effect (LB p. 176)

**Key focus:** Use of punctuation in reading texts

### Suggested answers

- 1 Encourage learners to make notes as they read.
- 2 The other four stared at me in wonder. (full stop: dramatic pause) Then, (comma: an aside) as the sheer genius of the plot began to sink in, (comma: an aside) they all started grinning. (full stop: long pause) They all slapped me on the back. (full stop:

long pause) They cheered me and danced around the classroom. (full stop: long pause) "We'll do it today!" (exclamation: shows excitement; inverted commas: show direct speech) they cried. (full stop: long pause.) "We'll do it on the way home! (exclamation: shows excitement; inverted commas: show direct speech) *You* had the idea," they said to me, (commas: indicate difference in tone) "so *you* can be the one to put the mouse in the jar." (full stop: indicates end of reading).

- 3 The italics show the reader to emphasise these words when they read.

## Formal assessment



## Read aloud (LB p. 176)

**Key focus:** Techniques for reading aloud

## Informal assessment

This is a good opportunity for formal assessment. Use the following criteria (many of which are listed on page 174 of the Learner's Book). Once you have an idea of how they performed against the criteria, give a holistic mark. For example, if the learner had "good" for 4 columns and average for 2 columns, their overall mark would probably be about 7 or 8/10.

	Tone	Vo- lume	Pro- jection	Eye Con- tact	Fluency	Tempo
Good						
Ave						
Poor						

## Support (LB p. 176)

Encourage the learners to practise reading aloud at home. They can read a passage from a book they are reading at present, focusing on the skills listed on page 174 of the Learner's Book.

## Does the punishment fit the crime?





## Read a literary text (LB p. 178)

**Key focus:** Key features of a literary text

### Suggested answers

- 1 Encourage learners to predict what will happen in the story by looking at the title and opening and closing paragraphs. Go through the "useful terms" in the side bar with the learners, explaining what each term means in relation to the story.
- 2 Learners' own opinions.  
A 4; B 7; C 6; D 1; E 3; F 2; G 5
- 3 The boys were summoned to the headmaster's study. Thwaites was hit with a cane while the other boys watched. Mrs Pratchett was also watching and yelled out to Mr Coombes to hit him harder.
- 4 It was associated with punishment and fear.
- 5 a He was a very big man.  
b Yes
- 6 Learners' own opinions.
- 7 It means that his presence "took over" the space in the room.
- 8 Thwaites: terrified; Mr Coombes: vindictive; Mrs Pratchett: gleeful; narrator: fearful
- 9 It compares the sound of the cane as it hit Thwaites with a pistol shot, which is loud, shocking and scary. This make the caning seem more violent and painful.
- 10 Learners' own opinions.
- 11 Yes. "It was like some awful pantomime ... the whole thing became a nightmare".
- 12 Learners' own opinions. It could be a commentary on the violence of caning in those days.

### Support

What was described in the passage could certainly be seen as "cruel, inhuman or degrading". Students in South Africa today would (hopefully) be treated very differently. The Constitution says that "Everyone has the right to freedom and security of the person, which includes the right not to be treated and punished in a cruel, inhuman or degrading way" (LB p. 187).

## Grappling with grammar



## Identify nouns and verbs (LB p. 181)

**Key focus:** Common nouns and phrasal verbs

### Suggested answers

- 1 Encourage learners to make notes as they read.
- 2 straw; penny; they are the names of things
- 3 sticking out of; sucked . . . up; come out of
- 4 "Stick" means attach pierce. The addition of "out" to form the phrasal verb "stick(ing) out" changes the meaning to protrude.

### Support task (LB p. 181)

5. penny; tube; powder; straw; sherbet; liquorice; mouth; froth; nostrils; fit

### Extension (LB p. 181)

Learners at this age still love being read to! Find a copy of A Roald Dahl book, maybe even *Matilda* as learners may have seen the movie, and read some of the wonderful chapters to the class. You could serialise this over a few weeks.

You could also use this as the springboard for some creative writing, in which you get the learners to write a few paragraphs about their first visit to the doctor or dentist. Point out how Dahl is so good at using descriptives to describe colour, sights, sounds, smells, etc. and get the learners to do the same.



## Work with synonyms, antonyms and homonyms (LB p. 182)

**Key focus:** Synonyms, antonyms and homonyms

### Suggested answers

- 1 shouted; stared; consented
- 2 barked; imperfect; straighten
- 3 Learners' own sentences. The dog barked. The athletes trained for their race.
- 4 principle; tale; steal; heir; bear



## Arguing your way out of trouble



### Read a poem (LB p. 182)

**Key focus:** Reading a poem

This poem should be read aloud and dramatised. Get students to practise this in pairs and then let the class listen to some of the better presentations.

### Extension activity



### Follow the argument (LB p. 182)

**Key focus:** Key features of a poem

### Suggested answers

- 1 An English student
- 2 four
- 3 The title of the poem is in the form of question; the rest of the poem is the answer to that question. The student addresses his teacher as "Sir".
- 4 The speaker is trying to convince the teacher that he did do his homework. He says "Sir" at the end of each line to be overly respectful to avoid punishment.
- 5 Humorous. It is a parody of the kinds of excuses that students come up with when they have not done their homework. The excuses in the poem are too ridiculous to be serious.
- 6 a Yes  
b The run-on lines give the impression of the conversation continuing/flowing.
- 7 Someone with a good imagination; someone who is determined.
- 8 The student has come to the end of his excuses and must now get to his final point: the writing was smudged and he/she needs a new exercise book.
- 9 Learners' own opinions. The excuses are too fanciful to be taken seriously.
- 10 Learners' own opinions. The teacher will probably not give the learner a new exercise book.
- 11 a It was so soggy that I had to put the hair dryer on it.

- b Put it on the kitchen table but my baby sister found it.
- c I put it on the kitchen table but my baby sister found It.
- d The incomplete sentences give the impression that the student is speaking to his teacher.  
12 slobbered or drooled

## Making your point



### Assess an essay (LB p. 184)

**Key focus:** Read an argumentative essay

Read through this essay very carefully with the learners, taking care to point out the structure.



### Decide on your argument (LB p. 185)

**Key focus:** Research topic for an argumentative essay

The topic is "Corporal punishment is/is not the answer to poor discipline in schools". Stress the importance of doing some research before writing the argumentative essay. Take the learners through the process of doing this:

- 1 Learners could get some facts and figures about corporal punishment in SA schools from internet research.
- 2 It is important for learners to speak to teachers, parents and peers about the issue to get full range of opinions.
- 3 Encourage learners to make notes of their findings.
- 4 Learners should write down their opinion about the caning of boys.
- 5 Finally, learners could fill in the columns in the Learner's Book on page 185.

## A convincing argument



### Use paragraphing to develop your argument (LB p. 186)

**Key focus:** Argumentation

- 1 A
- 2 D
- 3 C
- 4 B

**Formal assessment**



**Write your own essay (LB p. 186)**

**Key focus:** Process writing of an argumentative essay

Read through the Focus on feature in the margin.  
Now take the learners through the process of writing the argumentative essay, making sure that in the planning stage, they choose one side of the argument.

Revise with them and emphasise the importance of building up a coherent argument with a strong introductory paragraph which is further expounded by supporting paragraphs in the body.

There is quite a specific formula to be followed here and if they do so, their chances of not getting the nature of an argumentative essay right are minimised.

They then need to draft, revise, edit and present their essay.

**Spelling**

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners.

**Informal assessment**

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepared to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to

identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

**Extended reading**

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

# Revision language test memo

## Comprehension:

- 1 The digital divide is the gap that exists between people who are able to access technology and people who are disadvantaged and therefore do not have access to technology. (2)
- 2 We know this because his company provides the Orange Farm township with very cheap mobile technology. (2)
- 3 The exposure that it has given him has been very valuable. (1)
- 4 humble, modest, grateful (1)
  - 5.1 Yes as one has to continue to produce good work and provide a service. An award is simply an acknowledgement of success. (2)
  - 5.2 bread (1)
- 6 An acronym is a new word made from the first letters of a group of words such as COSATU or AIDS. (2)
- 7 It allows three or four schools to connect to a central computer by means of wireless technology and it allows connected schools to make phone calls to each other free of charge. (2)
- 8 Yes as poor people are paying very high prices and in other countries mobile technology is a lot cheaper. It is very expensive in South Africa yet Lissos has been able to provide it at such a low cost. (2)

## Language:

- 1 children and parents wanting to teach their children about money (1)
  - 2.1 There are many different and 'fun' fonts used such as the font in 'HELLO' to appeal to young readers (1)
  - 2.2 The layout is very busy and is set out almost like a teenager's diary would look with fun fonts and inserts. The picture is of a young teen looking happy. (2)
  - 2.3 The advert uses words like "4me" which is sms language and the kind of language that teens use. (1)
  - 3.1 clever or wise (1)
  - 3.2 information (1)
- 4 To show and emphasise that it will make a difference to you if you have this account. (2)
- 5 Every time you use your card money will be donated to a cause that you can choose at no cost to you. (2)
- 6 Their children will learn about saving and watching their money grow. It will help them become more responsible with money. (1)
- 7 The language is simple and suited to young people. Words like "savvy", "cool" and "have fun" which is all appropriate for young people. (3)

[15]

TOTAL 30

Review Copy

# Term 3 Language Test

## Comprehension:

Read the text below and answer the questions that follow

### Chené Mostert - Science Expo

- 1 Chené Mostert reports on her experience of the Intel International Science and Engineering Fair (ISEF) which was held in Pittsburgh, USA, from the 11<sup>th</sup> to the 20<sup>th</sup> of May.
- 2 A total of one thousand five hundred and eighty four high school students from 70 countries were selected to showcase their cutting edge research and compete for more than three million US Dollars in awards, in this, the world's largest science fair competition. I was honoured to be part of team South Africa with eight other students from various provinces in South Africa. For me Intel ISEF has been a life changing experience. Everything was like a dream come true, exceeding all my expectations and it made participating in Eskom Expo since Grade 3, worthwhile.
- 3 The high standard of the projects was mind-boggling and it showed me that you don't have to be a professor or brain surgeon to make a difference. I designed a toothbrush sterilizing device which kills 100% of bacteria found on toothbrushes. The device will be patented and I hope to distribute it in rural areas. Judging was extremely tough with a panel of nine judges, all of whom were doctors and professors in my field, hammering me with questions and squeezing my brain until I felt it was going to explode.
- 4 A special event was planned every evening for the finalists such as a disco, games evening, wining and dining, a tour of Pittsburgh and trips to the Heinz Football Stadium and Air and Space museum. The grand prize giving was an Oscar-like event with thousands of people, red carpet, big screen and press from all over the world flashing their cameras as prize winners stood on stage. I was honoured to have been awarded first prize and \$2 000, which is about R17 000, from the American Dental Association foundation for my project titled: 'An effective method to annihilate toothbrush pathogenic bacteria.' I have also been invited by the foundation to visit Pittsburgh again in November to tour their laboratory and university and discuss possible future plans. The American Dental Association Foundation is currently helping me to patent my sterilizing unit in the USA.
- 5 Thanks to all the teachers and friends who encouraged me. I really appreciated your support and all the special messages and prayers.



1. Explain in your own words what a science fair is. (2)
  2. Quote three consecutive words from paragraph 1 that tell us that what was on display was the very latest in science. (1)
  3. Quote a proof from paragraph 1 that proves that this was a big competition. (1)
  4. Quote three consecutive words from paragraph 1 that prove that she was proud to take part. (1)
  5. Quote one word from paragraph 1 that shows that the experience was better than she thought it would be. (1)
  6. What does “mind-boggling” in paragraph 2 mean? (2)
  7. Discuss the effectiveness of the metaphor in paragraph 2 “Hammering me with questions”. (2)
  8. “Squeezing my brain” paragraph 2  
Is this phrase literal or figurative? Motivate your answer. (2)
  9. Provide a synonym for the word “annihilate”. (1)
  10. In your view is Chene’s invention worthy of winning the competition.  
Motivate your answer. (2)
- [15]**

### Language: Poster

Refer to Frame 1 of the poster on the following page and answer the following questions:

1. Write out “Lock-n-Block” in full. (1)
2. What school does Tharon Trujillo go to? (1)
3. Explain the function of the hyphen in “large-mouth”? (1)
4. Is “large-mouth” an adjective or a noun? (1)
5. Why does the text in Frame 1 have 2 different tenses? (2)

Refer to Frame 2.

6. Provide a synonym for challenging. (1)
7. Correct the Americanism in Frame 2. (1)
8. Rewrite the abbreviation “Phys. Ed.” in full. (1)

Refer to frame 3.

9. Rewrite the direct speech in Frame 3 in indirect/reported speech.  
Begin with the words: Tharon told his Dad... (4)
10. Give an antonym for “former” (1)

Refer to Frame 6

11. Explain the use of the hyphen in “manufacturer’s”. (1)

**[15]**

**Total 30**

A 6 YEAR OLD BOY FROM RIVERSIDE MEADOWS INTERMEDIATE IN PLUMAS LAKE, CALIFORNIA INVENTED:

# LOCK-N-BLOCK

SLIDING DOOR SAFETY GATE

## THE STORY OF THARON TRUJILLO

THARON TRUJILLO WAS AN ACTIVE CHILD AND GREW UP LOVING THE OUTDOORS. HE ENJOYS GOING FISHING AT PLYMOUTH LAKE AND CATCHING LARGE-MOUTH BASS AND TROUT.



IN SCHOOL THARON FINDS MATH FUN AND CHALLENGING. AS A TYPICAL BOY HIS FAVORITE SUBJECT IS PHYS. ED; AND HE LOVES PLAYING FOOTBALL AND BASKETBALL.

BASKETBALL HAS BECOME HIS FAVORITE, AND HE PARTICIPATES IN LEAGUES AND CAMPS AT THE **HARDWOOD PALACE** IN SACRAMENTO WHERE FORMER **KINGS** PLAYERS SPONSOR THE WORKSHOPS.

THARON IS CLOSE WITH HIS LITTLE SISTER, AND HE WATCHES OUT FOR HER. WHEN SHE WAS YOUNG, SHE TRIPPED ON A RUG NEAR A SLIDING GLASS DOOR AND FELL FACE FIRST INTO THE SCREEN.



THIS UPSET THARON, AND HE TOLD HIS DAD, "**WE NEED SOMETHING TO PROTECT US NEAR THE SLIDING GLASS DOOR.**"



AFTER SEARCHING THE INTERNET AND GOING TO HOME IMPROVEMENT STORES, THARON DECIDED TO INVENT SOMETHING HIMSELF. HE USED A WOODEN EXPANDABLE GATE AND TRIED VARIOUS ADAPTATIONS. BUT EVERY TIME THE SLIDING DOOR MOVED, THE GATE WOULD FALL.

NEXT HE DESIGNED A CLAMPING MECHANISM THAT ATTACHES TIGHTLY TO THE DOOR AND THIS SOLIDIFIED HIS INVENTION MAKING IT STABLE FOR ANY SLIDING GLASS DOOR.

HIS **LOCK-N-BLOCK SLIDING DOOR SAFETY GATE** WON FIVE AWARDS AT THE **INVENTION NEW PRODUCT EXPOSITION 2007** WHEN HE WAS 10 YEARS OLD, THE **2008 JUVENILE PRODUCTS MANUFACTURER'S ASSOCIATION INNOVATION AWARD**, THE **2009 FIT PREGNANCY EDITOR'S CHOICE AWARD** AND THE **2009 JPMA AWARD FOR WINDOW GUARDS**. THARON HAS A PATENT PENDING.



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WRITER: SUE LYONS / ARTIST: WARREN BECKER

# Term 3 Language Test Memo

## Comprehension:

- 1 It is an exhibition of different people's contributions and creations to science and technology. (2)
- 2 "cutting edge research" (1)
- 3 "one thousand five hundred and eighty four candidates from 70 countries"/ "world's largest" (1)
- 4 "I was honoured" (1)
- 5 "exceeding" (1)
- 6 That is was so incredible that a person could hardly comprehend or understand it. (2)
- 7 It is very effective as the constant questions had the impact of being constantly hit over the head with a hammer. (2)
- 8 Figurative. She had to think so fast it felt as if the answers were being squeezed from her brain. (2)
- 9 destroy (1)
- 10 Learners own response. Learners to bear in mind that Chene's invention could prevent the spread

of disease and so it is perhaps a very worthy winner. (2)

[15]

## Language: Poster:

- 1 loock and block (1)
- 2 Riverside Meadows Senior (1)
- 3 It joins two words creating a compound word (1)
- 4 It is a noun as it is a type of bass. (1)
- 5 It is in past tense when it gives us Tharon's history and in present when it tells us what he currently enjoys. (2)
- 6 difficult (1)
- 7 favourite (1)
- 8 Physical Education (1)
- 9 Tharon told his Dad that they needed something to protect them near the sliding glass door. (4)
- 10 past (1)
- 11 It is an apostrophe of omission. (1)

[15]

**TOTAL 30**



# Speaking out

## CHAPTER OVERVIEW

Here we look at and listen to the voices in the media – those of high profile, celebrities and others who manage to influence how we think and behave. We examine how the media affect our opinions and how modern social media certainly have a pervasive influence over us. We also look at a poem from a parent's point of view and a short story which exposes the difference between the “haves” and the “have nots”.

## MEDIA VOICES – WEEKS 1 AND 2

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Have a discussion LB p. 195
<b>Resources</b>	LB pp. 192-204, TG pp. 135-138, Anthology p. 61	<b>Assessment tool</b>	Rubric for group discussion
<b>Listening Texts</b>	Listen to a newspaper article LB p. 193	<b>Reading texts</b>	Analyse a newspaper article LB p. 196 Read and analyse a poem about the media LB p. 198 Read and interpret a graph LB p. 200 Learn to write a summary LB p. 201
<b>Written texts</b>	Write a newspaper article LB p. 202	<b>Language focus</b>	indirect speech, plural forms of irregular nouns, diminutives, euphemisms
<b>Integration</b>	Social Sciences	<b>Reading programme</b>	Learners to read: <i>Epic fail</i> (Anth. p. 61)
<b>Inclusivity</b>	Learners that do not have access to various information sources such as newspapers, magazines and the Internet, should be catered for by providing reference texts in the classroom for them to refer to.		

## A massive media voice



### Listen to a newspaper article (LB p. 193)

Chat to learners about stand-up comedy. Ask them if they have ever been to a stand-up comedy show; if they enjoyed the humour; do they know Trevor Noah. You could also explore the role of satire in society. Do comedians (and even cartoonists) get away with saying things that other people could not say?

Ask them about the role of newspapers. Do newspapers merely report events or is there a hidden

agenda? How are newspapers laid out and why? If possible, have a look at different newspapers and magazines and discuss their target audience, layout, elements of bias, etc. Remind learners of key differences between fact and opinion, and how register can shift according to intended audience.

### Suggested answers

- Learners' own answers. He is a South African comedian.
- When a single person stands up in front of a crowd and entertains them with their humour and insights.
  - Learners' own opinions.

- 3 Their humour acts as a screen for tackling serious topics.
- 4 Learners should discuss at least some of the points in the Spotlight on box on page 193 of the Learner's Book.
- 5 Trevor Noah's success as a stand-up comedian.
- 6 Encourage learners to use dictionaries to improve their vocabulary.
- 7 Learners to make notes while listening in a table listing the main ideas and the supporting ideas.
- 8 a It refers to the story of Noah's ark in the Bible; the comedian's surname is Noah; the pun is on his "floods of success".  
b The pun is appropriate for an article about a comedian.
- 9 He hosted the SAMA awards; he is popular; he has endorsed a local cell phone company. Additional examples and explanations of these points are provided.
- 10 a It is a combination of fact and opinion.  
b Opinions would not have been effective as support.
- 11 a He is popular to people of different ages, genders and racial groups.  
b Learners' own opinions.
- b Noah's wit and wisdom entertained national and international personalities.
- 2 acronym
- 3 DJKK said that it was amazing how someone so young could feel at ease in the spotlight.
- 4 18
- 5 It is a short version of "Johannesburg"
- 6 Crazy Normal  
a crazy, insane; normal, regular
- 7 medium
- 8 To indicate direct speech; to indicate the title of a show
- 9 The humorous aspects of the world of South African soccer; the national team is called *Bafana Bafana*.
- 10 Learners' own answers. Being knowledgeable about technology.
- 11 a adjective; it is describing the noun  
b Advertising is a passion for those with a marketing drive because it gives them an opportunity to persuade others and make sales.



### Have a discussion (LB p. 195)

**Key focus:** Discussion and turn-taking

Go through the conventions of a discussion, the register – can be casual, but not too much slang. Remind learners not to interrupt, dominate or be silent. They must encourage others to share their views.

## Making sense of what you read in the media



### Analyse a newspaper article (LB p. 196)

**Key focus:** Analysing a text

#### Suggested answers

- 1 a The subject is plural.

### Extension

Learners can look for newspaper articles to discuss in class. Split them into groups and have them discuss an article per group. Ask them to pick out the main features, such as headlines, bylines, captions, columns, headings, etc.



### Practise indirect speech (LB p. 197)

**Key focus:** Indirect speech

#### Suggested answers

- 2 Frans inquired where Trevor Noah lived.
- 3 Jessica wondered if stand-up comedians made a lot of money.
- 4 Bess asked if it was important to be techno-savvy.
- 5 Trevor asked if there was anyone from Jozi in the audience.
- 6 Jack asked Isabel why she was late to their humour study group.
- 7 The student inquired about the time they were meeting for the anti-litter protest march.



## Writing about the media



### Read and analyse a poem about the media (LB p. 198)

**Key focus:** Analyse a poem

#### Suggested answers

- 1 Learners' own opinions. Sometimes media are a menace; tormenting celebrities and politicians.
- 2 Learners' own opinions. The media expose corruption and help to depose tyrants.
- 3 We access our news online rather than in newspapers.
- 4 Learners should mention rhyme, layout, figures of speech, etc.
- 5 The media has the capacity to cause harm or to help.
- 6 a PRESS is in capitals because press form part of the media  
b The theme will be related to news/press issues.
- 7 The poem starts by discussing the damaging effects of the paparazzi, but closes by showing the press in a more positive light.
- 8 Lindsay Lohan
- 9 colloquial, slang, informal; makes the reader identify more easily with the speaker
- 10 couplet
- 11 It could mobilise the citizens to protest, evacuate an area, etc.
- 12 It sounds sing-song because of the couplets.

## Communicating through pictures



### Read and interpret a graph (LB p. 200)

**Key focus:** Interpretation

#### Suggested answers

- 1 Learners' will have to research this independently.
- 2 Daily Sun
- 3 Carltonville Herald
- 4 Learners' own opinions. Business people access their news online.

- 5 a Daily Sun, Rapport and City Press are doing the best which suggests that news dailies are doing well. People are consuming news in both English and Afrikaans.  
b Answers will vary. The smaller local community papers here in this graph do not deal with news and the appetite for smaller weeklies dealing with issues such as the economy or technology attract a smaller leadership. This makes sense, since most people want to stay abreast with current affairs while this may not be so for technology, for example.
- 6 Rapport, Burger, Beeld, Vaalweekblad
- 7 a *Daily Sun* sells a lot because it is a tabloid catering for the masses; the Carltonville Herald sells very little because it is confined to a particular area.
- 8 I am my father's son.



### Learn to write a summary (LB p. 201)

A rude awakening is when you are woken up roughly or unexpectedly. Figuratively, it refers to the style of Mansfield's radio show.

The main ideas of the article are Mansfield's early rise to fame; his continuing success; and his charity work.

Assist the learners to write their summary. Encourage them to make notes as they read the article.

## Write for the media



### Write a newspaper article (LB p. 202)

**Key focus:** Writing

- 1 Assist the learners in picking a topic that they can easily write about.
- 2 Lead the learners through the tables to help them plan, draft, revise, edit and proofread their writing.

## Speak as one voice



### Learn about euphemisms (LB p. 204)

### Key focus: Euphemisms

#### Suggested answers

- 1 He/she could do with a good meal.
- 2 He/she is height challenged.
- 3 He has passed away.
- 4 He is not all there.
- 5 She is not very pretty.

- 1 She is dead.
- 2 He is bad at maths.
- 3 She had to put her cat down.
- 4 She is very quiet.
- 5 He is short-sighted.

#### Support task

Encourage learners to come up with their own euphemisms. They should think about ways that they use slang, how they talk to their friends or the way their parents speak about certain things.

#### Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

You can create a class activity or test with these words, and assess whether or not the class now understands what these mean

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so

#### Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

## REFLECTIONS – WEEKS 3 AND 4

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Read an extract from a novel LB p. 212
<b>Resources</b>	LB pp. 205-216, TG pp. 139–140, Anthology p. 41	<b>Assessment tool</b>	Memos provided
<b>Listening Texts</b>	Listen to a debate LB p. 205	<b>Reading texts</b>	Read and analyse a poem LB p. 208 Read a short story that reflects on society LB p. 210 Read an extract from a novel LB p. 212
<b>Written texts</b>	Write your own diary entry LB p. 214	<b>Language focus</b>	Concord; language moods; gerunds
<b>Integration</b>	Social Sciences	<b>Reading programme</b>	Learners to read: <i>The magic mirror</i> (Anth. p. 41)
<b>Inclusivity</b>	Assist learners that struggle to read and make sure that they are assisted during the reading activities. They could be paired with stronger learners to provide guidance and to help them identify key information.		

### Reflections on school realities



#### Listen to a debate (LB p. 205)

**Key focus:** Debating procedure

#### Suggested answers

- 1 a Learners' own opinions.  
b Learners' own opinions. Guide them through some possibilities.
- 2 Key features of a debate on page 205 of the Learner's Book.
- 3 Each learner should copy the table and make notes about the arguments.
- 4 The opposer had the stronger argument. Learners must justify their responses.
- 5 a Yes  
b Learners' own opinions. The teachers have come to some sort of agreement.  
c Learners' own opinions. Wearing school uniforms may be phased out.

### A parent's reflections



#### Read and analyse a poem (LB p. 208)

**Key focus:** Analyse a poem

#### Suggested answers

- 1 Learners' own opinions.
- 2 The anxiety of a new parent.
- 3 Anxious, nervous about the responsibilities of parenthood.
- 4 Remind learners of the main features of a poem.
- 5 Anxious. The speaker is nervous about becoming a parent and the responsibility it brings.
- 6 loneliness; hunger; thirst
- 7 Learners' own opinions. It is a rational fear, but also an overreaction.
- 8 The anxiety of taking responsibility for a newborn.
- 9 a alliteration  
b "breathing begins"
- 10 A close-up, to clearly show the tiny fingers around the seemingly large finger of the father.
- 11 Metaphor; a baby is as fragile as a butterfly.

#### Support task

It may be difficult for the learners to understand the relationship between a parent and an unborn child. In groups, have the learners discuss their feelings about a new baby brother or sister, or perhaps even a new pet. How would they feel if they were getting a new dog, for example?

### Reflections on society



#### Read a short story that reflects on society (LB p. 210)

**Key focus:** Read an extract

## Suggested answers

- 1 It's a poor area in Johannesburg that used to be very trendy.
- 2 Learners' own opinions.
- 3 Learners should take notes on plot, conflict and denouement.
- 4 run down, congested, disgraceful, once-trendy
- 5 a personification; metaphor
- 6 It makes the image of a run-down, smelly place much more vivid.
- 6 He is very poor and sniffs glue. Perhaps his parents have no money to provide for him.
- 7 That she is rich; that she is a snob.
- 8 Learners' own ideas. Their reasons for anticipating certain events are important.

## A child's reflections



**Read an extract from a novel (LB p. 212)**

**Key focus:** Read an extract

## Suggested answers

- 1 Learners' own answers.
- 2 Learners' own ideas. Informal and open. It's supposed to reveal some truth about who you are.
- 3 It's morning time in the Milton household. His parents have a plan. Spud is ignorant of the plan. He is suspicious that something is going on.
- 4 Date at top of extract; use of first person; past tense
- 5 "I"
- 6 The boy's mother said that she was just taking her mother out for tea and crumpets at the Bot Gardens.
- 7 The events written about have already occurred.
- 8 It is a record of one person's feelings and observations.

## Extension

Learners should use the main annotations from page 212 of the Learner's Book and apply the hints to their own reading. Can they identify any of these aspects in the books that they read for fun?

## Learn about gerunds (LB p. 213)

**Key focus:** Gerunds

## Suggested answers

- 1 Boiling is required if you want a hot cup of tea.
- 2 Learners' own sentences. I love swimming.
- 3 Learners' own sentences. Hiking is a fun thing to do on weekends. Fishing is my favourite sport. Seeing is believing.

Read and analyse an extract from a textbook (LB p. 215)

## Informal assessment



Write your own diary entry (LB. p 214)

**Key focus:** Practising using the diary format

Revise the Spud extract and dialogue conventions, then take learners through the steps in the dialogu writing process as shown in the box.



**Read and analyse an extract from a textbook (LB p. 215)**

- 1 Reading and speaking.
- 2 Partners take turns to ask and fill in the missing information.
- 3 Learners need to intuitively fill out the answers in the book as if they were doing the exercise.
- 4 Iris Murdoch. Author.
- 5 a John Bailey  
b happy, unusual, loving
- 6 26. "Her twenty-sixth and last novel".
- 7 She can't remember exactly what she wrote or deliver lectures anymore. Answers will vary.
- 8 Answers will vary. Suggested: yes. Learners have to read the extract then orally answer the missing information with the help of a partner.

# Shaping thoughts

## CHAPTER OVERVIEW

This chapter explores the concept of manipulation and how our thoughts can be shaped by the way things are presented to us. Learners will listen to a recorded text about manipulation, read an extract from a play about how they can be tricked in love, read a poem about telling "white lies" and engage with a text about being manipulated by advertisers. Finally, they will read and write their own journalistic report. In the final two weeks the theme of critical reflections is followed so that learners can review and reflect on their skills in preparation for the exams. To this end, they read a movie review, listen to an extract from literature and write a summary and a diary entry.

## MANIPULATIONS – WEEKS 5 AND 6

### CAPS OVERVIEW

<b>Time</b>	2 weeks	<b>Assessment</b>	Informal assessment: Engage in a dialogue LB p. 220
<b>Resources</b>	LB pp. 217-229, TG pp. 141-144, Anthology pp. X70, 138	<b>Assessment tool</b>	Dialogue rubric
<b>Listening Texts</b>	Listen to a text read aloud LB p. 218	<b>Reading texts</b>	Read a play about the tricks of love LB p. 221 Read and respond to a poem LB p. 224 Read for comprehension LB p. 226 Read a journalistic report LB p. 228
<b>Written texts</b>	Write a journalistic report. LB p. 229	<b>Language focus</b>	Punctuation; quotation marks; synonyms and antonyms; relative pronouns; bias and manipulation
<b>Integration</b>	Life Orientation	<b>Reading programme</b>	Learners to read: <i>The sweet scent of money</i> (Anth. p. 70) <i>The lie</i> (Anth. p. 138)
<b>Inclusivity</b>	Learners will have to participate in a dialogue, so those that are more shy should be paired with someone who will guide the conversation and make them feel comfortable enough to talk in front of the class.		

## Manipulation matters

Introduce learners to the concept of manipulation; read the definition in the top left hand corner of page 218 of the Learner's Book.



**Listen to a text read aloud (LB p. 218)**

**Key focus:** Reading skills

### Suggested answers

- 1 Ask learners what holds their attention while they listen to a text being read.
- 2 Learners should listen for fluency, voice projection, clear expression and good use of pauses.



- 3 Learners should comment on the effectiveness of the introduction and conclusion.
- 4 Manipulation can occur in the home (parents and teenager), at school (peer pressure), in advertising and through politics (brainwashing).
- 5 Manipulation occurs in school, at home, in politics and advertising. You can be manipulative without realising it.
- 6 Learners' own opinions. Probably not.
- 7 Learners' own opinions. Perhaps where it is used to make someone think good things about themselves when they have no self-esteem.

## Manipulating punctuation



### Understand the use of punctuation (LB p. 219)

**Key focus:** Use of punctuation in read text

#### Suggested answers

- 1 Change your voice as you read to emphasise the spoken words.
- 2 Encourage learners to make notes as they listen.
- 3 Stop manipulating me!: angry; You've tricked me!: whining; If you tell me what happened at the party, I will tell you all about last week: conspiratorial



### Create meaning through punctuation marks (LB p. 219)

**Key focus:** Punctuation

#### Suggested answers

- 1 a The first statement questions whether he/she is loved; the second statement declares that he/she is loved.  
b A play called "Game" is being staged tonight; teenagers will play a game called "Game is On" tonight.
- 2 In (a) quotation marks are quoting someone's words; in (b) they indicate the name of a game.
- 3 It indicates possession.
- 4 teenagers: possessive plural; teenager's: possessive singular

## Extension

Learners can be asked to come up with their own examples of sentences where punctuation changes the meaning entirely. For example, "I want to eat Grandpa" is vastly different from "I want to eat, Grandpa".

## Manipulating conversations



### Engage in a dialogue (LB p. 220)

**Key focus:** Conventions for dialogue

Learners work in pairs. The idea is to keep the length of the presentations short – one or two minutes. Encourage them to engage with the conventions of dialogue which are listed in the Focus on box on page 220 of the Learner's Book.

- 1 Learners should choose topics from the box on page 220 of the Learner's Book.
- 2 Learners should decide on the roles that they will play.
- 3 Learners should plan the introduction and conclusion of their dialogue.
- 4 Conventions of a dialogue are available on page 220 of the Learner's Book.
- 5 Learners should present their dialogue to the class when it is ready.

## Assessment opportunities

The teacher could use the dialogue presentations as an opportunity for informal assessment. Give feedback to the learners about how well they achieved the "conventions for dialogue", for example, how well they started the conversation and kept it going.

## Can you make someone love you?



### Read a play about the tricks of love (LB p. 221)

**Key focus:** Features of drama

#### Suggested answers

- 1 Learners should familiarise themselves with the characters in the play.
- 2 Encourage learners to discuss this and engage with other learners' opinions.
- 3 A dictionary can be used to work out unfamiliar words.
- 4 Remind learners of the key features of drama on page 221 of the Learner's Book.
- 5
  - a Athens; the palace of Theseus
  - b He gave her "rhymes" (love poems); he sang songs of "false love" at her window under the moonlight; he gave her flowers, bracelets made from his hair, etc.
  - c Either to be executed or sent to a convent to become a nun
  - d He plays the role of "the person in charge". He applies the laws of the times.
  - e She is strong-willed.
  - f Daughters had to obey their fathers, even in matters of love.
- 6
  - a Egeus sees Lysander as a thief who has "bewitched" his daughter; Hermia sees Lysander as a "worthy gentleman".
  - b Learners' own opinions.
- 7 Manipulation is about influencing someone's ideas. Hermia wants her father to see Lysander with her eyes, so she wants to change her father's opinion; Egeus wants her to see things from her father's point of view.
- 3 Remind learners that the meaning of the poem lies in what has been deleted.
- 4 Remind learners of the key features of a poem on page 224 of the Learner's Book.
  - a In every stanza, the second and fourth lines rhyme.
  - b Lines are crossed out.
  - c Yes; it is effective in revealing her real thoughts.
  - d Yes; Jane is twisting her real thoughts to mislead Aunt Grace into thinking she was happy with the gifts.
  - e awful; unappealing; saved; stingy/ungenerous
  - f loathe and marvel/gift



### Understand relative pronouns (LB p. 225)

**Key focus:** Relative pronouns

#### Suggested answers

- 1 that
- 2 whom
- 3 who
- 4
  - a that refers to things or animals; girl should be followed by who
  - b The correct pronoun is "to whom" as it is an indirect object.

## Twisting the truth



### Read and respond to a poem (LB p. 224)

**Key focus:** Key features of a poem

Reading this poem could be a fun activity. Get two good readers from the class to take on different roles: as one reader begins to read, so the other one interrupts with the words that have been crossed out.

#### Suggested answers

- 1 Learners should think about a gift that they did not want.
- 2 Learners' own opinions. Ask them to share their stories.

## How advertisers influence our actions



### Read for comprehension (LB p. 226)

**Key focus:** Reading comprehension

Encourage learners to talk about how they were persuaded by an advertisement to buy something or even how an advertisement made them want something very badly.

Let learners cast their eye down the side of the text to familiarise themselves with difficult words.

#### Suggested answers

- 1 Learners should predict what they think the text will be about.
- 2 When last did the learners buy something because of advertising? Discuss.
- 3 The glossary can help to figure out unfamiliar words.
- 4 Learners' own opinions. They should make notes as they read.
- 5 Learners to take note off the voice of the writer.
- 6 a Yes, she has gone into the issue in quite a lot of detail.  
b In the city; she deals with topics like labels, brands, Facebook, etc.  
c Yes, it is clear she has read the book "XXX discusses addictive behaviour in detail ...".
- 7 He worked for some of the world's biggest companies.
- 8 They can become conditioned to sounds they hear while in the womb.
- 9 Shopping, smartphones and being seen in "cool" brands.
- 10 It is an industry which uses techniques to mislead or deceive people.
- 11 Brainwashed is when you are programmed into thinking a certain way; brandwashed is based on the same idea – everyone is brainwashed into believing certain brands are cool.
- 12 To inform people about advertising techniques; the target market is critical thinkers, readers of newspapers or consumers.
- 13 Learners should refer to their own experience.
- 14 Learners should refer to their own experience.

## Tricks of the writing trade



### Read a journalistic report (LB p. 228)

**Key focus:** Format and style of a journalistic report

Read the report on page 228 in the Learner's Book aloud to the class so that learners hear the "story" behind the report. Then read it again, referring to the annotations alongside so that learners can understand the format and style of a journalistic report.



### Work with bias and manipulation (LB p. 229)

**Key focus:** Bias and manipulation

#### Suggested answers

- 1 Learners should debate the issue using current newspaper headlines.
- 2 The words have negative connotations; "ghoulish" is associated with scary creatures; "horror" is associated with nightmares and horror movies.
- 3 Purple patches after eating new sweet
- 4 If only negative quotes are reported, this can be seen as biased reporting.
- 5 "We apologise to the participants who were affected. We understand that the marks disappeared after five minutes ..."

#### Support

The teacher could decide to divide the class into smaller groups to discuss how stereotyping is linked to bias and prejudice. They need to unpack all three words, and then show, with examples, how they are linked. The report-back could form the basis for a general class discussion on the topic



### Write a journalistic report (LB p. 229)

**Key focus:** Features of a journalistic report

Learners work on their own to write a journalistic report. In the planning stage, help them to decide on a topic and provide suggestions as to who they could interview for their reports. When drafting their reports, remind them of the importance of the questions Who? What? When? Where? Why? and How?. They must check their work for bias while revising their report

## CRITICAL REFLECTIONS – WEEKS 7 AND 8

CAPS OVERVIEW			
<b>Time</b>	2 weeks	<b>Assessment</b>	Formal: November exam LB p. 238
<b>Resources</b>	LB pp. 230-244, TG pp. 145-148, Anthology pp. 83, 137	<b>Assessment tool</b>	Memoranda and marking rubrics for writing and oral activities
<b>Listening Texts</b>	Revise your listening skills LB p. 233	<b>Reading texts</b>	Revise your comprehension skills LB p. 230
<b>Written texts</b>	Revise your summary skills LB p. 232 Write a diary entry LB p. 236	<b>Language focus</b>	Punctuation, sentence structure: simple, complex and compound; synonyms and antonyms; connotations; euphemisms; parts of speech
<b>Integration</b>	Media studies and Life Orientation	<b>Inclusivity</b>	Learners to read: <i>Lilith</i> (Anth. p. 83) <i>Miss South Africa</i> (Anth. 137)
<b>Inclusivity</b>	Provide support to learners who struggle with comprehension activities, as they will need to be able to answer questions effectively in the exam. Extra comprehensions could be supplied as homework or be done in class.		

### Reflecting and reviewing



#### Revise your comprehension skills (LB p. 230)

**Key focus:** Reading comprehension

#### Suggested answers

- Learners' own opinions. This can be discussed in groups.
- Learners' own opinions. They should recount an incidence of doing so.
- The meaning of unfamiliar words can be worked out by using the glossary.
- They are all hugely successful fantasy movies.
  - The Capitol is a huge, sparkling city populated by the wealthy; the surrounding districts are wasted and inhabited by the poor who are the slaves of the Capitol.
  - She acts very well.
  - For entertainment for the Capitol's inhabitants.
  - Feast of entertainment
  - So that the fighting is more entertaining and rough.
  - The costumes are magnificent, as are the makeup and wigs.
  - Reducing the level of ideas.
  - There are similarities between the government of Panem and South Africa.



#### Revise your summary skills (LB p. 232)

**Key focus:** Summarising

#### Suggested answers

*The Hunger Games* is about a nation ruled by a tyrannical leader who lives in the Capitol, which is home to the wealthy and powerful. The poor, who are slaves of the Capitol, live in 12 surrounding districts. They are required to participate in the *Hunger Games* in which two "tributes" from each district must fight and kill each other. (60 words)



#### Revise your language skills (LB p. 232)

**Key focus:** Punctuation

#### Suggested answers

- It is the name of a movie.
  - It introduces information about the sentence before the dash.
  - It links the two words together.
  - They separate additional information.
  - Contraction; it is the shortened form of she is
- Compound; two simple sentences joined by a coordinating conjunction.
  - Simple; only one finite verb

- c Complex; one main clause (you see the truth) and a subordinate clause
- 3 a clever, crafty, sharp; wearing  
b detailed; cowardice  
c "startling visual look", "tightly focused performances", "originality", "astonishingly beautiful": they make the movie sound good in terms of cinematography and acting performances.

## Critical reflections on literature



### Revise your listening skills (LB p. 234)

**Key focus:** Listening critically for details

#### Suggested answers

- 1 Learners should listen carefully to the beginning of the novel.
- 2 Encourage the learners to focus on the specific details of the text.
- 3 Learners should take notes regarding the descriptive words.
- 4 06:00
- 5 hot and heavy
- 6 The scrambled eggs were "greeny" and had shells.
- 7 He scraped the egg into his serviette, put it in his pocket and then flushed it down the toilet.
- 8 He had a "bout of the runs"; he needed the toilet.
- 9 Renault station wagon
- 10 bright red smock
- 11 The dad hooted and reversed the car into the road.
- 12 He laughed like a maniac.

#### Assessment opportunities

The teacher could use the listening comprehension as an opportunity for informal assessment. Let them do it as an "informal test"; peers to mark the answers by giving one mark for each answer and two marks for question number 7. They would then have a total out of 10 marks. See who listens really well for details!



### Work with character, theme, plot and setting (LB p. 235)

**Key focus:** Character, theme, plot and setting

#### Suggested answers

- 1 Spud wakes up at 6 a.m.; he puts on his new uniform for his first day at boarding school. He tries to eat breakfast, but he is too nervous and he flushes the scrambled egg down the toilet. His father runs to the toilet to avoid breakfast. They all get into the car; his father reverses the car into the driveway, hoots and the neighbour's dogs bark. His father laughs like a maniac, and they drive off.
- 2 She is caring and motherly; she wants to make sure he eats before leaving for boarding school.
- 3 Nervous and scared
- 4 This shows how time passes and how the new events unfold.
- 5 He seems to be a comical character; he does want he wants without trying to please those around him. He refuses breakfast, blasts the hooter and laughs "maniacally". He drives his car extremely fast and wears a bow tie. This points to his sense of off-beat "style".

#### Support (LB p. 235)

Teachers should guide the learners here: use the set work you are using at present and demonstrate to the learners how to make notes on the main characters, setting and plot. Character notes could take the form of columns: In the first column, state the characteristic and in the second provide the supporting detail from the text.



### Revise the features of literary texts (LB p. 235)

**Key focus:** Key features of literary texts

#### Suggested answers

- Novels and short stories: action, characterisation, milieu, narrator, plot, setting
- Plays: dialogue, climax, conclusion, conflict, denouement, resolution, suspense



- Poems: figurative, imagery, irony, literal, message, mood, rhyme, rhythm, stanzas, structure, tone, typography, figurative, symbolism, theme



## Revise parts of speech (LB p. 236)

**Key focus:** Parts of speech

### Suggested answers

Dad (proper noun) throws (verb) his (possessive adjective) head (common noun) and (co-ordinating conjunction) laughs (verb) maniacally (adverb), and (co-ordinating conjunction) then (adverb of time) screeches (verb) us (pronoun) down (adverb of place) the (definite article) road (common noun) into (preposition) the (definite article) oncoming (adjective) traffic (common noun).



## Practise speaking (LB p. 236)

**Key focus:** Prepared speech

- Guide the learners in their choice of book to make sure it is at an appropriate level.
- Remind them to work on the introduction and conclusion of the talk.
- The talk should be structured around the plot, theme and characters.
- Draw their attention to the Focus on feature in the margin on page 236 of the Learner's Book.

## Critical reflections on writing



## Write a diary entry (LB p. 236)

**Key focus:** Writing process of a diary entry

- Learners should read the diary entry on page 234 of the Learner's Book again.
- Help the learners to find a suitable topic to write about. It should be something that is part of their daily lives. Remind them about the process approach to writing outlined in the Learner's Book on pages 236 and 237.

## Extension

Ask learners to write a diary for a whole school week. Encourage them to write about events at home and at school.



## Complete a crossword puzzle (LB p. 237)

**Key focus:** Word meaning

### Suggested answers

#### Across

- directions
- colon
- introduction
- draft
- informal
- review
- interviewer
- past

#### Down

- chronological
- conclusion
- first
- narrative
- report
- present

## Spelling

The spelling words supplied at the end of the sub-theme in the Learner's Book can be used to revise spelling patterns with learners. You can create a class activity or test with these words, and assess whether or not the class now understands what these mean.

## Extended reading

Learners can read the corresponding material found in the anthology as referenced in the chapter's opener table.

# November Paper 2 Memo

## Section A: Comprehension

- 1 "highlight" (1)
- 2 It is the title of a film (1)
- 3 This is because it was made by a South African company. (1)
- 4 The movie is about a young falcon and has a message of "Ubuntu". (2)
- 5 man (1)
- 6 Sony has discovered it and it is being released worldwide. (2)
- 7 In Russia 800 000 tickets were sold and it made 2,7 million dollars. (2)
- 8 In Germany it received good reviews but in terms of box-office results it did the best in Israel and Russia. (2)
- 9 He is hoping that that South Africans will be surprised by the quality and entertainment value of the film. (2)
- 10 The festival's aim was to show off South Africa's animation talent and connect with the global industry. (2)
- 11 collections
- 12 It also focussed on education and skills development. (2)
- 13 "leading" and "experts" (2)
- 14 This means that the workshops offered were of a wide variety and were very good quality. (2)
- 15 They are surprised because they think of Africa as being backward in terms of technology. (2)
- 16 Learner can agree or disagree but must have credible motivation. (2)
- 17 It can "reframe" people's minds as can be seen by how this South African movie has made people look at Africa differently. Learners to elaborate with their perspective and motivate with their own examples. (3)

[30]

## Section B: Language

### Cartoon

- 1 He is leaning on his spade, he is holding his back and he is sweating profusely. (3)

- 2 He has been physically building the foundations of South Africa. (2)
- 3 She is frustrated that he expects them to carry on without them. (1)
- 4 The third character is helping by keeping things in place. (1)

### Advertisement

- 1 AEG products - washing machines and tumble driers. Also, OMO Auto Liquid Detergent. (1)
- 2 The headline promises that AEG does not only care for your laundry but that its effect goes far beyond that. (2)
  - 3.1 The AEG LAVAMAT washing machine and the B energy class LAVATHERM Sensidry tumble dryer (2)
  - 3.2 The AEG LAVAMAT washing machines have the advantage of using 20 – 40 % less energy than an A-rated machine. The B energy class LAVATHERM Sensidry tumble dryer has the advantage of having intelligent humidity sensors that ensure lower energy consumption (4)
- 4 AEG products look after your clothes and the earth as well. (2)
- 5 Switch from powder detergents to Omo Auto Liquid and from hot wash to cold. (2)
- 6 It will reduce the environmental impact by 90% and save you 73% on your washing machine electricity bill. (2)
- 7 The picture is of the earth as the product is environmentally friendly; the clothes are because it is designed to care for your clothes. (2)
- 8 They are in greens and browns. These are earthy colours that connect it to being environmentally friendly and thus earth friendly. (2)
- 9 "125 years of ..." (1)
- 10 The pun is that there is a literal switch that needs to be turned to the 'cold' position and they are recommending that people switch or make a change to using cold wash. (2)
- 11 Perfect in form and function (1)

[30]

## Section C: Literature

- |   |   |     |     |   |     |
|---|---|-----|-----|---|-----|
| 1 | His sadness is linked to the memory of standing in the park at his father's funeral and there were huge green oak trees.                        | (2) | 5   | "cold for September"  | (1) |
| 2 | That is the smell that was in his nose at his father's funeral standing between older people who were all wearing coats that smelt of mothballs | (2) | 6.1 | death   | (1) |
| 3 | The short sentences reveal that his mind was jumping from one thing to another as it does when one is stressed or worried.                      | (1) | 6.2 | personification   | (1) |
| 4 | Sadness, despair, grief, hopelessness   | (2) | 7   | He was at the crest of the wave metaphorically speaking meaning he was doing well in his life when he died. | (2) |
|   |   |     | 8   | Learners to give their own response and motivate.   | (2) |
|   |   |     | 9   | "mournfully"  | (1) |
|   |   |     | 10  | He puts his arm around her.   | (1) |
|   |   |     | 11  | "quavered"  | (1) |
|   |   |     | 12  | Ma, Cilliers and Pete   | (3) |

[20]

Review Copy

# November Paper 2

## Section A: Comprehension:

Read the following passage and answer the questions that follow

### **“Wherever MAXDOG goes, let it do good.”**

By Caryl Moll

- 1 MAXDOG is the true story of the special bond which develops between a Golden Retriever, Max, and a busy stay-at-home mom, “Maxmom”. After not wanting the dog in the first place, this ordinary, middle-class housewife relents and reluctantly welcomes Max into their home. But she has no idea of the effect the dog will ultimately have on her life.
- 2 Max grows from a small, podgy puppy into a magnificent dog that turns heads at dog shows. He moves through dog training, therapy work and settles into family life. Maxmom’s dreams of turning him into a therapy dog are shattered when the two of them are suddenly thrown out of a therapy programme. This turning point is followed by a series of difficult life events, including her husband’s sudden unemployment and the suicide of her best friend. The once-thriving homemaker falls into a pit of despair.
- 3 Max steps in and becomes her personal therapy dog and a rock of emotional support. With the help of medication and counselling, and with max by her side, she begins the long road to recovery. She reconnects with a long-dormant love of writing and starts a blog on Max’s life. “The Adventures of Maxdog” is born.
- 4 But one day, Max is suddenly diagnosed with cancer and is given only two weeks to live. The roles are reversed, and Maxmom now has to care for her dying dog. She rises to the challenge, and turns the blog into an inspirational account of Max’s final days. The cyber-world embarks on an unprecedented show of support and encouragement, while Max fights for his life.
- 5 Max eventually succumbs to the cancer, but not before living longer than anyone expected, and changing the life of his owner forever.
- 6 A beautiful book for everyone who loves dogs – but be warned – you will need a large box of tissues handy

Refer to paragraph 1

- 1 What other term is used for stories that are true? (1)
- 2 Quote two consecutive words that prepare you that the relationship between Max and his human becomes a remarkable one. (1)
- 3 Why is stay-at-home hyphenated? (1)
- 4 Why is “Maxmom” in inverted commas? (1)
- 5 What do we call this kind of text as a whole? (1)
- 6 Explain in your own words what “relents” means. (2)
- 7 Quote the word that tells us that Max’s human is initially conflicted about taking him in? (1)
- 8 Provide a synonym in context for the word “ultimately”. (1)

Refer to paragraph 2

- 9 Explain the physical transformation that Max undergoes. Use your own words. (3)
- 10 Give your ideas of what a “therapy dog” is? (2)
- 11 What challenges does Max’s human face at this point in her life? (2)
- 12 What meaning do the words “once thriving homemaker” convey about Maxmom? (2)
- 13 “Falls into a pit of despair”
- 14.1 Identify the figure of speech above. (1)
- 14.2 What is being compared to what? (2)
- 14.3 Discuss the effectiveness of the above image. (2)

Refer to paragraph 3:

- 13 Give your understanding of what long-dormant means (2)
- 14 How does the idea of writing “The Adventures of Maxdog” come about? (2)

Refer to paragraph 4:

- 15 Quote four consecutive words from paragraph 4 that show that there was a huge unexpected reaction from the public. (1)
- 16 How do suppose you would respond to a book such as this one? Motivate your answer by referring to the text. (2)

**[30]**

Review Copy



## Section B: Language: Advertisement

Study the following advert and answer the questions that follow.



# LOST

# BRING THEM HOME



WITH THE 'PEACE OF MIND'  
OF MICROCHIP IDENTIFICATION

## BackHome

*B i o T e c*™

**ONE PAYMENT ONLY!**

With the **BackHome** Program you only pay for the costs involved in implanting the microchip. Your information is registered and maintained on the **BackHome** database at **NO additional cost**.

**ON-LINE ACCESS TO YOUR PETS DETAILS!**

**VIRBAC** will supply you with a password to access the details of your pet on the database. This will allow you to add additional information e.g. if you are going on holiday.

**SIMPLE, SAFE IMPLANTING PROCEDURE!**

In cats and dogs the microchip is implanted under the skin between the shoulder blades. The implanting is done without anaesthetic and usually does not take longer than 2 – 3 minutes.

## MAKE SURE THEY GET BACKHOME

**ASK YOUR VET ABOUT THE NEW BIOTEC™ SYSTEM**

Virbac RSA (Pty) Ltd  
(Reg. No. 1990/003743/07)  
Private Bag X115, Halfway House 1685  
Republic of South Africa  
Tel: (012) 657-6000  
Fax: (012) 657-6067

[WWW.VIRBAC.CO.ZA](http://WWW.VIRBAC.CO.ZA)

**Virbac**  
ANIMAL HEALTH

*Your animal's health partner*

- 1 Name the product being advertised? Be specific in your answer. (2)
- 2 What is the emotional impact of the picture? (2)
- 3 Discuss the connection between the headline “Make sure they get backhome” and the picture? (2)
- 4 Why is “backhome” spelt as one word? (1)
- 5 List two advantages of the Backhome Program. Write your answer as two bullet points. (2)
- 6 Explain why this product can be considered very convenient to monitor. (2)
- 7 In your own words explain how the product is inserted into the animal. (3)
- 8 Where does a person go to have their pet micro chipped? (1)

[15]

## Language: Cartoon

Read the cartoon below and answer the questions that follow.

Refer to Frame 1



- 1.1 Describe Ed's body language. (3)
- 1.2 Why do you think his body language is as it is? (1)
- 2 What word tells you that Mom is surprised? (1)
- 3 What punctuation mark is missing in Frame 1? (1)
- 4 “That’s generous of you Ed!”  
Write Mom’s words in Indirect or Reported Speech.  
Start as follows: Mom said ... (3)

Refer to Frame 2

- 5 There are no words spoken in Frame 2 and yet the message is communicated clearly.  
Discuss what is taking place in this frame. (2)

Refer to Frame 3

- 6 How do we know that Mom is not very pleased in this frame? (2)
- 7 Explain the humour in the cartoon. (2)

[15]

## Literature:

Read the extract below and answer the questions that follow

They came for Nain on the day of the hay feast.

He saw the men as they toiled up to the farm, but he was working in the high fields and he thought nothing of it.

Nian's feast clothes were laid out on his sleeping mat. He shrugged himself into his tunic and tied his sash carefully. It was edged in scarlet to show he was the eldest son, and he was proud of it. His mother caught him as he was slipping down the stairs and inflicted a severe hair-combing on him.

'We've visitors,' Mother told him, between his yelps of anguish. 'So you've got to look respectable.'

'But they're only our own people,' objected Nian, wincing against the tug of the comb. 'They won't recognize me if I look respectable.'

Mother gave Nian's hair one last tug and then stood back to view him; and her face was shadowed with something more serious than the worry of preparing the feast.

'It's not just our people,' she said. 'I only wish it were. Nian, some Tarhun have come.'

And at that all the joy of the harvest and the feast shrivelled away inside him.

Tarhun had come.

'Have they come looking for boys?' he asked.

Mother nodded slowly.

'Nian,' she said, 'Nian, you won't –'

'What?'" he asked fiercely.

But Mother only shook her head.

'Go to your grandmother,' she said. 'She needs help with setting out the feast. And be careful of your clothes, Nian, they took me an age to iron. Be careful.'

But Nian didn't go down to the kitchen: instead he slipped out and across the yard to the suntrap warmth of the privy. He needed to think.

Tarhun had come. That was a disaster – or would be, unless he was very careful: because they had come for him.

That was the Tarhun's job: they came searching for boys who had second sight, or could read minds. Nian had known this since he was quite small. One day his grandmother had overheard him telling his sister Miri when the rain would stop. Grandy had swooped on him and carried him, kicking, to her small room. Then she'd stood him in front of her and told him what happened to little boys who told the future. They were taken away to the top of the Holy Mountains, which was even higher and colder than the shining green mountains that surrounded the valley, and they were never seen again.

- 1.1 What atmosphere is being created in line 1? (1)
- 1.2 How is this atmosphere created? (2)
- 2 What is the setting of the passage? (2)
- 3.1 From reading this extract, say what genre or type of novel it is. (1)
- 3.2 Motivate your answer. (2)
- 4 Who is the main character in the passage? (1)
- 5 Discuss the character of Nian's mother. Refer to the text as part of your answer. (2)
- 6 Of what was Nian particularly proud? (1)

- 7 How is the reader made aware that Nian did not always dress in such special clothing? (2)
- 8 Discuss how the metaphor “all of the joy of the harvest and the feast shrivelled away inside him” make the idea of how he was feeling clearer to the reader? (3)
- 9 What kind of a personality does Nian have? Motivate your points by referring to the text. (3)
- [20]**
- TOTAL 80**

**Review Copy**



# November Paper 3

## Exam instructions

You must show the process of planning, drafting and editing as this will be marked. Present your final work neatly without any spelling or language errors.

## Section A: Creative Essay (20)

Choose **one** of the following options and write a narrative essay of 5–8 paragraphs in 200–250 words.

- 1.1 The mysterious neighbour
- 1.2 Lost!
- 1.3 The message in the bottle

## Section B: Transactional text (10)

2 Choose **one** of the following options and write a transactional text of 140–160 words. You must use the **correct layout** and write with the audience in mind. Remember to focus on using language and spelling correctly.

- 2.1 Write a book review on a special book that left a lasting impression on you.
- 2.2 Write a diary entry after an argument with your best friend.

Review Copy



# November Paper 2 Memo

## Section A: Comprehension:

- 1 non-fiction (1)
  - 2 "special bond" (1)
  - 3 It is a term in its own right with its own meaning so it is one word. (1)
  - 4 It is a created word as she is Max's Mom. (1)
  - 5 A review. (1)
  - 6 She gives in and goes against what she previously thought. (2)
  - 7 "reluctantly" (1)
  - 8 eventually (1)
  - 9 He goes from being small and fat to a beautiful dog that people can't take their eyes off at the dog shows. (3)
  - 10 Learners' own response as long as they include that a therapy dog is one that works everyday with someone and helps them overcome certain challenges. (2)
  - 11 Max's husband becomes unemployed and her friend commits suicide. (2)
  - 12 That she was once very successful in her domestic duties. (2)
  - 13.1 metaphor (1)
  - 13.2 Her emotions of sadness and depression are being compared to falling into a pit that she can't get out of. (2)
  - 13.3 It is very effective as when you feel sad sometimes you can't see your way out so you feel as if you are in a pit. (2)
  - 14 It is something that is present but not active. It has been there for a long time but not been active at all. (2)
  - 15 Max is diagnosed with cancer and she writes an inspirational blog of his last days with her. (2)
  - 16 "unprecedented show of support" (1)
  - 17 Learners own response. (2)
- [30]**

## Section B: Language: Advertisement

- 1 Virbac BackHome Microchips (2)

- 2 The animals are in the dark with only a spotlight on them and as a result they look lost and alone. We are upset seeing them like this. (2)
- 3 They look lost in the picture so it is then our responsibility to do what we can and get them micro chipped so that they will find their way home. (2)
- 4 This is because it is what they have named their product so it is their choice to have it as one word. (1)
- 5 \*You only pay to have it implanted.
- \* It is then registered and the information maintained online at no extra cost. (2)
- 6 You will be given a password and you can then access the details of your pet on a database so you can update information if you choose to. (2)
- 7 It is implanted into the skin between the animal's shoulder blades. It does not require anaesthetic and takes only a couple of minutes. (3)
- 8 To your vet (1)

**(15)**

## Language: Cartoon

- 1.1 He is straining. He is hunched over showing that the box's content is heavy. He is gritting his teeth and his eyes are closed. The lines indicate that he is pushing very hard. (3)
- 1.2 He has something heavy in the box. (Jimmy) (1)
- 2 She uses the word "wow". (1)
- 3 A comma before Ed. (1)
- 4 Mom said that that was generous of Ed. (3)
- 5 Ed is dusting off his hands and Jimmy is thumping around in the box trying to get out. Mom is looking confused and concerned as she realises that the contents is alive. (2)
- 6 Her hands are on her hips and her mouth is wide and angry as she demands to know where Jimmy is. (2)
- 7 The humour is that Ed wanted to get rid of something that he didn't need and that that something was his brother Jimmy. At first his

mom is pleased with his generosity then angry  
about his actions. (2)  
**[15]**

### Literature:

- 1.1 An atmosphere of fear and threat. (1)
- 1.2 The word “they” is used and we don’t know  
“they” are or what danger they may be bringing  
so it has a menacing feel to it. (2)
- 2 The setting is rural – a small farming settlement. (2)
- 3.1 fantasy (1)
- 3.2 This is because we learn that Nian has  
special powers to read minds. The feel of the  
story and the names also give us the impression  
that it is fantasy. (2)
- 4 Nian (1)
- 5 She is proud of her son and nurturing. She is  
trying to get him to look smart and she says to him  
“you’ve got to look respectable”. She loves him  
and fears for him. (2)

- 6 He was proud to be the only son. (1)
- 7 This is because he says to his mother that he will  
not be recognised if he looks respectable and that  
tells us that usually he takes no care with his  
appearance. (2)
- 8 This metaphor shows how his enthusiasm for the  
feast disappears using an image of a flower that  
shrivels in the sun. This makes his emotions of  
fear very clear to the reader. (3)
- 9 Nian is a strong and thoughtful personality. He is  
aware of the danger he faces and plans to be “very  
careful” in order to avoid it. He has a fighting  
spirit. He doesn’t just accept his fate. (3)

**[20]**

**TOTAL 80**

**Review Copy**

# Section 4 Anthology

The Anthology in this series is designed to complement the CAPS requirements for Independent, Extended and Intensive Reading, teach the reading process, reinforce the reading strategies and offer alternative texts for those

required in the CAPS teaching plan.

The following table shows the link between the Reader and the themes of the Learner's Book.

Learner's Book order by theme		Title of corresponding text type in this Reader	Genre	Page number
Weeks	Theme			
New worlds				
1 and 2	Coming up with creative ideas	The Sentients	Short story	88
3 and 4	Speeches can shape our world	Make Love not War	Folklore	37
You and me				
5 and 6	Friendship and betrayal	The Enchanted Watch	Folklore	47
7 and 8	Changing relationships	Two brothers and a big snake	Folklore	14
		Sour worms	Short story	110
Investigative powers				
9 and 10	And your findings are?	Teachers	Poetry	125
		The argument	Poetry	135
Show me the way				
1 and 2	Mapping out life's path	Puddocky	Folklore	52
		Grannie	Poetry	120
		Childhood	Poetry	124
		Travels	Poetry	126
3 and 4	Taking turns	Going Up Going Down	Poetry	127
Africa my beginning				
5 and 6	Great Africans	The Secret Milk of Koumongoe	Folklore	23
		The Birth of Shaka	Poetry	129
7 and 8	Uniting Africa and Africans	Kalahari Blues	Folklore	31
		African Thunderstorm	Poetry	130
Choices, choices				
1 and 2	Power of dialogue	The finest liar in the world	Folklore	19
		My parents kept me from children who were rough	Poetry	132
		Sly Reynard	Poetry	140
3 and 4	Now tell the world	Prince of Runeguard	Short story	76
		Timothy Winters	Poetry	133
Hatching a plot				
5 and 6	Stories about life	To Philip	Poetry	122
		busstop	Poetry	123
		The village shop	Poetry	136
7 and 8	Storytelling	The Unknown Soldier	Short story	94

And your argument is?				
9 and 10	What do you propose?	The Vendetta	Short story	103
Speaking out				
1 and 2	Media voices	Epic Fail	Short story	61
3 and 4	Reflections	The Magic Mirror	Folklore	41
Shaping thoughts				
5 and 6	Manipulations	The Sweet Scent of Money The lie	Short story	70
			Poetry	138
7 and 8	Critical reflections	Lilith Miss South Africa	Short story	83
			Poetry	137

**Review Copy**

# Folklore

## Two Brothers and the Big Snake

### Compare characters

- 1 a (i) Before Benga and Luka's mother dies, she makes them promise to look after their father. (ii) Benga becomes a potter and Luka a hunter to make a living. (iii) Although Luka is jealous and behaves badly towards Benga, Benga warns him about hunting near the old mlombwa tree, where danger lurks. (iv) Luka ignores his brother's warning and goes to the tree, where Snake turns him into a toad and swallows him so that he won't bother him or Benga anymore. (v) Luka comes looking for Benga and asks Snake to spit him out and turn him into a good-hearted person.
- 1 b The climax of the story is where Snake swallows Luka, as it is the most dramatic moment in the story, where a terrible thing happens unexpectedly.
- 1 c The story ends where Benga asks Snake to spit out Luka and turn him into a good and kind person, and Luka apologises to his brother, thanking him for rescuing him. The two brothers return home together.

2 a

Unrealistic element	Reason for the element
A talking snake	He is a character in the story
Bees carry honey pots	Shows how good and useful Benga's pots are
Snake turns Luka into a toad and swallows him	Luka receives the worst punishment – death – for being cruel to and jealous of his brother
At Benga's request, Snake spits out Luka again and turns him into a good and kind person	Shows that mending your ways can bring rewards and literally make you a new person starting a new life

- 2 b The learners may give their opinion, as long as they can motivate why they say so. For instance, they may say the unrealistic elements detract from the story because they don't make sense to the reader, or that they add to the story because they create drama and mystery.
- 3 The learners may use any three of the adjectives from the list, and use any relevant examples from the story, to describe Benga's character, for instance:

**reliable** – Benga carries out his mother's last wish to look after his father by making pots

**dependable** – Benga's pots were sturdy and inexpensive, and everybody wanted them

**hardworking** – Benga worked until late in the afternoon to decorate his pots

**kind** – Benga warns his brother of danger even though his brother breaks his pots

**forgiving** – Benga asks Snake to turn his brother back into Luka and invites his brother to go home with him, even though Luka broke his pots and was cruel towards him

**trustworthy** – Benga goes looking for Luka after he goes missing

4

Learners may fill in any adjectives that make sense and are relevant to the development of the character, for instance:

Beginning: cruel, jealous, destructive

Middle: angry, hot-headed, wilful

End: sorry, fearful, grateful

## The Finest Liar in the World

### Analyse the key features

- 1 a The boy is the main character.
- 1 b Usually the main character is also the protagonist. In this story, however, the boy doesn't listen to his father, and tells lies, so he cannot really be described as the protagonist.
- 1 c The setting is a woody, rural area that the boy walks through, from mill to mill.
- 1 d There are two climaxes, namely (i) the story that the boy tells, by which he wins the cake, and (ii) in the 'story within a story', where he finds his head and the fox drops the parchment.
- 1 e There are two resolutions, namely (i) in the 'story within a story', where the boy takes the cake and the beardless one goes empty-handed. (ii) In the real story, this is also what happens.
- 2 'Listen to your father', or any other moral that makes sense and is relevant to the story.
- 3 Learners can quote any lie in the 'story within a story'.
- 4 Learners can quote any lie in the 'story within a story'.
- 5 Learners can describe any sequence of events that make sense, but it should more or less go like this:



(i) The boy's best bee went missing and he went to look for it. (ii) He found his bee, and the man using the bee to plough gave him a sack of millet, which fell into the ocean. (iii) The next morning the bee had been killed by wolves and the boy collected its honey. (iv) He found that his millet seed had grown and was made into a cake, which was swept away by the ocean. (v) He took off his head to break ice to give water to reapers, and when he chased away a fox that ate his brains, the fox dropped a parchment declaring that he had won the cake.

6 Learners can write anything they want; the sillier the better, as long as there is a story thread running through it from beginning to end.

## The Sacred Milk of Koumongoe

### Identify the key features

- 1 a Learners may refer to pages 12 and 13 to review the key features of folktales and help them find elements that they can note down in the second column. Any relevant notes are acceptable.
- 1 b Any relevant notes that include features in the story are acceptable.
- 2 a Any likely events in the plot are acceptable. Events may include: Thakane kept house and Koane tended the cattle; their parents worked in the fields; Thakane married Masilo and had a baby daughter etc.
- 2 b Any unlikely events in the plot are acceptable. Events may include: the tree gushing milk; rabbits and gazelles talking; Masilo's father being an ogre; Dilah living in a lake, etc.
- 3 a Yes
- 3 b Good triumphs over evil.
- 4 a Learners may quote any two examples, for instance: (i) "Why do you give to the ogre your child, so fair, so fair?"; (ii) "Bring to me Dilah, Dilah the rejected one, whom her father Masilo cast out!", etc.
- 4 b The repetition has the effect of stressing important elements or messages, as well as building tension. Learners may add to these any relevant effects.

## Kalahari Blues

### Look for meaning

- 1 a The meaning could be conveyed as triumph, excitement, etc.
- 1 b The dashes serve to link descriptions of several noises that can be heard simultaneously in the veld.
- 2 b A long, steep slope at the edge of a plateau or separating areas of land at different heights.
- 2 b The adjectives add further meaning or layers of meaning to the scene, as they pinpoint the exact meaning the writer wanted to convey, making the imagined world seem more real to the reader.
- 2 c The adjectives add meaning to the conflict by drawing the reader in on the side of the animals, as they (and the landscape) are described in such detail that the reader feels as if he/she can imagine them, or knows them personally. As the reader's sympathy lies with the animals, the conflict is intensified for him/her.
- 3 a B fast moving
- 3 b The writer uses all sorts of ways to move the action along, for instance short or incomplete sentences, dashes or semi-colons to make 'jumps' in descriptions, and switching from scene to scene. Learners can give any acceptable explanation.
- 3 c This style suits the plot and the conflict because the whole story is basically a "chase" – criminals trying to escape with their prey and friends trying to find them before they are lost to a life of slavery, neglect or abuse, or worse – to death.

## Make Love not War

### Compare stories

- 1 a When you try to be too clever or cunning, you may end up being caught in your own plot – or any explanation to that effect.
- 1 b Yes
- 1 c Learners may agree or disagree – as long as they can motivate their answer.
- 2 The first story is set in a farmyard surrounded by veld – a traditional setting for folklore, where Lion is king of the animals. The second story is set against a modern background, with contemporary words like "world leaders", "peace treaty", "vegetarianism", "group hug" etc. setting the scene.
- 3 (i) Rooster (Roo) – lazy, naive, irresponsible

(ii) Fluffy (the hen) – dedicated, world-wise, responsible

(iii) Fox – cunning, dangerous, cowardly

Learners may give any relevant adjectives.

4 In story one, the language is conventional or traditional (for instance “one moonlit night”), a bit old-fashioned (for instance “hen-coop”) and formal (“henceforth”, “dwell in brotherly friendship”). It evokes an old, romantic world. In story three, the language is modern (for instance “world leaders”, “peace treaty”, “vegetarians”) and trendy (for instance “Dude”, “What’s up”, “No ways”). This kind of language conjures up the modern universe. Learners can give any examples that make sense.

5 Learners can choose any of the three stories, as long as they motivate their choice.

## The Magic Mirror

### Form an opinion

- 1 a Learners may reflect on the title in different ways, as long as it makes sense. An example would be to say that the title foreshadows great possibilities but also great danger if fallen into the wrong hands.
- 1 b In this particular story, there is no information under the title that helps us understand the story better.
- 1 c There are three conflicts: first, Gopani-Kufa has to decide whom to help when he finds the antelope and the snake pinned to the tree; second, he has to overcome his fear and follow Gopani-Kufa down the snake-hole to his kingdom; and third, his daughter is caught in the conflict between love and greed.
- 1 d Learners should note most of the following events, in sequence: Gopani-Kufa finds python and antelope pinned to tree; he chooses to free the python when it promises him a reward, but is cursed by the antelope; for his reward he asks Insato for his Magic Mirror, which grants all wishes; he wishes to be as great a king as Insato and rules in peace until old age; the white man arrives and steals the Magic Mirror; Gopani-Kufa loses everything and the antelope’s curse comes true.
- 2 a Learners may fill in any relevant adjectives, for example – Beginning – honest, hard-working,

sympathetic; Middle: greedy, self-centred, power-hungry; End: defeated, regretful, powerless.

2 b Learners may give any answer, as it is a personal choice.

3 Learners may use their imagination to come up with any ending, as long as it makes sense and represents a credible outcome.

## The Enchanted Watch

### Learn about the anti-hero

- 1 a Learners may answer yes or no – as they are entitled to their opinion.
- 1 b Characteristics of a hero could include: brave, strong, good-hearted, attractive, likeable, honest, kind, reliable, trustworthy, etc.
- 1 c As the list above will differ from learner to learner, this answer will differ too, but in general the outcome should be that learners find Jenik lacking in the characteristics generally attributed to a hero.
- 1 d This answer may differ according to learners’ opinion, but in general and according to their answers in 1c, they should come to the conclusion that Jenik does not deserve the label hero.
- 1 e From experience, learners should know that the main character in a story is usually likeable and strong of character, especially in folklore.
- 2 a Jenik makes a number of mistakes, including using his watch to impress his family and community; getting the king to give him his daughter as a wife even though the princess does not love him; and telling his wife about the power of the watch. Learners may add to this list.
- 2 b Learners may give any answer, as this is their opinion. You may ask them to explain their answer or hold a class discussion about it.
- 3 Any answer that gives appropriate advice is acceptable.

## Puddocky

### Consider the role of characters

- 1 a The witch – fulfils the stereotype, for example she wants to keep the beautiful Parsley to herself; she casts a spell on the girl to take away her beauty, that can only be reversed by true love

- 1 b The King – fulfils the stereotype, for example being wise by setting tasks to ensure that the best and cleverest of his sons succeed him; demonstrating his power by having the losers drowned
- 1 c The Prince – does not fulfil the stereotype, for example by falling into despair over his chances of succeeding; being ‘rescued’ by Parsley instead of rescuing a damsel in distress himself
- 1 d The girl – does not fulfil the stereotype, for example by being the one that helps the Prince and in the end ‘rescues’ him by marrying him, whereas in most fairy tales it is the Prince that marries the damsel he has rescued.

## Short Stories

### The Sweet Scent of Money

#### Follow the dialogue

- 1 a He is reluctant, and does not really want to apologise.
- b They are all emotive words that show his anger, which heightens the conflict.
- c They raise the tension and show rising action in the plot.

#### Take a deeper look

- 1 We hear about the narrator’s relationship with his mother through his comments. He reports that she complains about his room being messy often.
- 2 She is as crazy as a fruitcake.
- 3 a Yes. He might have examined the guitar cases closer and discovered the value of the guitars earlier if they had been clean.
- b He wants her to clean it with disinfectant.
- c She answers in a tired sort of way. She now has one more thing to do. Instead of her son helping her, he is giving her more work.
- 4 No. “a boot full of junk that nobody was going to buy”
- 5 Jersey Shore is an American reality television show. The phrases create an impression of superficial people. The girlfriend is more interested in what she looks like and she complains to Gary. Gary is a bargain hunter and considers himself to be big stuff.
- 6 There is a play on the words “scent” and “cent”. The guitars were in a smelly, mouldy case – so there was a bad scent. But now that the narrator knows the real value of the guitars, he can make more money (cents) by selling them.

### Prince of Runeguard

#### Focus on genre

- 1 a The story is set in the fantasy “Village of split suns”
- b Elves and sorcerers live in the village.
- c Drake and Valtim have been cursed and are invisible now. They are trying to overturn this curse.
- d Prince Drake Runeguard, Valtim Clash, Grumblepacker are some of the names.

#### Focus on the details

- 1 “furious”
- 2 He is 11 years old. He is prince. The cook’s son is his best friend, which his father would not approve of. He has been invisible for the last three months.
- 3 The king does not approve of different classes mixing.
- 4 The point of conflict (that Drake and Valtim are invisible) is presented at the end of the paragraph once we already know a fair amount about the characters. Presenting the conflict at the end of the paragraph heightens the tension in the plot.
- 5 (Any sensible answer from the learner is acceptable that fits the characters presented already.)

### Lilith

#### Identify the key features

Key feature	Lilith
Story takes place in an unnamed place	We are not told where this story is set.
The protagonist has to deal with dark forces	There are hints that there is an unnamed force that is against Lily.
The main characters are people we can understand and identify with	Lily is a teenager with bad skin.
The main character is often isolated	Lily has no friends. No talks to her.
The story deals with the dark side of humanity	Lily wants revenge on those who have excluded her.
There are improbable events	Lily’s skin clears in an instant.
The mood is dark, foreboding and menacing.	Everything is against Lily. The story starts with her bleeding.
The tone creates a sense of dread and unease.	Her bleeding profusely to start with and Silverstein’s lack of sympathy creates dread and unease.
The third person narrator is used	Third person pronouns are used which indicate a

**Give your opinion**

(Any sensible answer from the learner is acceptable.)

**The Sentients****Learn about flat and round characters**

- 1 Mika – round character. She is shows various emotions. Initially she finds her father repulsive in his human body, but by the end, she wants to learn from him.  
Reznor – round character. Initially it seems that he does not want to help her, but by the end of the story, we realise that he does help her, but needed to disguise this action earlier.  
Mika's father – flat character. He is just presented in one way as a character.
- 2 Mika – dynamic character. She is shows various emotions. Initially she finds her father repulsive in his human body, but by the end, she wants to learn from him.  
Reznor – dynamic character. Initially it seems that he does not want to help her, but by the end of the story, we realise that he does help her, but needed to disguise this action earlier.  
Mika's father – static character. He is just presented in one way as a character. He does not change.

**The Unknown Soldier**  
**Short story template**

**Main character:** Callum

**Setting:** the library on Saturday morning

**Type of literature:** fiction

**Brief summary:** Callum's mother leaves him at the library every Saturday morning. He loves reading but would prefer to have an adventure outside the library. One Saturday a teenage boy, Neville, runs into the library trying to get away from two men who are chasing him. Callum helps Neville by dressing his wounds with pages from a library book, giving Neville his jersey and showing him how to get away, even though he is afraid to get involved. Callum gets into trouble with the librarian and is banned from the library, but Callum has had an adventure.

**Evaluation:** (learner's own answer)

**The Vendetta****Prepare to read**

- 1 a revenge  
b They behave in an antis-social way, and will probably break the law.
- 2 Learners' own answer

**Search for meaning**

- 1 The houses are compared to "wild" birds' nests. The characters lives in a sparce and desolate place, clinging for survival. The old woman acts in a wild way to effect her revenge.
- 2 a foreboding  
b It foreshadows that something terrible is going to happen – the son's death and then the terrible way in which the widow takes revenge.
- 3 They are very hardy people who live hard lives, with little concern for the law.
- 4 a irritated, unsettled, disrupted  
b The wind would make the inhabitants feel unsettled as well.
- 5 a The coast is not friendly and accessible.  
b It foreshadows the lack of support that the widow feels and her isolation.

**Sour Worms****Appreciate the characters****Zenani:**

Attitude to her grandmother → loves her grandmother deeply, even though she makes the most horrible smells;

Attitude to her sister → She is in awe of her sister, but is jealous of the attention that Nandi gets

Personality → She feels deeply, e.g. she is sad when she sees how few teeth her grandmother has

Behaviour → she buys a special gift of sour worms for her grandmother, but hides the false teeth that Nandi sends

Motive → she is jealous of the attention that Nandi gets, and wants some of that attention for herself

**Grandmother:**

Attitude to Zenani → Zenani is not the favourite grandchild, but she does still appreciate Zenani's efforts. When Zanani peels the onions, her grandmother says, "You are the best granddaughter any old woman could ever want."

Attitude to her sister → She misses her sister more than her teeth.

Attitude to Nandi → She treats Nandi in a special way, and is excited that Nandi is coming for her birthday. She goes to special effort for Nandi. When her teeth are pulled, she said "what a fine grandchild Nandi is".

Personality → She is loving and forgiving.

Behaviour → She forgives Zenani and includes her again, even though Zanani hid her new teeth.

Motive → She does appreciate Zenani and knows that Zenani felt excluded.



# Poetry

## Grannie

### Empathise with the experience

- 1 a The poem is about the narrator's grandmother and her love for the narrator: he remembers her as she was when he was a little boy and then he remembers seeing her when he was an adult and an injured soldier.
- b The message of the poem is that although the grandmother had become old and frail, her love for the narrator was still as powerful and important as it had been when he was a little boy.
- c The subject of the poem supports the message by focusing on how the narrator saw his grandmother when he was a little boy and how different she seemed after he had grown up.
- d Yes, because first person narration makes it very personal.
- 2 a The mood at the beginning is warm, safe and gentle.
- b line 22
- c The mood just before the end is hesitating and surprised, when the narrator realises that his grannie is not the huge grannie he remembers. At the very end, the mood is warm again and happy.
- d Yes, because it suggests the narrator's surprise and disappointment, and his realisation that he has grown up and is now an adult. His grannie will no longer protect him, but she will still love him.
- 3 a The simile is that the grandmother's love is like a shawl. A shawl makes the person wearing it warm. It is also very soft and protective. The grandmother's love also makes the narrator feel warm and cared for; her love is very comfortable and makes the boy feel safe. The simile conveys this meaning very neatly.
- b The grandmother is likened to a mountain in line 10: a mountain that will protect the narrator from his own fear. The image of the mountain suggests that the boy sees his grandmother as big and powerful, and able to protect him.
- c If the father is the source of the fear in line 10, then the narrator's relationship with his father is

not a loving one. The narrator as a little boy fears his father.

4

This line summarises the poem because it demonstrates the narrator's realisation that he has grown up while his grandmother has grown old. It shows the narrator comparing his memory of his granny with the actual person, and noticing a big difference.

5

The narrator mentions that "years later war broke out" – meaning "years later" after he had left his granny when he was eight years old – and he "became a soldier and was wounded while in France". He also says that he wrote to her when he was "in hospital" back home. The combination suggests that the setting of the poem is either around the First World War (1914-1918) or the Second World War (1939-1945) because both of those wars involved a great deal of fighting in France. The fact that the narrator writes to his grannie (rather than phones or emails) also suggests that it is not set in the recent past. It is also natural to assume that the narrator is probably British (although he could be American), and therefore that the setting is in Britain.

### Write a poem

- 1 Any sensible attempt by the learner should be accepted.

### To Philip

### Study the structure

- 1 The speaker is the girlfriend or boyfriend of Philip.
- 2 The subject of the poem is a boy called Philip and the narrator's distress that she and Phillip have broken up.
- 3 "It seems just yesterday" line 1
- 4 a three
- b The pace of the first sentence is slow. The narrator and Philip are not in a hurry.
- c The poet creates the feeling of not being in a hurry because it makes the reader feel relaxed and happy, and increases the contrast between



the first part and the second part – e.g. lines 9-10 which are abrupt and fast.

- 5 The use of the colon in line 9 shows the break between the happy, relaxed mood in the first part, in contrast to the anxious and unhappy mood in the second part. The vowel sounds in the first part are often long, e.g. "blue", "cool", "soaked", whereas the vowel sounds in the second part are often short, e.g. "sit", "sweat", "forgotten". The shorter vowel sounds make the pace speed up and the tone change from relaxed to frantic (in the last line).
- 6 The image of the narrator sitting and sweating in school is familiar to readers and will immediately help them to identify with her.
- 7 The narrator addresses Philip directly, uses "oh", and uses elevated or poetic language with an exclamation mark -- "how I think of you!". This conveys the narrator's emotion well.

## busstop

### Compare poems

- 1 The subjects of the two poems are similar because they are probably both narrated by a teenage girl, and focus on the narrator's feelings for a teenage boy. Both narrators are disappointed in their hopes for a romantic relationship with the boy.
- 2
- a These words all suggest a warm and loving romantic relationship.
- b The words "and then" could lead on to something romantic, such as that the boy takes the girl's hand or kisses her, but instead, the narrator's dreams are brought back down to earth by her embarrassing fall on her face.
- c The words "i tripped" are on a separate line because the writer wants to emphasise them, and set them in contrast to the "haze of rosy dreams" that had gone before.
- d The last line "flat on my stupid face" makes the reader smile, first of all, because seeing someone fall is often funny, especially when they have not been badly hurt. After that, the reader feels empathy for the narrator – the experience of doing something embarrassing like falling is familiar to most people, and so the reader feels sorry for the narrator and how embarrassed she feels.

- 6 Any sensible attempt by the learner should be accepted, as long as it meets the criteria mentioned.

## Childhood

### Explore the imagery

#### 1a literal

b literal

c literal

explanation for a, b, c: These are all real things that many adults experience as they get older.

- d figurative: Great-Aunt Etty's friend is both helpless (she finds it difficult to find her beads) and figuratively helpless – because she cannot help getting old, just as the narrator cannot help being young.

#### 2 a simile

b The blood vessels ("veins") in adults' hands are being compared to "small fat snakes".

c They are similar in shape and size.

d Yes, because the simile immediately gives the reader an image of an older person's hands with the veins showing in lumps or ridges on the tops of their hands.

e Snakes are often scary but these snakes are "small" and "fat" so the veins are not scary. Instead I feel sorry for the older people because they have these snakes on them, and can't get rid of them.

- 3 a The narrator suddenly saw that someone she thought was "grand" and "grown-up" was struggling with a task that she herself would find easy (because she is agile enough to kneel on the floor and has good enough eyesight to spot the beads easily). She realises that being a "grown-up" and growing older is something that adults have no control over.

b About 7-10 years old perhaps.

c negative: it implies a struggle to find something in the dark

- 4 a The elderly are helpless because they cannot help getting older, and losing their faculties (like hearing, sight) and bodily strength and flexibility.

b Young children are helpless because they sometimes cannot feed or dress themselves, they cannot drive or earn money. They depend on their parents to look after them and provide for them.

## Teachers

### Discuss the dialogue

- 1 The poem starts and ends with "Rodge said" and the rest of the poem in between is the words that Rodge said. Within that structure, Rodge says something as himself (lines 2-5), then he imagines what a teacher might say (lines 6-7), then he imagines what he would reply (line 8) and then again what the teacher's reply might be (line 10). Rodge then imagines a different way the imagined dialogue between himself and teacher might work out (lines 11-15).
- 2 Rodge thinks that teachers are impossible to please because whichever way a child responds to the teacher's (rhetorical) question ("Would you do that sort of thing in your own home?"), the teacher wants the child stop jumping up and down on a chair. Whatever the child's response, the teacher's response is always to ask the child to stop jumping up and down.
- 3 Any sensible comment by the learner should be accepted.
- 4 Any sensible dialogue by the learner should be accepted.

## Travels

### Plot the route

- 1a 1 island (Robinson Crusoe's island); 2 Middle Eastern city in a country with Muslim inhabitants; 3 China; 4 Africa; 5 Egypt; 6 India; 7 Egypt
- b 1 because line 4 mentions islands and line 6 mentions "Crusoe"  
2 because the cities are in the East, near a desert, and they have bazaars or markets  
3 because China is explicitly mentioned in line 13  
4 because it's a hot place, with forests and mountains, and it has "apes" and the people are "negroes"  
5 because the Nile river is mainly in Egypt  
6 because tigers are mainly found in forests (or jungles) in India, and a palanquin is a kind of vehicle used in India  
7 because Egypt is explicitly mentioned in line 46
- 2 a The narrator is a child because line 39 says "There I'll come when I'm a man" so the narrator is clearly not yet an adult. The narrator is also

interested in the toys belonging to "the old Egyptian boys" rather than in their weapons, architecture, books or furniture, which might be more interesting to an adult.

- 3 Any suitable description in paragraph form by the learner should be accepted.

## Going up going down

### Enjoy the poem

- 1 The narrator starts the poem by saying "in the big city in the shopping malls" and then notes that "Father" calls them "skyscrapers". This suggests that the narrator is not familiar with very tall buildings and that is why they're exciting.
- 2 The children play the lifts by riding them up and down as fast as possible – making them go from the top to the bottom without stopping. This makes their stomachs feel very strange.
- 3
  - a alliteration with "d"
  - b metaphor
  - c The children are likened to snakes as they make their way past the security guards who should prevent them from getting into the lifts.
- 4
  - a excitement
  - b The poet has not used punctuation up to this point because he/she wants to convey the rush of the children into the lifts and again as they travel in them, up and down. Punctuation would slow the pace of the poem when it should be fast.
- 5 The children's game includes the security guards – it wouldn't be nearly as much fun if the security guards couldn't see them in the lifts doing what they shouldn't. That is why the narrator likes "the fish-bowl" lifts best.
- 6 These words are written in an unusual way because they demonstrate how the narrator's stomach feels as he/she rides up in the lift very fast, and then down in the lift very fast – it feels like his/her stomach has been left behind each time, and isn't in its usual place.
- 7
  - a stomach
  - b It has been scrambled up to show that the narrator didn't feel like his/her stomach was in its usual place. It takes a little while for his/her stomach to settle down, after writing in the lift so fast. The

scrambling of the spelling of the word mirrors the way that the narrators' stomach feels.

### Write your own shape poem

- 1 Any suitable attempt by the learner should be accepted.

### The Birth of Shaka

#### What I know

Poet: [cannot be mentioned for reasons of anonymity]

Title: The Birth of Shaka

Type: epic

#### What I think

Message: Shaka was born to lead

Theme: power, fate

Structure: 6 stanzas

Similes: Line 14: Shaka's muscles are likened to the bark of a tree. Line 17: Shaka's nerves are likened to sharp thorns.

Metaphors: Line 2: Shaka as a baby is likened to a lion cub. Line 6: the gods boil his blood in passion, as though it were a clay pot. Passion is therefore likened to a clay pot. Line 10: Shaka's heart is likened to an ox shield, because it will protect him and be strong. Line 12: ancestors work on his muscles as though they were working on a piece of iron in a forge. Line 19: Shaka's eyes are likened to lanterns. Line 21: white people coming to South Africa are likened to white swallows coming across the sea.

Sound devices: Line 5: assonance ("neck", "lioness", "fatherless"). Line 7: alliteration ("boiled his blood"). Line 8: alliteration ("pot of passion"). Line 11: alliteration ("foil every foe")

Rhythm and rhyme: This poem is rhythmical without having a formal rhyme structure.

I enjoyed/did not enjoy this poem: Learner's own response.

### African Thunderstorm

#### Explore the poem

- 1
  - a Setting and subject: the poem is set in Africa and it's about a thunderstorm.
  - b Any suitable words from the learners should be accepted.

- c Fast or at least fast in places, slow in others.
- d a rhythm with very defined thumps and bangs
- 2 The list below is not exhaustive: some but not all examples have been listed. Other sensible answers should be accepted.
  - a Personification: line 2 ("clouds come hurrying"), line 10 ("pregnant clouds")
  - b Simile: line 6 (clouds are likened to a "plague of locusts")
  - c Metaphor: line 33 (the storm is likened to an army on the march)
  - d Punctuation: There is no punctuation other than the final full stop. This suggests the speed of the approaching storm.
  - e Diction: The diction is not very high, but there are some high phrases, e.g. "the *din* of whirling wind" (line 19), or "*whilst* trees bend" (line 26).
  - f Onomatopoeia: lines 14, 25 ("the wind whistles by") and line 22-23 ("dart about in and out").
  - g Structure: The poem has mostly quite short lines which lend it pace. The longer lines at the end help to slow it down and give the impression that the storm has settled over a village. The repetition of "the wind whistles by" divides the poem into three sections: lines 1-14, lines 15-24 and lines 25-33.

## For the Right Reasons

### Explore the characters

1 Learners to provide any relevant evidence from the story.

Character's name	Round/flat	Evidence from the story
Shakes	Round	"Noooo! I am a nice person. Aren't I?"
Eddie	Round	"It doesn't matter what you believe. Come."
Archie	Round	"I don't believe this boy."
Daphne	Flat	"Get out of my sight. You are not a nice person."
Principal	Flat	"Well, then, it's clear what's happening here."

2`

