

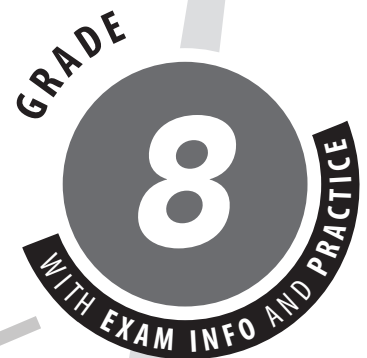
OXFORD
Successful

English

TEACHER'S GUIDE

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OXFORD
UNIVERSITY PRESS
SOUTHERN AFRICA

Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, Cape Town, Republic of South Africa
P O Box 12119, N1 City, 7463, Cape Town, Republic of South Africa

Oxford University Press Southern Africa (Pty) Ltd is a subsidiary of
Oxford University Press, Great Clarendon Street, Oxford OX2 6DP.

The Press, a department of the University of Oxford, furthers the University's objective of
excellence in research, scholarship and education by publishing worldwide in

Oxford New York

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Argentina Austria Brazil Chile Czech Republic France Greece
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Published in South Africa
by Oxford University Press Southern Africa (Pty) Ltd, Cape Town

Oxford Successful English Grade 8 Teacher's Guide
ISBN 978 0 19904 955 4

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First edition 2013

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Commissioning editor: Niccola Perez
Managing editor: Deidre Mvula
Editors: Heather Thorne and Lauren Davey
Designer: Judith Cross
Cover designer: Judith Cross

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Section 1	Series approach

Oxford Successful English Grades 7–9: the series

An overview

Oxford Successful English has been developed to meet the general aims of the National Curriculum and Assessment Policy Statement (CAPS) document and the specific aims of the subject, English First Additional Language. The course will help teachers and learners to be successful and to enjoy their work.

The series provides a Learner's Book, Literature Anthology and a Teacher's Guide for each year of the Senior Phase.

- Language and vocabulary prepare learners for using English as the Language of Learning and Teaching (LOLT).
- Support and extension (challenge) activities for learners throughout the course.
- The use of colour in the Learner's Book and helps the development of visual literacy and adds interest for learners.
- The Literature Anthology provides additional support for the understanding and appreciation of key literature genres.
- Structured and comprehensive Teacher's Guide with detailed teaching notes and guidelines on assessment.
- Helpful notes on teaching methodology in the Teacher's Guide.
- Photocopiable planning and assessment tools in the Teacher's Guide assist teachers with planning and save time.

Key features of the series

- Meets all requirements of CAPS teaching plans and provides additional material for support and extension.
- The Learner's Book provides a diverse range of texts at the correct level.
- Language structures are introduced in listening and reading texts and then taught explicitly.

The National Curriculum and Assessment Policy Statement (CAPS)

This series is based on the following documents for the new curriculum:

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

- the National Protocol for Assessment Grades R–12
- the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12.

The following table shows how these documents repeal and replace previous curriculum documents:

Curriculum from January 2012 onwards	Curriculum prior to January 2012
National Curriculum Statement Grades R–12 (January 2012)	<i>Revised National Curriculum Statement Grades R–9 (2002) Government Gazette no. 23406 of 31 May 2002 and the National Curriculum Statement Grades 10–12 (2004) Government Gazette nos. 25545 of 6 October 2003 and 27594 of 17 May 2005</i>
National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012) ¹	<i>Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12 National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) published in Government Gazette no. 27819 of 20 July 2005 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 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</i>
National Protocol for Assessment Grades R–12 National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12	<i>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 Grades R–12, published in Government Gazette, no. 29467 of 11 December 2006</i>
Guidelines for Inclusive Teaching and Learning (2010)	<i>Guidelines for Inclusive Teaching and Learning (2010)</i>
Key differences between the previous curriculum and the National Curriculum and Assessment Policy Statement (CAPS) in the Senior Phase	
National Curriculum and Assessment Policy Statement (CAPS)	Previous curriculum
Critical Outcomes with Developmental Outcomes infused in the content	Critical and Developmental Outcomes
Content areas with general and specific aims (referring to content knowledge and assessment tools)	Learning Outcomes and Assessment Standards
Subjects: <ul style="list-style-type: none"> • Home Language • First Additional Language • Mathematics • Natural Sciences and Technology • Social Sciences • Life Skills (Creative Arts, Physical Education and Personal and Social Well-being) 	Learning Areas: <ul style="list-style-type: none"> • 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

Languages in CAPS at Senior Phase

Principles of the CAPS

Oxford Successful English is based on the principles of the CAPS. These principles include:

- access to education that is equal and that redresses past imbalances
- promotion of teaching methodology that is active and effective to replace outdated styles of rote teaching
- a high standard of academic attainment, with clear progression from grade to grade
- education 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 values of South Africa's unique history and respect for its constitutional values.

The values in the South African Constitution form the basis of the country's educational policy and its CAPS. As such, Oxford Successful English 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 Oxford Successful English

The Oxford Successful English 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 also addressing the needs of learners who might study through the medium of English, which is their first additional language
- by helping learners to meet and exceed the required standards
- by providing structured teaching plans for one week 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 providing support for learners who need additional practice
- by raising the expectations in terms of the number and complexity of tasks to be completed, as the year progresses
- 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 monitor the progress of learners
- 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 allocations for Senior Phase subjects

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

Subject	Teaching hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5

Time allocations for First Additional 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 First Additional Languages in the Senior Phase.

Skills	Time allocation per two-week cycle		
	Grade 7	Grade 8	Grade 9
Listening and speaking (oral)	2 hours	2 hours	2 hours
Reading and viewing	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)	3 hours 30 min (1 hour 45 mins for comprehension and 1 hour 45 mins for literary texts)
Writing and presenting	2 hours	2 hours	2 hours
Language structures and conventions*	1 hour (integrated within the time allocated to the four language skills)	1 hour (integrated within the time allocated to the four language skills)	1 hour (integrated within the time allocated to the four language skills)

* Language structures and conventions and their usage are integrated within the time allocations of the four language skills, but 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.

Themes and topics in Grades 7–9

The themes and content has been carefully selected to support principles like human rights and the protection of the environment, which underpin the Constitution.

Themes and topics move from the familiar. In every theme there are links with other subjects in the Senior Phase so as to build up language and vocabulary skills for use in other subjects as well. Here is a table with the themes for the phase:

TERM 1		
GRADE 7	GRADE 8	GRADE 9
Our Stories	Negotiating your way	You choose it's up to you
The language of feelings	The power of speech	Tell us about it
Speak about it!	Roles we play in life	Check it out
Voices from Africa	Language in the media	What happened next?
Friends and relationships matter	Language for different purposes	What's up in the news

TERM 2		
GRADE 7	GRADE 8	GRADE 9
Laughter is the best medicine	Getting there	Voices from Africa
What's new in the news?	Language helps to overcome barriers	Do you believe it?
Instructions for life	Questions and answers	Past, present and future
Dramatically speaking	Words of advice	The future

TERM 3		
GRADE 7	GRADE 8	GRADE 9
Collecting information	My life, your life	The road ahead
Sport and leisure in literature	What a disaster!	Looking ahead
Let's hold a meeting	Looking into the past and the future	Making choices
News!	Tell me something!	Talk through your differences
Dancing through literature	Share your feelings	Tell your story

TERM 4		
GRADE 7	GRADE 8	GRADE 9
The power of words	What's news in the world of sport?	Go green!
Technology at its best and worst	Learn about life through literature	Talk about it
The art of communicating	City life in literature	Unheard voices
Look back, look ahead	Preparing for the exams	Exam Revision

How Oxford Successful English Grade 8 is organised

Oxford Successful English Grades 7–9 is a comprehensive course, which provides for all the needs of English First Additional Learners in Grades 7–9. Themes and activities have been carefully chosen to meet the requirements of the new CAPS and to stimulate the interest of learners at this level. Detailed support is provided throughout the series to help learners develop their skills. Much attention has also been paid to the key area of vocabulary development and the processes of listening and speaking, reading and writing. Features of different types of texts are highlighted so that learners soon become familiar with them. Language structures and conventions are taught explicitly and they are also built into all the reading texts and writing activities.

Oxford Successful English meets all the requirements of the suggested CAPS teaching plans, but it also provides additional support for learners who need

more help, as well as challenges and extension for learners who are progressing at a faster pace.

What Oxford Successful English provides

The components

Grades	For the teacher	For the learners
7, 8 and 9	Teacher's Guide	Learner's book for each grade Literature Anthology (for independent and extended reading)

The components in this series (Learner's Book, Literature Anthology and Teacher's Guide with a data CD) work together.

What else will learners need?

Learners need the following resources:

- an exercise book for written activities
- scrap paper for drawing and creative work
- as much additional reading material as possible
- audio and video tapes with films and stories, if possible.

What will the teacher need?

The teacher needs the following resources:

- the CAPS document for English First Additional Language (Senior Phase) on a data CD
- National Language in Education Policy document
- the prescribed language textbook used by the learners as well as additional textbooks as additional resources

- a core reader with the recommended literature text types
- dictionaries and other reference books
- the Teacher's Guide and a teacher's resource file.

How Oxford Successful English is organised

Oxford Successful English is organised into 18 units, which correspond with two-week cycles in the CAPS' teaching plans, as shown in the table below:

Term	Weeks	Units in Oxford Successful English
1	Weeks 1–10: 5 two-week cycles for teaching and learning	Units 1–5 Term 1 Revision Test
2	Weeks 1–10: 4 two-week cycles for teaching and learning 1 two-week cycle for Mid-year exam papers	Units 6–9
3	Weeks 1–10: 5 two-week cycles for teaching and learning	Units 10–14 Term 3 Revision Test
4	Weeks 1–10: 4 two-week cycles for teaching and learning 1 two-week cycle for End-of-year-exam papers	Units 15–18

Each two-week cycle is carefully structured. Language structures and vocabulary are introduced in Listening and Reading texts and through pictures and other visual texts like maps and diagrams. Learners then find out more about the structures as they are explicitly taught in focused activities. After that they apply what they have learned in oral and written activities.

Planning

Oxford Successful English has been carefully planned and structured to cover the content, skills and strategies given in the CAPS teaching plans and provide further material for extension and enrichment.

Firstly, this Teacher's Guide provides a range of Planning tools to help you plan your year. The following tools can be found in Section 2 of this Teacher's Guide (Planning tools):

- overview plan for the year
- detailed teaching plan for each two-week cycle
- plan for the Formal Programme of Assessment
- example teaching plan for one week.

In Section 4 of this Teacher's Guide, detailed teaching plans are provided for each unit. Each unit starts with an overview of the suggested teachings plans for the two-week cycle. A weekly plan for each teaching week of the year with suggestions about how much time to spend on each activity as per the CAPS requirements is then provided. However, there is also some flexibility, as not all classes will work at exactly the same pace. Your timetable may allow for a double period every week and this would be ideal for teaching Reading or for longer

writing activities. You can also break up activities into several shorter lessons. For example, additional activities (also in the Reading Book) are provided for learners who complete their work early. Also provided is a list of key vocabulary at the beginning of each weekly plan for easy reference.

A summary overview of each two-week cycle is provided at the beginning of each unit in the teaching guidelines of the Teacher's Guide. The extract below from this summary overview, shows the information that is provided:

- information about the activities that develop skills – these activities correspond to the skills in CAPS
- information about the texts that can be used from the Literature Anthology
- a summary of the formal and informal assessment activities in the two-week cycle
- links to other subjects in the Senior Phase
- information about inclusivity which relates to specific activities in the cycle.

Below is an example from an overview from Grade 7 which shows the CAPS coverage for a two-week cycle.

Unit 1 Our stories

Unit overview		
Term 1	Week 1	Week 2
Resources	Learner's Book pp. 7–15 Literature Anthology	Learner's Book pp. 16–17 Literature Anthology
Additional resources (optional)	Magazines, newspapers and books	Magazines, newspapers and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> • Introductions: Self or others: Teach features and conventions of introduction, language use Activity 3 <ul style="list-style-type: none"> • Listen to a short story: Identify main and supporting ideas from a short story, take notes, share ideas and experiences and show understanding of concepts 	Activity 9 <ul style="list-style-type: none"> • Story telling: Teach conventions of storytelling: Speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture; tell story from own experience
Reading and viewing	Activity 5 <ul style="list-style-type: none"> • Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index • Reading comprehension and reading strategies: Skimming and scanning, intensive reading, visualisation, inferring meaning and conclusions, fact and opinion, meaning of words 	Activity 7 <ul style="list-style-type: none"> • Literary text: short stories/folklore: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme • Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluation) • Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index
Writing and presenting		Activity 8 <ul style="list-style-type: none"> • Write a narrative/descriptive paragraph: Paragraph conventions: Topic sentence of paragraph, main and supporting ideas, use conjunctions for cohesion, explain requirements of text such as telling a story, use appropriate words and style, write in the past tense • Focus on process writing: Planning, drafting, revision, editing, proof-reading and presenting • Writes a story based on a personal experience • Remedial grammar from learners' writing
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> • Spelling and punctuation: Full stop, comma, colon, semi colon, capital and small letters; Dictionary use and spelling rules Activity 5 <ul style="list-style-type: none"> • Vocabulary in context 	Activity 6 <ul style="list-style-type: none"> • Sentence level: Simple sentences, statements, simple present tense, simple past tense Activity 7 <ul style="list-style-type: none"> • Vocabulary in context Activity 8 <ul style="list-style-type: none"> • Reinforcement of grammar covered in previous phase • Spelling and punctuation: Full stop, comma, colon, semi colon, capital and small letters, dictionary use and spelling rules • Remedial grammar from learners' writing
Informal assessment:	See suggestions for informal assessment within this unit.	
Links with others subjects:	Life Orientation, Social Science, Arts and Culture	
Inclusivity:	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching EFAL with Oxford Successful English in the Senior Phase

Language is critical for thought and communication. Learners who have a good command of language are able to express themselves well, interact effectively with others and access information from different sources.

For many learners English First Additional Language is the language of learning and teaching and learners need to become proficient in the use of English in order to engage meaningfully with all their subjects. Oxford Successful English offers a course that will aid learners in their acquisition of key language skills, both for their understanding and enjoyment of English as a subject, and also as a vehicle for studying other subjects at school.

Oxford Successful English supports the learners with a text-based approach to language learning and the course provides a rich resource of materials for learners to read and engage with. The communicative approach of Oxford Successful English ensures that learners are exposed to a diverse range of materials through which they can develop and consolidate their key language skills.

The process approach to language learning that underpins the CAPS document has been infused throughout these learning materials with the intention of supporting learners through every step of their learning. The process approach is scaffolded across each grade and within the phase to encourage learners to apply prior knowledge and build on existing skills. The process approach is clearly identified in the Learner's Book and supported with clear guidance in the Teacher's Guide.

All the key skills of language have been addressed in detail in each unit of the Learner's Book according to the time allocations identified in the CAPS document. The different key skills are clearly indicated with skills headings and activity headings. The layout of these learning materials follows a predictable pattern to help learners feel secure about their learning experience.

For each Teaching cycle a breakdown of activities over a two-week period is suggested in the Unit opener of each Unit. These activities match the requirements of the CAPS document for each Teaching cycle and both learners and teachers can be confident that each unit covers the requisite key skills as specified by the CAPS document. Activities related to Language structures and conventions are infused in all the activities as well as being addressed through specific focused activities. The Language boxes have been provided to support learners in their acquisition of key language skills and to provide a useful resource for revision purposes.

The Oxford Successful English course is supported by a Core Reader which provides carefully selected and graded reading resources for the folklore, poetry, short stories and drama. It is suggested that this Literature Anthology is used alongside the Learner Book as a source of reading materials for independent and extended reading. The table on the next page indicates how the texts in the Literature anthology support the genre-focus of each teaching cycle.

Literature Anthology Genre Table

CAPS reference	Text Type	Title	Literature anthology page reference
As required by the submission criteria for Core Readers.	Folklore	The man who had a tree growing out of his head	10
		A Roman legend	15
		The day humans met Fire	21
		The rabbit and the tiger	27
		The clever hare	27
		The three sillies	34
		How Prometheus made humans and gave them fire	41
Term 1: Weeks 3-4	Poetry	Dance of the rain	50
Term 1: Weeks 5-6		Not Him	53
Term 1: Weeks 7-8		Friendship	56
Term 1: Weeks 9-10		Chameleon	59
Term 2: Weeks 3-4		Verbs	62
Term 2: Weeks 5-6		I wish I could sing	65
Term 2: Weeks 7-8		Two worlds	68
Term 3: Weeks 1-2		Prayer to laughter	71
Term 3: Weeks 3-4		Snow	74
Term 3: Weeks 5-6		Cape Flats	74
Term 3: Weeks 7-8		A praise song for Nelson Mandela	77
Term 3: Weeks 9-10			
Term 4: Weeks 1-2			
Term 4: Weeks 3-4			
Term 4: Weeks 5-6			
Term 1: Weeks 1-2	Short story	I thought drunkards were never heroes!	84
Term 1: Weeks 5-6		In memoriam	88
Term 2: Weeks 7-8		Love is proved in the letting go...	93
Term 3: Weeks 5-6		The story teller	98
Term 3: Weeks 7-8		Rammuthi and the crocodile	106
Term 3: Weeks 9-10		Johanna	113
Term 4: Weeks 3-4			
Term 1: Weeks 5-6	Play	Mimi, E-2.0, and the gang	122
Term 2: Weeks 5-6			
Term 3: Weeks 1-2			
Term 3: Weeks 3-4			
Term 3: Weeks 5-6			
Term 4: Weeks 3-4			
Term 4: Weeks 5-6			

Using the Literature Anthology (Core Reader)

A Core Reader for Grade 7, Grade 8 and Grade 9 is provided as part of this course. This Literature anthology provides a rich variety of reading material and activities in four of the five literary genres prescribed for study in the Senior Phase:

- Folklore
- Poetry
- Drama
- Short stories

How to teach each genre

Some learners find literature difficult, and it is not easy to teach. However, learning about literature helps learners to develop a deeper understanding of a language so that they can use the language themselves in a more imaginative and meaningful way. Literature can also be entertaining and provide a lot of ‘food for thought’, which learners can enjoy.

In order to be able to enjoy their study of literature, learners need to develop the skills to interpret texts for themselves. For this reason we have provided plenty of support and information, at the right level, for learners in the Literature anthologies. Literature is not about right answers, it is about interpreting texts and then being able to justify this interpretation.

The Literature anthologies provide detailed information about the features of each genre. Each reading passage or poem in the Reader is supported by notes as well as interesting activities to help learners develop an understanding of each genre.

You should make every attempt to read to the learners every day and allow them time to read in class as well. Allow learners to read independently from their Literature anthologies and try to provide other materials for them to read as well. Encourage them to write their own stories and poems for their own pleasure as well. These can also be circulated in class to provide additional reading material.

The following is a list of all the aspects of each genre covered in the Literature anthology.

Poetry

The poems provided in the Literature anthology provide material for teaching the following aspects of poetry:

- Literal and figurative meaning
- Mood, tone
- Theme and message
- Internal structure (imagery/figures of speech, word choice, sound devices, rhetorical devices)
- External structure (lines, words, stanzas, rhyme, rhythm, repetition, enjambment)

Drama

The play provided in each Literature anthology provides material for teaching the following aspects of drama:

- Dramatic structure (plot and sub plot – exposition, rising action, conflict, falling action, denouement, foreshadowing, flashback), ironic twist, dialogue
- Characters and characterization
- Narrator
- Theme, message
- Setting/ background
- Mood, tone
- Stage directions
- Genre/types

Short stories and folklore

The Short stories and Folklore provided in the Literature anthologies provide material for teaching the following aspects of short stories and folklore:

- Structure (plot and sub plot – exposition, rising action, conflict, falling action, denouement, foreshadowing, flashback), ironic twist
- Characters and characterization
- Narrator
- Theme, message
- Setting/background
- Mood, tone
- Stage directions
- Genre/types
- Suspense and surprise

Please refer to the detailed notes on all of these aspects of each genre in the Core Reader.

Reading comprehension

In the Senior Phase learners need to start reading for comprehension by themselves but at the beginning of each year you may find that the learners benefit from some shared reading.

The comprehension questions are varied and graded according to cognitive levels. We start with simple questions that require learners to find specific items of information and then move up towards questions that require them to infer and analyse information. We have introduced different types of questioning as well, for example True/False questions, multiple-choice questions and gap-filling questions.

Reading aloud

Learners will be assessed on their abilities for reading aloud both prepared and unprepared texts. They will learn to read different types of texts too – stories that need to be read with lots of expression, and information texts that need to be read more slowly and very clearly.

Learners need to learn about tone of voice, pacing and projecting their voices. Fluent readers scan several words at a time while they read so that they know what is coming. This enables them to change their tone of voice according to the meaning of what they read. This important skill is learned through practice.

Reading aloud is best done as part of group or pair work. Reading aloud to the whole class can be very intimidating for individual learners and very boring to all the other learners who have to listen if the texts are not well read. You should also try to spend time with individual readers when you can.

Visual literacy

Learners are expected to read many different types of texts and many of the texts have photographs, illustrations and/or diagrams which support the texts. Learners need to develop visual literacy in order to view these visual elements. This in turn will help them to understand what they are reading.

Learners will also gradually learn to be critical when they view texts. For example, they need to become aware that some illustrations show stereotypes. They need to become aware of the way in which advertising appeals to our emotions and attempts to persuade us to buy and do things.

Vocabulary in context

Most reading texts are supported with glossary boxes to help learners understand new vocabulary in context. There are also numerous dictionary skill activities for learners to engage with new words, root words and how words are related to one another.

Dictionary skills

Learners should have access to dictionaries in the classroom. They can use bilingual dictionaries (in which words are translated from one language into another language) and monolingual dictionaries (in which words are explained in one language). They will have developed some dictionary skills in the Foundation Phase, but they will need to develop these skills further in the Intermediate Phase. Good dictionary skills will help them cope with language in their other subjects as well.

If dictionaries are not available, you can use the dictionary entries in the Learner's Book to teach dictionary skills. These entries have been designed to reflect realistic dictionary entries. You could also start a list of challenging new words for the class. Make a poster or dedicate part of the board in the class for this purpose. Try to add words every day and write short definitions of the words.

Teaching writing and presenting content and skills in Grade 8

To become good writers, learners need to develop a wide vocabulary and learn to write different types of texts.

Oxford Successful English teaches learners to recognise and write different types of texts (genres). To do this, we guide learners through every step of the writing process.

Writing as a process

Oxford Successful English treats writing as a process, which consists of a series of steps. These steps are introduced systematically from the beginning of Grade 4. They are as follows:

Plan ⇒ Draft ⇒ Edit ⇒ Revise ⇒ Present.

We provide guidance and support for these steps in the Learner's Book.

Shared writing

We would also encourage you to do shared writing activities when you have time. Shared writing is best done with small groups of learners. For example, you can write a story together. Let the learners give you ideas. Discuss the ideas and then write the story up on the board or a sheet of paper once you have agreed on the content. Write the story as you agree on each part of it.

You can also write poems with the learners like this: Write a line and then ask the learners to think of the next line which has the same number of syllables and a rhyming word at the end of it.

Writing acrostic poems is another good way to develop vocabulary. These are fun and easy to do. Choose a word and write the letters of the word in a vertical list. The learners then have to think of words that begin with each of the letters in the word you have chosen. The words should also have something to do with the topic. Writing acrostic poems using the letters in names is usually very popular, for example:

- L ovely
- E nergetic
- B eautiful
- O rganised.

You can also write information texts together in this way. First, ask the learners for ideas about information that they think should be included. Then, organise this information on the board. Use simple mind maps or lists. Afterwards, ask learners to suggest a heading for each section of the information. Then, write the text. Learners suggest text to write under each heading.

Features of texts

Learners will be taught a range of different texts in the Senior Phase. They need to recognise the features of these texts (or genres) and how these features work. For example, they will learn that for a narrative essay they should use the past tense and that a formal letter has a certain format and is usually short and formal.

Please refer to the summary of texts in Section 3.1.2 of the CAPS document for further information.

Spelling and punctuation

Spelling and punctuation activities are provided as standalone activities and also infused into other activities where learners can work on these key skills in the context of the different key skills of Reading and viewing and Writing and presenting. Encourage learners to practise their spelling regularly. They can work in small groups, in pairs, or alone, and play games to practise. For example:

- Write a word, cover it and try to write it again without looking.
- Write a word, erase the vowels and let your partner complete the word. Do the same with consonants.
- Jumble up words and write the words correctly.

Teaching language structures and conventions in Grade 8

In each two-week cycle you will teach and revise several language structures and conventions, according to the plans provided in CAPS. In Oxford Successful English we have provided focused Language guidance and activities in each unit, over and above the language structures that are integrated in reading and listening texts and activities. Guidance on the more challenging aspects of Language Structures and Conventions has been provided to help learners with the acquisition of new grammar and the revision of grammar they have learnt in previous grades. The Language Box features are provided to assist learners with easy-to-find revision tools for exam preparation.

The Language activities provide the formal instruction that learners need in order to learn how to use these structures when they speak and write English. Research shows that some formal instruction is necessary, but that the formal instructions should not be given out of context. It is not helpful to just teach grammar rules without teaching learners how to apply these in context.

So in Oxford Successful English the structures are introduced through texts that the learners read and listen to. These texts provide the context for learning about

language in a communicative way. Learners then practise using these structures in the oral and written activities that follow.

Extension (Challenge) and support activities

We have provided extension and support activities (called Challenge and Support in the Learner's Book) in most of the two-week cycles in the Learner's Book. These activities have small icons next to them in the Learner's Book.

You can choose to use these additional activities when you have time in the class. You could, for example, let a class finish an exercise for homework and then use the remaining time in the period for challenge or support activities. Or you may decide to let the learners who struggle do the extra help activities at home, etc. It is really up to the individual teacher, because situations in Grade 7–9 classrooms differ vastly from one another throughout the country.

Multimedia

In each unit the suggested extra resources include written texts from a variety of different source. These resources will help to enrich the learners' reading experience and expose them to different examples of the various text types they study in the year. You should collect a variety of suitable media materials: newspapers, magazines, brochures, flyers, advertisements, posters and notices from materials available in your community.

Classroom management

Good classroom management, including structure and a predictable routine, helps learners to feel safe and secure enough to express themselves and develop to their full potential.

Managing large classes

Large classes are a reality faced by many teachers in South Africa and in other countries. Teachers have approached the challenges with dedication and innovation and have developed strategies to enhance teaching and learning. Some of these strategies are:

- having a predictable routine and structure to the day
- allocating roles and responsibilities to specific learners, and rotating these roles and responsibilities regularly so that everyone has a turn

- tracking of learners' responses (verbal, oral, practical, written) on an ongoing basis to assess and monitor learners' progress and plan support
- sharing LTSM in groups
- using whole class, group work and individual work for different types of activities and learning opportunities.

Creating an inclusive class environment

Using class work, group work, pair work and individual work. The following table provides suggestions:

Method	Suitable activities
Guided group work Learners work in groups to complete tasks. The teacher facilitates the group work by monitoring the learners' progress and intervening where necessary.	Concept introduction Concept development Some reading activities Problem solving Shared writing activities Assessment
Pair work Learners work with a partner to complete a task. These partners should not always be the same.	Reading activities Assessment activities Support and extension activities
Individual work Learners complete a task or activity working on their own.	Most written activities Reading activities Assessment activities Some creative arts activities
One-on-one The teacher works individually with a single learner.	Concept development Assessment Support and consolidation Remediation

Multilingual classrooms

The CAPS places an increased emphasis on assisting learners to acquire the LOLT. In addition, they may not have support in the LOLT at home. Some suggestions for dealing with this disadvantage are:

- having some learning materials, for example, charts, posters, etc., in other official languages that will assist with vocabulary for key terms
- encouraging learners to listen to English on the radio or television to increase their vocabulary.

Remedial work

You may have learners in your class who will need special attention. For example, some learners may be reading at a level that is a grade or two below the level that they are in. These learners may have learning disabilities, like dyslexia, or they may just need additional support so that they can catch up with the other learners.

Remedial oral work

Read stories and other texts to these learners every day, even if it is only for a few minutes. Then talk about the stories and draw up lists of new words for the learners to revise.

Remedial reading

Borrow copies of readers from lower grades. Work with learners for a few minutes every day and encourage them to read as many of these easier books as they can. Teach them phonics, decoding and word attack skills. Remember that everyone can learn to read if they are given the opportunities to do so.

Remedial writing

Learners will need extra practice and lots of encouragement. Some learners may struggle with the longer writing tasks and it is suggested that you work with them more closely to break their writing up into discrete manageable chunks until they are confident to write longer texts.

Creating an inclusive environment

Creating an inclusive educational environment is about celebrating diversity amongst learners and creating a welcoming culture where all learners are valued and made to feel that they belong. Inclusivity is about recognising that no two children are alike and all children can learn.

Most children with barriers to learning are accommodated in ordinary schools. Frequent causes of barriers to learning include:

- disability, e.g. visual or hearing impairment, speech and language difficulties, intellectual or

physical disabilities, psychological disorders and neurological disorders

- language and communication, e.g. a different home language to the Language of Learning and Teaching
- lack of parental recognition and involvement
- socio-economic factors, e.g. lack of exposure to reading material or numerical concepts, poor self-image, absentee parents, parental alcohol or drug abuse, violence and abuse at home, parental mental illness, late school enrolment, etc.
- attitudes, e.g. discriminatory attitudes, labelling, discouragement, etc.

Practical guidelines for inclusive teaching

Below are some suggestions for creating an inclusive teaching environment:

- Have a true understanding of each learner's background, strengths, unique abilities, needs and barriers. Use this information to inform your planning and give a clearer focus.
- Remember that the teacher is a facilitator of learning.
- Keep the content and material as relevant as possible.

Learners with physical disabilities

Remember to accommodate learners with physical disabilities in the following ways:

- Learners in wheelchairs or with walking aids should be placed close to the door of the classroom.
- 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 learner 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.

Intellectually challenged learners

Intellectually challenged learners can be assisted in the following manner:

- Intellectually challenged learners require close personal attention.
- Teachers 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.

Section 2

Planning tools

This teaching plan gives a brief summary of the key skills for each week. Please refer to the unit overview at the beginning of each unit in this Teacher's Guide to see the full details of the coverage for that cycle. The daily activities for each week are listed at the beginning of the teaching guidelines for each week in the units in this Teacher's Guide.

Term 1

	Weeks 1–2 (Unit 1)	Weeks 3–4 (Unit 2)	Weeks 5–6 (Unit 3)	Weeks 7–8 (Unit 4)	Weeks 9–10 (Unit 5)
Listening and speaking	Activity 1 Listening and speaking: Listening Comprehension (LB p. 8) Activity 6: Take part in a group discussion (LB p. 16)	Activity 1: Listen to a prepared speech by an influential member of society (LB p. 28) Activity 10: Give a prepared speech (LB p. 42)	Activity 2: Listen to an extract from a short story (LB p. 47)	Activity 2: Participate in a group discussion (LB p. 66) Activity 4: Unprepared speech on a magazine article (LB p. 68)	Activity 1: Listen for main and Supporting ideas (LB p. 78) Activity 5: Conduct an interview (LB p. 83)
Reading and viewing	Activity 3: Practice important reading strategies (LB p. 11) Activity 5: Identify text features and parts of a book (LB p. 14) Activity 8: Read a short story (LB p. 18)	Activity 4: Read an extract from Mandela's speech (LB p. 31) Activity 6: Read a written text for comprehension (LB p. 35)	Activity 4: Read a short story (LB p. 50) Activity 9: Read a poem (LB p. 56) Activity 10: Support: Literal and figurative language (LB p. 58)	Activity 1: Read a magazine article (LB p. 64) Activity 9: Read a poem (LB p. 73)	Activity 2: Read and investigate report (LB p. 79) Activity 7: Read a poem (LB p. 86)
Writing and presenting	Activity 11: Write a narrative essay (LB p. 22)	Activity 8: Write a prepared speech (LB p. 39) Activity 9: Support: Punctuation (LB p. 41)	Activity 12: Write a friendly letter (LB p. 60)	Activity 6: Write a magazine article based on a photograph (LB p. 70) Activity 7: Support: Practice punctuation (LB p. 72)	Activity 6: Write and investigative report (LB p. 84)
Language structures and conventions	Activity 2: Revise punctuation marks (LB p. 10) Activity 4: Identify verbs and clauses (LB p. 13) Activity 7: Identify and use different types of pronoun (LB p. 18) Activity 9: Distinguish between literal and figurative sentences (LB p. 21) Activity 10: Identify	Activity 2: Match abbreviations to examples (LB p. 30) Activity 3: Support: Common acronyms and abbreviations (LB p. 30) Activity 5: Revise nouns, verbs and adjectives Activity 7: Revise Sentence level work (LB p. 37) Activity 11: Select the	Activity 1: Use adverbs of manner and time (LB p. 46) Activity 3: Work out words from their context (LB p. 49) Activity 5: Identify adjectival and adverbial clauses and phrases (LB p. 52) Activity 6: Challenge: Adverbial and phrases and clauses (LB p. 53)	Activity 3: Recognise bias and stereotype (LB p. 67) Activity 5: Revise simple sentences and simple tenses (LB p. 69) Activity 8: Discuss the meaning and use of proverbs (LB p. 73) Activity 10: Revise adverbs of a place and degree (LB p. 75) Activity 11:	Activity 3: Recognise and use regular and irregular verbs (LB p. 81) Activity 4: Learn about and use main verbs and auxiliary verbs (LB p. 82) Activity 8: Recognise different statement and how to use them (LB p. 88) Activity 9: Challenge: Denotative and

	Weeks 1–2 (Unit 1)	Weeks 3–4 (Unit 2)	Weeks 5–6 (Unit 3)	Weeks 7–8 (Unit 4)	Weeks 9–10 (Unit 5)
	adverbs of a place and degree (LB p. 22) Activity 12: Use subjects and verbs correctly (LB p. 24) Activity 13: Synonyms and antonyms (LB p. 25) Activity 14: Support: Punctuation and spelling (LB p. 26) Activity 15: Challenge: Write a story extract with correct pronouns (LB p. 26)	correct preposition (LB p. 43) Activity 12: Challenge: Emotive and manipulative language (LB p. 44)	Activity 7: Use infinitive verbs and gerunds (LB p. 54) Activity 8: Discuss a multimodal text Activity 10: Learn more about superlative and comparative adjectives (LB p. 58) Activity 11: use definite and indefinite articles Activity (LB p. 59)	Challenge: Use adjectives Activity 12: Learn about and recognise ideophones and interjectives (LB p. 76)	connotative statements (LB p. 89) Activity 10: Support: Denotative and connotative words (LB p. 90)

Term 2

	Weeks 1–2 (Unit 6)	Weeks 3–4 (Unit 7)	Weeks 5–6 (Unit 8)	Weeks 7–8 (Unit 9)	Weeks 9–10 (Mid-year exam papers)
Listening and Speaking	Activity 1: Listen to instructions (LB p. 94) Activity 10: Give directions (LB p. 107)	Activity 3: participate in a forum discussion (LB p. 115) Activity 10: Debate a topical issue (LB p. 124)	Activity 3: Listen for comprehension (LB p. 134) Activity 5: Plan, research and participate in an interview (LB p. 136) Activity 6: Challenge: discuss appropriate style and register (LB p. 137)	Activity 2: Listen to a newspaper article (LB p. 153) Activity 4: Practise speaking in a group (LB p. 154)	
Reading and viewing	Activity 3: Read a map (LB p. 97) Activity 4: Support: Noun clauses, adjectival and adverbial clauses (LB p. 100) Activity 6: Read a poem (LB p. 103)	Activity 1: Read a section of a TV script (LB p. 112) Activity 6: Read a comic strip (LB p. 119) Activity 7: Support: Practise tenses and concord (LB p. 120) Activity 12: Read a poem (LB p. 127)	Activity 1: Read a scene from a play (LB p. 130) Activity 8: Read a poem (LB p. 139) Activity 10: Read and interview and answer questions (LB p. 142)	Activity 1: Read a short story (LB p. 150) Activity 7: Read a poem (LB p. 157)	
Writing and presenting	Activity 11: Write directions (LB p. 108)	Activity 8: Write a dialogue (LB p. 121)	Activity 13: Write an interview (LB p. 146)	Activity 10: Write a review of a short story (LB p. 161)	
Language structures and conventions	Activity 2: Identify comparative and superlative adjectives (LB p. 96) Activity 5: Use conjunctions to compound sentences (LB p. 100) Activity 7: Use pronouns correctly (LB p. 104) Activity 8: Learn	Activity 2: Revise and use homophones and homonyms (LB p. 114) Activity 4: Revise and use direct and indirect speech (LB p. 117) Activity 5: Challenge: write questions in direct speech (LB p. 119)	Activity 2: Change the statements into questions (LB p. 133) Activity 4: Identify and use adverbs of place and frequency (LB p. 135) Activity 7: Learn about mood and how to use it (LB p. 138) Activity 9: Identify figurative language	Activity 3: Work out the acronyms (LB p. 154) Activity 5: Practise identifying subject and predicate (LB p. 155) Activity 6: Revise subject-verb agreement (LB p. 156) Activity 8: Recognise	

	Weeks 1–2 (Unit 6)	Weeks 3–4 (Unit 7)	Weeks 5–6 (Unit 8)	Weeks 7–8 (Unit 9)	Weeks 9–10 (Mid-year exam papers)
	spelling rules and exceptions (LB p. 105) Activity 9: Challenge: Practise spelling patterns and punctuation (LB p. 106)	Activity 9: Use common question forms (LB p. 123) Activity 11: Practise the negative form (LB p. 126)	and euphemisms (LB p. 141) Activity 11: Change sentences from the active to the passive (LB p. 144) Activity 12: Support: Word order in the active and passive voice (LB p. 145) Activity 14: Find and explain the puns in the sentences (LB p. 148)	main and dependent clauses (LB p. 160) Activity 9: Challenge: Write sentences with main and dependent clauses (LB p. 161) Activity 11: Learn more about prefixes and suffixes (LB p. 163) Activity 12: Support: Prefixes, suffixes, homonyms, paronyms synonyms, antonyms (LB p. 165)	

Term 3

	Weeks 1–2 (Unit 10)	Weeks 3–4 (Unit 11)	Weeks 5–6 (Unit 12)	Weeks 7–8 (Unit 13)	Weeks 9–10 (Unit 14)
Listening and Speaking	Activity 2: Listen to a dialogue from a play (LB p. 180) Activity 3: Complete a dialogue using the past simple tense (LB p. 182) Activity 6: Role-play a dialogue with a partner (LB p. 184)	Activity 1: Listen to a letter to a newspaper (LB p. 196) Activity 3: Take part in a group discussion about responsibility (LB p. 198)	Activity 4: Give unprepared speech (LB p. 218) Activity 11: Give a prepared speech (LB p. 229) Activity 12: Challenge: Recognise emotive and manipulative language (LB p. 230)	Activity 1: Listen to an informative text (LB p. 232) Activity 7: Choose and read a short story to the class (LB p. 242)	Activity 3: Listen to part of a short story (LB p. 251) Activity 6: Read a prepared text (LB p. 254)
Reading and viewing	Activity 5: Read a play extract (LB p. 183) Activity 11: Revise the reading process (LB p. 190) Activity 13: Identify key features of a poem (LB p. 192) Activity 14: Support: Synonyms and antonyms	Activity 6: Read a newspaper article (LB p. 201) Activity 10: Read a play (LB p. 207)	Activity 1: Read dictionary entries (LB p. 214) Activity 3: Read verses from a song (LB p. 216) Activity 5: Read for comprehension (LB p. 219) Activity 6: Support: Revise main and Supporting ideas (LB p. 221) Activity 10: Read a scene from a play (LB p. 226)	Activity 2: read a short story (LB p. 233) Activity 5: Read and analyse a poem (LB p. 238)	Activity 1: Read and analyse part of a novel (LB p. 246) Activity 8: Read a comic strip (LB p. 257) Activity 10: Read an amusing rhyme (LB p. 259)
Writing and presenting	Activity 8: Write a dialogue: an interview (LB p. 186) Activity 9: Challenge: Questions and answers (LB p. 188)	Activity 9: Write a letter to a newspaper (LB p. 205)		Activity 6: Write your own short story (LB p. 240)	Activity 7: Write a descriptive essay (LB p. 256)

	Weeks 1–2 (Unit 10)	Weeks 3–4 (Unit 11)	Weeks 5–6 (Unit 12)	Weeks 7–8 (Unit 13)	Weeks 9–10 (Unit 14)
Language structures and conventions	Activity 1: Use vocabulary in context (LB p. 178) Activity 4: Learn how to make texts cohesive (LB p. 183) Activity 7: Use reported questions (LB p. 185) Activity 10: Use the comparative and superlative forms of adjectives (LB p. 189) Activity 12: Revise nouns (LB p. 191)	Activity 2: Recognise the difference between facts and opinions (LB p. 197) Activity 4: Use a thesaurus and a dictionary to choose synonyms (LB p. 199) Activity 5: Use the passive voice (LB p. 200) Activity 7: Identify and use adverbs (LB p. 203) Activity 8: Use simple, compound and complex sentences (LB p. 203) Activity 11: Use prepositions (LB p. 211) Activity 12: Support: Use homonyms (LB p. 212) Activity 13: Challenge: Language in context (LB p. 212)	Activity 2: Use the past and future continuous tenses (LB p. 215) Activity 7: Recognise bias, prejudice and stereotypes in cartoons (LB p. 222) Activity 8: Write an informal letter about a place that you have visited (LB p. 223) Activity 9: Identify and use roots, prefixes and suffixes (LB p. 225)	Activity 3: Use common and proper nouns correctly (LB p. 236) Activity 4: Use the past perfect tenses (LB p. 237) Activity 8: Use phrasal verbs idiomatically (LB p. 243) Activity 9: Challenge: Visual literacy (LB p. 244) Activity 10: Support: Punctuation	Activity 2: Analyse an introductory and concluding paragraph (LB p. 250) Activity 4: Challenge: Identify different parts of a sentence (LB p. 253) Activity 5: Use common and complex nouns (LB p. 253) Activity 9: Revise prepositions with phrasal verbs (LB p. 259) Activity 11: Learn about definition paragraphs (LB p. 260) Activity 12: Support: Spelling patterns (LB p. 262)

Term 4

	Weeks 1–2 (Unit 15)	Weeks 3–4 (Unit 16)	Weeks 5–6 (Unit 17)	Weeks 7–8 (Unit 18)	Weeks 9–10 (Final exam papers)
Listening and Speaking	Activity 3: Listen to a sports news article (LB p. 269) Activity 9: Discuss a newspaper article (LB p. 277)	Activity 5: Take part in a group discussion (LB p. 288) Activity 11: Take part in a formal debate (LB p. 294)	Activity 4: Listen to an extract from a radio drama (LB p. 302) Activity 6: Take part in a dialogue based on text read aloud (LB p. 305)	Activity 1: Discuss your favourite texts (LB p. 312) Activity 2: Practise reading aloud (LB p. 313) Activity 3: Listen to a news report (LB p. 314)	
Reading and viewing	Activity 1: Read a poem (LB p. 266) Activity 5: Understand the format and features of a newspaper article (LB p. 272) Activity 6: Make a summary (LB p. 275)	Activity 1: Read an extract from a novel (LB p. 282) Activity 7: Read a poem (LB p. 289) Activity 10: Read for comprehension (LB p. 292)	Activity 1: Read a poem (LB p. 298) Activity 7: Read a radio play (LB p. 305)	Activity 4: Practise reading and understanding the features of a poem (LB p. 315) Activity 5: Revise and discuss poetry (LB p. 317) Activity 6: Make a summary of a text (LB p. 318) Activity 7: Apply the reading process (LB p. 319)	

Writing and presenting	<p>Activity 12: Write a newspaper article (LB p. 279)</p> <p>Activity 13: Challenge: Punctuate a paragraph correctly (LB p. 280)</p>	<p>Activity 6: Write a diary entry (LB p. 288)</p>	<p>Activity 11: Write a report (LB p. 310)</p>	<p>Activity 8: Revise the writing process (LB p. 321)</p> <p>Activity 9: Revise the features of a text (LB p. 321)</p>	
Language structures and conventions	<p>Activity 2: Develop your vocabulary (LB p. 268)</p> <p>Activity 4: Use singular and plural nouns (LB p. 271)</p> <p>Activity 7: Write sentences in different ways (LB p. 276)</p> <p>Activity 8: Find the meanings of words (LB p. 277)</p> <p>Activity 10: Use euphemisms and improve your vocabulary (LB p. 278)</p> <p>Activity 11: Support: Use a dictionary to find homonyms (LB p. 278)</p>	<p>Activity 2: Write sentences that reflect mood (LB p. 285)</p> <p>Activity 3: Use your dictionary to help work out tense (LB p. 286)</p> <p>Activity 4: Use relative pronouns to join clauses (LB p. 287)</p> <p>Activity 8: Practise unusual spelling patterns (LB p. 291)</p> <p>Activity 9: Challenge: Write a poem that rhymes (LB p. 291)</p>	<p>Activity 2: Improve your vocabulary (LB p. 301)</p> <p>Activity 3: Challenge: Write a poem (LB p. 302)</p> <p>Activity 5: Use punctuation to help you read aloud (LB p. 303)</p> <p>Activity 8: Support: Compare and contrast two things (LB p. 308)</p> <p>Activity 9: Use relative pronouns (LB p. 309)</p> <p>Activity 10: Challenge: Read a radio script aloud (LB p. 309)</p>		

Example teaching plan for a two-week teaching cycle

Note to the teacher: The detailed Unit opener tables in the Teacher's Guide provide guidance on how to divide up the activities for a two-week teaching cycle into two separate weeks. These guidelines are intended as suggestions and individual teachers may choose to teach the activities differently.

Teaching plan for one week for English First Additional language			
Grade: 7	Year: _____ Term: 1 Week 1– Week 2	Unit 1	Duration: 2 Weeks
Resources Oxford Successful English Grade 7 Learner's Book Unit 1 (Activities 1–6) Independent/extended reading: Oxford Successful English Grade 7 Literature Anthology: Short stories Other resources: Library books with adventure stories			
Listening and speaking: Introductions: Self or others: Teach features and conventions of introduction, language use Listen to a short story: Identify main and supporting ideas from a short story, take notes, share ideas and experiences and show understanding of concepts Retell a story: Retell events in correct sequences, mention characters correctly, mention the timeline\ Story telling: Teach conventions of storytelling: Speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture; tell story from own experience Reading and viewing: Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index Reading comprehension and reading strategies: Skimming and scanning, intensive reading, visualisation, inferring meaning and conclusions, fact and opinion, meaning of words Literary text: short stories/folklore: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluation) Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index Writing and presenting: Write a narrative/descriptive paragraph: Paragraph conventions: Topic sentence of paragraph, main and supporting ideas, use conjunctions for cohesion, explain requirements of text such as telling a story, use appropriate words and style, write in the past tense Focus on process writing: Planning, drafting, revision, editing, proof-reading and presenting Writes a story based on a personal experience Remedial grammar from learners' writing Language structures and conventions: Spelling and punctuation: Full stop, comma, colon, semi colon, capital and small letters; Dictionary use and spelling rules Vocabulary in context Sentence level: Simple sentences, statements, simple present tense, simple past tense Vocabulary in context Reinforcement of grammar covered in previous phase Spelling and punctuation: Full stop, comma, colon, semi colon, capital and small letters, dictionary use and spelling rules Remedial grammar from learners' writing Word level work: Common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns Word level work: Common nouns, proper nouns, countable and uncountable nouns, concrete and abstract nouns Spelling and punctuation: Full stop, comma, colon, semi colon, capital and small letters; dictionary use and spelling rules			
Activity 1: Use language to meet and greet (LB p. 8) Activity 2: Read a dictionary entry (LB p. 10) Activity 3: Listen to a story (LB p. 11) Activity 4: Retelling a story (LB p. 13) Activity 5: Recognise the parts of the book (LB p. 13) Activity 6: Use simple sentences, statements, simple present and past tenses (LB p. 16) Activity 7: Read a short story (LB p. 17) Activity 8: Write a narrative paragraph (LB p. 20) Activity 9: Tell your own story (LB p. 22) Activity 10: Use common (or proper) and countable (or uncountable) nouns (LB P. 23) Activity 11: Challenge: Uncountable nouns (LB p. 24) Activity 12: Support: Spelling (LB p. 24)			
Informal assessment activities: See suggestions for informal assessment in the unit. Formal assessment activities: There are no Formal Assessment Tasks in this unit.			

Assessment

Assessment is a continuous and planned process of identifying, collecting and interpreting information about the performance of learners. Assessment needs to be both formal and informal. Oxford Successful English provides a complete programme for both formal and informal assessment.

Informal assessment

Informal assessment is done daily in order to monitor the progress of learners and improve their learning. This is done through observation, discussions, practical demonstrations, learner-teacher conferences and informal classroom interactions. You do not have to record the results of this informal assessment, but you may wish to keep your own informal notes and records about how the learners are progressing. You cannot take the results of informal assessment into account for promotion purposes.

Informal assessment can be done by the teacher, by the learners themselves, and by their peers. Involving the learners in assessment allows learners to find out about and reflect on their own performances. Informal assessment should include feedback to the learners so that they can improve their work. You can also motivate them by having some spelling tests and by awarding marks for some (but not all) of the activities they complete.

In Oxford Successful English we have carefully selected and suggested informal assessment opportunities that will prepare learners for formal assessment tasks and get a holistic/composite view of progress, and the skills being developed.

Please refer to the weekly informal assessment guidelines in the teaching notes for details of these activities.

Formal assessment

The purpose of Formal assessment is to provide teachers with a systematic and fair way of evaluating how well learners are progressing in a grade and in a subject. A Formal Assessment Programme is prescribed for each grade in CAPS. Formal assessment tasks are marked and formally recorded for progression purposes. The Formal Assessment Programme for Grades 7–9 consists of the following tasks:

Formal Assessment Tasks: Grade 8		%
Term 1	Task 1: Oral	40% of promotion mark
	Task 2: Writing	
	Task 3: Language and	

	comprehension (Test 1)	
Term 2	Task 1: Oral	
	Task 2: Writing	
	Task 3 (Mid-year examination)	
Term 3	Task 1: Oral	
	Task 2: Writing	
	Task 3: Comprehension and language use (Test 2)	
Term 4	Task 1: Oral	60% of promotion mark
	Task 2 (End of the year examination)	
		Total: 100%

Ten tasks make up 40% of the promotion mark for each year. An end of the year examination makes up the remaining 60% of the total mark for the year.

For Formal assessment you will need to use memoranda (with marks), rubrics, checklists and rating scales to observe, assess and record the learners' work.

Formal assessment must cater for a range of cognitive levels. You must use a variety of types of questions in assessment tasks, for example: direct questions, multiple-choice questions, gap-fill (cloze) questions and comparisons for these different levels:

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

You should consult Barrett's taxonomy of reading comprehension questions and Section 4.3.2 of the CAPS documents for further information about cognitive levels.

We have provided these assessment tools for you in the Assessment tools section of this Teacher's Guide.

The Formal Programme of Assessment in Oxford Successful English

We have selected a variety of activities for the Formal Programme of Assessment Tasks in each grade to ensure that learners are given the opportunity to show how well they have progressed in different tasks. We have included questioning at different cognitive levels, as required by CAPS, as well. (For further information

about cognitive levels, please refer to Section 4.3.2 of the CAPS document.)

The Formal Programme of Assessment Tasks follow those suggested in the CAPS documents in Section 4. Each task is weighted according to the CAPS weighting. The tasks can also be used in a flexible way and adapted to the needs of your school or class. Each suggested task in the Learner's Book is indicated with an icon ✓. We have also indicated it in the same way for these activities in the Teacher's Guide. The Formal assessment activities will not always fall in one unit (two-week cycle).

This is because it would be very difficult to complete an assessment of each learner in this time and because the learners need to continue with other work as well during these cycles. At the end of Terms 1 and 3 we have provided Revision tests for learner to practise work

that they may expect to complete in the examinations and Formal Assessment tests.

To help with assessment, please refer to the following sections in this Teacher's Guide:

For the Formal Programme of Assessment for Grade 7, please refer to the Planning tools section.

Recording sheets are provided in the Assessment tools section.

Generic rubrics and assessment rubrics are provided in the Assessment tools section.

The needs of learners in the Senior Phase

Learners in the Senior Phase need to acquire a number of skills to prepare them for the demands of the FET Phase and beyond. An appropriately structured environment that recognises the unique needs of learners can help to lay the foundation for future success. The most common needs of learners are shown in the table.

Needs of learners	
Learning styles: visual, aural, tactile, kinaesthetic	Different learners have different learning styles: Some learners are visual – they learn best when they see pictures, illustrations and charts representing new concepts. Other learners are aural – they like to listen, hear and discuss. They may respond better to new concepts by hearing about them and talking about them. Tactile learners learn best when they can touch and feel the concept or object being taught. They respond to hands-on activities that involve modelling, shaping or building. Kinaesthetic learners like to move. They like to do things and enjoy physical activities.
Interests	Learners tend to have strong likes and preferences. They will be more motivated to work at tasks that they like or are interested in.
Barriers to learning	Be sensitive to barriers that may stop learners from performing at their best. These barriers may be systematic, societal, pedagogical or medical, and should be addressed at the appropriate level – referral may be necessary. Communication with caregivers or parents and other role players is crucial in managing barriers to learning.
The school context	A supportive teaching and learning environment will impact positively on learners' performance. The environment needs to be nurturing and caring, with simple rules to ensure that learners feel secure to explore their own potential.

Formal Programme of Assessment

Notes:

- 1 Informal assessment: Please refer to the unit overviews in the Teacher's Guide for details about informal assessment in this course. These informal assessments have been planned in the systematic way to prepare learners for the Formal Assessment Tasks throughout the year.
- 2 Formal assessment: The Formal Assessment Tasks that have been identified in the Learner Book and the

- Teacher's Guide with the ✓ icon are intended to support the suggested Programme of Formal Assessment in the CAPS document. It is possible to replace some of these suggested Formal Assessment Tasks with alternative activities from either the Learner's Book or from the Teacher's own resources.
- 3 Use the conversion table on the first page of the Assessment tools section to convert marks to the correct weighting, if needed

GRADE 8					
During the year 40% School-based assessment 10 Formal Assessment Tasks		End-of-year examination 60% End-of-year Exam Papers			
4 Oral tasks	Term 1: Unit 4 Unprepared speech Term 2: Unit 9 Listening comprehension Terms 3: Unit 14 Prepared reading Term 4: Unit 16 Debate	Written examinations Paper 2: Comprehension, language use and literature (2hr) Paper 3: Writing – 1 essay and 1 transactional text (1 hr)	Oral Assessment Tasks: Paper 1 Listening and speaking Reading aloud The oral tasks undertaken during the course of the year constitutes the end-of-year assessment.		
3 Writing tasks (2x essay and 3x transactional texts)	Term 1: Unit 1 Narrative essay Term 1: Unit 4 Magazine article Term 2: Unit 8 Interview Term 3: Unit 14 Descriptive essay Term 3: Unit 10 Dialogue				
2 tests	Term 1: Unit 2 Language and comprehension (Test 1) Term 3: Unit 12 Comprehension and language use (Test 2)				
1 examination (mid-year)	Paper 1: Oral Paper 2: Comprehension, language and literature Paper 3: Writing (1 essay and 1 transactional text)				

FORMAT OF EXAMINATION PAPERS (MID AND END-OF-YEAR EXAMINATION)					
GRADE 7	%	GRADE 8	%	GRADE 9	%
Paper 1: Oral	30	Paper 1: Oral	30	Paper 1: Oral	30
Listening and speaking (15)		Listening and speaking (15)		Listening and speaking (15)	
Reading aloud (15)		Reading aloud (15)		Reading aloud (15)	
Paper 2: Written	40	Paper 2: Written	40	Paper 2: Written	30
Reading comprehension (15)		Reading comprehension (15)		Reading comprehension (10)	
Language in context (15)		Language in context (15)		Language in context (15)	
Response to literature (10)		Response to literature (10)		Summary (10 marks converted to 5 marks)	
Paper 3: Written Writing: Essay (20) and transactional texts (10)	30	Paper 3: Written Writing: Essay (20) and transactional texts (10)	30	Paper 3: Written Writing: Essay (20) and transactional texts (10)	10

Section 3

Assessment tools

Rating scale

Use this rating scale to assess each learner's progress and achievements.

Rating	Description	Percentage
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

Conversion table

Use this table to convert marks to the rating scale. To get a specific mark when converting from 30 to 20, divide the mark by 3 and multiply that by 2.

Code	Description	Percentage	Score out of 10	Score out of 20	Score out of 30
7	Outstanding achievement	80–100	8–10	16–20	24–30
6	Meritorious achievement	70–79	7	14–15	21–23
5	Substantial achievement	60–69	6	12–13	18–20
4	Adequate achievement	50–59	5	10–11	15–17
3	Moderate achievement	40–49	4	8–9	12–14
2	Elementary achievement	30–39	3	6–7	9–11
1	Not achieved	0–29	0–2	0–5	0–8

Sample learner self-assessment sheets

Name: _____

Date: _____

Tick the sentences that show how you feel about your work. You may tick more than one sentence.

- I understood the task.
- I was not sure what I was being asked to do.
- There were parts of the activity that I felt very confident about.
- There were parts of the activity that I struggled with and I need to improve.
- I need some more help with this kind of work.

Write two sentences about the work. Say what was easy and what was difficult.

Sample learner peer assessment sheet

Your partner's name: _____

Your name: _____

Task: _____

Date: _____

Choose one of the columns to say how well your partner did this activity

1	2	3	4	5	6	7
I did not understand what my partner said or wrote.	There are too many mistakes. My partner did not understand the task very well.	My partner understood the task but there are lots of mistakes.	Some of the work is good but there is room for improvement	Good. There are a few mistakes.	Very good. My partner understood the activity well.	Excellent!

Write one sentence about the work. Say how you think you partner can improve his or her work.

Generic rubric for informal assessment of a group project

Names: _____ Date: _____				
Criteria	Tick the best sentence in each row.			
	Not very good	Quite good	Very good	Excellent
Participation	We did not listen to each other or work together.	Not everyone took part. Some group members worked together.	Most of the group members took part. Each member had a task.	Each member of our group played a role and did some work.
Completion	We did not follow the instructions or make a presentation.	Tried to complete task and follow instructions, but did not understand everything.	Good presentation. We followed most of the instructions.	Excellent presentation. We followed all the instructions.
Content	Not interesting or not on topic.	Some of the content was interesting.	Interesting.	Original and very interesting.

Sample rubrics

The following assessment rubrics can be used to assess key Language skills.

Sample assessment rubric for communication for social purposes

You could use this rubric to assess conversations or discussions, which form part of some Formal Assessment Tasks.

Conversation or discussion: Name _____	Date: _____
Criteria	Marks
Can initiate (start) and sustain (keep going) a conversation	___/3
Listens and gives other learners a chance to speak	___/2
Gives an opinion	___/3
Asks and answers questions	___/3
Uses appropriate vocabulary and language structures	___/4
Total	___/15

Sample assessment rubric for role plays

You could use this rubric to assess role plays for informal assessment.

Role play: Name _____	Date: _____
Criteria	Marks
Organises content sensibly	___/6
Uses appropriate vocabulary and language structures	___/3
Speaks fluently, pronounces words clearly	___/3
Uses appropriate gestures and tone of voice to indicate character	___/3
Total	___/15

Sample assessment rubric for prepared or unprepared reading

You can use this rubric for assessing both prepared and unprepared reading aloud tasks.

Prepared or unprepared reading: Name _____	Date: _____
Criteria	Marks
Speaks fluently, with confidence and without hesitation	___/3
Use appropriate tone, pace and eye contact, and gestures	___/3
Pronounces words correctly and uses emphasis appropriately.	___/3
Reads in an way that is appropriate to the text (e.g. changes voice for direct speech)	___/3
Conveys meaning through appropriate expression.	___/3
Total	___/15

Sample assessment rubric for prepared speech

You can use this rubric to assess short prepared talks, which form part of some Formal Assessment Tasks. Check the weighting (%) for each task in the CAPS document.

Prepared speech	Name: _____	Date: _____
	Criteria	Marks
Planning and content	Has done research	___/2
	Material is organised coherently (in a sensible order)	___/3
	Chooses and develops main ideas and supporting ideas	___/1
	Has an effective introduction and conclusions	___/1
	Uses appropriate vocabulary and language structures	___/2
Presentation	Uses appropriate tone of voice, voice projection, pace, eye contact, posture and gestures	___/4
	Uses appropriate gestures and posture (and visual aids)	___/2
Total		___/15

You could use this rubric to assess this task.

Reviews: Name _____	Date: _____
Criteria	Marks
Content and structure	
All the relevant information has been included:	_____/2
title of book / film / play	_____/2
name of author / director	_____/2
list of characters	_____/2
setting	_____/4
brief outline of the plot	_____/2
an opinion of the book	_____/4
Content is relevant and interesting	_____/18
Language and vocabulary use	
Appropriate vocabulary	_____/3
Sentence structures used correctly	_____/3
	_____/6
Planning, drafting and editing	
Spelling and punctuation checked and corrected	_____/4
Neatly written and presented	_____/2
	_____/6
Total	_____/30

This rubric can be used to assess stories (narratives) and descriptive writing tasks.

Name: _____		Date: _____					
Performance levels and marks							
Criteria	1 Not achieved	2 Elementary	3 Moderate	4 Adequate	5 Substantial	6 Meritorious	7 Outstanding
	0–3 marks	4–6 marks	7–10 marks	11–13 marks	14–15 marks	16–18 marks	19–20 marks
Content, structure, length _____ 20 marks	content inappropriate and completely off topic no structure length completely inappropriate	content mostly inappropriate and often off topic little structure length much too short	content somewhat appropriate introduction, ending and paragraphs (but not all appropriate) length much too long or too short	content mostly appropriate and on topic structure appropriate introduction, ending and paragraph length a little too long or too short	content appropriate and on topic fairly good overall structure, good paragraphing length correct	content good, relevant content good overall structure, length correct	content interesting, thought provoking, mature excellent overall structure length correct
	0–1 marks	2–3 marks	4–5 marks	6 marks	7–8 marks	9 marks	10 marks
Planning, drafting and editing _____ 10 marks	no evidence of processes of writing	poor planning and little editing and revision	some planning and editing done but not accurate or appropriate	some planning and drafting, editing done but there are quite a few mistakes	planning, drafting, editing done but there are mistakes	good planning drafting, editing and final presentation	excellent planning drafting, editing and final presentation
	0–1 marks	2–3 marks	4–5 marks	6 marks	7–8 marks	9 marks	10 marks
Language use _____ 10 marks	unsuitable vocabulary so many errors that text has no meaning	only very basic editing and revision only very basic vocabulary used many spelling, punctuation and language errors make text confusing	basic vocabulary and sentence structures used with some errors	vocabulary, sentence structures and conventions mostly correct but not varied enough	varied vocabulary and sentences structures and conventions used but with some mistakes	good choice of words and sentence structures used with few errors to support the text	excellent and varied choice of words and sentence structures to support text
Total _____ (40÷2) = 20 marks							

Rubric for assessing transactional writing

This rubric can be used to assess a wide range of both short and longer transactional texts.

	Name: _____ Date: _____						
Criteria	Performance levels and marks						
	1 Not achieved	2 Elementary	3 Moderate	4 Adequate	5 Substantial	6 Meritorious	7 Outstanding
	0–3 marks	4–6 marks	7–10 marks	11–13 marks	14–15 marks	16–18 marks	19–20 marks
Content, structure, length _____/20 marks	content is inappropriate and completely off topic structure and format completely incorrect length is completely inappropriate	content is mostly inappropriate and often off topic structure and format mostly incorrect text is much too short	some appropriate content structure and format have some serious mistakes text is much too long or too short	content is mostly appropriate and on topic structure and format mostly correct text a little too long or too short	content is relevant and on topic structure and format correct correct length	appropriate, relevant content few or no mistakes in structure and format correct length	interesting and relevant content no mistakes in structure and format correct length
Planning, drafting and editing _____/8 10 marks	0–1 marks no evidence of processes of writing	2–3 marks poor planning and little editing and revision	4–5 marks some planning and editing done but not accurate or appropriate	6 marks some planning, drafting, editing done but there are quite a few mistakes	7–8 marks planning, drafting, editing done but there are mistakes	9 marks good planning, drafting, editing and final presentation	9 marks excellent planning, drafting, editing and final presentation
Language use ____/8 10 marks	0–1 marks unsuitable vocabulary so many errors that text is confusing and has no meaning	2–3 marks only very basic vocabulary used many errors make text confusing	4–5 marks basic vocabulary used correctly several language errors but can understand text	6 marks some appropriate vocabulary and sentence structures used but with several usage mistakes	7–8 marks appropriate vocabulary varied sentence structures used but with some mistakes	9 marks good, vocabulary varied sentence structures used correctly	9 marks excellent vocabulary excellent and varied sentence structures used correctly
Total _____/ (40÷2) = 20 marks							

Book review template

You can make copies of the book review template for the learners to use for their book reviews.

Note: This is not an assessment tool.

Book review
Title (name) of book:
Name of author:
Type of story:
Characters:
Setting:
Plot:
If the book is a story, give the names of the characters and explain the plot in your own words. If the book is an information text, say what type of information is in the book. Say if there are pictures and tables to help you understand the information.
My opinion of the book:

Review Copy

Unit 1 Negotiating your way

Unit overview		
Term 1	Week 1	Week 2
Resources	Learner's Book pp. 7-26; Literature Anthology	Learner's Book pp. 7-26; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension: Record main and supporting ideas by making notes, share ideas and experiences and show understanding of concepts, identify persuasive/manipulative techniques, answer questions Activity 6 <ul style="list-style-type: none"> Listening and speaking strategies: Group discussion – brainstorming, select relevant ideas, sequence main ideas 	
Reading and viewing	Activity 3 <ul style="list-style-type: none"> Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) Activity 5 <ul style="list-style-type: none"> Pre-reading strategies: Introduce learners to: text features – titles, headings, captions, illustrations; parts of a book - title page, table of contents, chapters, glossary, index; appendix, footnote, etc. 	Activity 8 <ul style="list-style-type: none"> Literary text like youth short stories: General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context
Writing and presenting		Activity 11 <ul style="list-style-type: none"> Write an essay: Narrative/reflective essay: Word choice; personal voice and style; vivid description; tone main and supporting ideas; mind-maps to organise coherent ideas; present essay for assessment Focus on process writing: Planning; drafting; revision; editing; proof-reading and presenting; Write an essay following the process

		approach to writing
Language structures and conventions	<p>Activity 2</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Punctuation: Full stop, comma, question mark, quotation marks, exclamation mark <p>Activity 4</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: main clause, dependent clause <p>Activity 7</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Pronouns: Personal, relative, reflexive and possessive 	<p>Activity 9</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word meaning: Literal, figurative <p>Activity 10</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Adverbs of place and degree <p>Activity 11</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing <p>Activity 12</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Subject and predicate, subject-verb agreement <p>Activity 13</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word meaning: Synonyms, antonyms <p>Activity 14</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Punctuation: Full stop, comma, question mark, quotation marks, exclamation mark <p>Activity 15</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Pronouns: Personal, relative, reflexive and possessive
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick check pp. 8: Discuss negotiating techniques with the learners.

Activity 1: Listen and take notes of main and supporting ideas pp. 8–9

Listening and speaking strategies: *Listening comprehension:* Record main and supporting ideas by making notes; share ideas and experiences and show understanding of concepts; identify persuasive/manipulative techniques; answer questions.

The text for this activity can be found at the back of the book.

Before listening: Here is a short story to help the learners better understand the concept of **main idea** as well as **supporting ideas**.

John and Jim are good friends who decide to go camping. They pack their food, a tent and camping gear and set off in their 4x4 for the mountains. They travel through a small village which really looks like a one-horse town. After travelling another 10 kilometres, they find an ideal camping spot. It is next to the river and there are big willow trees nearby.

Ask the learners to make notes while listening. They have to decide what the main idea is. They should say that two men want to go camping. All the other information is supportive information. Once they have understood this, the next exercise is easier.

Now read the listening text found at the back of this Teacher's Guide for Unit 1. When you read the text, the answers to the questions should be stressed in order for the whole class to feel successful when answering, as it is the start of a long learning process. Remember to change your voice when you read the poster to the class. They have to visualise the poster as part of the listening comprehension.

Answers

1. Mrs Bongani
2. This question can be discussed in class.
Every learner is entitled to an opinion, but should give a reason to back it up.
3. Example of notes: the lady is holding brooms / poster – she wants to clean streets / needs teens to help.

While listening: While the learners listen to the listening comprehension, they are hopefully recognising certain elements and matching facts or bits of information to questions. They are also using word attack skills in order to understand the text better. They will be analysing the message, the speaker, and the evidence given by the speaker.

Answers

1. She had brooms, black bags in a trolley, and a poster. (Ask whether the learners remembered all four items.) She wants young people to clean the streets.
2. They decide to help her because they are bored and will be rewarded for playing a game.

After listening: After listening to a short text, learners should be able to retell the story, recall at least one specific detail in the text, and reflect on the values and messages in the text. If the text is long enough, they might also be able to reflect on character, plot and setting. Finally, they should be able to express an opinion about the actions in the text.

Answers

- 1 a. Saturday ✓ (1)
b. She had a poster and some black bags. ✓
✓ (2)
c. No. ✓ (1)
d. Children are not allowed to work for money. ✓ ✓ (2)
e. She was offering a reward for playing a game. ✓ (1)
f. She wanted them to sweep the streets. ✓
(1)
g. 'Rewarded' means you have won something because of your skill. 'Being paid' means that you are doing a job and receiving a salary. ✓ ✓ (2)
[10]
- 2 a. Have a group discussion. To avoid a disorganised, undisciplined lesson, write the questions on the board or hand out different questions to pre-planned groups. Because there are different learners from different backgrounds in groups, the same questions might be understood and answered differently. Try to place shy learners with more outgoing learners. Each learner should say briefly what they have learnt from the listening comprehension. Emphasise that there is no right or wrong answer – all opinions are valuable.
b. The main idea: a lady with brooms tries to clean the streets of a township. The supporting ideas: she tries to get young people to see this as an opportunity to do something for the community and be rewarded.
c. Own opinion. Discuss the idea of manipulation with the class. Ask them whether they can recognise manipulation by others.

Activity 2: Revise punctuation marks pp. 10

Reinforcement of language structures and conventions covered in previous weeks: Punctuation: full stop; comma; question mark; quotation marks; exclamation mark.

Write the following epitaph on the board. Then tell the learners it is an inscription on a grave stone but a comma was placed in the wrong position.

Here lies my dear wife, Nell.

In Heaven she is not,

in Hell

I know that well.

Ask: What do you think the husband wanted to say about his wife? Help him by changing the position of the comma. (In Heaven she is, not in Hell I know that well.) This will start the learners thinking about the importance of punctuation.

Answers

1. Study the language box. Ensure that learners know what the different punctuation marks are called. Say these in class as a group. Write the various marks on the board and ask learners to name them. By hearing them often, they will get used to the pronunciation.
2. a. "Oh! What a surprise!" Celeste said. "I wasn't expecting the play park to be so clean!"
b. "Did you clean it by yourself?"
c. Marta, Anwar and John cleaned the whole area.
d. John said, "It wasn't hard to do and it kept us from being bored."
e. Henry reported, "I was supposed to do it."

Activity 3: Practise important reading strategies pp. 11–12

Reading process: Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate).

Before reading: Ask the learners to skim and scan the whole text, using the pointers in the Learners' Book. Explain what a **glossary** is.

Give examples of word attack skills: Write on the board: We were very **excited**. Ask whether they can give other words to explain the word "excited". They should come up with "happy" or "glad", or even better, "enthusiastic" and "delighted".

Now write: The lady waved at the children **excitedly**. The learners should be able to deduce

that the lady did something in an **enthusiastic, delighted, happy** way.

While reading: Constantly check whether learners are following in the text book. To ensure they do this, an interesting idea is to give each pupil a blank piece of paper and then ask them to "draw" the story as it unfolds using stick figures. The second time, they follow in the books.

Another way is to ask them to read after you have read a section and then stop to ask questions regarding the vocabulary they might have misunderstood. However, don't ask learners what a certain word means as they will be tempted to tell you what the word is in their home language and in FAL it is important for them to use the target language. If you can speak the home language of most of the learners in the class, rather say what the word is in that home language. Ask: Who knows what it means in English? So, you as the teacher can use another language in class but the pupils are encouraged to speak the target language.

After reading

Answers

- 1 a. She explained what she wanted. ✓ (1)
b. No. She just asked for teenagers who were willing to work. ✓ ✓ (2)
c. Entrepreneurial means being enterprising and starting something yourself in order to earn money. ✓ (1)
d. The idea comes from the Broken Window project in New York, USA. ✓ (1)
e. The narrator. ✓ (1)
f. Yes. She had an idea to teach people to care for their own communities. ✓ ✓ (2)
g. The narrator is enthusiastic, a go-getter, and he has also started thinking of his future and how this plan can lead to landscape gardening. So he seems to be innovative. ✓
✓ (2)
h. Both the Broken Window project's and Mrs Bongani's idea was to clean up the

neighbourhood and to get people proud again. ✓✓ (2)

i. This is a feel-good story because something good happens in the end: people are taught a skill and shown that helping your own area is the place one should start. Also starting with only a few utensils can lead to bigger things. ✓✓ (2)

j. The narrator will grow up to see chances of improving his/ her community and also generating an income for himself. ✓✓ (2)

k. Reasons why this plan can work in South Africa: People are getting tired of living in squalor and will realise that they will have to do things to help themselves. ✓✓ (2)

Reasons why this won't work in South Africa: people are too lazy and don't care whether they are living in squalor. They expect others to clean up behind them. ✓✓ (2)

2. Individual contribution. Learners should write down their answers and then read them aloud to the class. ✓✓✓ (3)
3. Yes, she did a good thing. I would give her 10 out of 10 for starting this in the community. It shows spirit and caring. ✓✓ (2)

[25]

Activity 4: Identify verbs and clauses pp. 13

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: main clause, dependent clause.

Start the lesson by introducing the learners to a new pupil: Finite Verb. Why is he called by this name? The reason is that he can stand on his own without the help of a helping (auxiliary) verb. In the same way, one can then move to the idea of a main clause and a dependent clause.

Answers

1. Cleans is a finite verb, because it can stand alone without the help of an auxiliary verb.
2. Main clause: The lady explained her plan.

3. Dependent clause: ...while the lady was talking.
4. Main clause: She handed out brooms.
Dependent clause: ...as everyone came to collect one.
- 5 a. Main clause: The children pick up the cans. Dependent clause: after they get out of school.
b. Main clause: They put them in a big bag. Dependent clause: for someone else to collect.

Activity 5: Identify text features and parts of a book pp. 13–15

Pre-reading strategies: Introduce learners to: text features - titles, headings, captions, illustrations; parts of a book - title page, table of contents, chapters, glossary, index; appendix, footnote, etc.

Before reading: Going through this text book with the learners:

title page
content page
chapters or units
headings
captions
appendix
footnotes

While reading: Get learners to sit in pairs and see if they can find the various pages and make notes on where to find them. This can be done as a quick competition.

After reading...

1. Title of book: Oxford Successful English
2. Message on cover page: With exam info and practice
3. Names of people who wrote the book: R. Hugo, D Paizee and M.L. Peires.
4. The book title, the authors, the grade, the syllabus, the subject: English First Additional Language.
6. Any B- word from Glossary.
7. Number of pages 345
8. Yes.
(a) The content page lists everything you will be able to find in the book and tells you on what page you will find it.
(b) The glossary lists as many words as possible. These are the words deemed "new" or more difficult.

(c) If you are looking for a particular word, the index at the back of the book will tell you on what page to find it.

Activity 6: Take part in a group discussion pp. 16–17

Listening and speaking strategies: Group discussion - brainstorming; select relevant ideas; sequence main ideas.

Before speaking: Explain that there are rules for group discussions. For instance, if they have something to say, they must raise their hands and await their turn. If one learner disagrees completely with another, he must choose his words carefully to give his opinion. The other person is allowed to stick to their own opinion. It is also important that everybody should be able to hear them speaking. If learners learn the correct way to debate, they will act with maturity.

To ensure that learners understand the topic, ask: What is a community? Why does an area look better when it's clean? Start off the 'brainstorming' by asking for one relevant idea. Write this on the board and ask them if this is the main idea. Supporting ideas can now be noted. If learners are sitting in smaller groups, ask group leaders (any learner) ahead of time what the main and supporting ideas could be. A large piece of newsprint can be provided to each group and the headings 'main idea' or 'supporting idea' can be written ahead of time. It is also important that the group reaches some kind of consensus at the end of their group discussion.

In group discussions, there are several important aspects to be considered: learners will express their own values and attitudes. They might show bias and use stereotypical language and mindsets. In all cases, try to show impartiality and give clear guidance.

While speaking: Move from group to group and listen to what is being said. If there is no discussion taking place, set the ball rolling. If there are learners who haven't said a word, ask them their opinion. If a group has reached consensus, ask leading questions to get them to discuss the merits of their decision. It is important that each learner contributes to the

discussion. Praise learners who give reasons to support their ideas.

Remind learners to speak clearly and change their tone. Encourage them to use facial expressions, such as hands held imploringly, frowning or smiling, as well as gestures, such as using hands to implore or indicate inverted commas. Learners should not try to use one breath to get many points across. It is better to reflect on what they want to say and then get one point across and pausing for this point to be understood.

Informal assessment: Assess the learners while they are speaking. Take note of how the learners interact with one another and check that they pay attention to each other as each member in the group speaks.

Activity 7: Identify different types of pronouns pp. 17–18

Reinforcement of language structures and conventions covered in previous weeks: Pronouns: personal, relative, reflexive and possessive.

Try to imagine the total chaos if we didn't use pronouns. For instance, a conversation could go like this:

Ralph: James! Why did you take Ralph's cell phone? It is Ralph's.

James: James was bored so James took Ralph's phone. It isn't Ralph's anymore!

What is missing here are personal and possessive pronouns. Ask the learners to change the underlined words so that the conversation sounds normal.

There are also other kinds of pronouns to make communication less laborious. For example, relative pronouns can be used as follows:

The lady gave them each a broom. The lady had a good idea. These sentences can be joined by using a relative pronoun, and it becomes: The lady who gave them each a broom, had a good idea.

Reflexive pronouns refer back to a particular person or persons. For example, He asks himself why he didn't think about the plan.

Discuss pronouns with learners by using this grid:

PRONOUNS	Replace or stand in for nouns	Meet Mpo, she is my sister.
Personal pronouns	Refer to people	I, he, she, him, us, yours, hers, myself themselves
Relative pronouns	Connect or relate one part of a sentence with another	The lady who gave me the idea.
Possessive pronouns	Shows possession	Mine, yours, hers, his theirs ours
Reflexive pronouns	Reflect back on the noun or the pronoun and usually end in – self or –selves	Mrs Bongani (she) found herself in the middle of the project.

Column A: Type of pronoun	Column B: Underlined examples
1. Personal	A. He sweeps the street.
2. Possessive	B. The broom is hers.
3. Reflexive	C. He helped himself to a piece of cake.
4. Relative	D. She is the lady who gave us the brooms

Activity 8: Read a short story pp. 18–20

Literary text like youth short stories: General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme; Reinforcement of language structures and conventions covered in previous weeks: vocabulary in context.

Before reading: Learners can look at the cartoon sketches of this story. They should be able to guess what has happened and what is going to happen. They also need to relate the situation to their own lives. Ask them if they have ever been in the same kind of situation. Discuss one or two situations with them. This will influence other learners to share their experiences at the dinner table.

Ask learners to skim and scan the story.

Answers

- Learners say what they think the title means.
 - For example, Matt does not like the look of the curry.

- Learners can offer ideas. It is probably about a boy who doesn't want to eat his food.
- Learners should try to predict the conclusion.
 - Glossary. (A short test can be written on the vocabulary. This has to happen often in order to expand vocabulary.)

While reading: Learners must be encouraged to infer meaning of unfamiliar words by using word attack skills and looking for contextual clues. After looking at the cartoons, most learners should be able to visualise the situation taking place in Matt's home.

While reading, use your voice to convey the message of this short story. Voice projection is of utmost importance. Because you expect all the learners to follow in the books, making eye contact won't be relevant except when you stop reading and ask questions. Then all learners should look up at the teacher.

After reading: Ask the learners the following questions when the story has been read: How does the story make you feel? Can you relate to Matt? How would you have reacted in the same situation? What is the story about? (What is the plot or theme of the story?)

Write the following words on the board: setting; first person narrator; third person narrator; and conflict. Then ask: Where does this situation take place? (What is the setting of the story?) Who tells the story? (Who is the **narrator**?) Learners must decide whether it is a first person narrator telling the story from the "I" perspective or a third person narrator telling us about other people or incidents.

Answers

- Matt. He is mentioned in the title and because it is a short story, the focus is on him. We realise very quickly that he doesn't want to eat the curry his mother insists him eating. He finally starts eating it and then we find out he actually enjoys the taste. ✓✓ (2)
 - Paige is Matt's sister. She reminds him that he is missing his favourite TV programme, but because his mother has said that no one may leave the table, he feels happy that he is irritating her in the process. ✓✓ (2)

- c. Mom, also called the evil queen by Matt, has gone to trouble preparing the curry and she wants Matt to taste and eat it. She is obviously the person with power in this family because all the other members have to listen to her when she forbids them to leave the table until Matt has eaten all his food. ✓
✓ (2)
- d Matt's father is probably on his side but he doesn't want to get his wife angry. He tries to be diplomatic but it doesn't work. He asks his wife to be reasonable but they all sit at the table for an hour so his plea isn't successful. ✓ ✓ (2)
2. "Matt eyes the curry" can mean he likes the curry or it means he looks at the curry. The second meaning is relevant to this story because he looks at the curry for a very long time. ✓ ✓ ✓ (3)
3. His mother – the evil queen – wins the battle because Matt finally eats the curry even though he promises never to eat it. ✓ ✓ (2)
4. Matt is the one who refuses to eat the dish his mother has prepared. The title also has his name in it. He is mentioned right through the story and all the other people react on the fact that he doesn't want to eat his food. ✓ ✓
(2)
5. Personal response. Matt is traditionally an English Christian boy's name so he will probably be a white boy. He can have fair hair, dark hair, straight hair or curly hair. He looks sulky and is in a bad mood. ✓ ✓ (2)
6. Yes. His imagination is vivid. He sees himself as captured by "the evil queen" who insists that he eats his food. He thinks that the food has "grown" on his plate and become more. He thinks Paige looks at him with "evil" thoughts in her eyes. ✓ ✓ ✓ (3)
7. Learner's own response. Matt's mother could be right in insisting that he eats his food. She has gone to the trouble of preparing it and he is showing very bad manners by refusing to eat it. She wants the best for her family and isn't out to poison him. ✓ ✓ ✓ (3)
8. Matt is still quite childish. To go into a big sulk like that shows he is immature. It would have been the best thing just to eat the food without making statements like "You'll never make me eat it!" He finally eats and enjoys the curry. ✓ ✓ (2)
9. Own answer. It is important that learners refer to a conflict situation. ✓ ✓ (2)
10. An ironic ending means that the reader didn't expect the story to end in this way. Irony is the difference between what you expect and what you get. We expected there to be a big fight between Matt and his parents and sister, but after an hour he eats his food and actually – against all expectations – he enjoys it. ✓ ✓ ✓ (3) [30]

Predictions: Ask the learners who was right with their predictions. Discuss other possible outcomes this story could have had. Also discuss what learners would have done in Matt's shoes.

Activity 9: Distinguish between literal and figurative sentences pp. 21

Reinforcement of language structures and conventions covered in previous weeks: Word meaning: literal, figurative.

Confusion can occur when people don't understand the literal or figurative use of expressions. For instance, when a performer is going to do something on a stage, we say "Break a leg!" This is a form of encouragement. The person who says it means it figuratively. However, if the performer took it literally it would be mean and spiteful.

Many idiomatic expressions are meant figuratively. When learning a language, we have to become acquainted with literal and figurative implications of words and expressions.

Answers

- 1 a. This is a figurative sentence.
- b. This is a figurative sentence.
- c. This is a figurative sentence.
- d. This is a figurative sentence
- e. This is literal.
- f. This is literal.
- g. This is literal.

Activity 10: Identify adverbs of place and degree pp. 21–22

Reinforcement of language structures and conventions covered in previous weeks: Word level: Adverbs of place and degree.

Answers

- 1 a. adverb of degree: quite
b. adverb(s) of place: very far
c. adverb of place: nowhere
d. adverb of degree: extremely
e. adverb of degree: nearly

Activity 11: Write a narrative (descriptive) essay pp. 22–24

Write an essay: Narrative/reflective essay: Word choice; personal voice and style; vivid description; tone main and supporting ideas; mind-maps to organise coherent ideas; present essay for assessment; Focus on process writing: Planning; drafting; revision; editing; proofreading and presenting; Write an essay following the process approach to writing; Reinforcement of language structures and conventions covered in previous weeks: remedial grammar from learners' writing.

Plan: Learners may start their plan by asking, for example: What is my goal? What is the purpose of the essay? How much information should I give? Can I fit what I want to say into 180 to 210 words? Is the first sentence interesting enough? Should I start each paragraph in the same way or should I have some variety?

Draft: The first draft is a rough outline of the whole essay. Start with a short introductory sentence which captures the reader's attention. This sentence or the second sentence carries the main idea of the whole paragraph. All other sentences have to support this sentence. They should avoid using the same words over and over.

Edit: After writing the draft, ask learners to swap with a friend who helps with the editing of the text. Then mistakes must be corrected and the essay is rewritten neatly.

Proofread: Learners check their work one last time to ensure that all mistakes have been fixed and that everything makes sense.

Present: Once they are satisfied with their writing, learners hand it in for the teacher's assessment.

Informal assessment: Monitor the learners as they plan and draft their essays. It is important that learners take the time to plan their writing carefully and you need to check that they complete this part of the activity properly. Take note of whether the learners use the correct paragraph conventions while they draft their essays and that they develop their paragraphs with suitable topic and supporting sentences.

Activity 12: Use subjects and verbs correctly pp. 24–25

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: subject and predicate, subject-verb agreement.

Answers

- 1 a. The children **have** no money so they will do anything to earn some money – even **sweep** the streets.
b. I **don't** know if the boy ever **ate** curry again.
c. Matt's mother is very strict, and his father is scared of his wife.
- 2 a. **Subject:** The children; **Predicate:** have no money left.
b. **Subject:** The boy; **Predicate:** said he could not eat curry.
c. **Subject:** Matt's mother; **Predicate:** told him he had to eat the curry.

Activity 13: Synonyms and antonyms pp. 25–26

Reinforcement of language structures and conventions covered in previous weeks: Word meaning: synonyms, antonyms.

Answers

- 1 a. **help:** Synonyms: assist/serve. Antonyms: ignore/lead astray
b. **happy:** Synonyms: satisfied/content. Antonyms: unhappy/dissatisfied
c. **tasty:** Synonyms: pleasant/enjoyable. Antonyms: awful/unpleasant
- 2 a. Matt's sister said that she would be **angry** (upset/dismayed) if her Mother **stopped** (did not allow) her leaving the table.
b. Matt's sister said that she would be **happy** if her Mother **allowed** her to leave the table.

Activity 14: Support: Punctuation and spelling pp. 26

Reinforcement of language structures and conventions covered in previous weeks: Punctuation: full stop; comma; question mark; quotation marks; exclamation mark.

This activity will allow learners to practise using correct punctuation and spelling.

Answers

Mrs Bongani gave us R20 an hour as well as our next task: We had to go to other streets and invite people to come and look at the cleaned street. “Would you like your street to look like this one?” They all said “Yes” so we asked them to participate. We’d clean the streets, but needed black bags and pocket money.

Activity 15: Challenge: Write a story extract with correct pronouns pp. 26

Reinforcement of language structures and conventions covered in previous weeks: Pronouns: personal, relative, reflexive and possessive.

This activity will allow and encourage learners to practise using the correct pronouns in their writing.

Answers

Answers will differ. Ensure learners have used the correct pronouns and revise the different types of pronouns and their usage if necessary.

Review Copy

Unit 2 The power of speech

Unit overview		
Term 1	Week 3	Week 4
Resources	Learner's Book pp. 27-44; Literature Anthology	Learner's Book pp. 27-44; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listen to prepared speech by president/influential member of the society: Discuss features of prepared speech, identify and explain language use; identify and discuss features in the speech 	Activity 10 <ul style="list-style-type: none"> Listening and speaking strategies: Prepared speech: Choose appropriate topic, organise information coherently, identify correct vocabulary and language structures, prepare effective introduction and ending, practice, present
Reading and viewing	Activity 4 <ul style="list-style-type: none"> Read a speech: Identify and discuss key features, analyse language use, identify and discuss emotive or manipulative use of language, analyse introduction and conclusion Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) Reading strategies: Guided reading, group reading, independent reading Activity 6 <ul style="list-style-type: none"> Reading/viewing of written/visual text for comprehension: Skimming and scanning, intensive reading; purpose and target group, inferring meaning and conclusions, identify manipulative language, influence of selection and omission on the meaning of text, how language and images reflect and shape values and attitudes, impact of use of font types and sizes, headings and caption on meaning 	
Writing and presenting		Activity 8 <ul style="list-style-type: none"> Write a speech: Focus on process writing: Planning, drafting, revision, editing, proof-reading and presenting Write a speech: Explain the requirements of text to write a narrative essay, identify the target audience, decide on style, purpose, and format use appropriate words, introduction to development, climax, conclusion
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Abbreviations – 	Activity 7 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level:

	<p>initialism, acronym, clipped, truncation, aphesis, portmanteau</p> <p>Activity 3</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau <p>Activity 5</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Nouns – compound, gerund, diminutives, augmentatives; verbs – finite, non-finite verbs; adjectives – comparative, superlative <p>Activity 6</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context 	<p>Verb phrase, verb clause, supporting sentences, topic sentence, noun phrase, noun, adjectival and adverbial clause, conjunctions</p> <p>Activity 8</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing <p>Activity 9</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Punctuation: Exclamation mark, question mark, comma, full stop <p>Activity 11</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Prepositions <p>Activity 12</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Emotive and manipulative language
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Activity 1: Listen to a prepared speech by an influential member of society pp. 28 – 29

The text for this activity can be found at the back of the book.

Listening and speaking strategies: Listen to prepared speech by president/influential member of the society; Discuss features of prepared speech; identify and explain language use; identify and discuss features in the speech

Before listening: Tell the learners briefly about Martin Luther King. In 1963, when racism and hatred was rife in the USA, he made his famous “I have a dream” speech, about all men being equal. He was later shot for his dreams of equality. Another hero, Nelson Mandela, was imprisoned for 27 years and Mahatma Gandhi was assassinated for his ideas.

While listening: If the learners are ready to be challenged, and you have the resources, they can listen to this speech on YouTube.

After listening: Tell learners about slavery and how countless Africans were transported to South and North America to work for wealthy slave owners. The southern states of the USA used slave labour in the cotton fields. These people are currently called “African Americans”.

Answers

- TRUE. Martin Luther King realised that there were countless injustices in the USA, but he had a vision or dream and this is what he shared with the people. Although the word ‘apartheid’ is a South African word, racial inequality and segregation was well known in America. Black learners were not allowed to attend the same schools as whites, and no blacks were allowed to sit in buses or trains if there were whites without seats.
 - FALSE. In this extract there are many examples, including that the children of slaves will share a meal with the children of slave owners, and that Mississippi, where many injustices were perpetrated, will be an oasis of freedom.

- c. TRUE. He is appalled by the injustices in his country and he states his wishes for the future clearly.
- d. FALSE. He speaks methodically, moving from one point to the next, describing his “dream” very simply so that everybody can understand it.
- e. TRUE. He uses the words “I have a dream” to link the various visions he has for the future together.
2. In this very short extract, the word ‘dream’ is used eight times, so that it becomes a kind of chorus line in the speech. He calls the listeners “my friends”, making it personal and he also includes everyone in his dream so that it becomes a shared dream, where no one is left out. He also uses emotive words, such as “injustice”, “cruelty”, “this nation will rise up”, “freedom”, “justice”, and “my four little children.”
- 3 a. Yes. It is still relevant because, all over the world, injustice and strife still prevail, and we all dream of a better world.
- b. Learners can voice their own experiences here. Skin colour, gender, religion, culture and social status should not be measuring tools, but people often make assumptions based on them.

Informal assessment: Assess the learner’s answers to see how well they listened. If you identify learners who have struggled to understand the speech you may like to repeat the activity after class to see if the learners benefit from hearing the text again. This will give you an opportunity to find out what part of the listening comprehension learners have struggled with, for example, the understanding of the text or the recall of important information.

Activity 2: Match abbreviations to examples pp. 30

Reinforcement of language structures and conventions covered in previous weeks: Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau.

Answers

1. A (Initialism) – 6
2. B (Acronym) – 5
3. C (Aphesis) – 1
4. D (Clipping) – 3

5. E (Truncated words) – 4
6. F (Portmanteau) – 2

Activity 3: Support – Common acronyms and abbreviations pp. 30–31

Reinforcement of language structures and conventions covered in previous weeks: Abbreviations - initialism, acronym, clipped, truncation, aphesis, portmanteau.

Answers

1. RSVP – h. Please reply (From French – Repondez s’il vous plait)
2. AM – e. before midday
3. BCE – d. (Before the Christian era)
4. DIY – c. (do it yourself)
5. ETA – g. (estimated time of arrival)
6. PS – b. post script (extra sentence or two added to a letter)
7. i.e. – f. (that is)
8. e.g. – a. (for example)

Activity 4: Read an extract from Mandela’s speech pp. 31–32

Read a speech: Identify and discuss key features; analyse language use; identify and discuss emotive or manipulative use of language; analyse introduction and conclusion;
Reading process: Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); *Reading strategies:* Guided reading, Group reading, Independent reading.

Before reading:

1. Read the explanation about emotive and manipulative language.
 The emotive and persuasive words that Mandela uses from the poem, The Child by Ingrid Jonker, include: “our” nation; “honour the memory...”; “the right to assert with pride”; “we are citizens of the world”; “transcended”.
 He also repeats words and ideas to emphasise the concept that a child (a young dynamic African National party) has become big enough to take over the rule of the country. In the poem the child, transcending terrible suffering, becomes a man and journeys through the world, without a pass. He urges all South Africans to do the same thing.

While reading:

1. During the first reading try to get the learners to visualise a man who spent 27 years in jail,

- and now, nearly 70 years old, that man stands in front of millions of people, making this speech. Tell them to let his words run over them and enter their hearts. Read it slowly for the first time so that the learners can think what Mandela was trying to say. Then ask the learners what they think is the main idea. Lead them to understand that Mandela is actually saying it is our time now.
- When reading it for the second time, ask the learners about the language Mandela is using. Point out that it is not complicated. It is repetitive and it is stirring in its simplicity. He pays homage to the forefathers and he pays homage to an Afrikaans woman who used this image in her poem. She is the example for other people in this country. There are similarities in his and Martin Luther King's speech. Both wanted all people to relate to the speech.
 - Mandela used the word "we" to mean "all of us", which makes everyone feel included.

After reading

Answers

- "Our nation" and "the sons, the daughters, the mother, the fathers, the youth and the children". These words indicate that Mandela is talking to every person in the country.
- We have come of age.
- He says "we" and talks of all the sons, daughters, mothers and fathers. No one is excluded.
- The poem reflects Mandela's sentiments about South Africa and its history. These ideas and words coincide with the sentiments of the ANC and Mandela as their leader. "The child lifts his fists against his mother". This means that the child no longer accepts old values, and has to show the "mother" that times have changed. "The child is not dead" and although "he lies with a bullet through his brain... he is everywhere" means the child will grow to manhood no matter how he has suffered. The last three lines of the poem show how the child has grown: first he only wants to play in the sun at Nyanga, then he becomes a man who treks through Africa and finally is a giant who journeys freely through the world. This is an indication that the idea of freedom and self-determination has grown and taken over.
- He is using it to placate many Afrikaners, but also to say that this woman, an Afrikaner poet, has transcended her own suffering to become not only a South African, but also an African and a citizen of the world.
- At Sharpeville, in March 1961, there was a rally to protest against the passes the black people had to carry at all times. White people had identity documents and could live anywhere in South Africa, but black people needed passes to move around in their own country. In the confrontation, 169 people were shot and killed. This day is now commemorated as Freedom Day.
- Yes. Women are a minority group and the ANC has indicated that women in general had to be elevated to senior positions as a result of their part in the Struggle. Ingrid Jonker defied her father, who was a Member of Parliament for the National Party, to side with the black people in their struggle for freedom, the right to vote and to achieve democratic rights.
- The pass became the symbol of the inferior status and lack of freedom of the black people. Ingrid Jonker's poem ends with this as a climax, showing that freedom doesn't need a pass to travel the world.

Activity 5: Revise nouns, verbs and adjectives pp. 33–34

Reinforcement of language structures and conventions covered in previous weeks: **Word level:** **Nouns:** compound, gerund, diminutives, augmentatives; **Verbs:** finite; non-finite verbs; **Adjectives:** comparative, superlative.

- Tell learners that when we learn a new language, the most important words are the nouns and the verbs. Read through these lists with the learners so that they can hear how to pronounce the words. Learners must be taught that the verbs constantly have to "agree" with the subject. For example, a group (of people for instance) is regarded as one thing and the verb has to be in accordance with this.

2. **Nouns:** time, nation, memory, South Africans, Africans, citizens, world, certainties, age, woman, experience
Verbs: will come, will honour, are, come, tell, shall find, rose, became.
Adjectives: Afrikaner (woman), particular (experience)
 a. “South African” is a **proper noun** and “citizen” is a **common noun**.
 b. “will” is an **auxiliary verb** and “tell” is a **finite verb**
 c. “Afrikaner” is an **adjective**
3. a. **giving** – gerund
 b. **best** – superlative adjective
 c. **grandmaster** – augmentative noun

✓ **Activity 6: Read a written text for comprehension pp. 35–37**

Reading/viewing of written/visual text for comprehension: *Skimming and scanning; intensive reading; purpose and target group; inferring meaning and conclusions; identify manipulative language; influence of selection and omission on the meaning of text; how language and images reflect and shape values and attitudes; impact of use of font types and sizes, headings and caption on meaning; Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context.*

Before reading: Ask learners to take a ruler and to read only the first sentence of each paragraph. Merely by doing this, learners will already be applying word and sentence attack skills in order to understand the rest of the text. After reading these sentences they should be able to predict what the text is about. Ask learners to learn words in the Glossary, but also to add words to their own vocabulary list in order to expand their vocabulary at all times.

While reading: Learners should notice the choice of words, and which words have been put in italics to emphasise their importance.

After reading: This activity serves as a Formal Assessment. Assess learners according to the following memorandum.

Answers

- 1 a. The purpose of this text is to give people other insights into ways of combating unfairness and discrimination. The target group is everybody – old and young – who

might never have heard of or considered this form of resistance.

b. This is a personal opinion. It could be that it is inspiring because of its simplicity. Here was a man who achieved much without raising his voice or hurting others. He believed you could change things by being kind.

c. The text is meant to inspire. Hopefully the learners decided to try out Gandhi’s ideas or read more about them.

d. The word “guerrilla” is used to show learners that the opposite extreme of violence is also important.

2. The following answers are merely examples:

a. He decided to “give” it away by throwing it onto the track ✓ (1)

b. Be kind without considering “what is in it for me?” It is the opposite of “they practised random acts of violence and senseless acts of cruelty.” ✓ ✓ (2)

c. Any one of these: Gandhi threw his second shoe away when the first one fell off. Anne Herbert bought a tin of paint to improve the depressing school class room. ✓ ✓ (2)

d. When you do something good, it is that action which is important – whether you get something from the action is immaterial. ✓

✓ (2)

e. Possible answers: I would not even think to throw the other shoe away / I would be very upset and my mother even more so. ✓

✓ (2)

f. The poor man would be very pleased. He would feel good for the rest of the day. ✓ ✓ (2)

g. He thought that he couldn’t wear only one shoe but if he gave the other one, maybe someone would have the benefit of owning and using a pair of shoes. ✓ ✓ (2)

h. They don’t like losing things or giving things away. They think of their own comfort first. ✓ ✓ (2)

i. The poor person would have rejoiced if he knew he was wearing Gandhi's shoes. He would have bragged about this piece of information. He would have cherished the shoes. Gandhi would have been pleased that such a little "gift" would make the person so happy. ✓✓✓ (3)

j. Gandhi was kind and generous and he believed in helping others even if they didn't know that they were being helped by him. ✓✓✓ (3)

k. The narrator is thinking of a revolution of kindness and not of violence. If we all helped others, we would be better people. ✓✓ (2)

l. Start a soup kitchen for the very poor by approaching supermarkets and shops for left over products. Running the soup kitchen though out the year, without feeling that you should get paid. Collecting and donating warm clothes and blankets for needy people. Any answers should be evaluated in terms of "other ways YOU could help a community. ✓✓✓ (3)

[25]

Informal assessment: Whenever possible mark the comprehension work that the learners complete so that you can assess how well they have understood different reading texts. If learners struggle with the comprehension try to find out whether the reading text itself proved to be difficult for the learners concerned or whether the learners need help in understand the questions that they are asked.

Activity 7: Revise sentence level work pp. 37–39

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: verb phrase; verb clause; supporting sentences, topic sentence; noun phrase; noun, adjectival and adverbial clause; conjunctions.

The table below is a summary of the Language box on page 38:

Terminology	Explanation
Topic sentence	Most important sentence.
Supporting sentence	Adds to topic sentence
Clause	single idea /always contains a

	finite verb
Phrase	single idea/without finite verb
Verb phrase	Tells more about the verbs
Verb clause	Group of words containing a finite verb
Noun phrase	Answers the questions WHO or WHAT
Noun clause	Works like noun – can be replaced by "It" or "that"
Adjectival clause	Qualifies word(s) in main clause.
Adverbial clause	Works like a single adverb – refers to time, place, manner and reason
Conjunction	Connects sentences.

Answers

1. Topic sentence: I'll never forget the first time I saw Nelson Mandela.
Supporting sentences: (2nd sentence) He was a tall impressive man and he stood very still; (3rd sentence) Later I realised that he kept quiet in order for the people to settle down;(4th sentence) They all wanted to hear what he had to say;(5th sentence)When he started talking, a shiver ran down my spine.
2. Please notice that the 2nd sentence is more important than the 3rd sentence. One sentence leads to another. The last sentence of this paragraph prepares the way for the next paragraph. The pupils should write the sentences as above.
3. Adjectival phrase: "with the passionate plea"
4. Noun phrase: "Everyone listening to his speech"
5. Adverbial phrase: "smiling and waving"
6. Adjectival clause: "which inspired all the people"
7. Verb phrase: "kept locked up in prison"
8. Learners' own sentence.

Activity 8: Write a prepared speech pp. 39–41

Write a speech: Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting;
Write a speech: Explain the requirements of text to write a narrative essay; identify the target audience; decide on style, purpose; and format use appropriate words; introduction to development, climax; conclusion;
Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing.

Tell the learners to start with a plan. They must organise their information so that the listeners

can follow what they say and they need to choose appropriate language and words to express themselves well.

Plan: Tell them who their target audience will be. The style should be informal and they must choose vocabulary suitable for the target group. They must also decide what their point of view is. The purpose of the speech is to inspire and convince their peers to focus on their work. The format has to be a straightforward motivational talk.

Draft: When the learners write the first draft, they should use the main and supporting ideas created during planning. They should create an interesting opening or introduction such as a quote, slogan, or story. It helps to build on the ideas they introduce by using supporting ideas and brief examples that explain their values, beliefs and experiences. Most importantly, they should create a climax – this will be the idea they consider most likely to motivate their target audience.

Remind them that they can create a slogan that encourages learners to work hard at school, give advice on how to avoid playing around and tell a personal story from their own lives that supports the main point.

Revise: After writing their first draft, they should read the whole speech again and then ask a friend to read it as well. They should check vocabulary (descriptive, emotive, and vivid words); language use (repetition should be avoided); sentence structure (linking sentences with conjunctions, so there's a mix of short and longer sentences); and paragraph structure (grouping together similar ideas).

Proofread: After revising their speeches it can be improved by editing it to ensure that examples are easy to understand, paragraphs are in the correct order and linked to each other, the introduction will capture the listeners' attention, and that the climax/conclusion is strong and motivational, and summarises the main points.

Informal assessment: Check that the learners plan their prepared speeches appropriately. Learners can use mind-maps or lists to plan the content of their speeches but it is important that they are able to translate their planning into a coherent and logical set of paragraphs. Check

that the learners include main and supporting ideas in their paragraph and that their ideas are linked appropriately.

Activity 9: Support: Punctuation pp. 41

Reinforcement of language structures and conventions covered in previous weeks: Punctuation: exclamation mark; question mark; comma; full stop.

Answers

1. I went to listen to motivational speaker yesterday. She spoke about how we can all do something to improve our community. She suggested ways of making the area prettier, ways to create jobs and how to support people in need. It was so interesting! I have so many ideas that I can work with now. Do you know what I am going to do to make a difference in my community? I am taking the first step.

Activity 10: Give a prepared speech pp. 42–43

Listening and speaking strategies: Prepared speech: Choose appropriate topic; organise information coherently identify correct vocabulary and language structures; prepare effective introduction and ending; practice; present.

Before speaking: Very often learners find giving a prepared speech very intimidating because they have to use a language that isn't their mother tongue and they have to stand in front of their worst critics: their peers.

During the preparation of their speech, learners should give attention to verbs, adjectives and adverbs and, instead of using the same word repeatedly, they should use antonyms – especially with the use of prefixes and suffixes, synonyms, homonyms and one-word phrases in order to make the listening more interesting. Figurative language, with particular reference to figures of speech, idioms and proverbs can be used to great effect as the climax or conclusion of the speech.

While speaking: An oral presentation implies that learners use appropriate register, style and voice according to the audience, the purpose context and theme. Also remind learners to speak directly to the audience.

Informal assessment: Whether learners give a prepared or unprepared speech or are reading aloud they need to pay attention to the following key points in their presentation. Check that they:

- Speak clearly and loudly enough.
- Vary the tone of their voice where appropriate.
- Make eye contact with their audience.

Activity 11: Select the correct preposition pp. 43

Reinforcement of language structures and conventions covered in previous weeks: Prepositions.

This activity will aid learners in understanding prepositions and the different ways in which they are used.

Answers

1. a. in
b. to / in

Answers

1. a. in
b. to / in
c. for / in
d. on
e. in / at
f. after

Activity 12: Challenge: Emotive and manipulative language pp. 44

Reinforcement of language structures and conventions covered in previous weeks: Emotive and manipulative language.

This activity will assist learners' understanding, use and recognition of emotive and manipulative language.

Review Copy

Unit 3 Roles we play in life

Unit overview		
Term 1	Week 5	Week 6
Resources	Learner's Book pp. 45-62; Literature Anthology	Learner's Book pp. 45-62; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 2 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension (sound only): Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling Reconstruct scenes: Agree on the version/meaning seen, role-play what happened in the two scenes, etc. 	Activity 8 <ul style="list-style-type: none"> Listening and speaking strategies: Group discussion about visual, audio - visual/multimedia text: Activate background knowledge, estimate purpose of the text, seek for meaning, understand text, take notes, understand message
Reading and viewing	Activity 4 <ul style="list-style-type: none"> Literary text like novel/short stories/drama: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: Pre-reading (introduce text); during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) 	Activity 9 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		Activity 12 <ul style="list-style-type: none"> Transactional texts: Letters (Friendly/informal): Features of the text, language use, register and style, introduction and conclusion, write a letter based on visual, stimulus Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Adverbs of manner and time Activity 3 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 4 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 5 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Sentence structure, adjectival and adverbial clauses, and phrases Activity 6 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Sentence 	Activity 7 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Infinite verbs and gerunds Activity 9 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 10 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Adjectives: Comparative and superlative Activity 11 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Definite and indefinite articles Activity 12 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing

	structure, adjectival and adverbial clauses, and phrases	Activity 13 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Negation and statements
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick check pp. 46: This Quick check stimulates learners into thinking and talking about people and the roles they play in life. It also guides learners into thinking of the impact each learner's behaviour has on others. This helps to introduce the theme of this unit.

Activity 1: Use adverbs of time and manner pp.46–47

Reinforcement of language structures and conventions covered in previous weeks: *Word level: adverbs of manner and time.*

You can begin this lesson by asking how learners explain when someone did something or how they did it. Ask learners for an example. Then explain that adverbs of time and manner provide this information about how people, animals, and things act.

1. Read the language box and explain adverbs to the learners
2. Adverbs of time and manner to complete sentences:
 - a. Last week
 - b. quickly
 - c. yesterday
 - d. politely
 - e. every week

Activity 2: Listen to an extract from a short story pp. 47–49

Listening and speaking strategies: *Listening Comprehension (sound only):* Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling; **Reconstruct scenes:** Agree on the version/meaning seen; role-play what happened in the two scenes, etc.

The text for this activity can be found at the back of the book.

In this story we will hear how someone is bullied – the main idea. The supporting ideas are how the bullying started, how it progressed and what the final outcome was. Learners will need to focus on the main and supporting ideas, listen out for roles that people play, prepare to write a summary of what they hear, and retell the story in their own words.

Before listening: Learners need pen and paper to create a checklist. The items on this list help to prepare them for focused learning. When the learners hear the story for the first time, they should merely listen. The second time, allow them to make a list of the following aspects: the names of the characters, what, where and how the bullying happened, what was surprising about the story and finally how it ended. In a general discussion, ask the learners whether they learnt anything about life while listening to the story.

While listening: Write the title on the board: The bully in a dress – ask the learners how they visualize this and what they think will happen in a story with this title. Learners should focus on adjectives and adverbs that help to describe the characters.

After listening: Ask some learners to tell the story in a chain – one person starts and the next one picks up the thread. They will be quick to point out whether the order has been incorrectly remembered.

Answers

- 1 a. A girl by the name of Rosa. She also mentions her friends and the teacher. Her friends were Ellie and Kate. The teacher is nameless.
- b. When the narrator was in Grade 7.
- c. Fruit, four sandwiches, biltong and chocolate. Even my homemade ginger beer!

The narrator saw the bully in a shop – sitting at the till.

d. At school, she saw the narrator as a “soft touch” – one who easily feels guilty, but when they were older Rosa felt ashamed and felt as if she had to apologise. Rosa is impressed by the narrator because she looks neat and tidy.

e. Relationships – personal and professional: The narrator and her mother / her teacher / her friends

f. Rosa and the narrator had a bad relationship: the narrator had to give food every day, and Rosa merely demanded more. Ellie was the narrator’s friend. Ellie doesn’t tell Rosa what the narrator said about the teacher, Kate did.

Kate is the narrator’s friend, but tells Rosa what she said about the teacher.

The narrator doesn’t tell her mother what is happening at school – if she had the rest of the story wouldn’t have happened.

2. Summary: use the ‘chain’ discussed in number 1 to write a summary. The summary should consist of 50 to 60 words.
3. The narrator hated a girl at school because she bullied her and forced her to bring food to school. Years later she sees the bully again at a shop and she remembers how much she hated her. The bully surprises her by thanking the narrator for feeding her and her siblings.
4. Oral answers about the story:
 - a. Rosa was desperate to get food – not only for herself, but for her siblings as well.
 - b. She remembered the bullying and looked at Rosa with hatred.
 - c. At the end of the story we feel sorry for Rosa.

Activity 3: Work out words from their context pp. 49

Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context.

Learning vocabulary in context requires word attack skills. Being able to understand the meaning of a word by assessing the context in which it is used is essential for building a vocabulary in English and will help learners if

they find unfamiliar words in exams or other important communications.

1. siblings – c (brothers and sisters)
2. admit – k (to say you have done something wrong)
3. cash register – b (the till where you pay money for the things you have bought)
4. recognised – a (to know someone immediately after not seeing them for a long time)
5. swayed – d (moved slowly from side to side or backwards and forwards)

Activity 4: Read a short story pp. 50–52

Literary text like novel/short stories/drama: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme; Reading process: Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context.

Learners will be reading a short story. Explain that short stories share many of the same features as longer stories. Ask learners what they think these features may be and then elaborate by discussing the role of conflict in a story.

Before reading: Ask the learners if they can guess what the following words mean: arrested, underground, barred, pedestrians.

- They should try and tell you that arrested (verb) means to take someone away and not allow them to leave. This is a good time to give them other ways of saying the same thing e.g. take into custody. Also tell them that the police place someone under arrest.
- The word underground has many uses and can be a noun, adverb and adjective. In England trains that travel underground are used by many commuters. If we say someone went underground it means the person went into hiding. Moles and snakes live underground.
- Barred comes from bar which is a verb to prevent someone from entering or leaving or a noun: a thin piece of metal to keep burglars out and criminals in!! Remember to tell learners not to

pronounce the “r” when saying the word, but to use it when spelling it! We can also say: He was barred from the team for fighting. In the story we are going to read, the cell is barred because criminals have to be kept inside.

- Pedestrians refer to people who use their feet to walk in the street

While reading: Read through the notes with the learners. Tell them to listen well the first time they hear the following terminology because the vocabulary is relevant to all stories – whether the story is short or long.

Words like setting, characters, characterisation, narrator, background, plot, conflict and theme will be relevant again and again. It helps to make these words applicable to their own lives: who is the main character in your family? What setting do you come from? Is there internal or external conflict in the story of your life? Without realising it, they will become used to the terminology.

After reading: The questions should be answered individually and written into the learners’ work books. The questions assess learners’ understanding of the extract by focusing on who, what, where and how questions. The exercise then moves to application and evaluation questions. This guides learners in how to analyse a literary work”

1. A person who has been arrested.
2. It happens in a prison cell
3. They move away from him into the farthest corner of the cell.
4. Murderer
5. He watches everybody carefully but he doesn’t say anything until someone talks to him. When he is asked why he has been caught and placed in the cell, he says it softly and without malice or anger. He also admits he doesn’t feel too well after his deed.
6. The little man who starts asking questions. He is a cocky little man.
7. They all committed something that was against the law. They have all been caught by the police and have been placed in a cell.

8. Own opinion. He is wrong because they don’t know each other at all. OR He is right because they are all criminals.
9. The narrator’s tone is soft and apologetic whereas the interrogator is confident and demanding.
10. Yes. These people have committed offences and they are a danger to society. The fact that the criminals are scared of a murderer is significant. Murder is a serious offence and the other criminals realise that the narrator is probably dangerous.
11. We expect murders to be vicious monsters, but in fact they can be soft-spoken and afraid just as the narrator is.

Activity 5: Identify adjectival and adverbial clauses and phrases pp.52–53

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Sentence structure; adjectival and adverbial clauses, and phrases.

Explain the roles of adjectival and adverbial clauses in creating vivid descriptions in stories.

1. The terminology is normally the most daunting aspect of learning a target language. One of the most important things for Grade 8’s to understand is the difference between a clause and a phrase. Make them repeat: Clauses contain verbs, phrases don’t (have verbs)
2. a. The bully who frightened the young children was taken to the head teacher. (Adjectival clause – frighten is a verb)
b. The head teacher spoke sternly while he reprimanded the bully. (adverbial clause – reprimand is a verb)
c. The learners comforted the children who were upset. (adjectival clause – were is a verb)
d. The learners who comforted the children waited for their teacher to return. (adjectival clause – comfort is a verb)
e. The children were comforted and distracted with games and cool drinks. (adverbial phrase – there is NO verb in a phrase)

Activity 6: Challenge: Adjectival and adverbial phrases and clauses pp. 53

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Sentence structure; adjectival and adverbial clauses, and phrases.

This activity provides learners with additional practise in the use of adjectival and adverbial phrases and clauses. It helps learners to assess their understanding of these aspects of a sentence.

1. The bullying started in Grade 7.
2. She waited at the gate for her "order" of food.
3. My mother was so worried about me.
4. I whispered to my friend while we walked to class.
5. She told Kate who sat next to Rosa.
6. I felt guilty so I brought the food the next day.
7. I forgot about Rosa after school.
8. I never had the chance to thank you for feeding me and my siblings.

Activity 7: Use infinite verbs and gerunds pp. 54

Reinforcement of language structures and conventions covered in previous weeks: Infinite verbs and gerunds.

There are two ways that words with the suffix “-ing” can be used in sentences. Learners can use their existing skills at recognising nouns to help them to find gerunds.

- 1
 - a. I told the teacher that he was bullying me yesterday.
 - b. They were fighting today because they disagreed about telling the teacher what had happened.
 - c. I was apologising for being a bully when she hit me.
- 2
 - a. Running away is not cowardly; it prevents violence.
 - b. Hitting someone is always wrong.
 - c. Bullying is a big problem in schools

Activity 8: Discuss a multimodal text pp. 54–55

Listening and speaking strategies: Group discussion about visual, audio-visual/multimedia text: Activate background knowledge; estimate purpose of the text; seek for meaning; understand text; take notes; understand message.

In this class activity, learners are given the opportunity to discuss a multimodal text.

Before speaking:

1. Explain what “multi-modal” is: as many of the senses as possible will be stimulated by multi-modal texts. Images, words and perceptions are all included and learners should respond to this. Cultural groups sometimes respond differently and this leads to interesting discussions.
2. Learners must look at the cartoon that is based on the story of the murderer in the cell with the other criminals.

While speaking: During discussions, learners should take turns in speaking, and provide evidence for their opinions and answers. If the class is very big, it may be useful to divide the learners into smaller groups so that they all have a chance to contribute to the discussion.

- 1
 - a. The setting is a prison cell.
 - b. The narrator is the main person but the dapper little man also plays a main role in this story.
 - c. When the narrator says the word “Murder”, all the other people move away from him.
 - d. They feel that the murderer is much worse than they are. They might have committed crimes like stealing, but they see their own crimes as negligible in comparison to his.
 - e. The purpose is that we are helped to visualize the situation. It also adds to our own imagination. That is what reading does: it stimulates the imagination, but because the modern generation rely heavily on visual stimulation, this cartoon will help them to understand the situation.
2. Role play
Roughly divide the class into groups. The three groups then perform their plays in front of the class. Ask the person playing the role of the narrator to also voice his or her thoughts as the interrogator moves from person to person.

Informal assessment: Assess the learners to find out if they are confident to engage with a text in different formats. The cartoon is linked to the short story and it is important that learners can recognise how the same characters are

reflected in both texts. Ask the learners to explain character and characterisation to you to check they understand these key features of both short stories and cartoon texts.

Activity 9: Read a poem pp. 56–58

Poetry: Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, stanzas, typography; figurative meaning; mood; theme and message; **Reinforcement of language structures and conventions covered in previous weeks:** Vocabulary in context.

Before reading: Teach key features of a poem. It is wise to have a large poster of a poem available in the class room where most of the terminology regarding poetry can be pointed out to the learners. As part of one's preparation for this lesson, copy the poem from this activity onto an A3 page and display it on the board.

While reading:

1. Discuss the Glossary.
2. Allow the learners to say the words “literally” and “figuratively” so that they become acquainted with the meaning and the pronunciation. Break the words into the different syllables in order to promote understanding and fluency.

After reading: This activity should be done in small groups to generate discussion and to provide support for learners who are not confident.

- 1 a. A sister, a son, an aunt, a granny, and an uncle. ✓✓✓✓✓ (5)
b. The sister is “educated”, the son is a “madcap”, the aunt is “unmarried”, the granny has “Alzheimer’s” and she is “irritating” as well as “fun”. The uncle is “shadowy”. ✓✓✓✓✓ (5)
c. All the family members suddenly stop talking and dash for the TV. This indicates that they are really hooked on their TV programme. The theme and the title are linked to each other. ✓✓✓ (3)
d. Yes. The speaker says the characters are “cute” and “smart”. It shows that people judge the actors as if they are “real” people – they admire them and can’t wait to see what they will up to. ✓✓✓ (3)

e. Any three of these: light-hearted, superficial, funny, relaxed, carefree, modern

✓✓✓ (3)

f. The family members are so engrossed in the TV programme that they don’t even notice that they are eating and they also don’t make the food – they just need to eat to survive. The programme is more important than the food they are eating. ✓✓ (2)

g. They are glued like Pritt to their TV family. This is quite sad as they are watching a group of people who are merely playing roles, but they are so entranced by their antics that they cannot tear themselves away. They also have family members around them but they seem to prefer these fictional ones.

✓✓ (2)

1. Alliteration – the life of a leaf is ever so brief – literal
2. Assonance – The round cloud makes no sound – literal
3. Simile – she was like a tiger when her children were threatened – figurative
4. Metaphor – she is a tiger when her children are threatened – figurative

Informal assessment: Learner needs to understand and appreciate the different key features of poetry. This course provides the learners with opportunities to revise these key features regularly and it is suggested that you ask learners to identify specific different key features each time they study poetry.

Activity 10: Learn more about superlative and comparative adjectives pp. 58–59

Reinforcement of language structures and conventions covered in previous weeks: Adjectives: comparative and superlative.

Question 1 can be discussed as a class, and questions 2 should be completed individually.

1. Help the learners to understand the words comparative and superlative by giving examples in class.
- 2 a. guilty – guiltier (than) – most guilty
b. afraid – more afraid (than) – most afraid
c. cute – cuter (than) – cutest

- d. successful – more successful (than) – most successful
- e. irritating – more irritating (than) – most irritating

Activity 11: Definite and indefinite articles pp. 59–60

Reinforcement of language structures and conventions covered in previous weeks: Word level: definite and indefinite articles.

Discuss question 1 as a class and then ask learners to complete question 2 on their own.

1. All languages have articles before nouns – in German they have *die/der/das*; in French *le/la/les*; in Afrikaans *'n* and *die* and in English **a/an/the**.
- 2 a. Rosa was **a** bully.
b. She waited for me at **the** school gate.
c. We were walking behind **a** class teacher.
d. I felt so guilty that I brought **the** food.
e. I walked into the cafe and recognised her behind **a** cash register.

Activity 12: Write a friendly letter pp. 60–62

Transactional texts: Letters (Friendly/informal): Features of the text; language use; register and style; introduction and conclusion; write a letter based on visual; stimulus; **Focus on process writing:** Planning; drafting; revision; editing; proofreading and presenting; **Reinforcement of language structures and conventions covered in previous weeks:** Remedial grammar from learners' writing.

Plan: Discuss the layout of the letter with the learners and emphasise that thorough planning is necessary.

Draft: The draft should be reasonably well set out. Learners should constantly count their words in order to make the best impression on the reader who has to evaluate their work.

Revise: In the revision stage learners should specifically look for words or ideas they have repeated. Synonyms should be used or the sentences should be constructed in another way in order to use antonyms.

Editing and Proofreading: Peer group assessment helps tremendously and should be encouraged.

Informal assessment: Check that the learners have used the correct layout, language, tone and register for a friendly letter. Assess whether the learners have paid attention to the required number of words that they have to write.

Activity 13: Write statements in the negative form pp. 62

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: negation and statements.

This activity will help learners' understanding of negative statements and how to write them in the simple past and simple present tenses.

Answers

- 1 a. They are not so cute!
b. They were not acting the part.
c. It is not time to become a couch potato.
d. We did not sit glued like Pritt to our TV family.
e. We did not escape reality.

Unit 4 Language in the media

Unit overview		
Term 1	Week 7	Week 8
Resources	Learner's Book pp. 63-76; Literature Anthology	Learner's Book pp. 63-76; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 2 <ul style="list-style-type: none"> Forum discussion/group discussion on newspaper or magazine article: Features of the text, conventions and structure of the text, diction, register and style Activity 4 <ul style="list-style-type: none"> Listening and speaking strategies: Unprepared speech on a newspaper or magazine article: Organise information coherently, identify correct vocabulary and language structures, respond to text, effective introduction and ending 	
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Read newspaper or magazine article: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) 	Activity 9 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		Activity 6 <ul style="list-style-type: none"> Transactional texts: Report/magazine article: Features of the text, language use, register and style, introduction and conclusion write a report/magazine article based on visual stimulus Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 3 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Bias, prejudice and stereotypes Activity 5 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Simple sentences, simple present 	Activity 6 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing Activity 7 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Punctuation: Comma, full stop, quotation marks, exclamation marks, apostrophe, ellipsis Activity 8 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered

	tense and simple past tense	<p>in previous weeks: Word meaning: Proverbs</p> <p>Activity 9</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context <p>Activity 10</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Adverbs <p>Activity 11</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Adjectives <p>Activity 12</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Ideophones and interjectives
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick check pp. 64: This introduces learners to the topic of magazines and gets learners to begin thinking and speaking about them.

Activity 1: Read a magazine article pp. 64–66

Read newspaper or magazine article: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme; Reading process: Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate). Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context.

Before reading: When skimming the title, three things immediately catch the eye: the name of a famous person and two countries: Charlize Theron, Africa and America. This should indicate what the text will cover – a South African girl who has made a success in the USA. When learners scan the paragraphs they should be able to give at least one fact from each. Tell them to read only the first sentence in

each paragraph in order to scan properly. They should come up with the following information:

Paragraph 1: Charlize Theron comes from Benoni.

Paragraph 2: She won a modelling contract when she was 16.

Paragraph 3: She flew to Los Angeles on a one-way ticket.

Paragraph 4: She won an Oscar.

These sentences cover the whole text. Other sentences are supportive and add information. Learners should be told to read newspapers and magazines in this way and it can help with their studying as well.

While reading: Encourage learners to look for topic and supporting sentences. In paragraph 1 we find out more about her background. In paragraph 2 we read how the modelling contract changed her life – and how she moved from modelling in Italy to dancing in New York. After a setback she had an important admonishment from her mother. In paragraph 3 she flies to Los Angeles and becomes involved in an argument with a bank clerk. Someone hears her, and thinks she has acting talent. In the

last paragraph her acting career has taken off and she has become famous.

After reading: This section is best used as an individual exercise. It moves from assessing learner's basic understanding of the text to a more complex and integrated analysis of what is written, and what the learners' opinions about the information are.

- 1 a. Benoni ✓ (1)
- b. Monster ✓ (1)
- c. She was involved in an argument with a bank teller when a talent scout (agent) heard her. ✓ (1)
- d. She couldn't carry on with her dancing career and had to stop dreaming about becoming a successful dancer. ✓ ✓ (2)
- e. She is ambitious; she has perseverance and she is talented. When she is angry, she loses her temper. ✓ ✓ ✓ (3)
- f. Her beauty and her ability to show emotion like anger and how she dealt with this. ✓ ✓ (2)
- g. She had to learn how to speak English, but she also had to adopt an American accent. ✓ ✓ (2)
- h. Own opinion plus a reason: Yes. It shows that you can achieve your goals in life if you try hard enough and if you persevere.

OR

- No. She was lucky because she was born beautiful and talented. ✓ ✓ (2)
- 2 a. When she was 19 she flew to Los Angeles on a very cheap flight because she had very little money.
 - b. Now she flies in her own private jet.
 - c. Her career took flight when she threw a tantrum in the bank.
 - d. She is one South African who is flying high.
- 3 a. most beautiful
 - b. deeply
 - c. needy
 - d. trusted
 - e. golden

Informal assessment: Learners need to be confident to read different text types. Test them orally to find out if they understand the key features of magazine texts. This revision will help them to remember the important features to include when they write magazine texts.

Activity 2: Participate in a group discussion pp. 66–67

Forum discussion/group discussion on newspaper or magazine article: Features of the text; conventions and structure of the text; diction; register and style.

Before speaking: Learners are encouraged to plan what they will say in the discussion. They can use this opportunity to think about the types of words they will use, their topic sentences and what supporting information they want to give. Provide learners with time to think about what roles each family member plays.

While speaking: Keep the groups quite small to encourage higher participation and to suit time constraints. While they are talking a scribe can write down ideas and opinions on a large piece of paper in order to help with the recapping by the group leader. Ensure that each learner participates and that other members of the group are encouraging and supportive.

After speaking: The scribe or group leader can report back to the group by using the notes written during the discussion. This exercise will help learners to understand each other and help the teacher to understand what problems learners have to face before and after school.

Activity 3: Recognise bias and stereotype pp. 67

Reinforcement of language structures and conventions covered in previous weeks: bias, prejudice and stereotypes.

This activity will aid learners' understanding of bias, prejudice and stereotypes.

1. Explain the difference between bias and stereotype by reading the information in the text box. Ask learners if they have ever experienced bias by a teacher. There should be quite a few opinions regarding this question. Ask them if they have ever used stereotypes in their conversations.
- 2 a. stereotyping.

- b. stereotyping
- c. bias
- d. stereotyping
- e. stereotyping

✓ Activity 4: Unprepared speech on newspaper article pp. 68

Listening and speaking strategies: Unprepared speech on a newspaper or magazine article: Organise information coherently; identify correct vocabulary and language structures; respond to text; effective introduction and ending.

What is cultural identity? It is always difficult to give marks for an unprepared speech as it isn't unprepared by the time everyone knows what the topic is. However, you as the teacher should think of different aspects of the topic in order to ask questions for learners to respond to. Here are some suggestions on this topic:

- What kind of cultural aspects should you teach a child?
- Do you think it matters that you belong to a specific group?
- Do you think we should all be called South Africans or should we also use our cultural identities like "I'm a Zulu-African", or "I'm an Afrikaner-African"?
- Do you think this would help us to think of ourselves as one nation or will it be more divisive?
- Do you think of other groups of South Africans as more important or less important than your 'own' group?

Before speaking: As this is an unprepared speech, provide a very short time for learners to plan what they want to say. Learners should focus on how they plan to start their speech, how they want to develop it and decide on a strong ending.

While speaking: Remind learners that eye contact is important when talking either to a group or an individual and the speaker should scan the group of people he/she is talking to and ensure that he/she catches the eye of one or two people during this process.

Formal assessment: This activity serves as a Formal Assessment. Assess learners according to the rubric for unprepared speech provided in this Teacher's Guide. When you assess

unprepared speeches consider both the content and the presentation of the speech. Learners need to be able to compose their thoughts quickly on a topic and then speak about it with confidence.

Activity 5: Revise simple sentences and simple tenses pp. 69

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: simple sentences, simple present tense and simple past tense.

This activity will support learners' understanding and use of simple sentences, simple present tense and simple past tense.

Answers

1. Learners must use the simple present tense verbs: studies, acts, speaks, introduces and relies.
2. Learners must change the verbs into the past tense and use these verbs in sentences: studied, acted, spoke, introduced and relied.

✓ Activity 6: Write a magazine article based on a photograph pp. 70–72

Transactional texts: Report/magazine article: Features of the text; language use; register and style; introduction and conclusion write a report/magazine article based on visual stimulus; **Focus on process writing:** Planning; drafting; revision; editing; proofreading and presenting; **Reinforcement of language structures and conventions covered in previous weeks:** Remedial grammar from learners' writing.

Plan: Learners must study the photograph and first write a list of words they think will be useful when writing about this particular photograph or the incident it portrays. This is part of the planning phase when they are busy deciding what angle to discuss. A group photograph can depict many ideas. In this case South Africans are cheering their team during the Soccer world cup. An article is not like an essay that we can just write and be creative about. An article is based on facts so research is important. In order to help the learners plan, a selection of resource material should be laid out in the class room or the library.

Draft: When one or two sources are used, the learner has to acknowledge where they come from. They should also be reminded to use

inverted commas when they use the words or a direct quote from one of their sources.

Revise: Peer revision helps learners apply their knowledge of article writing, paragraph construction, and general language skills in a new context.

Edit: All mistakes are corrected and the learners read it again to decide whether the topic has been covered properly. Peers are very good at pointing out spelling errors etc.

Proofread and present: Learners need to read their article once more and then present it to the teacher for marking.

Formal assessment: This activity serves as a Formal Assessment. Assess learners according to the rubric for writing longer transactional texts provided in this Teacher's Guide. Check that the learners have researched their topic before they plan. Assess whether there is evidence of their research in the draft writing and that they have acknowledged different source materials appropriately.

Activity 7: Support: Practise punctuation pp. 72

Reinforcement of language structures and conventions covered in previous weeks: *Punctuation: comma; full stop; quotation marks; exclamation marks; apostrophe; ellipsis.*

Punctuation is necessary in all written work. Learners have already practised some of this when proofreading their articles. They can now practise further.

Answers

1. Charlize Theron, Penny Heyns, Oscar Pistorius and Natalie du Toit are all famous South Africans.
2. Charlize left South Africa to work in Italy and now she lives and works in America.
3. I wonder if she will ever come back and live in South Africa.
4. Once again the talented Charlize has surprised us all!
5. Marsha asked, "Did you see her latest movie? It was the best!"

Activity 8: Discuss the meaning and use of proverbs pp. 73

Reinforcement of language structures and conventions covered in previous weeks: *Word meaning: proverbs.*

This activity will assist learners' understanding and use of proverbs.

Answers

- 1 a. iv
b. i
c. v
d. iii
e. ii

Activity 9: Read a poem pp. 73–75

Poetry: *Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message.*

Reinforcement of language structures and conventions covered in previous weeks: *Vocabulary in context.*

Before reading: When we skim the title we read 'Reaching for a star' The words 'reaching' and 'star' will immediately be more important than the other words. Tell learners that this is a figurative expression meaning to try and obtain something that might be unobtainable. When learners scan the poem they have to look at the way the poem is constructed: there are five stanzas and four of them have dates. These dates range from 1975 to 2012 = 37 years.

Refer to the notes and point out the different aspects to learners. It is important that they internalise the terminology as they will be confronted with many different poems during their high school careers.

While reading: Tell learners that a title is normally a mini-summary of the content. The more eye-catching a title is, the better the chance that it will be read. This is true of an essay, a poem, a short story or a novel.

After reading: Hold a class discussion focusing on the questions provided in the Learner's Book.

Activity 10: Revise adverbs of place and degree pp. 75

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: adverbs.

This activity will help learners revise adverbs of place and degree.

Answers

- 1 a. “there” = place
- b. “very good” = degree
- c. “inside” or “inside the church” = place
- d. “incredibly” = degree
- e. “above” = place

Activity 11: Challenge: Use adjectives pp. 75

Reinforcement of language structures and conventions covered in previous weeks: Sentence level: adjectives.

This activity will help and encourage learners’ understanding and use of adjectives.

Answers

Answers will differ. Ensure that learners have used adjectives correctly.

Activity 12: Learn about and recognise ideophones and interjectives pp. 76

Reinforcement of language structures and conventions covered in previous weeks: Word level: ideophones and interjectives.

Explain both forms of language to the class by working through the language box and asking for or providing further examples.

Answers

- 1 a. Apartheid is an ideophone. It is an Afrikaans word which means “separateness”. The idea behind apartheid was originally that all cultural groups had to be separated in order to preserve their cultural identity.
- b. racquet (*This is a French word which comes from the game of tennis but can now mean a loud noise.*)
- 2 a. Satisfaction or a feeling of accomplishment is expressed by the interjection ‘Ah’
- b. A feeling of victory is expressed by this ‘Ah’.
- c. Duh conveys the idea that the speaker thinks the other person is stupid or dumb.
- d. With ‘Ouch!’ pain is expressed.
- e. When using the word ‘Hey!’ the speaker is trying to capture the attention of the other people or person

Unit 5 Language for different purposes

Unit overview		
Term 1	Week 9	Week 10
Resources	Learner's Book pp. 77-90; Literature Anthology	Learner's Book pp. 77-90; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension: Recording main and supporting ideas by making notes, Sharing ideas and experiences and show understanding of concepts, identify persuasive/manipulative techniques, answer questions Activity 5 <ul style="list-style-type: none"> Listening and speaking strategies: Oral: Interview/filling in a questionnaire report/group discussion: Research topic, organise material coherently, support with examples, identify and choose the correct, vocabulary, language and conventions, prepare effective introduction and conclusion 	
Reading and viewing	Activity 2 <ul style="list-style-type: none"> Read an investigative report: Key features of report, format, language use Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) 	Activity 7 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting		Activity 6 <ul style="list-style-type: none"> Transactional texts: Transactional text e.g. investigative report: Purpose, target group and format, paragraph conventions, conjunctions for cohesion, use a variety of sentence types, lengths and structures, formal style Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write an investigative report
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 3 <ul style="list-style-type: none"> Reinforcement of language 	Activity 6 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing Activity 7 <ul style="list-style-type: none"> Reinforcement of language

	<p>structures and conventions covered in previous weeks: Word level: Regular and irregular verbs</p> <p>Activity 4</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level: Main verbs and auxiliary verbs 	<p>structures and conventions covered in previous weeks: Vocabulary in context</p> <p>Activity 8</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Sentence level: Statement, sentence structure <p>Activity 9</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word meaning: Contextual, denotative and connotative <p>Activity 10</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word meaning: Denotative and connotative
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 78: This quick check is designed to get learners thinking about inventions and entrepreneurship. It also provides them with the opportunity to have informal discussions.

Activity 1: Listen for main and supporting ideas pp. 78–79

Listening and speaking strategies: Listening comprehension: Recording main and supporting ideas by making notes, Sharing ideas and experiences and show understanding of concepts, identify persuasive/manipulative techniques, answer questions.

The text for this activity can be found at the back of the book.

Before listening: When the learners listen to the text, they have to try and determine what the main idea is and what supporting ideas enhance this main idea. Have learners discuss this in class. Add to the discussion only if necessary. Ensure that learners have pen and paper to take notes and have written the two headings to guide them.

While listening: Learners are to make notes when they listen to the piece again.

After listening: Learners need to answer question 1 individually in their work books.

These questions help learners assess their listening skills and their understanding of the text. Question 2 can be held as a class discussion or you could divide the class into small groups to ensure that more learners have the opportunity to speak.

- 1 a. 22 (years old) ✓ (1)
 - b. A friend who thought bathing was too much of a bother and some search on the internet. ✓ ✓ (2)
 - c. Instead of having a bath, Dry Bath is rubbed on the skin. ✓ ✓ (2)
 - d. Global airlines. Armies and soldiers. Poor people conserving water. ✓ ✓ ✓ (3)
 - e. Hundreds of millions of people who do not have access to water. ✓ ✓ (2) [10]
2. A person who makes money by starting a business is an entrepreneur. This French word has a positive tone because it implies that someone has “made it”. Entrepreneurship is a much sought after quality. It means to “get up and go”. It implies not just having an idea, but believing in the product and doing something about it.

Activity 2: Read an investigative report pp. 79–81

Read an investigative report: Key features of report, format, language use; **Reading process:** Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Reinforcement of language structures and conventions covered in previous weeks:** Vocabulary in context.

Explain to learners that an investigative report means that something was investigated or studied and then a report was written about the findings.

Before reading: Reading article titles and subheadings is a useful way to gain an overall sense of what the text will be about.

When skimming tell the learners to quickly call out or write the words with capital letters: In this text that would be: Sagi/ Naidoo/ Indian/ South Africa / Kwazulu Natal / Ntombi Cele .

These words should give the reader the idea that there are people called Sagi Naidoo and Ntombi Cele involved in this text. It also gives us a place: KZN.

Stress the use of the Glossary. The words should be studied and used.

While reading: It is a good idea for readers to draw two columns in their books and to make notes pertaining to the two main characters while reading:

Sagi Naidoo	Ntombi Cele
6th generation Indian – sugar - 1860	From 18 to 55 worked as domestic servant
1922 – shop in KZN	Single parent – raised children as best she could
Fruit vegetables curries spices	Wanted to retire and raise her grandchildren
Problem: old lady on pavement in front of shop	Disaster struck – has to sell fruit to survive
Losing customers – she is sitting in front of shop	Customers praise her selection of fruit

Encourage learners to listen out for fact and opinion and notice the register used.

After reading: This section takes learners through basic knowledge questions to evaluative and application level questions. This helps learner to question what they read and bring their own experience into their understanding of the piece and to evaluate it in a broader context.

1. They decided to stay in South Africa.
2. 1922

3. It smells so nice outside the shop that you want to inside.
4. He is a good business man. He is afraid of losing his little shop which has been in his family for many years. He feels sorry for Ntombi, but he also feels sorry for himself.
5. This is an impartial report. The facts are stated clearly. Sagi is not described as a man to be pitied – just the facts about his situation are given.
6. She worked for them for 37 years.
7. She wanted her children to be educated. She felt that this was the most important thing she could give them.
8. She wanted as many people as possible to buy from her stall and Sagi Naidoo's shop was an obvious draw card as people wanted to go into his shop.
9. She is loyal (she stayed with her employers for many years) and she is loving (she cared for her children and wanted the best for them) She has perseverance (although Sagi Naidoo doesn't want her there) she is going to stay and sell her fruit.
10. This is a not an impartial report. The reader feels sorry for Ntombi. She is described as someone who has had a bad deal in life. Disaster strikes her and she doesn't know what to do until she is given an idea by one of her friends.

Informal assessment: Check that the learners have correctly identified that the report is unbiased and that it fairly reflects the facts of Sagi and Ntombi's situation.

Activity 3: Recognise and use regular and irregular verbs pp. 81–82

Reinforcement of language structures and conventions covered in previous weeks: Word level: regular and irregular verbs.

Tell the learners that it takes some studying to remember how the verbs work, and lots of reading to acquire vocabulary. In English, there are verbs that all change in the same way – the regular verbs - but then there are verbs that are deemed “irregular”. These have to be memorised:

- a. He **stood** in front of his shop. (This is an irregular verb – **we don't say** ‘He **standed** in

- front of his shop'. A regular verb would have changed in this way.)
- She **sold** fruit on the pavement. (This is an irregular verb – we don't say 'She **selled** fruit on the pavement. A regular verb would have changed in this way.)
 - He **had** a shop in town. (This is an irregular verb – we don't say 'He **hased** a shop in town'. A regular verb would have changed in this way.)
 - They both **worked** hard. (This is a regular verb – we added –ed to the verb.)
 - Many customers talked to **Ntombi**. (This is a regular verb – we added –ed to the verb.)

Activity 4: Learn about and use main and auxiliary verbs pp. 82–83

Reinforcement of language structures and conventions covered in previous weeks: Word level: main verbs and auxiliary verbs.

This activity will support learners' understanding and use of main and auxiliary verbs.

- Remind learners how regular verbs are formed.
- Read the text box with the learners and discuss the function of the verb.
- He is going to sell his shop.
 - She was selling fruit to support her mother.
 - He has decided to become an entrepreneur.
 - I have helped the man to clean the pavement.
 - Are you going to sell fruit on the pavement.
 - What are you doing in front of the shop?
 - I am helping my mother in the shop.
 - They will sell fruit to support themselves.

Activity 5: Conduct an interview pp. 83–84

Listening and Speaking strategies: Oral: Interview/filling in a questionnaire report/group discussion: Research topic; organise material coherently; support with examples; identify and choose the correct; vocabulary, language and conventions; prepare effective introduction and conclusion.

Explain the purpose and structure of an interview using the Learner's Book introduction to this section.

Before speaking: Learners have to prepare questions (and possible answers) for this activity. So, the most important aspect is planning.

If the interviewer asks Sagi Naidoo: What do you enjoy about your work? He might say: I really like the idea of being a shop keeper. OR He might say: I really don't like this job any more – I used to like it before all the trouble began. Now the interviewer has to be ready for another question based on the answer by the interviewee. This could be: Why do you like being a shop keeper? OR. What has happened to make you dislike your role as a shopkeeper?

The same goes for Ntombi Cele. She can respond to the same question in different ways. She can say, "I really hate selling fruit on the street" or she can say, "It is a very rewarding job and I sell enough fruit every day to help my children." A good interviewer will be able to change and adapt his/her questions and responses.

While speaking: draw the learner's attention to the points on p. 84 of the Learner's Book.

Activity 6: Write an investigative report pp. 84–86

Transactional texts: Transactional text e.g. investigative report: Purpose, target group and format; paragraph conventions; conjunctions for cohesion; use a variety of sentence types, lengths and structures; formal style; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **write an investigative report; Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing.**

Work through what the conventions and format of an investigative report is with the learners. Remind them that they have read and listened to this type of report in this unit.

Plan: Remind learners that they need to understand the purpose, target audience, and subject of the report. Planning should focus on these ideas and on the correct formatting for an investigative report.

Draft: When they write a report they need to be formal.

Revise and edit: When they edit, they have to check to see if the following aspects are correct:

- Does the first sentence get straight to the point?

- Sentences must be structured properly.
- Each paragraph has a main sentence or idea and other sentences are there to support.
- Does each paragraph cover another aspect of the same topic?
- Is the conclusion appropriate?

Proofread: Learners use this process to apply spelling rules and to make sure each sentence is constructed properly.

Present: When they are satisfied with their attempt, they need to rewrite it hand it in for evaluation.

Informal assessment: While the learners complete this task see how well they apply themselves to the planning stages of the writing. It is critical that learners plan their work appropriately and you need to see evidence of the learners planning before they start drafting their text. As the learners write check that they include the different aspects that are identified in the bulleted list above.

Activity 7: Read a poem pp. 86–88

Poetry: Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message; **Reading process:** Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Reinforcement of language structures and conventions covered in previous weeks:** Vocabulary in context.

Before reading: Discuss figures of speech and how they are used by poets to enhance their poetry as a class.

While reading: The pupils need to quickly take in the whole poem: there are no stanzas. The first line reads ‘When I was very small indeed’ and the last line ‘dreaming and becoming’. In between there is a memory and a growing up process. Learners need to think about how language helps them to create an image in their mind.

After reading: This section should be completed individually, to assess learners understanding of the poem and its language use.

1. The tree grew up quickly.
2. The flowers are like his sister’s ear-rings.
3. As big as Tata’s head. (Tata = father)
4. Joe and Fred

5. The milk inside the coconut. “I craved the milk I knew they bore”
 - a. personification
 - b. Yes. The sound made by the leaves sounds like a whisper. In fact the word ‘whispering’ also copies the sound made by the leaves and can be onomatopoeic.
 - c. They were the brothers of the speaker. They are both bigger and taller than he is.
 - d. He must have been about three or four. Because they are tall and he is small he regards them as giants.
 - e. Yes. He says: ‘They haunt me still in work and play;’ He still thinks of his childhood.

Informal assessment: Talk with the learners about the choice of language in this poem and the effect that the language has on the mood of the poem. Assess the learners to check if they understand the effect of figurative language and imagery and whether they can correctly identify the message that the poet is sharing.

Activity 8: Recognise different statements and how to use them pp. 88–89

Reinforcement of language structures and conventions covered in previous weeks:
Sentence level: statement, sentence structure.

This activity will show learners how to recognise different types of statements and how to use them correctly.

Answers

1. Sagi has a shop in KwaZulu-Natal. Recently Ntombi Cele started a pavement shop outside Sagi’s shop. People who pass by Ntombi’s pavement shop often stop to see what fruit and vegetables she has on offer.
2. Answers will differ. Ensure that learners have used the topic and punctuation to write their exclamatory statements.

Activity 9: Challenge: Denotative and connotative statements pp. 89

Reinforcement of language structures and conventions covered in previous weeks: Word meaning: contextual, denotative and connotative.

This activity will help learners' understanding and use of denotative and connotative statements.

Answers

1. Connotative
2. Denotative
3. Connotative
4. Denotative
5. Denotative

Activity 10: Support: Denotative and connotative words pp. 89

Reinforcement of language structures and conventions covered in previous weeks: Word meaning: denotative and connotative.

This activity will help learners' understanding and use of denotative and connotative words.

Answers

1. aroma = positive; stench = negative
2. foolhardy = negative; courageous = positive
3. bossy = negative; confident = positive
4. gossip = negative; chatter = positive
5. shy = positive; aloof = negative

Review Copy

Unit 6 Getting there

Unit overview		
Term 2	Week 1	Week 2
Resources	Learner's Book pp. 93-110; Literature Anthology	Learner's Book pp. 93-110; Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension: Listen to instructions/directions, take notes, answer questions, different kinds of oral communication e.g. an unprepared news presentation/speech 	Activity 10 <ul style="list-style-type: none"> Giving directions: Features of the text, language and conventions, body language
Reading and viewing	Activity 3 <ul style="list-style-type: none"> Read information text with visuals, e.g. maps, landmark, scales: Format, language use, features Reading/viewing visual text: Scanning, intensive reading, make inferences, make a summary (use mind maps) 	Activity 6 <ul style="list-style-type: none"> Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		Activity 11 <ul style="list-style-type: none"> Transactional text e.g. directions/instructions: Correct format; organize content (mind map); main and supporting ideas; paragraph conventions; logical progression of paragraphs to ensure coherence conjunctions for cohesion; language conventions Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write an instruction text
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Word level work: Adjectives – comparatives, superlatives, common and proper nouns Activity 3	Activity 6 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context Activity 7 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous

	<ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context <p>Activity 4</p> <ul style="list-style-type: none"> Language structures and conventions: Sentence level: Noun clauses – adjectival clauses and adverbial clauses <p>Activity 5</p> <ul style="list-style-type: none"> Language structures and conventions: Word level work: Conjunctions 	<p>weeks: Word level work: Pronouns – personal, relative, reflexive and possessive</p> <p>Activity 8</p> <ul style="list-style-type: none"> Language structures and conventions: Punctuation and spelling: Spelling patterns <p>Activity 9</p> <ul style="list-style-type: none"> Language structures and conventions: Punctuation and spelling: Spelling patterns, full stop, comma <p>Activity 11</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks: Remedial grammar from learners' writing
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 94: This Quick check introduces learners to giving instructions and directions.

Activity 1: Listening comprehension pp. 94–95

Listening and speaking strategies: Listening comprehension: Listen to instructions/directions; take notes; answer questions; different kinds of oral communication e.g. an unprepared news presentation/speech.

The text for this activity can be found at the back of the book.

Before listening: Ask them to look at the pictures in the book on page 100. Ask them whether they have ever seen these birds in real life. By thinking about the birds, learners can begin to predict what they may hear. Discussing the glossary and explain to the learners that 'hide' is normally a verb and when watching birds it becomes a noun because the birdwatcher hides in the hide in order to watch the birds.

While listening:

- Learners should be reminded that they are using different skills: listening and making notes. They have to sift between what the important facts are and what is merely supportive information.

- One could ask the learners if their parents have ever been "lost" because of not listening carefully when directions were given. They'll all have stories!!

After listening: Learners should complete this section on their own. Encourage learners to go through the marks that they have received to identify strengths and areas that they need to improve upon.

- They are ugly and do things humans find awful to watch. ✓✓ (2)
- People who like birds/ study birds / are interested in wild-life ✓ (1)
- They clean up all the dead meat, bones and blood left in the veld after a kill. ✓ (1)
- Humans must feed themselves, but the vultures are fed. ✓ (1)
- You will see how fast they can devour a carcass. ✓ (1)
- The way vultures move around the carcass reminds one of a dance. (They all move around in more or less the same way and it looks like a dance) ✓ (1)
- Own opinion. These answers are all correct: I am fascinated by the vultures because they keep nature neat and tidy. OR I cannot stand the vultures because they do horrible things. ✓ (1) (10)

Activity 2: Identify comparative and superlative adjectives pp. 96

Reinforcement of language structures and conventions covered in previous weeks: Word level work: Adjectives: comparatives, superlatives, common and proper nouns.

Learners find the grammatical terminology daunting. The key is to use these words repeatedly and to give examples while teaching. If you are reading a book, stop for a few minutes and ask questions like: “Who can remember what we call this word?” It is much better for the learners to use the words themselves in order to become acquainted with the term and the pronunciation.

Answers

1. When you are in the game reserve, the **best (superlative)** thing to do is to carry a pair of binoculars at all times. It is also **better (comparative)** to have a raincoat in your bag, because you never know when the weather will change. At Kempensdrift you will often encounter thunder storms in the afternoon. Even when summer is at its **worst (superlative)** you can expect a sudden shower. Remember it is not like Cape Town. You will see bright flashes of lightning, and you will hear drum beats of thunder that are even **worse (comparative)** than a Boeing flying overhead. It is **best (superlative)** to wait for the storm to subside. Then you will have the **clearest (superlative)** view of the vultures.
2. the most hideous / more beautiful than

Activity 3: Read a map pp. 97–99

Read information text with visuals, e.g. maps, landmark, scales: Format; language use; features; Reading/viewing visual text: scanning; intensive reading; make inferences; make a summary (use mind maps); Reinforcement of language structures and conventions covered in previous weeks: Vocabulary in context.

Before reading: Map-reading is very important. In this book not all symbols are explained. Some maps – like the one used for the weather forecast uses different symbols. Scan this particular map and draw attention to the interesting aspects such as: the scales used in the corner, words used, and symbols for various places instead of words.

While reading: Study the map with the learners and explain various features of the map.

After reading: Question 1 can be completed individually or in pairs. Question 2 is group work.

- 1
 - a. The signs indicate various symbols needed to understand the map.
 - b. Learners should be able to indicate where Nelson Mandela and Desmond Tutu lived.
 - c. Learners should be able to find Lolo’s Guest House, Diepkloof and B’s place on the map. (Walk around in the class to see whether they are all able to find these places on the map.
 - d. This term (the Struggle) is used to indicate the time when the majority of the people in South Africa were trying to gain their freedom from the oppression of apartheid.
 - e. The taxi rank is about 3 kilometres from the hospital. Show learners how the scale works.
 - f. Please refer to the map.
 - g. Lolo’s Guest House.
 - h. This is the symbol of medical institution – in this case it is where Chris Hani Baragwanath Hospital.
 - i. The following directions are generic and can be used for any map.
Walk along the road until and turn left / right and proceed along this road until you get to ... Turn right/left at the intersection and walk for two blocks ... When you walk ... you’ll see a supermarket/church/spaza shop on your left/right hand side. Turn left and carry on for approximately 100 meters until...
- 2
 - a. Many leaders and members of the struggle against apartheid lived here and some still have family members here. This is a historic site for all people who value freedom.
 - b. To put something “on the map” means to make it popular or famous.
 - c. In question b this is a figurative expression. When we refer to a specific map and we say: “Can you see a cross on the map?” it has a literal meaning.
 - d. This prize is highly regarded and much sought after particularly because it has symbolic value. When South Africa was going through a great upheaval, three leaders

cautioned all the people to make the change as peaceful as possible. These three people, Nelson Mandela, Desmond Tutu and F.W. de Klerk managed to keep the people calm and without much bloodshed South Africa changed from being an undemocratic country to a democratic country. This was applauded by the entire world as everyone expected black-white violence to erupt.

3. Point form summary:

- Winnie Mandela used to live/ lived in Orlando West
- Two Nobel Peace prize winners, Mandela and Tutu, lived in Vilakazi Street.
- In 1955 the Freedom charter was compiled and later rejected by the apartheid government.
- Walter Sisulu's particular role was commemorated by naming the square in Kliptown after him.
- Many struggle leaders and refugees found protection in the Regina Mundi church where a famous painting called the Black Madonna can be seen.
- Many guest houses offer traditional food for tourists to sample.
- On the 16th June 1976 a peaceful march went wrong when school children died after protesting against the school system.

Informal assessment: The learners complete different tasks in this activity and you will have an opportunity to assess their understanding of a visual text and also their understanding of a point form summary. Check that the learners can read this kind of visual text and correctly interpret the answers to the questions. Review the learners' summaries to check that they have written single sentences for each bullet point and that they have kept their summary to the prescribed length for Grade 8.

Activity 4: Support – Noun clauses, adjectival clauses and adverbial clauses pp. 100

Language structures and conventions: Sentence level: noun clauses; adjectival clauses and adverbial clauses.

1. Learners must be carefully led through this challenging section. Learners often do not know the terminology in their home languages and then are expected to learn this in the FAL. Please use translation in order to promote understanding.
2. ...which set out rights and goals – adjectival clause
 - A peaceful march by school children - adjectival clause
 - ...where Winnie Mandela once lived – adverbial clause (place)
 - ...can be seen in the church – adverbial clause (place)

Activity 5: Use conjunctions to write compound sentences pp. 100–102

Language structures and conventions: Word level work: conjunctions.

Conjunctions

Conjunctions are joining words. Simple sentences with conjunctions can make compound sentences.

Learners should be guided through the examples given on page 107. Let them read the six sentences and then the paragraph in order to “feel” the difference. It is important that the learners come to a better understanding of the advantage of using conjunctions in sentences. The activity can be completed individually.

- 1
 - a. The Regina Mundi church is a beacon of hope and the Baragwanath hospital is a beacon of health.
 - b. Many people want to see the Black Madonna because it is very famous.
 - c. Mandela as well as Tutu lived in Vilakazi Street.
 - d. The children marched peacefully but things went wrong.
 - e. Hector Peterson lost his life in the Struggle so they erected a statue for him.

Activity 6: Read a poem pp. 103–104

Reading process: Pre-reading (introduce text), during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Poetry:** key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message; **Reinforcement of**

language structures and conventions covered in previous weeks: Vocabulary in context.

Explain the difference between two common sound devices such as onomatopoeia, alliteration and assonance. Let the learners say the words in order to get used to the sound and the pronunciation. Explain the difference between metaphors and similes. When we say: the girl sings like an angel we are using a simile, but when we say: the girl is an angel we are using a metaphor.

Before reading

1. Skimming a poem involves a quick look through the whole poem. Use words like typography to explain how the words have been set out in order to gain a particular effect. Ask the learners if they can see that the poem is written in the form of an old lady with a hat. When you have read the poem, ask them if they think that the “shape” of the poem is relevant and whether it helped them to understand the ideas in the poem.
2. The Glossary should be used in order to expand the learner’s vocabulary at all times. There are some words in the poem which are not used often in everyday speech such as tarry and scurry. Explain and use these words before reading the poem

While reading

1. There are images (pictures) used to describe the mother city. By this we don’t mean that sketches are given, but the speaker relies on the imagination of the reader or listener.
2. Words like scurry and hurry rhyme with each other; so do tarry and carry.
3. Alliteration is used in the poem. It is called a sound device. A good example is “Stop-Start-Shuffle.” Assonance or the use of vowels to rhyme. A very good example is **your brow clouding** over. Onomatopoeia is easier to understand when we say that a sound is copied. In this poem, we hear that the traffic is like a **hum**. When we say the word and we carry on with the sound, it is similar to the noise of the traffic.

After reading: Ask learners to answer the questions on their own. Learners have to opportunity to practise identifying features that they learnt about earlier in the unit.

1. The poem is about Cape Town, the mother city. ✓ (1)
2. a. The speaker races towards the mother to massage her heart. The speaker is scared that the mother has passed away (died). The speaker goes to coffee shops where he/she tarries (whiles away the time talking to others) ✓ ✓ (2)
b. The “mother” is very old. She has green lungs. She is upset when “we” leave because her brow clouds over. She breathes south easterly winds. ✓ ✓ (2)
3. If you are “antsy” you cannot sit still. The people are constantly on the move. “Antsy ants” refers to ants that are always busy. The “squirreling squirrels” refers to the fact that squirrels collect food in summer and hide the food for the winter season when food is scarce. Squirrels are small rodent-like animals with bushy tails. They climb trees. ✓ ✓ (2)
4. Alliteration: we wake /Stop-start shuffle / squirreling squirrels / antsy ants etc. ✓ (1)
Assonance: your brow clouding / **breathing** easterly ✓ (1)
5. a. ancient ✓ (1)
b. The “mother” has a heart and lungs. She has a brow and she frowns. The traffic has a voice. The mother breathes. ✓ ✓ ✓ (3)
c. The fact that Cape Town is called the “mother city” means that it was the original city and doesn’t mean that the city is a mother; because of the word “mother” the idea of a female person evolved and now the drawing of a lady wearing a hat that looks like Table Mountain seems natural. ✓ ✓ (2)
- d. This is a metaphor and not a simile. The mother is breathing – we are not told that it is as if she is breathing. (Please tell the learners that an easy way to remember the spelling of S-I-M-I-L-E is to write the word SMILE and then add an “I” after the “S”. ✓ ✓ (2)
6. Literally this refers to the cloud covering Table Mountain. Figuratively it implies that

the “mother” is upset that the “children” are leaving her at the end of the day/week. ✓✓

(2)

7. Yes. They “race” to massage her heart and they are “glad” that she is still breathing. ✓

(1)

Informal assessment: This poem allows you to assess the learners’ understanding of a number of key features of poetry. Check the learners understand the meaning of ‘typography’ and sound devices such as alliteration and assonance.

Activity 7: Use pronouns correctly pp. 104–105

Reinforcement of language structures and conventions covered in previous weeks: Word level work: Pronouns: personal, relative, reflexive and possessive.

1. Please remember that every language has a different pronoun system and this can cause problems especially as the verb changes according to the pronoun or subject used in English. A good idea is to make a big poster of the pronouns and to read it with the learners every so often. In some South African languages, a man will refer to himself in the 3rd person by saying “He is hungry” but meaning “I am hungry”
- 2
 - a. he / his
 - b. they / themselves
 - c. mine
 - d. hers
 - e. himself
 - f. Who

Activity 8: Learn spelling rules and exceptions to the rules pp. 105 – 106

Language structures and conventions: Punctuation and spelling: spelling patterns.

- 2
 - a. He **received** a guide book from the tour guide.
 - b. He was going to get a **hiding** because he was naughty.
 - c. The tourist wanted a **piece** of steak at the restaurant.
 - d. If you go out without your parent’s permission it is an act of **defiance**
 - e. The large python is a **weird** sight.

- f. He **admitted** that he did not know the South African national anthem.

Activity 9: Challenge: Practise spelling patterns and punctuation pp. 106

Language structures and conventions: Punctuation and spelling: spelling patterns, full stop, comma.

Learners have the opportunity to practise spelling and punctuating sentences. They should complete this exercise individually.

Jim: Please tell me how to get to the beach?

Tour guide: You can walk there. It is not far. It is close by.

Jim: Can I go there by bus?

Tour guide: No, you should rather walk. Don’t go by bus.

Jim: My feet hurt because I have been walking all day long.

Tour guide: Take off your shoes. Walk barefoot. You are too young for the bus. You have to walk there.

Jim: What does it cost to go by bus?

Tour guide: I keep on telling you to walk there! Good bye.

Activity 10: Give directions pp. 107

Giving directions: Features of the text; language and conventions; body language.

Divide learners into pairs and give them a very brief time to prepare.

Before speaking

1. Learners must be reminded how to give and receive instructions. They should also be told to take note of another person’s body language when they are giving instructions. All instructions should start from an easy point of reference. If someone asks them for directions they have to start from where they are at that specific time and place.
2. Directions are never given in a timid little voice – they are given in bold, matter-of-fact sentences. Give examples as we had in the Quick check at the beginning of the unit.

While speaking

1. Start with the verb: Look to your left / Raise your arms / Jump in the air.
2. Give examples of the kind of sentence to use: Walk for about 200 steps. When you get to the intersection check the names of the street, You should be in front of a church. If there is time, take the learners outside and issue instructions like: Pick up all the rubbish in front of the class room. Throw it in the bin.
3. Use facial expressions and hands and arms to get the message across.
4. The person who receives instructions may interrupt the speaker if he/she doesn't understand the instruction or the language. Tourists from Britain don't use the words "just now" the way it is done in South Africa. Here it means in a little while, but overseas it means immediately.

Informal assessment: Learners need to include the use of imperative sentences and command verbs in their directions. Check that learners have included these conventions in their directions and that the directions are clear and easy to follow.

Activity 11: Write directions pp. 108

Transactional text e.g. directions/instructions: Correct format; organize content (mind map); main and supporting ideas; paragraph conventions; logical progression of paragraphs to ensure coherence conjunctions for cohesion; language conventions; **Focus on process writing:** Planning; drafting; revision; editing; proofreading and presenting; **write an instruction text;** **Reinforcement of language structures and conventions covered in previous weeks:** Remedial grammar from learners' writing.

The following mantra must be repeated every time a learner starts writing:

Plan: Learners should clearly indicate what their planning is and what the final draft is. The two should differ because one is untidy and shows clear signs of work-in-progress.

Draft: A rough draft with many spelling and sentence construction errors is allowed. It shows that planning has taken place and that different words and sentences have been considered.

Revise: Learners can work in pairs in the class room. This method isn't the best because very often the learners are not capable of recognising mistakes during peer group assessment.

Edit: Once the errors have been identified – as far as possible – the written piece is corrected.

Proofread: It is very important that all learners should get into the habit of proof reading their work, They also do not read instructions carefully and make many errors.

Unit 7 Language helps to overcome barriers

Unit overview		
Term 2	Week 3	Week 4
Resources	Learner's Book pp. 111-128 Literature Anthology	Learner's Book pp. 111-128 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 3 <ul style="list-style-type: none"> Listening and speaking strategies: Forum/panel discussion: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register 	Activity 10 <ul style="list-style-type: none"> Listening and speaking strategies: Debate: Indicate roles, learn text conventions, speakers take turns, explain view points and reach consensus, use appropriate language, style and register
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Literary text like recorded television/radio/simulation forum: Key features of the text, language use, format, role players Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) 	Activity 6 <ul style="list-style-type: none"> Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), Infer meaning of unfamiliar words by word attack skills, emotive language Activity 11 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting		Activity 8 <ul style="list-style-type: none"> Write a dialogue: Paragraph conventions: Format, introductory sentences, main and supporting ideas, order and cohesion, word choice and punctuation, language conventions Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Vocabulary in context Activity 2 <ul style="list-style-type: none"> Word meaning: Literal, synonyms, antonyms, homophones, homonyms Activity 4 <ul style="list-style-type: none"> Sentence level: Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form, direct and indirect speech Activity 5	Activity 6 <ul style="list-style-type: none"> Vocabulary in context Activity 7 <ul style="list-style-type: none"> Sentence level: Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form, direct and indirect speech, word level work: finite verbs Activity 8 <ul style="list-style-type: none"> Remedial grammar from learners' writing

	<ul style="list-style-type: none"> Sentence level: Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form, direct and indirect speech 	Activity 9 <ul style="list-style-type: none"> Sentence level: Simple present tense, simple past tense, emotive and manipulative use, sentence structure, negation, question form, direct and indirect speech Activity 11 <ul style="list-style-type: none"> Vocabulary in context
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 112: This quick check is designed to stimulate discussion about xenophobia. It introduces issues of prejudice and provide learners with an opportunity to debate issues.

Activity 1: Read a section of a TV script pp. 112 - 114

Literary text like recorded television/radio/simulation forum: Key features of the text; language use; format; role players; Reading process: Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate). **Language structures and conventions:** vocabulary in context.

Xenophobia is an unfortunate element of our society and we need to educate our learners about this and teach them compassion. Besides xenophobia, we have very little compassion for those who are slightly different to ourselves. Make a poster and place it on the wall of the class room: A stranger's just a friend you do not know.

Before reading: Skimming a text means that have to quickly look at elements of this particular type of text and tell you about it: Different names are given followed by a colon. After the colon words are written that indicate that the person is saying them. Practising this skill helps learners to get an overall sense of what the text will cover.

While reading: The focus is on character and setting. By encouraging learners to picture the scene, you help to focus them on the fact that the TV script will be made into a visual medium and to notice directions provided in the script.

After reading: This section can be carried out in pairs and learners can then enter their answers

into their work books. The questions help learners assess their comprehension of the text and characterisation strategies. It also encourages learners to develop opinions and consider pre-conceived ideas that they may have had.

1. They are suffering from hunger and they need money. ✓ (1)
2. He asks his father to bless him. ✓ (1)
3. They are sitting on dilapidated chairs and eating porridge from a communal pot. ✓ ✓ (2)
4. Famine means that they are dying of hunger and disease means that there are sicknesses that are affecting them. ✓ ✓ (2)
5. He is caring and feels he should take on the burden of supplying money and food to his family. ✓ ✓ (2)
6. Chido has Dzidzai's child and the child needs support; she needs money to feed the child. When Dzidzai goes away he might forget about their problems and vanish. ✓ ✓ (2)
7. I think it is better than a short story because we as readers can identify with the characters immediately. We are not told about them, it is as if we become them. ✓ ✓ (2)
8. Any answer is acceptable as long as there are good supporting arguments:
No. His country / The government of his own country should look after him.
Yes. We have the reputation of being a rich African country and we should welcome our brothers from other parts of Africa. (15)

Informal assessment: After the learners have completed the comprehension questions ask them to tell you about the key features of this kind of text. Check that learners understand the format of a television script and that they are clear about the punctuation conventions.

Activity 2: Revise and use homophones and homonyms pp. 114–115

Language structures and conventions: word meaning: literal; synonyms; antonyms; homophones; homonyms.

1. Read the language box and explain the idea to the learners. Stress the difference between a homophone and a homonym. Homophones sound the same, but are spelt differently (the emphasis is on the word sound). Homonyms are identical twins, but their meanings differ. The learners also have to know that they should scan sentences and decide how to pronounce certain words before reading them aloud.
2.
 - a. He told me where to go / Where must I sit.
// He told me what to wear to the formal function.
 - b. I'm very weak after the operation / It takes a week to recover.
 - c. Whose books are lying on the floor?
Who's going to study tonight? The man, whose name I've forgotten, gave me a lift.
 - d. Which actress do you like? The idea of a witch on a broom makes me laugh.
 - e. I know my work, but I'm still worried that I won't do well. He said no very clearly, but they didn't listen.
3.
 - a. I'd like to go on a trip to Mauritius. The grade 9 boys trip the girls when they walk down the stairs.
 - b. It doesn't matter what race you belong to, it matters how hard you work. Caster Semenya won a race in Germany.
 - c. All the learners were present when they heard the sad news. I would like to present your new teacher to you. She is Miss Dhlamini.
 - d. I couldn't see the cricket in the dark and it chirped all night. South Africa plays cricket against many countries.
 - e. We waited in the rain and now I have a cold. My nose is runny and my eyes are red.

It was so cold that we could hear our teeth chattering.

Activity 3: Participate in a forum discussion pp. 115–117

Listening and speaking strategies: Forum/panel discussion: Indicate roles; speakers take turns; explain view points and reach consensus; use appropriate language, style and register.

Some acting ability should come in handy during a forum discussion as learners have to assume roles. A topic is discussed by various interested parties. An issue like xenophobia is likely to be discussed by a social worker, a lawyer who represents the group being targeted, a member of the public who wants the immigrants to go home, a policeman, a member of the municipality etc.

Divide learners into groups of 4.

Before speaking: Getting organised to have a forum discussion

Learners sit in groups of four for this activity. They have to select a chairperson for every group.

The topic has to be discussed by all groups in a class therefore it is very important that each person does some research about the topic. They also have to decide what roles they will play in the group.

There are different steps in the preparation and presentation of a forum or panel discussion. The first step is to plan, research and organise the topic that they are going to speak about. Ask the learners to show their planning to you before they start the forum discussion.

While speaking: check that the learner's use appropriate language and turn-taking conventions during the discussion.

Informal assessment: After speaking: When a group has spoken about this topic, try to analyse how it went. Here is a checklist for this purpose.

Questions regarding your forum discussion	Yes	No
Did every member of the group work towards your common goal?		
While speaking to the class, did you feel nervous?		
Did you remember to make eye contact		

with your audience?		
Did you use your voice so that people could hear you clearly?		
Do you think that public speaking skills are necessary?		

Remind the learners that they have to try and retain the interest of the audience while they are discussing the topic.

Activity 4: Revise and use direct and indirect speech pp. 117 - 118

Language structures and conventions: sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech.

As this is a revision exercise, it is best done as an individual activity.

- All languages have different punctuation marks when direct speech is used. These punctuation marks are nearly, but not quite, the same and you cannot forget the differences because you will lose marks in tests and exams. Always tell the learners that it really is the small things that matter so inverted commas, question marks and commas have to be used correctly.
- The doctor said, "Nurse, help the patient."
 - The lady said to the manager, "Sir, I don't know how to thank you enough!"
 - The man said, "Each person has a dream. You have to work hard at achieving your dream."
 - Dzidzai said, "My parents aren't rich but they have goals that inspire us."
 - The teacher asked the boys, "Please don't make a noise!"
 - The girl said, "I want a new dress because I'm going to a party."
 - The man said, "Only hard work can make you rich."
- Discuss the language box in detail.
- The man asked the foreigner if/whether he had been to South Africa.
 - His mom said (to him) that he had to be careful.
 - He had his blessing his father said. His father said that he had his blessing.
 - The man said to his friend that he was really looking forward to the journey.

- Dzidzai said to Johnson that he would succeed if he had a dream.
- Chido said to Dzidzai that she had great admiration for him.
- Chido said that Dzidzai would phone her the next day.

Activity 5: Challenge – write questions in direct speech pp. 119

Language structures and conventions: sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech.

This challenge activity extends learners' understanding of how sentences change when using direct speech and provides them with the opportunity to practise punctuation. It is an individual exercise.

- Dzidzai asked, "Father, may I have your blessing?" / "Father, can I have your blessing?"
- Chido asked, "Johnson, are you coming back?"
- Dzidzai wanted to know, "Johnson do you have a dream?"
- Nomsa asked, "Dzidzai are the mines safe?"
- Dzidzai's father asked, "Do you have to return to the mines?"

Activity 6: Read a comic strip pp. 119–120

Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming; scanning; intensive reading; make inferences (characters, setting, milieu, message); Infer meaning of unfamiliar words by word attack skills; emotive language. **Language structures and conventions:** vocabulary in context.

Before reading: To get learners thinking about what the content of the comic could be, ask learners if they can remember the story of Dzidzai leaving his family and seeking his fortune in South Africa. Also get learners talking about the features of a comic. Words one needs to use often in the pre-reading phase are frames, facial expressions, speech bubbles, body language etc. Punctuation marks such as question marks and exclamation marks show that one of the characters doesn't understand something or feels upset or angry about a situation.

While reading: Read at the cartoon and make a list of all the elements that are obvious.

After reading: This is an individual activity that can help you to assess learners' visual literacy as well as how well they can engage with the text.

1. A rural part of Africa. ✓ (1)
2. He looks very serious / dismayed. ✓ (1)
3. She looks very upset. Her mouth is open and she is virtually shouting her words to show her anxiety. ✓ (1)
4. 'You might never come home.' She is trying to frighten him. ✓ (1)
- 5 a. He dresses in a non-traditional way. His clothing could be that of any poor young man, black or white. His father still wears tribal clothing. ✓ ✓ (2)
b. They are poor. The chairs and the house indicate poverty. Cooking outside on an open fire suggests no electricity. ✓ ✓ (2)
- 6 a. To survive we need to eat. ✓ (1)
b. Housing / Clothing / Heating / Water ✓
(1) Any one of these.
7. We as readers need to have compassion for the plight of other people. We cannot judge people by their outward appearances. ✓ ✓
(2)
8. Own opinion. I would feel sad; cry; realise I might never see him again. ✓ ✓ ✓ (3)

[15]

Activity 7: Support: Practice tenses and concord pp. 120–121

Language structures and conventions: sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech; **word level work:** finite verbs.

Second-language learners often struggle to use English tenses correctly. These learners also often make mistakes in concord. Before asking learners to complete the activity, you could write up some common mistakes that learners have made so far, and work through them with

the class. Then ask learners to answer the questions on their own.

1. Simple present tense sentences:

- a. I always sit in front of the hut.
- b. I like my mother's food.
- c. I put a cushion behind my head and sleep on the bus.
- d. I fall asleep on the bus and dream of the gold in the mine.
- e. I call my family every week when I have enough money.

2. Simple past tense sentences:

- a. At home we ate chicken more often than meat.
- b. I believed I would get a job on the mines.
- c. I got up at 5.30 to catch the bus.
- d. My mother gave me some coffee in a bottle.
- e. I kissed my wife and son goodbye.

3. Concord (Agreement)

- a. is (The family is one unit so we have to use "is")
- b. visit (we can substitute Dzidzai and his wife for 'they' and they doesn't take an -s)
- c. hears (he, she and it take -s in the present tense.)
- d. supports (he, she and it take -s in the present tense.)
- e. gives (he, she and it take -s in the present tense.)

Activity 8: Write a dialogue pp. 121–123

Write a dialogue: Paragraph conventions: format; introductory sentences; main and supporting ideas; order and cohesion; word choice and punctuation; language conventions; **Focus on process writing:** Planning; drafting; revision; editing; proofreading and presenting; **Language structures and conventions:** remedial grammar from learners' writing.

Introduce learners to the key features of writing a dialogue. It is best to discuss the marking rubric with learners. This helps learners to understand what they need to do.

Plan: It is important that learners become used to planning any written endeavour. In this activity, learners have to decide on the topic and then design a mind map to help them structure it

effectively. Draft: Refer to the text they have read as well as the annotated dialogue.

Revise: Encourage learners to ensure that they are following the dialogue writing format.

Edit: Learners can use a partner to help them edit their dialogue. This is called peer assessment.

Proofread: This provides learners with the opportunity to check spelling, punctuation, and other language structure and conventions that they have already covered in this unit.

Informal assessment: Learners have read a play script in this unit and you have discussed punctuation conventions with them. Check that the learners use the correct play layout and correct their punctuation while they edit and proofread their work.

Activity 9: Use common question forms pp. 123

Language structures and conventions:

sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech.

This activity will support learners' understanding and use of the different question forms.

Read through the notes in the Learner's Book with the class. Ensure that all of the learners understand what each of the question words mean, how they should be used and what information each question word is associated with, for example, "where" asks about the location of something.

Activity 10: Debate a topical issue pp. 124–125

Listening and speaking strategies: Debate: Indicate roles; learn text conventions; speakers take turns; explain view points and reach consensus; use appropriate language, style and register.

Before speaking: Revise debates and related terminology with the learners.

- The topic or motion is a statement that has positive points (also called pros) and negative points (also called cons)

- The proposition (or affirmative team) is the group/groups in favour of the motion.
- The opposition or negative team is the group or groups against or opposing the motion.
- A chairperson introduces speakers and thanks them after they have spoken. The chairperson also controls timekeeping and keeps order when the floor is open. At the end of the debate, the chairperson lets the audience vote to determine which group has won, the proposition or the opposition.

In every game, even a debate, there are some basic rules:

- Learners are not allowed to interrupt when someone is speaking.
 - They should raise their hands in the air if they want to say something – if it is not their turn to speak.
 - In a class room debate, time is limited so it is best to keep a stop watch at hand. They have to keep strictly to the time they have been allocated.
 - The chairperson is the VIP of the debate. In each team he/she is the boss and needs to be listened to.
1. The first speaker in the **affirmative** team states the **motion** or the **topic** and then gives the first argument.
 2. The first speaker from the **negative** team states their first argument.
 3. The second affirmative speaker states the next argument of their team.
 4. The second negative speaker states the next argument of their team.
 5. The teams are given a 5-10 minute break to prepare their **rebuttal**. Each team is **obliged** to **refute** their opponent's arguments and to **rebuild** and **defend** their own case.
 6. The negative team gives two rebuttals against the affirmative team's two arguments and states their own two reasons.
 7. The affirmative team states two rebuttals against the negative team's two arguments and states their own two reasons.

While speaking (Hold a debate in class):

Notice how well the learners are able to follow the structure and format of a debate as well as how learners project their voices, use tone, and gestures.

After speaking: Ask learners what they learnt during the debate and what they think of this method for solving problems.

Activity 11: Practise the negative form
 pp. 126

Language structures and conventions: sentence level: simple present tense; simple past tense; emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech; **word level work:** finite verbs.

This is a revision activity that learners can complete individually. You can discuss contractions “do not – don’t” when introducing this activity.

1. The negative form
 - a. I cannot look into the future.
 - b. South Africans aren’t always friendly and helpful /South Africans are never friendly and helpful.
 - c. Dzidzai will not (won’t) get a job on the mines.
 - d. You do not (don’t) have a long way to go before you get to South Africa.
 - e. It isn’t important to debate social issues that don’t affect us.
2. Complete the sentences
 - a. Neither Dzidzai’s wife nor his mother wanted him to go.
 - b. She tried to make him stay but she could not (couldn’t)
 - c. There was no option but to leave.
 - d. There wasn’t any other choice.
 - e. He needs to go because he won’t find work at home.

Activity 12: Read a poem pp. 127–128

Poetry: Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message; **Reading process:** Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Language structures and conventions:** vocabulary in context.

Before reading: Take time to revise key features of poetry with the learners.

While reading: Learners work through this poem in pairs. Give them a sheet of paper to jot down ideas or even to ask questions.

After reading: This section helps learners focus on figurative language and poetic features.

1. In folklore we find a pot of gold at the end of the rainbow. ✓ (1)
2. He isn’t white. He says, ‘though you’re white and I’m not’ ✓ (1)
3. His compatriot – fellow South African ✓ (1)
4. The tone is friendly yet guarded as if the speaker is not quite sure where the road will end. ✓ ✓ (2)
5. A tune is a harmonious piece of music. The tune referred to in the poem is the harmony in which the brothers will have to live. ✓ ✓ (2)
6. Peace and brotherhood. Working and living together. ✓ (1)
7. Where the people finally come together after all the excitement is over. ✓ ✓ (2)
8. He is a hopeful person who trusts that things will work out well. ✓ ✓ (2)
9. No. Eventually we will accept each other’s skin colour and live together in this country. ✓ ✓ (2)
10. Yes but it will take give and take on both sides. Blacks and white will have to respect each other’s culture and habits. ✓ ✓ (2)
11. The final outcome after freedom has been attained. ✓ (1)
12. Yes. Archbishop Desmond Tutu coined the phrase after the first democratic elections when he referred to all the people of South Africa as the colours of the rainbow. In fact, we are all various shades of brown – from very pale to very brown. ✓ ✓ (2) [20]

Unit 8 Questions and answers

Unit overview		
Term 2	Week 5	Week 6
Resources	Learner's Book pp. 129-148 Literature Anthology	Learner's Book pp. 129-148 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 3 Listening and speaking strategies: Listening comprehension: Listening process, writing response Activity 5 Listening and speaking strategies: Interview: Teach features and conventions, do planning and research, choose style, register and vocabulary, take turns, use persuasion techniques Activity 6 Listening and speaking strategies: Interview: Teach features and conventions, do planning and research, choose style, register and vocabulary, take turns, use persuasion techniques	
Reading and viewing	Activity 1 Literary text like drama/play: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)	Activity 8 Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) Activity 10 Reading comprehension: Interview: Skimming and scanning, intensive reading, making predictions, inferring the meaning of unfamiliar, words and images by word attack practices, facts and opinion, view point of role players, implied meaning Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting		Activity 13 Transactional text e.g. written interview: Correct format and features, organise content (mind map), main and supporting ideas, paragraph conventions, logical progression of paragraphs to ensure coherence, conjunctions for cohesion, language conventions Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting write an interview
Language structures and conventions	Activity 1 Vocabulary in context Activity 2	Activity 8 Vocabulary in context Activity 9

	<p>Sentence level: Correct word order, question forms, euphemisms, sentence structures, mood, voice</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Punctuation and spelling: Abbreviations, question marks, exclamation marks, full stop, comma</p> <p>Activity 4</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work: Adverbs of place and frequency</p> <p>Activity 7</p> <p>Sentence level: Correct word order, question forms, euphemisms, sentence structures, mood, voice</p>	<p>Sentence level: Correct word order, question forms, euphemisms, sentence structures, mood, voice</p> <p>Word meaning: Figurative, literal, contextual, pun</p> <p>Activity 10</p> <p>Vocabulary in context</p> <p>Activity 11</p> <p>Sentence level: Correct word order, question forms, euphemisms, sentence structures, mood, voice</p> <p>Activity 12</p> <p>Sentence level: Correct word order, question forms, euphemisms, sentence structures, mood, voice</p> <p>Activity 13</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Punctuation and spelling: Abbreviations, question marks, exclamation marks, full stop, comma</p> <p>Remedial grammar from learners' writing</p> <p>Activity 14</p> <p>Word meaning: Figurative, literal, contextual, pun</p>
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 130: This quick check alludes to interviews, introduces the theme of fame, and links to the content of texts that learners will engage with later in the unit.

Activity 1: Read a scene from a play pp. 130–132

Literary text like drama/play: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Language structures and conventions covered:** vocabulary in context.

Learners might not know that the drama is one of the oldest forms of entertainment. Very large amphitheatres were built to accommodate thousands of people who came to watch live performances. In those days the narration was often done by a choir, who didn't really sing, but they said the words together so that the audience could follow the plot.

Before reading: Revise the features of drama as a class. Then have learners scan the play for character names and skim the text to notice the formatting and punctuation used in play scripts. This section reminds learners about what they know about drama and focuses them on formatting and punctuation that they will be learning throughout the unit.

While reading: In the first reading, learners are looking only to get a sense of what happens. The second and third readings require learners to consider characterisation, the use of stage direction, and to think more deeply about how the play can be brought to life by how the characters speak and react to each other.

After reading: This section can be completed either as pair work, to encourage dialogue, or as an individual activity to help learner's assess their levels of understanding of the text. The focus of the questions is largely around characterisation; however, conflict as a dramatic feature is also explored.

1. He won a gold medal at the 2012 Olympics in London. ✓ ✓ (2)
2. Michael Phelps. ✓ (1)
3. Yolande Olhaus, Melanie's mother. ✓ (1)
4. She agreed with her mother when her mother said they should make a poster to attract his attention. ✓ (1)
5. Mother and daughter bonding / solving a problem by communication / showing entrepreneurial spirit. ✓ ✓ (2)
6. Character: positive, daring, fun loving, caring ✓ ✓ ✓ ✓ (4)
7. Suggestions: Listen to your mother! Take a chance! ✓ (1)
8. Chad is someone who keeps a promise. He attended the dance with an unknown girl. He was prepared to share the limelight with a stranger. He is kind and considerate. ✓ ✓ (2)

[15]

Informal assessment: Learners need to recognise the key features of a play script. After they have completed the comprehension work ask the learners how the writer has developed the characters, setting and plot of the play text. Learners should be able to provide you with example of the characterisation and identify the setting from clues in the text extract.

Activity 2: Change the statements into questions pp. 133

Language structures and conventions: sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice; Reinforcement of language structures and conventions covered in previous weeks: punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma.

Remind learners that we change the tone of our voice when we ask questions. In English, we raise the tone of our voice at the end of the sentence to indicate it is a question.

1. Should be carried out as a class activity. Stress that word order is important when asking questions.
2. a Have learners complete this on their own in their work books. a. Where do the boys and

girls have to wait? Or: Who has to wait on the netball court?

b. Who fetches.. When does she fetch... Who does she fetch...

c. How did you hear...? What did you hear...?

d. Why did he hit him? Who hit him?

e. Why is she a lovely girl? Who has beautiful manners?

f. What time / When does the plane land?

g. Do you have a date?

h. How did you get a date? / What did you create to get a date?

Activity 3: Listen for Comprehension pp. 134–135

Listening and speaking strategies: listening comprehension: listening process; writing response.

Before listening: If the learners are not confident, read the questions with them before reading the text. This helps them gain confidence and next time you can try and do the listening comprehension without explaining the questions. The learners can also be asked if they have heard the fairy tale called Cinderella and quickly run through the story with them.

When learners look at the picture they can write down who they think will be the subject of the text. If they write 'A girl called Melanie' they are spot on.

Reading through the questions with them or allowing them to scan the questions before listening to the text, provides learners with clues about what to listen out for in the text.

Say the glossary words out loud, so that learners will recognise them when you read the listening piece:

While listening: Learners should take notes about the main ideas while listening.

After listening: This exercise tests learners recall and understanding of the text. They are also encouraged to develop opinions about what they read, so to think critically about what they read.

Answers

1 a. R80,000 ✓ (1)

b. Melanie's mother / Yolande Olhaus ✓ (1)

- c. A year with an extra day in February / a year in which a girl can ask a boy out/ a year in which the Olympics are held. ✓ (1)
- d. To be treated like royalty / To be treated as if you are famous ✓ (1)
- e. False ✓ (1)
- f. Ask a boy to go out with her on a date. ✓ (1)
- g. Learners answers will vary. For example: Yes. Because she was given many expensive items and had lots of help, so it must have seemed like magic. ✓ ✓ (2)
- h. Learners answers will vary; Yes because it got him into all the newspapers. Or No. Chad did it because he is someone who keeps his word. ✓ ✓ (2) (10)

Activity 4: Identify and use adverbs of place and frequency pp. 135

Reinforcement of language structures and conventions covered in previous weeks: word level work: adverbs of place and frequency.

Tell learners to remember that the word ‘adverb’ is a very useful word because it tells us exactly what it does: it adds or describes the verb. So when a verb appears in a sentence and there is a word or phrase to enhance it, the adverb is the collective word used.

1. Work through the language box as a class and then ask the learners to answer question 2 on their own.
2. a. often – adverb of frequency; to the dance: adverb of place
b. at the airport – adverb of place
c. every year – adverb of frequency
d. at a nearby hotel – adverb of place
e. at matric dances – adverb of place

Activity 5: Plan, research and participate in an interview pp. 136–137

Listening and speaking strategies: interview: teach features and conventions; do planning and research; choose style, register and vocabulary; take turns; use persuasion techniques.

Before speaking: Learners should read through the text a few times so that they can ask the

questions and give the answers smoothly. The interview – even if only read aloud – should sound like a friendly conversation.

Remind learners that both interviewers and interviewees often practise what they will ask or what they will say when asked a particular question. Remind learners about discourse markers that help conversations to flow naturally.

While speaking: Assess how well each learner responds within the dialogue, notice whether or not the questions flow logically from one to another as a sign of planning.

Informal assessment: Before the learners speak they need to plan and research the topic they plan to discuss in their interview. Check that learners can apply their research in the interview questions and answers.

Activity 6: Challenge: Discuss appropriate style and register pp. 137

Listening and speaking strategies: interview: teach features and conventions; do planning and research; choose style, register and vocabulary; take turns; use persuasion techniques.

Style and register are important aspects of successful communication. This imaginary conversation is an example of inappropriate style and register. Learners need to discuss the appropriateness or inappropriateness of certain types of language. Notice how the interviewer wants to talk about himself instead of focusing on the person he is interviewing (an international icon).

- An interview with Nelson Mandela would be formal. The honour one has of speaking to him, should be evident in the tone of your voice and in the way you address him.
- This interview seems to be too chatty. Even if the interviewer feels he knows Mandela and might be related to him, his style and tone are inappropriate in the extreme.
- The interviewer should not use street slang like “Howzit my man” to Mandela. He should use the proper language conventions like: Good

morning, Mr Mandela... How are you today, Sir?

- No. The interview conventions and format have been disregarded completely. Notice how Mandela is not able to speak because how he is interrupted by the interviewer every time he starts answering. Notice that the interviewer speaks much longer than he is supposed to.

Activity 7: Learn about mood and how to use it pp. 138–139

Language structures and conventions: sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice.

1. Take note that the word 'mood' used in a grammatical sense has to do with a specific condition and has nothing to do with being in a bad or a good mood.
2. Indicative mood statements changed into indicative mood questions:
 - a. What do some people have to do to meet an Olympic Gold medallist?
 - b. How much money do some people have to pay to meet an Olympic Gold medallist?
 - a. Did Melanie receive the red-carpet treatment?
 - b. What did Melanie receive?
 - a. Who was bowled over when Le Clos's agents contacted her?
 - b. When was she bowled over?
- 3
 - a. Imperative mood
 - b. Imperative mood
 - c. Conditional mood
 - d. Subjunctive mood
 - e. Subjunctive mood

Activity 8: Read a poem pp. 139–141

Poetry: Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas, typography; figurative meaning; mood; theme and message; **Reading process:** Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Language structures and conventions covered:** vocabulary in context.

This activity provides learners with the opportunity to revise features of poetry.

Before reading: The focus of this pre-reading exercise is to get learners thinking about how typography and punctuation adds meaning to a poem. The glossary items help to activate learners' prior knowledge and helps them to make predictions about what they will be reading. You can remind learners about the importance of skimming and scanning before they read.

While reading: Because the race is so fast, this poem has to be read fast. In fact try timing yourself when reading it. If the learners have cell phones let them time themselves with the stop watch function. It leads to great excitement and the tongue twisters in the poem help with pronunciation. The only phrase that should be read slowly is in line 4. It indicates how long the swimmer stays underwater before coming up for breath. The reason for this is that one moves faster under water.

After reading: Learners have the opportunity to explore how typography can be used to convey meaning and mood in poetry. They also practise identifying and interpreting figures of speech used in poetry. This section is best completed individually, but you could choose to ask learners to complete it in pairs to continue the theme of dialogue.

Answers

1. BANG! EXPLODE AIR FIRST (any one of these) ✓ (1)
2. The purpose is for the reader to understand and experience the complete length of a race. The swimmer has to move from the one end of the pool to the next in order to complete one length. ✓ (1)
3. This is a metaphor. His body is slicing the water (if is not as if he is like a blade, slicing the water – he is the blade) ✓✓ (2)
4. The swimmer is staying under water for as long as possible. This hyphenated phrase suggests this. ✓✓ (2)
5. He needs to breathe so he comes up for air. A fish doesn't need to do this. ✓ (1)
6. His arms are 'wheeling' and his legs are pistons. ✓✓ (2)

7. He is a swimmer and a winner. ✓ (1)
8. He receives the gold medal as well an olive wreath (around his head) ✓✓ (2)
9. (a) rhyme: streaming and beaming (b) assonance: streaming/beaming; kicking/friction; (c) fin-like feet ✓✓✓ (3)
10. The title: Finning first. Fishlike human... , human fish, finlike-feet, web-like fingers, silvery, shiny ✓✓✓ (any 3)
11. Alliteration is often used. The swimmer swims so fast that the sounds that are repeated give the poem a stream-like quality to indicate movement. ✓✓ (2)
12. The word indicates the water running off the swimmers body – in streams. It is also a word used for a body of water – a stream. ✓✓ (2)
13. The shot to start the race is fired. ✓ (1)
14. The word is written in this way to show how much effort is put into the last stretch before touching the side. ✓ (1)
15. The first word (BANG!) shows how loud the shot sounds; the second word EXPLODE is what the swimmers chest feels like as he comes up for breath and it also tells us how he suddenly explodes out of the water. AIR is written in capitals because he needs to breathe after holding his breath so long. FIRST is the position he has aimed for and SWINNER is the neologism formed from winner and swimmer. He came first – or to copy the title: he finned first. ✓✓ (2)
16. Yes. It creates a sense of excitement in the reader's mind. Is the swimmer going to make it? Is he making enough of an effort? ✓✓ (2)

[30]

Informal assessment: This poem provides an ideal opportunity for informal assessment of key feature of poetry. Let the learners complete the comprehension activity and then discuss the answers with them to check they understand the different features of poetry that the poet has included in this poem.

Activity 9: Identify figurative language and euphemisms pp. 141–142

Language structures and conventions: sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice; **Language structures and conventions:** word meaning: figurative; literal; contextual; pun.

Question 1 can be worked through as a class. Then, divide learners into pairs to answer question 2.

1. Use everyday examples to explain euphemisms to the learners. Euphemisms are often used to spare another person's feelings, because in polite conversation we don't use rude or offensive language.
2.
 - a. She had to chop off her hand and give it to him. (he asked her to marry him)
 - b. Did a cat attack you and eat your tongue? (why are you so quiet?)
 - c. She flew up into the air and jumped over the moon. (she was very happy)
 - d. That man is lying down and rolling in something. (he is rich)
 - e. She lives in a church and is really a mouse (She is quiet, poor and very colourless / mousy brown)

Activity 10: Read an interview and answer questions pp. 142–144

Reading comprehension: interview: skimming and scanning; intensive reading; making predictions; inferring the meaning of unfamiliar; words and images by word attack practices; facts and opinion; view point of role players; implied meaning; **Reading process:** Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); **Language structures and conventions covered:** vocabulary in context.

Tell the learners to look at the length of the questions by the interviewer and the length of the answers and compare them to each other. The aim of the interviewer is to get the subject to talk about his or her life. Although the tone is light hearted and somewhat informal, the interviewer knows what he wants from the interviewee.

Before reading: This exercise reminds learners about the pre-reading process and what is expected of them when preparing to read a text. Also encourage learners to take note of the interview format and punctuation.

While reading: Ensure that learners note and understand the annotations that clarify the interview format.

After reading: This section is an individual activity that you and learners can use to assess how well learners understand the format and content of the interview.

1. He works for **The Young Nation** ✓ (1)
2. Melanie became famous overnight when she held up a poster asking Chad le Clos to be her date for her matric dance. ✓ ✓ (2)
3. These questions are indicative mood questions. They are also questions trying to get the full story from her as she was the one involved in the situation. ✓ ✓ (2)
4. This is the right way to conduct an interview. The interviewer should plan his questions in such a way that he gets as much information as he can without pressurising her. ✓ ✓ (2)
5. He could have said no – this is what she expected. ✓ (1)
6. Own opinion. Example: I think it is scandalous that a girl does this kind of thing. OR I think she showed spirit. I wish I had thought of that. ✓ ✓ (2)
7. Yes. She is totally honest. She doesn't suffer from some illusion that Chad will contact her again. She also admits it was her mother's idea – so she doesn't try to take all the glory for herself. This indicates strength of character. ✓ ✓ (2)
8. Yes. She will always be able to say that she took a chance and it paid off. She will always be remembered and people will talk about her. Her daring deed might even land her in a text book. ✓ ✓ ✓ (3) [15]

Activity 11: Change sentences from the active to the passive pp. 144–145

Language structures and conventions:

sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice.

Ask learners what the key components of a sentence are (subject, verb, object). Then explain how the active or passive voice changes the sequence of these components.

1. Focus as a class on how the sentence structure changes.
2. There are four reasons for using it – please see the text box as this explains the use of passive voice clearly. Because the verb is manipulated by the speaker, it becomes quite tricky if English isn't your mother tongue. Remember that the verbs have to agree with the object now and not with the subject.
- 3
 - a. An eye-catching poster was made by Melanie and her mom.
 - b. A date with South Africa's golden boy was organised (by you)
 - c. It is going to be auctioned off (by my school).
 - d. The money will be given to charity (by my school)
 - e. All kinds of services were offered for free (by many people)

Activity 12: Support: Word order in the active and passive voice pp. 145

Language structures and conventions: sentence level: correct word order; question forms; euphemisms; sentence structures; mood; voice;

Learners have the opportunity to practise and revise the basic components of a sentence. This will help them better understand the changes needed to change active voice to passive and vice versa.

- 1
 - a. The swimmers (S) won (V) medals (O) at the Olympics
 - b. A crowd (S) welcomed (V) the swimmers (O) home
 - c. Melanie (S) invited (V) Chad (O) to her matric farewell
 - d. The hair stylist (S) styled (V) her hair (O)
 - e. Her dad (S) hired (V) a fancy car (O)
- 2
 - a. Medals were won (by the swimmers) at the Olympics.
 - b. The swimmers were welcomed home (by a crowd)
 - c. Chad was invited to her matric farewell (by Melanie)
 - d. Her hair was styled by the hair stylist

e. A fancy car was hired for the matric farewell (by her dad)

✓ Activity 13: Write an interview pp. 146–147

Transactional text e.g. written interview: Correct format and features; organise content (mind map); main and supporting ideas; paragraph conventions; logical progression of paragraphs to ensure coherence; conjunctions for cohesion; language conventions; **Focus on process writing:** planning; drafting; revision; editing; proofreading and presenting write an interview; **Language structures and conventions:** remedial grammar from learners' writing; **Reinforcement of language structures and conventions covered in previous weeks:** punctuation and spelling: abbreviations; question marks; exclamation marks; full stop; comma.

This is an individual activity that ties together most of what learners have covered in this unit. Learners now can apply what they have learnt in a writing exercise.

Plan: Learners should read about the person they have chosen by using newspaper articles etc. Learners must plan the questions carefully. They should use a mind map. The main idea will be to obtain information about something or somebody. Advise them to start with a statement and then ask the first question: First question → possible answer 1 / possible answer 2. Second question based on possible answer 1. And so on. Learners should think of possible answers the interviewee might give them and plan their next question accordingly. They should think of supporting ideas so that their interview flows naturally.

Draft: Encourage learners to refer to the text they have read as well as the annotated example to guide them when writing the rough draft. Encourage learners to notice mood, vary their sentence types, and to use conjunctions correctly.

Revise: Revision can be done in pairs, learners should be asked to look out for flow, speech connectors, and register.

Edit: At this stage they should check whether they are following the interview writing format.

Proofread: The final proofread helps learners to check their spelling against spelling rules and exceptions as well as helping to re-enforce correct use of punctuation.

Informal assessment: This activity serves as a Formal Assessment. Assess learners according to the rubric for longer transactional texts provided in this Teacher's Guide. Check that the learners complete all the writing processes properly. The learners need to apply different skills at each stage of the writing process and you may want to ask them about the interventions they make at each stage to check they understand the focus of each different process.

Activity 14: Find and explain the puns in sentences pp. 148

Language structures and conventions: word meaning: figurative; literal; contextual; pun.

Making puns are very popular amongst English speakers and someone who is really clever at this will constantly be “punny”...funny.

1. The poet was thinking of at least two words: swimming and coming. He joined these words to fish-like words and came up with “finning”.
2. A swimmer who is also a winner is a swinner (not to be confused with a swine+r who can be someone you dislike and who also moans a lot)
3. Water = What are and is a pun because a swimmer is good at swimming in water.

Unit 9: Words of advice

Unit overview		
Term 2	Week 7	Week 8
Resources	Learner's Book pp. 149-160 Literature Anthology	Learner's Book pp. 149-160 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 2 <ul style="list-style-type: none"> <i>Listening and speaking strategies: Listening comprehension (non-fictional text e.g. newspaper articles):</i> Listen for comprehension, take notes, answer questions Activity 4 <ul style="list-style-type: none"> <i>Listening and speaking strategies: Group discussion:</i> Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register 	
Reading and viewing	Activity 1 <ul style="list-style-type: none"> <i>Literary text such as youth novel/short story:</i> Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <i>Reading process:</i> Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) 	Activity 7 <ul style="list-style-type: none"> <i>Poetry:</i> Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message <i>Reading process:</i> Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting		Activity 10 <ul style="list-style-type: none"> <i>Write a review of the story/novel:</i> Structure of the text, features and conventions, diction, register, audience, tone <i>Focus on process writing:</i> Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> <i>Vocabulary in context</i> Activity 3 <ul style="list-style-type: none"> <i>Punctuation and spelling: Acronyms</i> Activity 5 <ul style="list-style-type: none"> <i>Sentence level:</i> Subject and predicate, subject-verb agreement, sentence structure, sentence types, tenses, statements, euphemisms and proverbs Activity 6 <ul style="list-style-type: none"> <i>Sentence level:</i> Subject and predicate, subject-verb agreement, sentence structure, sentence types, tenses, 	Activity 7 <ul style="list-style-type: none"> <i>Vocabulary in context</i> Activity 8 <ul style="list-style-type: none"> <i>Sentence level:</i> Subject and predicate, subject-verb agreement, sentence structure, sentence types, tenses, statements, euphemisms and proverbs Activity 9 <ul style="list-style-type: none"> <i>Sentence level:</i> Subject and predicate, subject-verb agreement, sentence structure, sentence types, tenses, statements, euphemisms and proverbs Activity 10

	statements, euphemisms and proverbs	<ul style="list-style-type: none"> • Remedial grammar from learners' writing Activity 11 <ul style="list-style-type: none"> • Word level work: Prefixes and suffixes Activity 12 <ul style="list-style-type: none"> • Word meaning: synonyms, antonyms, homonyms, paronyms
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 150: This quick check gets learners thinking about different types of advice, which is the theme of the unit.

Activity 1: Read a short story pp. 150–153

Literary text such as youth novel/short story: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; Reading process: Pre-reading (Introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); Language structures and conventions: vocabulary in context.

Before reading: Learners should be made aware of the fact that stories are made more interesting if things are implied or inferred. This means that not all facts are explained in detail, but the reader is supposed to imagine certain things. The words in the glossary box should be explained before reading the text. In fact certain sentences can be pointed out to the learners so that they take special note of them. These words are promptly wholesalers, impact, dash, recalled and belly-bag. Learners skim the title and the photograph to activate prior knowledge.

While reading: Encourage learners to focus on how characters are characterised in the story and the action (what happens) in the story. Learners also have the opportunity to practise word attack skills by trying to figure out the meaning of unfamiliar words from the context that they are written in.

Allow learners to read the text aloud. It is always better to get the learners to practise their reading beforehand as they often struggle with pronunciation or the correct breathing one has to do in order to complete a whole sentence.

After reading: Question 1 should be discussed in small groups. It provides a basis for critical thinking and a deeper understanding of the text. Question 2

should be completed individually, to assess each learner's comprehension of the text.

Answers

- The following discussion should take place in groups before individual work is done:
 - Learner's own answers.
 - Very often children are told not to talk to strangers because they might harm them is some way. It is quite interesting to note that most children are harmed by people they know quite well and that strangers are often quite safe!
 - You might be lost and you need to find your way home or you might have missed your bus and now you have to rely on a stranger's kindness to get you back home.
 - This will lead to many new ideas and everyone will want to tell about an ordinary day in their lives.
 - There are quite a few themes one can point out: Teachers can be wrong about their advice. Learners have interesting lives away from school. Traditions are hard to break.
- Something that is beautiful will always make you happy. ✓ (1)
 - Cape Town. The Adderley Street flower sellers – the market next to the Golden Acre ✓ ✓ (2)
 - She is looking at the beautiful flowers ✓ (1)
 - She buys five bunches of their most expensive flowers each week. ✓ (1)
 - "it was part of life" ✓ (1)
 - Royana has to dash off to school. Her mother and grandmother didn't have to do that. ✓ (1)

- g. The flowers were literally every colour of the rainbow ✓ (1)
- h. She already has a job that she has to do on a daily basis – selling flowers. ✓ (1)
- i. Royana accepts her life as the daughter of a flower seller who has to get up early to get all her chores done. She sometimes feels a little rebellious because she thinks she is a “child labourer”. She sits next to her flowers when she does her homework and that can’t be very comfortable. It tells us that she is prepared to give up chatting to her friends or demanding a quiet place where she can study. She knows people very well and can assess them when they buy flowers from her. She knows how men and women react in different situations. ✓ ✓ ✓ (3)
- j. Royana can be late for school if the truck doesn’t arrive in time. This will mean that she comes into conflict with her teachers. A stranger might want to haggle over the price of the flowers and she will have to remain calm and diplomatic in order not to frighten them away. She still needs to sell her flowers. ✓ ✓ (2) (15)

Informal assessment: Check that the learners understand the key features of short stories. Discuss the characters and characterisation that is evident in the text and ask learners to explain what clues in the text tell the reader about the different characters. The learners should also be able to identify background, setting and plot for you from this extract.

✓ Activity 2: Listen to a newspaper article pp. 153–154

Listening and speaking strategies: listening comprehension (non-fictional text e.g. newspaper articles): Listen for comprehension; take notes; answer questions.

The text for this activity can be found at the back of the book.

Before listening: Learners are encouraged to predict what they will be listening to. This helps to prepare learners for focused listening.

While listening: Learners are asked to listen for specific information to answer specific questions. This type of focused listening provides another style of listening that learners need to familiarise themselves with.

1. Discuss the bulleted points just after the second reading:
 - The text is not about Mandela, but someone he knew.
 - The man knew Mandela, is also a famous person in his own right. He has managed to build an empire of his own.
 - He is a Venda and grew up in the Limpopo province.

Formal Assessment: This activity serves as a Formal Assessment. Assess learners according to guidelines and answers provided below.

After listening: This section helps learners assess how well they were able to listen to and understand what was being said. These answers are merely guidelines. Many learners will use other words but come to the same answer.

1. “Never stop working” ✓ (1)
2. Yes. If the delivery boys came late, he personally delivered milk to his customers. ✓ ✓ (2)
3. Maponya went to the law firm Mandela worked for/ his wife is a cousin of Nelson Mandela ✓ (1)
4. Yes. He was helped by a white colleague who gave him off-cuts to sell. ✓ ✓ (2)
5. He chose the ANC colours that were banned in those days. ✓ (1)
6. No. The apartheid government came into power in 1948. ✓ ✓ (2)
7. False. He had various businesses such as owning stores, a car dealership and a filling station. ✓ ✓ (2) (10)

Activity 3: Work out acronyms pp. 154

Language structures and conventions: Punctuation and spelling: acronyms.

The use of acronyms in everyday speech and writing has been steadily increasing. Often the acronym itself becomes the known ‘word’ and the full name or meaning is forgotten. Learners need to understand how acronyms are formed and what some common acronyms are.

- 1 a. ANC- this is an abbreviation – (you say each letter separately)

- b. COSATU – this is an acronym (you say the initials as a word)
- c. SANLAM – this is an acronym
- d. CAT – acronym (Computer Assisted Technology – a very popular subject at schools)

- 2 a. NUM
- b. UNICEF
- c. AWOL

Activity 4: Practise speaking in a group pp. 154–155

Listening and speaking strategies: Group discussion: indicate roles; speakers take turns; explain view points and reach consensus; use appropriate language, style and register.

Being able to speak with confidence in a group setting is a useful life skill. Many learners are shy about using a language other than their mother tongue in group settings. This exercise enables them to practice and to understand some of the conventions for group discussion.

Before speaking: Learners need to consider what their opinion is and what they would like to contribute to a discussion before it begins. Allow learners to read through the guiding questions in the ‘While speaking’ section to help them plan what they will say.

While speaking: Remind the class how important turn taking is. When we are part of a group nobody should be allowed to dominate the whole group and nobody should get away without saying a word!

- 1 a. Do you follow advice from people? Everybody can contribute to this question. What piece of advice have you adhered to? Encourage learners to speak about advice that they follow and advice that they have ignored.
- b. Never stop working sounds like good advice, but I would like to add the word ‘cleverly’. It is good to work hard, but you should also learn how to get ahead while doing so. Richard Maponya didn’t just work hard, he also saw possibilities in other situations and he grabbed them and improved his life.
- c. This means that you show where your loyalties lie. Maponya is/was a staunch ANC supporter and showed this by choosing the colours of the ANC in the time of apartheid, when the ANC was banned.
- 2. Talk to the class briefly about tone, register and polite and appropriate language. The tone is

important because in a friendly conversation we don’t shout at each other but we don’t whisper either. Polite language is always the best thing to use. Appropriate language is used when we use the correct words and phrases when talking to different people.

After speaking: Introduce the concept of consensus and ask a learner from each group to report back about whether or not his or her group was able to reach consensus. In a group discussion people often have different views on a topic. When you discuss a controversial topic, a bit of give and take is required.

Informal assessment: Monitor the groups while the learners conduct this activity and check that they apply turn-taking conventions and listen attentively while other learners speak. Assess whether learners encourage one another to participate in the discussion and take note of any learners who might hold back during the discussion. After the activity talk with learners who do not participate to find out why they have not contributed to the discussion.

Activity 5: Practise identifying subject and predicate pp. 155–156

Language structures and conventions: sentence level: subject and predicate subject-verb agreement, sentence structure; sentence types; tenses; statements; euphemisms and proverbs.

Learners have worked with these concepts before. Ask learners to say what they can remember about subject and predicate. Correct and elaborate if necessary.

Answers

- 1. Subject and predicate. Maybe the easiest way to explain this is to say that everything after the subject is the predicate...starting from the verb. Sometimes, however, the object is placed first in a sentence.
 - a. He (subject) cycled (verb) on the pavement (object)
 - b. Adderley Street (subject) lies (verb) to the north of District Six (object)
 - c. These exercises (subject) are (verb) very easy (object)
 - d. The buckets(subject) had to be filled (verb) with fresh water (object)
 - e. The buckets (subject) were arranged carefully (verb) NO (object).
- 2 a. He **cycled on the pavement** (predicate)

- b. Adderley **lies to the north of District Six.**
(predicate)
- c. These exercises **are very easy** (predicate)
- d. The buckets **had to be filled with fresh water**
(predicate)
- e. My buckets **were arranged carefully for maximum impact** (predicate)

Activity 6: Revise subject-verb agreement pp. 156–157

Language structures and conventions: sentence level: subject and predicate, subject-verb agreement, sentence structure; sentence types; tenses; statements; euphemisms and proverbs.

Once learners have practiced identifying subjects and verbs, the notion of concord becomes a little easier. For many learners this is the most difficult grammar concept to understand because in their home language this agreement doesn't exist – and remember we try to understand grammatical constructions by using the code we know and understand.

Tip: If they are struggling it would help them to try and get them to replace or substitute the subject with **he/she/it**. The other important thing to do is to learn the subject-verb agreement of verbs like **I am** etc. and **I have** off by heart.

- 1 a. Dogs **are** usually bigger than cats.
- b. **Is** this a good book to read?
- c. **Does** the girl know the man who attacked her?
- d. I **have** yoghurt for breakfast.
- e. The trainer **makes** us run around the field twenty times.

Activity 7: Read a poem pp. 157–159

Poetry: Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message; Reading process: Pre-reading (introduce text); during reading (features of text); post-reading (answer questions, compare, contrast, evaluate); Language structures and conventions: vocabulary in context.

This poem is the heartfelt communication between a father and son. The advice the father gives to his son is very good, but the father fails to adhere to his own advice. There are various lessons to be learnt in this poem: (a) people might be well intentioned but they must practise what they preach (b) it is not always right to follow advice (c) advice might be meant figuratively but taken literally.

Before reading: Learners are asked to think about advice they have received to help them make predictions about the poem.

While reading: Each pupil should be given a few minutes to read the poem on his/her own. They can then discuss what they thought the poem was about with a partner. On the second reading encourage learners to look out for and not the poems features – ensure that learners remember what rhythm, rhyme, figurative language and figures of speech are.

After reading: By encouraging learners to talk about the poem with a partner, you provide them with the opportunity to retell the poem in their own words and you provide them with further opportunity to speak in English. Question 2 should be completed individually.

- 1 a. Yes. A father doesn't always set a good example OR A child doesn't have to grow up thinking he can't amount to anything if he was given a bad example.
- b. The father meant that the son had to aspire to greater things and try to reach a goal in life.
- c. Do the best you can.
- d. happy – sad – happy : the poem starts off with the feeling that one should try and conquer the world and then we hear that the father, who gives such good advice, is not a good example.
- e. Five
- f. alliteration: washing windows / soap-sudded; assonance: moan and groan;
- Irony: it is ironic that the father never tried, but the son does; the father rests on a couch but the son works in the sky
- metaphors: he is spider man
- g. Rhythm is created by the structure of the poem, the short lines as well as the rhyme scheme.
- 2 a. Three (grandfather/ father/son)
- b. but
- c. sight – the boys looked at his father and now his son looks at him
- d. Yes and No. He followed the verbal example literally but he didn't follow it in the way his father applied it.
- e. Do what you say you are going to do. Don't preach it, do it. The son did what the father told him to do – he went high and in the evenings he goes home.
- f. No. He said the words but didn't do the deeds.

g. He said “go high” but he never tried and he said “or go home” and he all he could do was moan and groan; his ‘best’ was to lie on the sofa and rest.

h. The speaker saw that his father had good advice but didn’t follow it himself whereas the speaker’s son gets a very good example of the advice – his father goes high and returns to his family each night.

i. It is very dangerous when windows of sky scrapers are washed.

j. Yes. He has to be harnessed and he looks like Spiderman hanging in the sky. Maybe he tells his son he is like Spiderman.

k. The son probably likes the action hero called Spiderman.

l. Reach for the stars. If you don’t you may as well give up. Always try to give of your best.

Activity 8: Recognise main and dependent clauses pp. 160

Language structures and conventions: sentence level: subject and predicate subject-verb agreement, sentence structure; sentence types; tenses; statements; euphemisms and proverbs.

Learners’ previous practise in identifying verbs will help them with this activity. Work through the language box as a class and explain how dependent clauses describe the subject or object of a sentence.

Answers

- 1 a. Richard Maponya tied his colours to the mast.
b. He worked hard and he was lucky.
c. He was born before apartheid but it still restricted his business.
d. Royana disagreed with her teacher.
e. She had to get up early and help her mother with the flowers.
- 3 a. He delivered the milk because it was late as the boys hadn’t turned up for work.
b. Royana did her homework next to the flowers because she was writing a test the next day.
c. The white man helped Richard because he had supported him when he wanted to get a promotion.
d. She loved the lady because she was generous, as she had bought five bunches of flowers.
e. Mandela opened the Maponya Mall because he was proud of his friend’s work ethic and perseverance.

Activity 9: Challenge: Write sentences with main and dependent clauses pp. 161

Language structures and conventions: sentence level: subject and predicate, subject-verb agreement, sentence structure; sentence types; tenses; statements; euphemisms and proverbs.

This exercise is merely what it says – a challenge for learners to write sentences containing main and dependent clauses. They are provided with the opportunity to practise what they have just learnt.

Examples are:

Royana worked hard (**main clause**) because she had to (**dependent clause**)

She sits under bus shelter (**main clause**), as it is raining (**dependent clause**)

Certain conjunctions are used to show that one clause is more important than the other one. These are normally **but, because, as** and **although**

Activity 10: Write a review of a short story pp. 161–162

Write a review of the story/novel: Structure of the text; features and conventions; diction; register; audience; tone; Focus on process writing: planning; drafting; revision; editing; proofreading and presenting; Language structures and conventions: Remedial grammar from learners’ writing.

The learners have to read an extract from a short story in this unit and or they can read complete short stories in their Core Reader. When they choose a new short story to read, it is useful to read a review first to help them understand what the story is about. They are going to write a review of a short story that they think will interest the other learners in the class.

Plan: Before they start writing they need to plan and prepare for what they are going to write. They must decide which short story they would like to review. A short story review will refer to the plot, setting and characters so they need to write about all of these features. Encourage them to draw a mind map and link their views about each feature on the mind map.

Draft: The points below will help them to draft a review.

- The topic of the review is the name of the short story. At the beginning of the review they have to write the name of the short story and then “Reviewed by” with their name.

- A review is written in the first person and in the present tense. Tell them to use words like I and me (pronouns). If they liked the short story they have to say why and if they didn't enjoy it, they will have to explain their view.
-
- They should substantiate their views. They can't just say "I didn't like him in the role" or "He is a good character." without giving a reason for their opinion.
-
- The review should end with their conclusion about the short story.

Revise: This part of the process helps learners to focus on the structure and format of a review. It also helps learners to think about the logical flow of paragraphs.

Edit: This part of the process re-enforces sentence structure and grammar conventions in context.

Proofread: This part of the process focuses learners on applying spelling and punctuation rules in the context of their own communication.

Activity 11: Learn more prefixes and suffixes pp. 163–164

Language structures and conventions: word level work: prefixes and suffixes.

Understanding prefixes and suffixes help to improve learners' word attack skills. By understanding how these components affect meaning provides learners with further tools in decoding unfamiliar words. Work through the language box as a class.

1. Add suffixes to the following root words:
 - a. His friendship was helpful.
 - b. To achieve a goal you may have to endure hardship, but it is very rewarding when you succeed.
 - c. Everyone was filled with happiness when the rains came.
2. Add prefixes to the following root words:
 - a. If you misbehave in detention, your teacher will make you redo detention again.
 - b. A true friend will be unable to hurt you, but always urge you to do your best.
 - c. The builders were slow and the work on the roof was incomplete.

Activity 12: Support: Prefixes, suffixes, homonyms, paronyms, synonyms, antonyms pp. 165–166

Language structures and conventions: word meaning: synonyms, antonyms; homonyms; paronyms.

This activity is designed to improve learners' vocabulary and to strengthen their word attack skills.

1. Copy and complete the table below by filling in the missing meanings of the homonyms.

Homonym	Meaning 1	Meaning 2	Homonym	Meaning 1	Meaning 2
Sink	go under	Basin in kitchen	still	stationary	even
Right	Correct	Direction	fair	blonde	correct
Left	leave	Direction	just	fair	because
Well	water hole	Healthy	light	not dark	Not heavy

2. Choose a word in Column A which is a paronym for a word in Column B: Write both words down next to each other in your exercise book.

Column A	Column B
a. dubious	g. doubtful
b. December	f. decimal
c. day	e. ferocity
d. furious	c. day

4. Use your dictionary to find synonyms for different words.
 - a. Find other nouns that are synonyms of the following: robber / driver / surprise.
Robber – thief; driver – motorist; surprise – astonishment
 - b. Find other adjectives that are synonyms for the following: rich / small / confused.
Rich – wealthy; small – little; confused - bewildered
 - c. Find other verbs that are synonyms for the following: say / show / jump.
Say – state; show – indicate; jump – leap
5. Choose antonyms for different words:
 - a. Find nouns that have the opposite meaning of: questions / summer / everybody.
Questions – answers; summer – winter; everybody - nobody

b. Find adjectives that have the opposite meaning of: raw/ young / satisfied
raw- cooked; young – old; satisfied - dissatisfied

c. Find verbs that have the opposite meaning of: find / give/ remember.
Find – lose; give – receive; remember - for

Review Copy

Unit 10 My life, your life

Unit overview		
Term 10	Week 1	Week 2
Resources	Learner's Book pp. 177-194 Literature Anthology	Learner's Book pp. 177-194 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 2 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension (use recorded dialogue): Listen to dialogue; take notes – language and power, tone, mood, introduction and conclusion; answer questions Activity 6 <ul style="list-style-type: none"> Group discussion/dialogue: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register, present 	
Reading and viewing	Activity 5 <ul style="list-style-type: none"> Literary text like drama/play: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading strategies for comprehension: Purpose and target group, making inferences, give own opinion, distinguish between facts and opinions, direct and implied meaning 	Activity 11 <ul style="list-style-type: none"> Reading process: Before reading strategies: Text features – titles, headings, captions, illustrations; Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. Activity 13 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		Activity 8 <ul style="list-style-type: none"> Longer transactional text, e.g. dialogue/review: Paragraph conventions: Correct format – purpose and target group, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning,

		drafting, revision, editing, proofreading and presenting
Language structures and conventions	<p>Activity 1</p> <ul style="list-style-type: none"> Vocabulary in context <p>Activity 2</p> <ul style="list-style-type: none"> Vocabulary in context <p>Activity 3</p> <ul style="list-style-type: none"> Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense Vocabulary in context <p>Activity 4</p> <ul style="list-style-type: none"> Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense <p>Activity 5</p> <ul style="list-style-type: none"> Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense <p>Activity 7</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense Punctuation and spelling: Spelling patterns: full stop, comma; quotation marks 	<p>Activity 8</p> <ul style="list-style-type: none"> Remedial grammar from learners' writing <p>Activity 9</p> <ul style="list-style-type: none"> Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense <p>Activity 10</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives: comparative, superlative; common and proper nouns <p>Activity 12</p> <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Word level work: Adjectives: comparative, superlative; common and proper nouns Word meaning: Antonyms, synonyms, paronyms, contextual, literal Vocabulary in context <p>Activity 13</p> <ul style="list-style-type: none"> Word meaning: Antonyms, synonyms, paronyms, contextual, literal Vocabulary in context
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: consensus, compromise, orphanage, shed, sharpened, cohesive, discourse markers, tittle tattle, connotation

Quick Check pp. 178: This Quick check reminds learners of persuasive language and focuses on dialogue. You could also ask learners to think about when they have persuaded someone (such as a parent or care giver) to allow them to do something.

Activity 1: Use vocabulary in context.
pp. 178–179

Vocabulary in context

Reaching agreements (when discussing ideas, preferences or any other topic) is an important life skill. Knowing the conventions and words used to signal politeness, willingness to reach consensus and negotiating a mutually agreeable solution helps to prevent conflict and even violence.

Go through the language box with the class, ensuring that they understand the key terms. You can ask learners for examples of polite phrasing to activate their prior learning. Understanding how the use of modal verbs, conjunctions and connectors helps people to communicate better with one another. This need for better communication provides a useful context for learning language structures and use. Learners can extend their vocabulary to have

more fruitful and constructive discussions with others. Once learners know the meaning of consensus and compromise, ask them when reaching a consensus or compromise has been important to them.

Activity 2: Listen to a dialogue from a play pp. 180–182

Listening and speaking strategies: Listening comprehension (use recorded dialogue): Listen to dialogue; take notes – language and power, tone, mood, introduction and conclusion; answer questions;

Vocabulary in context.

Explain that much of the action and content in a play happens within dialogue. Challenge the learners to try to identify values and attitudes when listening, and to identify biased or manipulative language in what they hear. This helps learners to improve critical thinking skills: learners are encouraged to identify what the author or character's view or opinion is, and then to weigh that opinion against the learner's own views or opinions. The text for this activity can be found at the back of the book.

Before listening: This part of the activity helps learners to activate their previous knowledge about currency and where different types of money are from. The *Before listening* activity should also activate what learners discovered about bargaining in the previous activity. The introductory text provides a context for the play, identifying the narrator as an author who wants wood chopped while on holiday, all of which should activate learners' own experience.

The learners also prepare physically by having a paper and pen ready for note-taking. Remind them that note-taking is something that they can do in their other classes if they are prepared. The glossary items can be checked using dictionaries or, after explaining each word, you could ask learners to give some examples of how to use them in a sentence.

Answer

2 A country that uses dollars, for example USA, Canada, Australia

While listening: The first time the learners listen to the extract, have them simply listen with curiosity about what will happen next. The next

time they listen, learners should focus on the language used while the two characters are negotiating. This will help learners to analyse the message, and the speaker. This analysis should also reinforce what learners worked on in the last activity about word choice, politeness, and negotiation. The third time they listen, ask learners to take notes, either in a list or point form, on how the characters reach agreement. Remind them of the main idea and supporting ideas that are present in most texts. This will help learners ask questions while they listen and to make inferences about the characters.

After listening: This is an individual activity to assess learners' comprehension and recall ability when listening. The higher level questions help learners assess roles and power differentials between the woman and the young orphan. If you choose to discuss this aspect, have learners think about their own negotiations with adults in their lives and question who holds power in these relationships, and how this affects reaching consensus.

Answers

- 1a. "could" ✓ OR "please" ✓ (1)
- b. "I'd rather..." ✓ (1)
- c. That the boy can use his own axe ✓; that the work will be finished by one-o'clock. ✓ (2)
- d. Because he was very small/undersized. ✓ and looked weak. ✓ (2)
- e. As "madam" or "ma'am" ✓; to be polite ✓ (2)
- f. She feels she can order or command the boy ✓ because she feels older and stronger than he is. ✓ (2)
- g. She uses some informal language because she is older ✓ and is an employer. ✓ (2)
- h. Yes ✓ because he has been chopping wood at the orphanage for a long time ✓. OR: No, ✓ because he is not strong/there is too much wood to chop. (Either one) ✓ (2) [14]

Informal assessment: The ability to listen carefully for facts and meaning is an important skill. If you find that some learners have struggled to understand the text then take them aside and try to ascertain if the problem lies with the listening process or with comprehension. Depending on the outcome of your discussion with the learner you will be in a position to know if remediation is required.

Activity 3: Complete a dialogue using the past simple tense pp. 182

Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense; **Vocabulary in context.**

The past simple tense is often used in conversations when we tell another person about a past event. This is why it is common in dialogues. In English, the past simple tense is often signified by the use of “-ed” placed at the end of the verb. You don’t use auxiliary verbs such as was, were, and had for simple past tense. There are some exceptions to the “-ed” rule and this exercise covers two of those exceptions – do becomes did, and go becomes went. Before doing the exercises, you can ask learners if they can think of any exceptions to the “-ed” rule. If you want learners to discuss the use of simple past tense, they can do this exercise in pairs. However, if you want to assess individuals’ understanding of this basic grammar convention, the exercise can provide you with a quick overview of learners’ ability to apply this. You can then use this information to inform you how to support learners with the reading activity they will do in Activity 5: Read a play extract.

Answers

1. Did you have a nice holiday?
2. We tried to rest most of the time but we went to see...
3. What did you see?
4. ...we really enjoyed it.

Activity 4: Learn how to make texts cohesive pp. 183

Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense

Learners should be familiar with discourse markers within their home languages and from work done in Grade 7. Ask learners to view the artwork on page 188 and to read the glossary definition for cohesion. Then ask learners whether the characters in the artwork show cohesion in their dialogue. You can ask for examples of what would make the conversation cohesive, writing up answers on the board. These answers on the board can then be filled out, using the information covered in the Discourse Markers language box covers, and in the annotations from Activity 1. Section 3 can be done in small groups or pairs to encourage practising dialogue while adding discourse markers.

Answers

3. My aunt, my mother and my sister will be going into town this afternoon. They said they will buy some clothes.
- b. Mary can’t go into town because she has to visit her sick friend.
- c. The price of the clothes was expensive but was still cheaper than the price of the shoes.

Activity 5: Read a play extract pp. 183–184

Literary text like drama/play: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading strategies for comprehension:** Purpose and target group, making inferences, give own opinion, distinguish between facts and opinions, direct and implied meaning; **Sentence level:** Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense.

Plays rely heavily on dialogue to develop characters, generate plot, and to create themes within the play. So this exercise builds on what the learners have been working with in this unit.

Before reading: To prepare learners for reading the play, remind them how to scan text. To scan a text, you move your eyes quickly down the page looking for specific words, phrases or features. In this exercise, learners scan to find out how dialogue is laid out in play format. Learners should notice that dialogue begins with the character’s name, followed by a colon, and that no quotation marks are used to indicate direct speech. They should also notice that each time a different character speaks, that

character's dialogue begins on a new line. Ask learners what they noticed and list these things on the board.

While reading: This section of the activity blends language conventions and use with identifying features of a play. It encourages learners to identify simple present and past tense. If you chose to do Activity 3 as an individual exercise, you could use the results of that exercise to identify learners who need additional support in identifying simple past and present tense. If possible, you can group these learners together and work with them in identifying the tenses. To extend learners who are comfortable with the use of tenses, you can encourage them to recognise discourse markers in the questions and statements used in the play.

After reading: This section of the activity blends language conventions and use with identifying features of a play. It also continues the issues of discussion, negotiation, and consensus. If you used the grouping suggested in the While reading section, you could now choose to integrate the groups so that there is a greater mix of abilities for peer-to-peer learning, or you could continue to provide support to the learners that battle with grammar, keeping the groups as you had before.

Answers

- 1 a. Simple present tense: want; am ('m); are ('re); know; can; manage; is; need; do; is; do; think; finish; make, fill. Simple past tense: chopped; finished; sharpened.
- b. What do you want? Could you pay me two dollars please? Could we say by one-o'clock?
- c. Examples: "I'm here to chop wood."; or "You're very small."; or "You'll find an axe in the shed."
- 2 a. The doorway of a woman's house.
- b. A dialogue between a woman and a boy.
- c. Yes.

Informal assessment: Learners need to be familiar with the key features of a play text. They have been exposed to these features earlier in the year but if you find that they are still unsure of some key features refer them to the Literature boxes in the Learner's Book where

they can revise terms and definitions of key features.

Activity 6: Role-play a dialogue with a partner pp. 184–185

Group discussion/dialogue: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register, present

This activity is good preparation for the dialogue learners have to write for formal assessment later in this unit. The criteria in the Learner's Book also provide good guidelines. A rubric has been provided at the end of this Teacher's Guide to assess the learners' oral performance. You can use the rubric included here to assess the learners' oral performances informally.

Before speaking: In this planning phase, learners should be integrating all they have learnt in this unit. They should think about how people negotiate and reach consensus, discourse markers, and how power is shown in dialogues. They should also be reminded that they need to speak clearly and loudly enough for others to hear them. They will need to choose a register – formal or informal. For added tension, one person could be formal while the other uses informal language. Give learners time to practise their dialogue before presenting it to the class.

While speaking: Ensure that learners keep to the time deadline. They should follow the rubric criteria, provided at the end of this Teacher's Guide. Look out for discourse markers, clarity of speech, evidence of planning, and of the register they have chosen and how this works with the content of their discussion.

Informal assessment: You can use the rubric at the back of this Teacher's Guide for informal assessment, so that you can give learners timeous feedback on their progress with oral tasks.

Activity 7: Use reported questions pp. 18 –186

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense; **Punctuation and**

spelling: Spelling patterns: full stop, comma; quotation marks.

Direct and reported speech, questions

Ask learners what they remember about the differences between direct and indirect speech. Help learners to see that reported questions are questions given in indirect speech. Also ask learners what they remember about using past tense in English.

Go through the language box and annotations in the Learner's Book. You can add to the example given (if necessary). To do this, you can write up new examples of direct questions on the board, and work with learners to convert them into reported questions.

After working through question 2, learners can write the question in direct and in reported speech into their work books.

Answers

- 2a. The street seller asked me if/whether I could pay R200.
- b. The old woman asked the boy if/whether he had an axe.
- c. I asked the shopkeeper if/whether he/she had any T-shirts.
- d. Lisa asked the class if/whether they had been to town.
- e. The learners asked if/whether there was any homework.

Activity 8: Write a dialogue: an interview pp. 186–188

Longer transactional text e.g. dialogue/review:

Paragraph conventions: Correct format – purpose and target group, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Remedial grammar from learners' writing**

This is an individual activity that will require learners to do some research. Learners will then apply the skills they have learnt about dialogues and writing in direct speech. If possible, you could bring some examples of interviews in magazines for learners to look at in class.

Plan: Learners need to review discourse markers so that they can ensure that the questions and responses follow logically from one to the next. When learners are thinking about the sort of writer that they want to

interview and what they want to know, encourage them to brainstorm (tell them to write down as many ideas as they can think of) or to draw a mind map.

Draft: When drafting the interview, ensure learners understand the punctuation conventions listed in the Draft section of the Learner's Book. They should work from the plan when drafting this interview.

Edit: When editing, learners need to check punctuation, content and word counts.

Present: Learners should rewrite the interview neatly, correcting all mistakes. If time allows, you could ask learners to pair up and perform the interviews with a partner. Alternatively, you could select one or two interviews that can be performed in class and hold a class discussion about the examples of discourse markers and register within the interviews.

Formal assessment: Let learners had in their finalised dialogues, as well as their drafts and evidence of their planning, for formal assessment. Use the rubric at the back of this Teacher's Guide to assess the learners' work.

Activity 9: Challenge: Questions and answers pp. 188

Sentence level: Simple present tense, question forms, statement, discourse markers, direct and reported speech, simple past tense.

This exercise is designed to give learners practise in forming questions from information given. The learners are supposed to guess or infer what was asked to gain a particular response. Remind learners that interviewers want interesting information about what a person has done, will be doing, and what they think or feel about certain issues. Knowing these things about a person provides interest for those reading or listening to an interview.

Answers

- 1a. Are you over 15 years old?
- b. Do you live near here?
- c. Do you enjoy music?
- d. Are you willing to work at weekends?
- e. Have you ever worked in a shop? (Or have you worked anywhere else before?)
- 2.a What are your plans for the future?

- b. Why did you choose to be an actor?
- c. Which plays have you acted in?
- d. Where did you go to school?
- e. Who is your favourite actor?

Activity 10: Use the comparative and superlative forms of adjectives pp. 189–190

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Adjectives: comparative, superlative; common and proper nouns.

Ask learners to tell you what they remember about adjectives: What adjectives are and what purpose adjectives serve. Have learners extract what comparative and superlative mean from their prefixes.

It is important to ensure learners remember and understand syllables: For example you could write “rich – one syllable; richly – two syllables; enrichment – three syllables” on the board.

You can work through the Adjectives language box with the learners. Ask learners to give examples of words with more than two syllables to practise using comparatives and superlatives as a class activity. If learners offer words of two or less syllables, simply use these shorter words to show how “-er” and “-est” are used.

If the class discussion goes well, learners can complete the activity on their own. If it does not go well, use pairs so that learners can support each other.

Answers

- a. The weakest boy arrived from the orphanage.
- b. The boy's axe was sharper than the woman's.
- c. It is harder to chop wood than to sharpen an axe.
- d. The work was easier than the boy expected.
- e. The worst shock was when the woman did not pay him.

Activity 11: Revise the reading process pp.190

Reading process: Before reading strategies: Text features – titles, headings, captions, illustrations; Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.

Have learners think about what types of things they need to read carefully and need to understand when reading. Learners' answers may include school books, instructions, even food labels. Remind learners that, by following the reading process taught in English lessons, they will better understand what they are reading. Learners' marks and reading skills are likely to improve across all subjects if they practise using the reading process.

Before reading: Learners should refer back to the Learner's Book to review the different parts of a book. This section includes information on contents pages, indexes, chapter headings, illustrations, and so on. To reinforce that the reading process should be used in all subjects, learners are asked to choose any book from another subject. This activity should be an individual activity to ensure that diverse books are chosen.

While reading: This section should be carried out individually. Let learners know that they can ask you for help or directions if and when they need your help. Learners may take notes while reading to reinforce the learning process. Learners will need to scan the books to find the relevant sections and then read carefully to choose a good example.

After reading: This section is suited to pair work or could even be adapted to small groups. Here learners talk about what they have discovered through reading, and partners should compare with each other what they have found out about text features. This provides an aural aspect for learning and helps learners to analyse what they have read.

Activity 12: Revise nouns pp. 191

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Adjectives: comparative, superlative; common and proper nouns; Word meaning: Antonyms, synonyms, paronyms, contextual, literal; Vocabulary in context.

This exercise provides an overview of common language elements by focussing on the dictionary meanings of the word “gossip”. Because learners should have worked with these concepts before, you can ask them to do the exercise on their own, and perhaps then compare their answers with a partner.

Answers

1. Three: noun, verb, adjective.
2. tittle-tattle
3. gossip
- 4.

Common nouns	Proper nouns
axe	Jim
woman	Miss Lewis
boy	
wood	
	Wednesday
people	
work	
agreement	

Activity 13: Identify key features of a poem pp. 192–193

Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Word meaning:** Antonyms, synonyms, paronyms, contextual, literal; Vocabulary in context.

Learners should already have quite a lot of experience in reading poetry by now. You could begin the lesson by asking learners what fun things they can think of that also have a serious message. Theme and message are part of what learners will be trying to understand when working through this poem. The poem builds on the previous language activity by focussing on gossip.

Before reading: If learners have forgotten the terms connotation and denotation, remind them here. There should be simple explanations of these literary terms in the course reader if you want to use those. Hold a class discussion about the image of the three teenagers. Ensure that learners identify things such as body language (shock, hiding what someone is saying behind a hand, laughing, etc.) that point toward the fact that the teenagers in the image are gossiping.

Answers

Learners' own ideas and answers.

While reading: While reading, learners should be encouraged to look for synonyms and to distinguish fact from opinion. If possible, have learners read the poem silently first, and then read it out aloud to a partner on the second

reading, to get a better sense of how the sound of the words add meaning to the poem.

Answers

Learners' own ideas and answers.

After reading: Learners can discuss the answers in small groups or in pairs. Each learner can then enter what he or she thinks are the best answers into his or her work book.

Answers

- a. "rats" ✓ (1)
 - b. The poet thinks the neighbours are horrible/dirty/dangerous. ✓ (1)
 - c. "gobble" ✓ They eat like animals. ✓ It is figurative as the neighbours do not really eat "gossip"/gossip cannot be eaten. ✓ (3)
 - d. They are both sharp/dangerous. ✓ (1)
 - e. The reputation is no longer unbroken/unharmful: it is in small pieces like rags. ✓ (1)
 - f. chitter; chatter; tittle; tattle; scuttle; tatters ✓; alliteration ✓ (2)
 - g. No ✓ Because it is the neighbour's sharp tongues (gossip) that have spoilt the person's reputation. ✓ (2)
 - h. That gossip is a bad/dangerous thing. ✓ (1)
- [12]

Activity 14: Support: Synonyms and antonyms pp. 194

Reinforcement of language structures and conventions covered in previous weeks: word meaning: Antonyms, synonyms, paronyms, contextual, literal; vocabulary in context.

This activity will support learners in their use of synonyms and antonyms.

Answers

1. Answers will differ. Ensure learners have used synonyms correctly. Ensure learners have constructed sentences correctly and check subject-verb agreement.
2. Answers will differ. Ensure learners have used antonyms correctly. Ensure learners have constructed sentences correctly and check subject-verb agreement.

Unit 11 What a disaster!

Unit overview		
Term 1	Week 3	Week 4
Resources	Learner's Book pp. 195-212 Literature Anthology	Learner's Book pp. 195-212 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension: Listen to letter to the press, take notes – language use, register, conventions; share notes Activity 3 <ul style="list-style-type: none"> Group discussion: Relates to own life experiences, uses information from the text to answer questions, discusses the social, moral and cultural values in the text, participates in group discussion – take turns, stays on the topic, asks questions 	
Reading and viewing	Activity 6 <ul style="list-style-type: none"> Read a newspaper/magazine article about current/social issues: Format, text features, language use, tone, sequencing; Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) 	Activity 10 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) One act play: Use at least one comprehension from the textbook, one literature text – explain plot, sub-plot, character, portrayal, conflict and dramatic, response, identification of themes, mood and tone
Writing and presenting		Activity 9 <ul style="list-style-type: none"> Transactional text: Letter to the press: Paragraph conventions: Correct format, purpose, main and supporting and target group, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write a letter to the press
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> Sentence level: Simple sentences, complex sentences, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes. Activity 4 <ul style="list-style-type: none"> Word meaning: Synonyms, homonyms, paronyms Vocabulary in context Activity 5 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks 	Activity 8 <ul style="list-style-type: none"> Sentence level: Simple sentences, complex sentences, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes Activity 9 <ul style="list-style-type: none"> Remedial grammar from learners' writing Activity 10 <ul style="list-style-type: none"> Vocabulary in context Activity 11 <ul style="list-style-type: none"> Word level work: Adverbs of manner, place, degree, prepositions

	Activity 7 <ul style="list-style-type: none"> Word level work: Adverbs of manner, place, degree; prepositions 	Activity 12 <ul style="list-style-type: none"> Word meaning: Synonyms, homonyms, paronyms Vocabulary in context Activity 13 <ul style="list-style-type: none"> Punctuation and spelling: Spelling patterns, comma, full stop, ellipsis Vocabulary in context
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: hurricane, act, prologue, epilogue, characters, setting, stage directions

Quick Check pp. 196: This exercise draws learners' attention to natural disasters such as hurricanes. It also provides learners with the opportunity to read a map in class and to analyse information given in a visual or map form.

Answers

- 1 a. Because hurricanes are formed in tropical regions near the equator.
- b. The Pacific
- c. Europe, because it is not in the tropical regions.

Activity 1: Listen to a letter to a newspaper pp. 196—197

Listening and speaking strategies: *Listening comprehension: Listen to letter to the press, take notes – language use, register, conventions; share notes.*

Ask learners if they have ever read a letter to the press. Generate discussion about why people feel moved to write letters to the press, and why others may want to read these letters. Discuss emotional language as language that people use when they have strong feelings and opinions about something.

The text for this activity can be found at the back of the book.

Before listening: This *Before listening* activity is suited to class discussion. It is used to alert learners to the author's intentions and persuasive language. Encourage the learners to remember to be both physically and mentally ready to take notes: meaning that learners

should have a pen and paper, and be thinking about the topic. An important form of mentally preparing for a listening activity is to have a rough idea about what you should be listening for. By scanning the after listening questions, learners are able to practise preparing in this way.

Answers

Learners' own answers with reasons.

While listening: A key focus of the *While listening* guidance is to alert listeners to whether or not the paper is local or national. The impact of what is likely to differ should have been covered in the *Before listening* section of this activity. Learners should also be aware of emotive language and how it is used to manipulate or persuade people to hold a particular view. Finally, learners should take notes in the third listening attempt to try and answer questions that they scanned in the *Before listening* activity.

After listening: This activity is suited to pair work to encourage discussion and support. When learners have completed the questions, you could discuss answers as a class to reinforce and enrich the learning experience.

Answers

- 1a. "Dear Editor". No.
- b. The municipality must build safe housing.
- c. "poor"
- d. "our" (river); "our" (municipality); "local" (churches and schools); "in the past, the municipality"

- e. It is not a real question (it is a rhetorical question) because the writer is just trying to get the municipality to do something.

Informal assessment: Assess the learner's answers to see how well they listened. If you identify learners who have struggled to understand the letter you may like to repeat the activity after class to see if the learners benefit from hearing the text again. This will give you an opportunity to find out what part of the listening comprehension learners have struggled with, for example, the understanding of the text or the recall of important information.

Activity 2: Recognise the difference between fact and opinion pp. 197

Sentence level: Simple sentences, complex sentences, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes.

The ability to identify fact from fiction forms the basis for critical thinking. As learners' ability to make this distinction improves, they are better able to identify manipulative language, the writer's or speaker's position, and the learners' own positions or beliefs and opinions about the content. In preparation for the group discussion in the next activity, this exercise can be done as a class discussion.

Answers

- 1a. Fact
- b. Fact
- c. Opinion
- d. Fact
- e. Opinion

Activity 3: Take part in a group discussion about responsibility pp. 198–199

Group discussion: *Relates to own life experiences, uses information from the text to answer questions, discusses the social, moral and cultural values in the text, participates in group discussion – takes turns, stays on the topic, asks questions*

Before speaking: Encourage learners to have a preparatory discussion about who the letter writer thought was responsible for the disaster. Here learners can assess their own views and

refer to facts and opinions within the text they heard. Learners should understand that, before discussing an issue in the newspaper, it is useful to find out the facts of the event in order to form their own opinion. Learners also need to think about the aspects of the discussion that they want to focus on. The title given in the Before talking section provides this focus.

While speaking: If possible, move around the class and listen in on the discussions the groups are having. Provide guidance if necessary, and provide praise to reinforce learners' skills, ideas and abilities. Ensure that learners give one another a turn to speak and that everyone is involved in the discussion.

After speaking: The learner who reports back for each group is expected to summarise what they have discussed and what conclusions or disagreements the group had. Allow other members of the group to add anything that they feel the person reporting back has left out. You could note key points on the board to reinforce summarising ideas. Once all the learner representatives have reported back, you could hold a brief discussion about the differences in opinion and the different ideas put forward about the role of municipalities in people's lives.

Informal assessment: Group discussion activities should provide the perfect opportunity for learners to improve their spoken English in a supporting environment. Ensure that learners in the different groups are respectful in the discussions and allow their peers the opportunity to contribute to the discussions. If you find that some learners dominate a particular discussion then intervene to remind learners about turn-taking conventions and the need to respond to one another's contributions.

Activity 4: Use a thesaurus and dictionary to choose synonyms pp. 199

Word meaning: *Synonyms, homonyms, paronyms; Vocabulary in context*

If you don't have a thesaurus in class, try to access thesaurus entries on the Internet and have them printed for the class to view. If this is not an option, the entry in the Learner's Book

mimics that of a thesaurus, so you can simply use that entry.

If learners don't have access to dictionaries, they could use the glossary at the back of the Learner's Book, or you could print online definitions for the learners and hand out copies. This exercise is suited to individual or pair work so that learners can gain first-hand experience of using dictionaries.

Answers

- 1a. trickles;
- b. soaked;
- c. dripping;
- d. flooded;
- e. sprinkle;
- f. waterlogged;
- g. pour;
- h. dampen;
- i. flows;
- j. drizzle.

Activity 5: Use the passive voice pp. 200

Reinforcement of language structures and conventions covered in previous weeks

The structure of a sentence can be used to set register, assign importance to an element in the sentence, hide the subject of the sentence, or add interest to speech or writing. Ask learners what they can recall about the use of the active and passive voice in sentences. The class learnt about active and passive voice in Unit 5 of the Learner's Book. Once you have listed what the learners remember, work through the Passive voice language box and have the learners write down the three rules in their work books.

You can ask learners to identify whether the "notice to learners box" is written in active or passive voice and ask them to explain why they think this voice was used.

Before you work through the answers in class, ask learners to answer the questions on their own and then check their work against that of a partner.

Answers

- 1a. Safer houses should be built by the municipality.
- b. The municipality is to be blamed.

- c. A poster was not given to the owner of the house.
- d. All the people's possessions were lost.

Activity 6: Read a newspaper article pp. 201—202

Read a newspaper/magazine article about

current/social issues: Format, text features, language use, tone, sequencing; Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate)

You can begin by asking learners how they think newspaper articles are formatted. Newspaper articles begin with a catchy heading, and the first sentence introduces the content in a way that should encourage readers to find out more about what happened. Articles contain dates, times, places, names, and descriptions of what happened. These articles contain a mix of fact and the opinions of the reporter and the people that the reporter has interviewed. Encourage learners to read newspaper articles in English to extend their vocabulary and to find out more about what is happening in the country and across the world.

Before reading: The black rhinoceros or rhino is critically endangered. White rhino numbers are also decreasing rapidly. You can find out more about this crisis from different websites. Once learners have identified the black rhino in the photograph, ask them why the poaching situation is a disaster similar to that of the flooding mentioned in the letter to the newspaper. Reasons may include that they are on the verge of extinction, they are important to the South African economy through tourism, they are a cultural heritage, their presence creates jobs and so on. Ask a learner to read the information given in section 1 out loud to the class. Ensure learners understand what "poaching" means. This section should activate previous learning and prepare learners for reading the article.

Answers

- 1 a. rhino
- b. A person who steals animals.
- c. "terrible"

While reading: Have learners read the article on their own. Learners should take note of the features of a news article, the number of sentences using active or passive voice, and how the article is structured. Adverbs of degree are annotated in the article. This adverb type is important because the article attempts to explain how serious the problem is.

Answers

Learners' own answers.

After reading: The *After reading* activity is best suited to group work. This will generate discussion and learners can provide peer support. The questions help learners to think critically about what the reporter wants people to think and believe; they also integrate language structure and conventions in context.

Answers

- 1a. Heaven ✓ (1)
- b. Dehorn ✓ (1)
- c. An animal doctor ✓ (1)
- d. One ✓ (1)
- e. "Rhino poachers were arrested" ✓ (1) It is obvious who arrested them/ "Rhino poachers" is the most important thing to read ✓ (1); or " They were spotted by a driver" ✓ (1); It is important to say who was spotted ✓ (1); or " All of them had had their horns removed" ✓; it is obvious who removed the horns ✓ (1); (any two examples with reasons) [4]
- f. To get the readers' attention. ✓ (1)
- g. It uses emotional words ✓ (like "slaughter" and Paradise). (1)
- h. Because "slaughter" is a stronger word ✓; implies cruel, bloody killing) ✓ (2) [12]

Informal assessment: Learners need to become confident in reading different text types. Assess the learners' marks for this activity and identify learners who struggle to read this particular text type. Spend time with these learners and remind

them that they need to apply the reading process approach to all texts in order to improve their understanding of different texts. Remind learners of the key features of this kind of text and how the different features can help them understand the text better.

Activity 7: Identify and use adverbs pp. 203

Word level work: *Adverbs of manner, place, degree; prepositions*

Provide the link between adverbs and the role of news articles: they tell us more about what happened. This links adverbs to the types of question that they answer: namely, many of the same questions that newspaper articles answer, such as where, when, why, how, and to what extent. You can draw this information from the learners and write it up on the blackboard. As this is a revision of adverbs, you can ask the learners to answer the questions either in pairs, or individually in their work books.

Answers

- 1a. "immediately"; "closely"
- b. "very"/"already"/"still"
- c. Learners' own sentences.

Activity 8: Use simple, compound and complex sentences pp. 203–205

Sentence level: *Simple sentences, complex sentences, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes*

Remind learners that they need to use a variety of sentence types to make their writing more interesting to readers. This is not only important if you are a news reporter, but also in any job where you have to write reports or when writing a proposal to get a bursary for further education.

Work with learners to go through the basic components of a sentence – subject, verb, object – and remind them of what elements a clause contains. If possible, write these up on the board as reminders for the learners. Ensure that learners understand the difference between a compound sentence (two sentences joined by a conjunction) and a complex sentence (a sentence with a main clause and at least one subordinate clause). For question 4, you can

either have the learners work in pairs, or work as a class. Learners should answer question 5 on their own.

Answers

1. “Three rhinos were dehorned..... on Tuesday”; “One of the rhinos was already dead.”
2. “The vet used..... so that more closely”; “By Sunday, the female.... was recovering and the wound is healing.” “He cannot walk because.... and the wound.... and is covered with flies.”
3. Although the rhino was in the bush, the poachers saw it. The rhino tried to run away, however the poachers’ bullets hit it.
4. Learners’ own reading.
5. Learners’ own writing. Check the five sentences and check that learners have used at least one example of each type of sentence.

Activity 9: Write a letter to a newspaper pp. 205—206

Transactional text: Letter to the press: Paragraph conventions: Correct format, purpose, main and supporting and target group, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a letter to the press; Remedial grammar from learners' writing**

Ask learners who they think can write a letter to the press. Stress that anyone can write a letter and they could have their own letters published in a newspaper. Ask learners what they remember about the differences between an informal letter and a formal letter. They will use the process writing approach to create their letters.

Plan: During the planning stage, learners need to understand the format of formal letters. Learners need to identify a disaster that they want to write about. They also need to think about the vocabulary they should use in a letter to a newspaper. Remind learners that they need to include what they think and feel about this disaster or problem.

Draft: When drafting the letter, learners need to focus on the format, length, logical flow, and the type of sentences that they will use, including

passive voice, compound, complex, and simple sentences.

Revise: When revising the letter, you can ask learners to work in pairs to assist each other in improving the article. Remind learners that, when working together, they need to first identify what is good about the article, then mention what could be improved, and finally mention how learners believe their partner can improve the article. This provides another opportunity for learners to think about the conventions of formal letter writing, emotive language, and sentence structures and conventions.

Edit: Learners should edit the letter on their own using the checklist supplied in the Learner’s Book. Ask learners to write the number of words used in the letter in brackets at the end of the letter.

Proofread: Learners can use this opportunity to do dictionary work to check spelling and to check their grammar. It will be useful if you have informed learners about their individual tendencies for punctuation errors. For example, some learners may frequently forget to use end punctuation, or may consistently make errors in positioning a comma.

Present: Pin up the learners’ letters in class for others to read. You may also assist learners in trying to have some of their letters published in local newspapers.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment: Letter-writing is an important life skill and learners need to be proficient in this skill. Check that the learners have used the correct format for a formal letter and that they are clear on the tone and register that should be used in a formal letter. Remind learners that punctuation is important and check that they have punctuated their addresses correctly. You can let them check one another’s letters and give one another constructive feedback.

Activity 10: Read a play pp. 207-211

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **One act play:** Use at least one comprehension from the textbook, one literature text – explain plot, sub-plot, character, portrayal, conflict and dramatic, response, identification of themes, mood and tone; **Vocabulary in context**

Learners will review the elements of a play and have an opportunity to read the one act play aloud in class. This builds on the dialogue work the learners did in the previous lesson and further entrenches their understanding of emotive language.

Before reading: By revising the elements of a play, learners are better able to understand the format and progression of the play. This will also help them to form expectations about the play before reading it. Learners also practise scanning for specific information. They will use the information gathered through scanning, while reading and in the after reading section.

Answers

- 1a. Fred Kigozi, Stephanie, Skokhele, Andries, Bobby, a security guard, a policeman and a policewoman
- b. A museum
- c. Three.

While reading: To provide more learners with the opportunity to read aloud, encourage them to read the play out loud, either to the whole class or in groups of eight learners. Ask learners to show emotion in their voices when emotive language is used.

Answers

Learners' own observations and opinions.

After reading: This section is best suited to pair work so that learners can support each other and discuss the potential answers. Learners are expected to show understanding of both the formatting and the content of the play.

Answers

- 1 Learners discuss the questions with a partner.
- 2 a. Whether Bobby had the keys to the museum ✓ (1)
- b. Excited and hopeful ✓ (1)

- c. No. ✓ Because the security guard says “...the horns that Stephanie and Skokhele made this afternoon.” ✓ (2)
- d. He saw a light in the museum. ✓ (1)
- e. He speaks in the prologue to tell the audience what the setting is ✓ ; and in the epilogue to tell the audience what happened next. ✓ (2)
- f. Yes, ✓ because the horns were made of plaster and will turn to dust ✓ so the thieves cannot sell them and buy what they dreamt of buying. ✓ (3) [10]

Activity 11: Use prepositions pp. 211

Word level work: Adverbs of manner, place, degree, prepositions

This section reminds learners that prepositions can be used in idiomatic speech (Don't count your chickens before they hatch). It then focuses on the use of prepositions in phrasal verbs (finish up). Ensure that learners understand that these phrasal verbs can have either a figurative meaning or a literal meaning. Discuss each question as a class or divide the class into groups who compete to get the most answers correct.

Answers

- 1 Sentence a: Improve – look up
Sentence d: Finish – wrap up
Sentence c: Accommodate – put up
Sentence b: Talk more loudly – speak up

Activity 12: Support: Use homonyms pp. 212

Word meaning: Synonyms, homonyms, paronyms; Vocabulary in context

This support activity helps to improve learners' vocabulary and encourages them to discern the meaning of words from the context in which they are used. Finding out meanings of words through the context in which they are used is key to improving a learner's language skills and helps them to build confidence in their ability to learn and use a language. If possible, learners

should use dictionaries to help them work through this activity.

Answers

- 1a. press = the media or pressure
- b. glasses = reading glasses/spectacles or drinking glasses
- c. jam = predicament or food (fruit preserve)
- d. bark = bark of a tree or bark of a dog

- 2. Answers will differ. Ensure learners have understood the homonyms and used them correctly.

Activity 13: Extension: Challenge:
Language in context pp. 212

Punctuation and spelling: Spelling patterns, comma, full stop, ellipsis; Vocabulary in context

This extension activity is a fun way for learners to assess vocabulary and to activate prior knowledge within a specific context.

Answers

Words: earthquake, hail, thunder, snow, drought, tsunami, flood

Review Copy

Unit 12 Looking into the past and the future

Unit overview		
Term 1	Week 5	Week 6
Resources	Learner's Book pp. 213-230 Literature Anthology	Learner's Book pp. 213-230 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 4 <ul style="list-style-type: none"> Listening and speaking strategies: Unprepared speech: Public speaking skills, planning, research and organisation, presentation: tone, voice projection; pronunciation, eye contact, gestures, rhetorical devices; language usage: vocabulary; style and register 	Activity 11 <ul style="list-style-type: none"> Prepared speech: Practise the above skills, comment on each other's speech, listen to a speech made by a prominent community member, comment on the speech
Reading and viewing	Activity 3 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Activity 5 <ul style="list-style-type: none"> Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language 	Activity 10 <ul style="list-style-type: none"> Literary text such as youth novel/short story/drama: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme
Writing and presenting		Activity 8 <ul style="list-style-type: none"> Transactional text: formal/Informal letter: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write a letter
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Vocabulary in context Activity 2 <ul style="list-style-type: none"> Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes Activity 3 <ul style="list-style-type: none"> Vocabulary in context Activity 6 <ul style="list-style-type: none"> Reinforcement of language structures 	Activity 7 <ul style="list-style-type: none"> Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes Activity 8 <ul style="list-style-type: none"> Remedial grammar from learners' writing Activity 9 <ul style="list-style-type: none"> Word level work: Adjectives, adverbs, abbreviations, roots, prefixes and

	<p>and conventions covered in previous weeks</p> <ul style="list-style-type: none"> • Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes 	<p>suffixes</p> <p>Activity 10</p> <ul style="list-style-type: none"> • Vocabulary in context <p>Activity 12</p> <ul style="list-style-type: none"> • Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: dungeon, primate, space suit, astrology, astronomy, playwright, tragedy, comedy, hurly burly, ere, heath, graymalkin, paddock, anon

Quick check pp. 214: This quick check introduces the idea of stars and how they have influenced peoples' imaginations and lives. It can be used to generate class discussion around what is true or not true.

Answers

Learners' own answers. You could bring in a horoscope from a magazine or newspaper and explain the signs of the zodiac.

Activity 1: Read dictionary entries pp. 214

Vocabulary in context

This activity provides learners with practice in using a dictionary. It also introduces the concept of roots through the mention of where or what language the words come from. You can also introduce the idea of suffixes here, because the words have the same root but different suffixes.

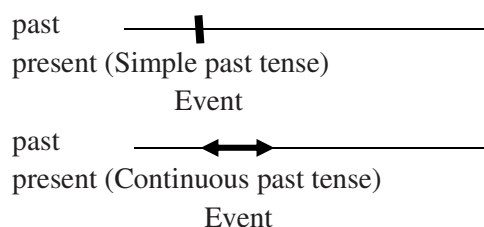
Answers

- 2a. "belief" ✓ (1)
- b. Greek. ✓ The Greeks studied or were interested in the stars. ✓ (1)
- c. The moon ✓ and the sun. ✓ (2) [5]

Activity 2: Use the past and future continuous tense pp. 215

Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes

Ask learners what they remember about past and future simple tenses. Help learners to differentiate between the meaning of past simple tense and past continuous tense. To help learners understand this, you could draw a timeline on the board similar to the illustration below:



You can draw similar timelines to show future simple tense and future continuous tense. Then read through the language box as a class and ask the learners to answer the questions on their own.

Answers

- Mother: What were you doing?
Teenager: I was carrying it...which was standing open.
Mother: It is clear that you were dreaming.
- In 2050:
b. we will be using helicopters...
c. everyone will be going to the moon...
d. men will be looking after...the women will be going out to work.

Activity 3: Read verses from a song pp. 216—218

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; Vocabulary in context

Ask learners to recite a verse of a favourite song. Explain how song lyrics and poetry share similar features such as stanzas, rhyme, rhythm, and figurative language.

Before reading: This section provides background information about the content of the song the learners will read. You can ask learners in what other situations they might need to research background information before reading or listening to a text. Ensure learners think and talk about the image of the space craft and read through the glossary items. To strengthen their understanding of the new words, you can ask learners to call out ways they could use the new words in a sentence and write some of these sentences on the board.

Answers

Learners' own answers and ideas.

While reading: The first reading should simply be to find out what the song is about, while the second and third readings begin to explore features of poetry and the lyricist's opinions and point of view. If you have a copy of the song, you could also play it in class after the reading.

After reading: The first question is individual work that can be used for informal assessment. This section assesses learners understanding of the lyrics and what learners can infer from the lyricist's choice of words.

The second question should be completed as pair work and focuses on the features of poetry. The use of pairs for this activity will encourage discussion and peer support.

Answers

- 1a. "dark as a dungeon" ✓ (1)
- b. In a jungle. ✓ (1)
- c. "primate" ✓ (1)
- d. Little monkeys ✓ (1)

- e. C ✓ (1)
- f. It snows. ✓ (1)
- g. Because they could. ✓ No, because it is not a scientific reason ✓ (2)
- h. No ✓ Because the writer says " what you doing out there?" ✓ (2)
- i. Yes ✓ Because they had to test if it was safe for humans ✓ OR: No ✓ because it was cruel to the monkey. ✓ (2) [12]
- 2a. Three.
- b. At the end of each line.
- c. Because the monkey is locked in the space capsule/the monkey did not choose to be there/the monkey was captured and put in there/ it is dark and uncomfortable in there/there is no escape.
- d. He changes to informal speech, so that it seems as though the writer is speaking to the monkey.
- e. B
- f. Learners' own choice of words taken from the last five lines.

Activity 4: Give an unprepared speech pp. 218—219

Listening and speaking strategies: Unprepared speech: Public speaking skills, planning, research and organisation, presentation: tone, voice projection; pronunciation, eye contact, gestures, rhetorical devices; language usage: vocabulary; style and register

The topic you provide for the unprepared speech needs to fit with the overall theme of the unit and will be the topic for the prepared speech later on in the unit. Some potential topics include: The past is like another planet, The SALT project in South Africa, Magic and witches, My future is in the stars.

Before speaking: Because this is an unprepared speech, the preparation time given should be kept short. Discuss the illustration with the class and ask for their views on what the speakers are doing wrong. Work through the *Unprepared speech* box with the class.

While speaking: Note the fluidity of each learner's speech: How often do they stammer or lose focus? How do they vary their tone? Is it easy to hear and understand what the learner is saying? Do they use body language and gestures appropriately? Do they keep appropriate eye

contact with the audience?

After speaking: Encourage learners to pay attention to other learners' speeches, noting what they like about how they are done. Learners should also look out for methods that they would like to include in their own prepared speeches later.

Informal assessment: Assess the learners on the content of their speeches to see if they are able to present well-formed opinions. The following checklist will be helpful and you can share your feedback with the learners:

- The learner presented the main idea of the speech.
- The learner added supporting ideas to the main idea.
- The learner used appropriate links and presented his / her ideas logically.
- The learner included a suitable conclusion to the speech.

✓ Activity 5: Read for comprehension pp. 219—221

Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language

If you would like to do some background reading on the SALT facilities in South Africa, you can find information on different websites.

Before reading: This activity activates any prior knowledge about astronomy or, if learners are unaware of telescopes and the study of the stars and planets, it will provide these learners with some background information. It also allows learners to both skim and scan the text. Learners can use dictionaries to look up the meaning of the words in bold (to map, light pollution, international and co-operated).

While reading: Learners should use this opportunity to develop their word attack skills: to find out the meaning of words through the context in which the words are used. Dictionary skills can also be improved. Learners should focus on emotive language during the final reading of the text.

After reading: This is an individual exercise used to assess how well learners have integrated

previous teaching and how well they are able to understand written text.

Formal Assessment: This serves as formal assessment. Assess the learner's comprehension according to the provided answers below.

Answers

- 1a. Southern African Large Telescope. ✓ (1)
- b. "clearly", "brightly" ✓✓ (2)
- c. Three. ✓ (1)
- d. Smoke from fires, electric lights, artificial lights, smoke from factories, industrial pollution (any three) ✓✓✓ (3)
- e. Five years. ✓ (1)
- f. UK or USA (either one) ✓ (1)
- g. The sun and moon rise and set at different times in different parts of the Earth (East to West) ✓ (1)
- h. Because of light pollution. ✓ (1)
- i. Because there is no light pollution. ✓ (1)
- j. "artificial" refers to man-made lights like electric street lights ✓, not natural light like sunlight. ✓ (2)
- k. Because they needed the money/ expertise/ other astronomers (any of these two) ✓✓ (2)
- l. No. "How stars are 'born' and how they 'die' ". ✓ (1)
- m. giant/distant/big/old/whole/hot/cold (any three) ✓✓✓ (3)
- n. terrible problem, shining very brightly, largest telescope (paragraph 2); from all over the world, fascinating movie, one of the best telescopes in the world (paragraph 4) (any two) ✓✓ (2)
- o. Although astronomers from all over the world work at SALT, they must book their study times a year in advance. ✓ (1)

- p. If there is no water, there will be no life, because all living things need water to live. ✓ (1)
- q. Because the space in the observatory is limited ✓ /because so many astronomers want to come. ✓ (either answer) (1)
- r. Guides, booklets, movie. (any two) ✓✓ (2)
- s. Learners' own answer with a good reason. ✓ (1)
- t. Learners' own answer (Yes/No) ✓, followed by good reason ✓ (2) [30]

Activity 6: Support: Revise main and supporting ideas pp. 221—222

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes

Many learners struggle to create logical flow within and between paragraphs. This exercise is designed to help learners practise identifying main and supporting ideas in paragraphs. Learners are also able to practise adding supporting ideas to main ideas.

Answers

1. "Sunset is a gloomy time of day"; "All my friends come to play soccer in the afternoon."
- 2b. I would like to visit SALT. For example: I am very interested in astronomy./I could meet people who know about astronomy./ It is the biggest telescope in the southern hemisphere.
- c. People who believe in magazine horoscopes are silly. For example: The horoscopes are for everybody born on those dates so they can't be true./They are written by any writer at the magazine./They use information which can apply to anybody (not just you).

Check that the learners' three supporting ideas really refer to the topic sentence]

Activity 7: Recognise bias, prejudice and stereotypes in cartoons pp. 222—223

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes

This activity uses visual text (comics) to represent bias, prejudice and stereotypes. When reading comics, learners should look at how the characters are drawn, body language shown by characters, as well as speech bubbles or captions associated with the comic. The setting in which characters are drawn also add to the meaning of the comic. Ensure that learners understand the three core concepts: bias, prejudice, and stereotypes.

Answers

(Cartoon 1)

- 1a. He thinks the man's wife has damaged the car. ✓ (1)
- b. Yes ✓, because he should have defended his wife ✓ OR: No, ✓ because he wants the mechanic to mend his car properly. ✓ (2)
- c. Men ✓ (1)

(Cartoon 2)

- 2a. A hotel bedroom ✓ You can see a notice on the wall/suitcase on the floor (either one). ✓ (2)
- b. The woman is enjoying the view ✓; the man is examining the prices. ✓ (2)
- c. Yes. ✓ Men are stereotyped as worrying about money and women are stereotyped as letting men look after the money. ✓ (2)
- d. Accept either the man or woman ✓ and a good reason for that choice ✓ (2) [12]
- e. Learners must give own stereotypes and discuss them" T to guide and control!!

Informal assessment: Learners may struggle to understand the subtle differences between bias,

stereotype and prejudice. Assess the learner's answers to this activity to determine if they need more support to understand these terms.

Activity 8: Write an informal letter about a place you have visited pp.223—225

Transactional text: formal/Informal letter: *Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting; **Write a letter; Remedial grammar from learners' writing**

In the last unit, learners wrote a formal letter to the press. They will now practise writing an informal letter. Ask learners what they remember about the differences between formal and informal letters before working through the information in the Learner's Book. Inform learners that this letter will be used for formal assessment. You can refer to the rubric provided in this Teacher's Guide to understand how you will assess the letters.

Plan: Here learners decide on the audience, content, and purpose of the letter that they will write. Learners practise using a mind map to help them structure ideas logically. This mind map will build on the previous support activity on main and supporting ideas.

Draft: When drafting the letter, learners need to focus on the format of an informal letter and on creating interesting content.

Revise and edit: This process helps learners to revise and consider language conventions and structure. Revising and editing builds on prior knowledge around how to make writing interesting and accurate.

Proofread: Learners may use dictionaries to check their spelling. Encourage learners to review previously marked writing to find out what punctuation errors they commonly make, and to check that these errors are not in the letter.

Present: The letters that the learners hand in will be informally assessed.

Informal assessment: Check that the learners have correctly interpreted this task and that they have used the appropriate tone and register for an informal letter.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 9: Identify and use roots, prefixes and suffixes pp. 225—226

Word level work: *Adjectives, adverbs, abbreviations, roots, prefixes and suffixes*

Learners' word attack skills and ability to develop their vocabulary are greatly improved by having knowledge about word roots, prefixes and suffixes. You can work through the introduction and language box as a class and then ask learners to complete the exercise with a partner.

Answers

- 2a. industry; astronomy; south; twenty; electric; inform.
- b. unhappy; impossible; semicircle; supermarket.
- c. "not"
- d. -tion; -ish; -ly
- e. -tion makes a noun from a verb; -ish makes an adjective from a noun; -ly makes an adjective from a noun.

Activity 10: Read a scene from a play pp. 226—228

Literary text such as youth novel/short story/drama: *Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; Vocabulary in context*

Briefly review what learners covered in terms of play features in the previous unit. You can ask learners if they have heard of Shakespeare and discuss what they have heard about him.

Before reading: As a class, you can work carefully through the glossary of Shakespearean terms. Learners can practise scanning for specific information and will gather more background information through reading the short text. Before they begin scanning, you can ask them to explain the difference between skimming and scanning, as the learners should be familiar with these processes.

While reading: Because the pronunciation is likely to be difficult for learners, you can have them read the scene silently. Encourage learners to think visually while reading the play and to consider the basic features of a play, such as setting, character and plot.

After reading: Divide learners into small groups to discuss their understanding of the play. Group work will be useful here because of the difficulty of reading the language of the play. Being in groups will also help to provide space to share ideas about the features of plays.

Answers

- 1a. A black cat ✓ and a toad ✓ (2)
- b. Black cats were thought to bring back luck; toads were believed to be poisonous/slimy and give you warts. (Accept learners' own ideas: cultures may differ.) ✓✓ (2)
- c. Because there is a storm with thunder and lightning. ✓ (1)
- d. Morning ✓ (1)
- e. That they will meet Macbeth after he's fought in a battle. ✓ (1)
- f. We know that what seems like a good outcome will turn out bad, and that what seems bad will actually be good. ✓ (1) [8]
- 2 a. to c. Learners' own discussions and answers, however they must always give reasons.

Informal assessment: Learners need to know the key features of a play text. Test the learners to see if they can match a key feature of a play text with the correct definition. Learners who need to revise these key features can use the notes in the Literature Anthology and test each other.

Activity 11: Give a prepared speech pp. 235—236

Prepared speech: Practise the above skills, comment on each other's speech, listen to a speech made by a prominent community member, comment on the speech

Ensure that learners understand the criteria by which their speech will be assessed.

Before speaking: The learners' unprepared speeches can form the basis of their planning

work. You need to give learners time to plan, draft and edit their speeches using the standard writing process. Learners need to review public speaking tips. They should practise their speeches as homework before presenting the speeches in class. Learners can also use peer assessment to prepare their speeches. Be sure to remind learners that they need to be supportive and provide constructive feedback only. This involves using the feedback sandwich: comprising of praise for what's good, where it could be improved and positive remarks about how the learner is able to improve.

While speaking: You can use the rubric provided in this Teacher's Guide to assess learners' prepared speeches. Remember to provide lots of encouragement and praise for learners because public speaking can be very stressful, particularly when speaking in a language other than your mother tongue.

After speaking: You can divide the class into groups to discuss ways to improve their speeches. Remind learners to be polite and supportive. If possible, write up notes you made of common issues or areas for improvement that you noticed during the presentations, as starting points for learners to discuss. You could also research when local community members may be giving speeches and encourage learners to attend these speeches and to use the same rubric to assess these people's speeches.

Activity 12: Challenge: Recognise emotive and manipulative language pp. 230

Sentence level: Simple sentences, complex sentences, past continuous tense, future continuous tense, sentence structure, emotive and manipulative language use, fact and opinion, bias, prejudice and stereotypes

Learning to recognise emotive and manipulative language builds learners' ability to think critically. Identifying this language helps learners to evaluate new information against their own beliefs and values. If you are aware that someone is trying to manipulate you to do or believe something, you are better able to distance yourself from the manipulation and to make a decision based on what you want to do or believe. This does not mean that people should always disagree with what someone is

saying simply because that person is using emotive or manipulative language. Emotive and manipulative language simply provides more information about how the speaker feels and what they want. You can then base your decisions and opinions using this additional information.

Answers

- a. comfortable, loving, smart, modern, spacious
(any four)
- b. Because “home” has a better connotation than “house”.
- c. It needs to be painted/repainted/cleaned/cared for.

Review Copy

Unit 13 Tell me something!

Unit overview		
Term 1	Week 7	Week 8
Resources	Learner's Book pp. 231-244 Literature Anthology	Learner's Book pp. 231-244 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 1 <ul style="list-style-type: none"> Listening and speaking strategies: Listening for information: Listen to an informative text, listen to presentation, language use, tempo and voice projection, listen to story line, discuss with partner, storytelling, choose a story, do planning and research, choose style, register and vocabulary, present a story 	Activity 7 <ul style="list-style-type: none"> Listening and speaking strategies: Listening for information: Listen to an informative text, listen to presentation, language use, tempo and voice projection, listen to story line, discuss with partner, storytelling, choose a story, do planning and research, choose style, register and vocabulary, present a story
Reading and viewing	Activity 2 <ul style="list-style-type: none"> Literary text such as short story, novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Activity 5 <ul style="list-style-type: none"> Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Reading comprehension: (text from text prescribed literature): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning 	Activity 9 <ul style="list-style-type: none"> Reading comprehension: (text from text prescribed literature): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning
Writing and presenting		Activity 6 <ul style="list-style-type: none"> Write a literary text: Short story: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Create own story following the process outlined: Best story 'published'/read in class
Language structures and conventions	Activity 2 <ul style="list-style-type: none"> Word meaning: Synonyms, antonyms, homonyms Vocabulary in context Activity 3 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous 	Activity 6 <ul style="list-style-type: none"> Remedial grammar from learners' writing Activity 8 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks

	weeks • Word level work: Common and proper nouns, prepositions with a variety of phrasal verbs Activity 4 • Sentence level: Tenses; sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses Activity 5 • Vocabulary in context	• Word level work: Common and proper nouns, prepositions with a variety of phrasal verbs Activity 10 • Punctuation and spelling: Spelling patterns, ellipsis, punctuation of abbreviations and contractions
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check pp. 232: This Quick check introduces learners to the concept of storytelling, using visual cues and visual literacy to provide the scope for the story. Learners must tell story of the cartoon. Remind them to use conjunctions like “then” and “after that...”.

Activity 1: Listen to an informative text pp. 232—233

Listening and speaking strategies: Listening for information: Listen to an informative text, listen to presentation, language use, tempo and voice projection, listen to story line, discuss with partner, storytelling, choose a story, do planning and research, choose style, register and vocabulary, present a story

When teaching listening, it can be useful to consider the “Head, Heart and Feet” model used by several social NGOs. With this model, listening with the head is listening for objective facts, events, and plot in what another is saying. This type of listening is useful when listening to an informative text. Listening with the heart involves listening for what emotions the speaker expresses and guessing what the speaker may be feeling. Listening with the feet, requires listening for clues about the speaker’s past and what they want to do in the future – so it focuses on the person’s will or their path on getting to the story and what they intend by telling the story.

The text for this activity can be found at the back of the book.

Before listening: This pre-listening activity uses a visual image to stimulate learner’s prior

knowledge. The series of questions guide the learner in making predictions about what they may hear. Learners are also encouraged to physically prepare for the listening exercise by having pen and paper ready to take notes. You can ask learners to focus their notes on facts the first time that they listen, and on opinion and changes in the narrator on the second and third reading. Inform learners that some of the clues to these types of changes lie in the way the speaker uses tone and emotion in her voice and the sequence in which she tells the story.

Answers

Learner’s own answers. Those who have seen a cable car should be encouraged to tell the class about it.

While listening: Reinforce what the learners should be listening for, covered in the *Before listening* section between each reading.

After listening: The *After listening* exercise helps learners to assess whether they were able to remember facts about the piece and whether they could make inferences and assumptions about who the speaker is and what she feels and believes. It also assess whether learners can follow character progression through an informative text. Essentially all three types of listening (head, heart, and feet) are covered in this section. This section is best suited to pair work, but you could chose to use small groups if you feel the learners require greater support.

Answers

1. Learners’ own answers with reasons.
2. The reader’s cousin.
3. For 84 years.

4. At the top of Table Mountain.
5. Because the Swiss are experts in making cable cars (they have many in Switzerland).
6. She sounds more hesitant, frightened.
7. She sounds happy/confident.
8. The first half is about Table Mountain's cable car, the second half is about the reader's experience of the cable car.

Informal assessment: Check the learners' answers to see if they understood the listening text. Learners need to be able to retain information that they hear during listening and a key to this is good note-taking. Identify the learners who have struggled to understand the text and guide them to take better notes while listening to a text.

Activity 2: Read a short story pp. 234—236

Literary text such as short story, novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); Word meaning: Synonyms, antonyms, homonyms; **Vocabulary in context**

Learners have worked with short stories earlier in the year. You could ask them to recall features of short stories at the start of this lesson.

Before reading: The focus of this pre-listening exercise is to get learners talking about possible experiences around moving from the country to the city or even vice versa. This activates learners' prior knowledge and helps them to make predictions about what they will be reading. You can remind learners about the importance of skimming and scanning before they read. The exercise gives the learners the opportunity to practise these two reading skills. There are several glossary words associated with this story, so working with dictionaries could enhance the lesson, if learners have access to dictionaries.

Answers

- 1 a and b Learners' own answers – they should be encouraged to discuss the difference between town and country people.
- 2 Jola

While reading: While reading, encourage learners to think critically about both genre and content of the short story. They should evaluate the story in terms of short story conventions and in terms of the author's position and how the author uses language to express his viewpoint. Learners should have built these skills over the year and most should now understand what is needed to read in this way.

After reading: Learners have the opportunity to use their word attack skills to discover the meaning of words from the context in which they are written. Learners are also expected to show their comprehension skills, to recreate the text through small group role play, and to focus on literature conventions such as figurative speech. Because this unit's focus is on oral work, you could encourage discussion by dividing the class into small groups to discuss the After reading questions.

Answers

1. "draw: - to pull out a gun; "urchins" – poor/dirt/ragged boys; "derisively" – mocking/teasing; "lick" – beat in a fight.
- 2a. "stature of an adult gorilla" ✓ "well – constructed tower" ✓ (2)
- b. "as green and raw as a cabbage" ✓ (1)
- c. He expects them to bring the thing back to the owner. ✓, not just dump it ✓ (2)
- d. Because they knew he was from the country (rural areas) ✓ (1)
- e. Because there were a lot of them / because they thought one man could not beat them all. ✓ (1)
- f. Because we were so amazed at what Jola said. ✓ (1)
- g. He admires him. ✓ although he knows that Jola did not know the ways of the city at first ✓ (2)

[10]

- 4a. a gorilla, a cowboy, a tower.
- b. Because he walks with a purpose, because he is used to walking (the office workers just walk for relaxing)
- c. place where taxis or buses stop to pick up passengers.
- 5a. gate
- b. broken

- c. cool (meaning both quite cold and “modern/nice” (informal))
 6 “urchins”; derisively; facetiously.

Activity 3: Use common and proper nouns correctly pp. 236–237

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Common and proper nouns, prepositions with a variety of phrasal verbs

In this exercise, learners revise the differences between common and proper nouns. Before teaching this section, it will be useful for you to review common errors that learners have made throughout the year and to include these in the discussion and exercise. Because this activity is revision work, it is best suited to individual work.

Answers

1. Sindiwe and I went to Port Elizabeth for our holidays. We enjoyed swimming in the warm Indian Ocean and when it was raining we went to the Roxy Cinema and watched some great movies; our favourite was called “The Great Escape.”
2. holidays; movies; (favourite) one.

Activity 4: Use the past perfect tenses pp. 237–238

Sentence level: Tenses; sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses

In the previous unit, learners studied past and future continuous tense. You could ask learners to recap the difference between past simple tense and past continuous tense before you begin this section.

Ask learners to guess the slight difference in meaning when sentences use the past perfect tense and the past simple tense. Draw a time line on the board and ask learners to suggest the duration of the event in the past when using past perfect tense. Then, you can draw a similar line for learners to show duration in past continuous tense. You could ask learners to complete the exercise on their own or in pairs, depending on how comfortable the class is in using verb tenses.

Answers

1. I was a tourist guide last summer. I had been waiting for ages for my group to arrive. Before I had left the office, I checked the time. I was supposed to meet them at 10 o'clock. Then it was half past eleven. Suddenly I saw a worried man. He said that they had been looking for me for a long time. After they had not been able to find me, he went back to my office. The person there told us that you had gone to the cable car station. We had waited for you for a long time at the railway station!
2. Before Albert made supper, he had watched TV. OR: After Albert had watched TV, he made supper.
 - a. Before Ben went into the kitchen, he had done the grocery shopping. OR: After Ben had done the grocery shopping, he went into the kitchen.
 - b. After she had bought some food pills, she put them on the dinner plates. OR: Before she put them on the dinner plates, she had bought some food pills.
 - c. After the shoplifters entered the shop, they stole some groceries. OR: Before they stole some groceries, the shoplifters had entered the shop.

Activity 5: Read and analyse a poem pp. 238–239

Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; Reading comprehension: (text from text prescribed literature): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning; Vocabulary in context

Before reading: The *Before reading* section is designed to get learners talking and to activate prior knowledge. It also explains to learners how to describe different rhyming schemes in poetry. This activity can be done as a class or in groups.

Answers

1. Learners' class discussion
- 2a. You must not stand under a tree/in an open area...

- b. Learners' own answers – might be interesting to see if they have any superstitions.
3. Teacher must explain end line rhyming schemes and perhaps give examples from poems that learners have done.

While reading: Ask learners to focus on rhyme, rhythm, mood and figurative language. Have learners read the poem silently two to three times. Tell learners that they will be discussing the poem in groups and that they will be reading the poem aloud, so they should think about how best to do this.

After reading: This is a group exercise where each learner should have a chance to speak about the questions and the appropriate answers. It covers poetic features such as metaphor, simile, and rhyme. Learners are also asked to identify verbs. When reading the poem aloud, learners can work in pairs.

Answers

- 1a. A fight / boxing match “punches”; “slog”; “belts”
- b. It is like a whip because it is thin and strikes suddenly...
- c. A fighter/ boxer.
- d. “punches the heart with fright”
- e. aa, bb, aa, bb
2. Run on lines or enjambment make the poem move more quickly and flowingly because there are no pauses at the end of the lines.

Informal assessment: Check that learners understand end line rhyme and that they can identify the correct rhyming scheme.

Activity 6: Write your own short story pp. 240–242

Write a literary text: Short story: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting, create own story following the process outlined: Best story 'published'/read in class; Remedial grammar from learners' writing.

The short story for this activity should be narrative in format. Remind learners that narrative essays require learners to present a series of event in a meaningful order. They need to create a convincing story line that shows not

only what happened, but why it happened (story line and plot). Learners need to create an interesting ending and use descriptive elements to keep readers' interest. You can use the Short Story literature box to generate discussion about what should be included in the learners' short stories.

Plan: The timeline element will help learners place the series of events that they wish to write about in a meaningful order. You could also encourage them to create mind maps for characters and major events linking them to appropriate adjectives and adverbs.

Draft: When drafting their essays, you should encourage learners to think about paragraph construction based on topic and supporting sentences. Also encourage learners to think about using a mix of simple, complex and compound sentences to create variety in their writing style. Remind learners that the opening paragraph is often read by people who are thinking of buying a book, so successful authors always try to make the first paragraph captivating.

Revise: The revise process is an opportunity for learners to review the elements of a short story and how their own story incorporates these. Encourage learners to check paragraph construction and logical flow at this point.

Edit and proofread: Stress the importance of editing and proofreading, using the checklist given in the Learner's Book. The editing process should focus on correct use of grammar, ensuring a mix of sentence types and that the story contains sufficient figurative and descriptive language to keep a reader interested. Learners need to check spelling and punctuation by proofreading the edited story.

Informal assessment: This writing task will test learners' knowledge of language structure and conventions and give you an opportunity to check where learners need assistance to improve these key skills. Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action.

Activity 7: Choose and read a short story to the class pp. 242–243

Listening and speaking strategies: Listening for information: Listen to an informative text, listen to presentation, language use, tempo and voice projection, listen to story line, discuss with partner, storytelling, choose a story, do planning and research, choose style, register and vocabulary, present a story

Story telling/ Choose a story/ Do planning and research/ Choose style, register and vocabulary/ Present a story

Throughout the year, you need to encourage learners to read for enjoyment. Hopefully, learners will choose something that they have read outside the prescribed material for this activity.

Before speaking: Go over the tips for speaking given in the Learners' Book and in previous units (shown below in the While speaking activity). You need to encourage learners to research this activity. You could begin this by asking learners what types of things they can do to research how to read the story. Ensure that you give learners time to practise reading, perhaps by asking learners to practise for homework, so that they can find or create their own images that they could show the listeners.

While speaking: Tell learners not say "umm" or "er". They must speak clearly and loudly enough for their listeners to hear. They can use a few hand or body gestures but not too many, as they will take listeners' attention away from what they are saying). Always keep eye contact with the listeners and vary their voice so they do not speak in a boring, single tone of voice.

Finally, if they are using visual aids or posters, remember that it is best to show these only when they want listeners to look at them. If they leave a visual aid up, listeners may become distracted and not hear what the speaker has to say.

After speaking: Learners should be able to answer questions from the class about the story. Remind learners that they should prepare questions while listening to the story.

Informal assessment: Check that learners have mastered the important conventions of reading aloud. If you find that some learners need further improvement then you could set up small study groups and encourage the learners to assess each other's reading and offer suggestions for improvements. If you find that some learners have struggled with this activity

then set up an appointment to work with them on an individual basis to help them improve this key skill.

Activity 8: Use phrasal verbs idiomatically pp. 243

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Common and proper nouns, prepositions with a variety of phrasal verbs.

Ask learners to explain what they learnt in unit 11 about phrasal verbs. You can use this opportunity to also revise register – formal or informal registers – and how the language that you choose should match the register that you are using.

Answers

- 1a. make up (for "invent")
- b. look up (for "discover")
- c. left out (for "omitted")
- d. go on (for "continue")
- e. put off (for "delayed")
- f. turn up (for "arrive")
- g. carry out (for "manage")
2. Learners to read sentences with phrasal verbs and discuss how they are more informal.

Activity 9: Challenge: Visual literacy pp. 244

Reading comprehension: (text from text prescribed literature): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning

Visual literacy is becoming more and more important in understanding the world around us. Learners are likely to have more exposure to visual mediums through the Internet, TV, movies, and advertising. This exercise is best suited to individual work because it is meant to extend learners.

Answers

1. plugs/electricity
2. sleeping arrangements
3. lighting
4. television
5. telephone
6. shower
7. kettle
8. bathroom/toilet

- 9. dining/sitting area
- 10. windows

Activity 10: Support: Punctuation pp. 244

Punctuation and spelling: *Spelling patterns, ellipsis, punctuation of abbreviations and contractions*

Correct punctuation is important for good understanding of a text. You could prepare alternative punctuation activities for the learners throughout the year.

Answers

Jonas said they'd go to the shop later on. "It's too rainy to go right now," he explained. "Where's my umbrella?" asked Suze. "I don't mind going out in a bit of rain." Jonas looked at her with amazement. "You'll never go out in the rain because..." Before he could say anything else Suze had opened the door and stepped out into the rain...

Note: Learners must replace ellipses with words.

Review Copy

Unit 14 Share your feelings

Unit overview		
Term 1	Week 9	Week 10
Resources	Learner's Book pp. 245-262 Literature Anthology	Learner's Book pp. 245-262 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 3 <ul style="list-style-type: none"> Listening and speaking strategies: Listen to a text read aloud from a short story: Recorded text is played, appropriate reading skills are pointed out to learners, use of punctuation in a read text, opening and closing 	Activity 6 <ul style="list-style-type: none"> Prepared reading aloud: Select a text to read aloud, use appropriate reading skills such as tone, volume, tempo, voice projection, pronunciation, fluency, practise, read text
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Read a literary text such as short story/novel: Key features of literature text: such as background, time, milieu, narrator Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) 	Activity 8 <ul style="list-style-type: none"> Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language Activity 10 Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		Activity 7 <ul style="list-style-type: none"> Write an essay: Argumentative/descriptive essay: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write an essay following the process approach to writing
Language structures and conventions	Activity 1 Vocabulary in context Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Sentence level: Introductory paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types Activity 3 <ul style="list-style-type: none"> Listening and speaking strategies: Listen to a text read aloud from a short story: 	Activity 7 <ul style="list-style-type: none"> Punctuation and spelling: Spelling patterns; various punctuation marks Remedial grammar from learners' writing Activity 9 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Word level work: Common and complex nouns, prepositions with a variety of phrasal verbs Activity 11

	<p>Recorded text is played, appropriate reading skills are pointed out to learners, use of punctuation in a read text, opening and closing</p> <ul style="list-style-type: none"> Vocabulary in context <p>Activity 4</p> <ul style="list-style-type: none"> Sentence level: Introductory paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types <p>Activity 5</p> <ul style="list-style-type: none"> Word level work: Common and complex nouns, prepositions with a variety of phrasal verbs 	<ul style="list-style-type: none"> Sentence level: Introductory paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types <p>Activity 12</p> <ul style="list-style-type: none"> Punctuation and spelling: spelling patterns, various punctuation marks
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick check pp. 246: This Quick check is designed to introduce learners to what they will need to write descriptively. It focuses on the five senses, adjectives, and on emotions. All three of these things are used in descriptive essays and in short stories.

Answers

- 2a. cold/ sweet/ nice
b. soft hairy
c. loud/ noisy interesting
(any reasonable answers)
3a. happiness (note spelling)
b. peaceful (note only one "I" at the end)
c. fright (note no suffix)

Activity 1: Read and analyse part of a novel pp. 246–249

Read a literary text such as short story/novel: Key features of literature text: such as background, time, milieu, narrator; Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate)

Learners will be reading an extract from a novel. Find out if learners have been reading any novels as part of their extra reading.

Before reading: You can complete the pre-listening activity as a class or divide the learners into small groups. The *Before reading* section should stimulate learners' prior knowledge and help them to make predictions about what the

content of the novel may be about. Learners also extend their vocabulary and practise their visual literacy in this section.

Answers

Learners' own answers.

While reading: You should encourage the learners to focus on the descriptive elements of the extract and on how the descriptions influence characterisation of the characters presented in the extract. This will help learners better understand descriptive language and its purpose within novels.

After reading: Questions 1 and 2 should be discussed in pairs and then learners should write their answers into their work books. The questions assess learners' understanding of the extract moving from knowledge questions through to application and evaluation questions. This guides learners in how to analyse a literary work. Question 3 is to generate a class discussion about the novel and how learners understand it.

Answers

- 1a. B ✓ (1)
b. B ✓ (1)
c. B ✓ (1)
d. A ✓ (1)

- 2a. She worked all her days ✓; had a good idea about everything and everyone ✓ almost never cried. ✓ (any two (2))
- b. She gave her a name which means “I am happy” ✓ People usually give unwanted children apologetic names. ✓ (2)
- c. Because she was very young ✓; because the adults were protecting her. ✓ (2)
- d. Because her mother did not plan to have her ✓, because her mother was supposed to finish nursing school. ✓ (2)
- e. That the father was not there ✓; to help her with their daughters. ✓ (2)
- f. They did not want to say the father had just disappeared. ✓ If they say the father died, then this is a proper reason for him not to be there. ✓ (2)
- g. Yes ✓ because there is no one to help with heavier work/ to be a role model for male behaviour. ✓ OR No, ✓ because women can do everything as well as men can. ✓ (2 marks – for yes, no followed by a good reason)
- h. That a girl can grow up happily in a house full of women. ✓ That women can be happy without men ✓ (2) [20]

Informal assessment: Learners need to know the key features of a novel. After they have completed the *After reading* work spend a few minutes discussing the following key features of the novel extract: background, milieu and narrator. Ask learners to write down their answers for these key features and take in the work to see if the learners have a good understanding of these elements of the text.

Activity 2: Analyse an introductory and closing paragraph pp. 250–251

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Introductory

paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types

You can begin the lesson by asking what learners remember about paragraph structure. Have the learners read through the descriptive paragraphs and annotations on their own and ask if they have any questions about what they have read. Section 2 reinforces what they have learnt by reading section 1. You can go through this section as a class or have learners work through it in pairs. Questions 3 and 4 should be individual exercises to help learners assess their understanding.

This section helps to prepare learners for writing a descriptive piece later in the unit.

Answers

- 3a. F
b. F
c. T
d. F
e. F
4a. 5 in paragraph 1 5 in paragraph 2.
b. And/ then/ and/ but/
c. Sky/ rain; earth; pools/ grass; happiness of people/ animals; end of drought.
d. It repeats the word “drought”.

Activity 3: Listen to part of a short story pp. 251–253

Listening and speaking strategies: Listen to a text read aloud from a short story: Recorded text is played, appropriate reading skills are pointed out to learners, use of punctuation in a read text, opening and closing; Vocabulary in context

Ask learners if they ever have the opportunity to listen to stories outside of Language classrooms. Discuss with learners the opportunities they may have to listen to stories in English to improve their English skills. Find out from learners if they have begun learning about indentured labourers brought in from India in their history lessons.

The text for this activity can be found at the back of the book.

Before listening: Learners need to work through the glossary items before listening to improve their understanding of the story. These words may also help learners to predict aspects of the story that they will hear. You may also

want to reinforce the importance of taking notes when listening.

While listening: Learners need to listen out for tone and language use. These features will help them understand the feelings and ideas behind the story. They should also listen out for where the reader pauses or hesitates to gain a better understanding of how punctuation affects how a story is read aloud.

After listening: The use of small groups to answer these questions will provide support for learners who are battling to understand creative writing. Using groups will also encourage discussion around key features of short stories, register, tone, and language use.

Answers

- 1a. Poor: “ragamuffin bunch of kids.”
- b. They did not go to school so they had no need for them.
- c. Fishermen.
- d. Pulling their nets.
- e. They were too cheeky.
- f. They would frighten the fish away.
- 2a. She doesn’t sound unhappy. She sounds as if she is happily remembering her childhood.
- b. For example, “we were a ragamuffin bunch of kids.” “We helped them.” “They wouldn’t take us with them.” “We’d frighten the fish away.” (Note: “Therefore no need for shoes” and “Nothing to do all day but play” are not full sentences because they have no finite verbs)
- c. Because she wants to sound as if she is still a child, using easy language.
- d. She uses sentence fragments as mentioned in b. above; and contractions like “we’d; Again, she wanted to sound like a child speaking.
- e. To make it sound as if a young person (or child) is talking to you.
- f. “We were....” this obviously happened in the past.
- g. It happened every day, because it was a habitual action by the children.

Activity 4: Challenge: Identify different parts of a sentence pp. 253

***Sentence level:** Introductory paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types*

This exercise assesses learners’ understanding of the key elements of a sentence: subject, verb, and object. Remind learners that the subject of a sentence is the person or thing performing the action, the verb is the action, and the object is not always required in a sentence.

Answers

1. We (subject) were (verb) a ragamuffin bunch of kids (object).
2. We (subject) were frolicking (verb) the sea running by our village (object).
3. We (subject) waited (verb)... the fishermen (subject) were pulling (verb) their nets (object).
4. We (subject) helped (verb) them (object).
5. We (subject) went (verb) home (object).

Activity 5: Use common and complex nouns pp. 253–254

***Word level work:** Common and complex nouns, prepositions with a variety of phrasal verbs*

You can begin the lesson by reviewing what the learners remember about common, proper, and abstract nouns and how these are used in communication. When teaching learners about complex nouns, you could begin by asking learners to explain what a phrase is and how it is different from a clause. This exercise should also reinforce the previous exercise, where learners needed to identify subjects, verbs, and objects.

Answers

- 1a. Learners must make up their own examples, but they must choose words like boy, cat, house, not with capital letters or collective nouns like “herd”.
- b. Nouns with capital letters like English/Durban/Thomas.
- c. happiness/luck/poverty.
- 3a. The cheeky children
- b. The fishermen who caught some fish
- c. A very big wave
- 4a. For example, fishermen working on the beach.
- b. For example, the cheeky children.
- c. For example, the dark and frightening caves

✓ Activity 6: Read a prepared text pp. 254 – 255

Prepared reading aloud: Select a text to read aloud, use appropriate reading skills such as tone, volume, tempo, voice projection, pronunciation, fluency, practise, read text; **Language structures and conventions:** vocabulary in context.

This activity is for *formal assessment*. You should ensure that learners understand all the tips given in the Learner's Book. You can ask learners for examples to illustrate each tip, showing what to do and what not to do.

Alternatively, you can provide these examples yourself.

Before speaking: Ensure that learners have and understand the rubric you will use to evaluate their work. Work carefully through the tips for speaking. Provide the learners with lots of time to select and prepare a reading. Some of this preparation can be done as part of the learners' homework. Speaking with confidence and accuracy is an essential communication tool. Remind learners that communicating well can help them in their careers and in their social lives too.

While speaking: Assess how each learner implements the speaking tips when reading from their chosen piece. You can use the rubric provided in this Teacher's Guide to ensure that the same criteria is used to assess each learner's performance. Remind the class that speaking in public, especially in a language that is not one's mother tongue, can be stressful. So the class needs to be supportive of one another.

After speaking: Encourage learners to go through the marks that they have received to identify strengths and areas that they need to improve upon.

Formal assessment: Assess according to the rubric for prepared speech.

✓ Activity 7: Write a descriptive essay pp. 256–257

Write an essay: *Argumentative/descriptive essay:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write an essay following the**

process approach to writing; Punctuation and spelling: Spelling patterns; various punctuation marks; **Remedial grammar from learners' writing**

Remind learners that their end of year writing exam is likely to include an option to write a descriptive essay. This type of essay helps learners apply vocabulary skills, knowledge of adjectives and adverbs, sentence structure, and of the conventions of descriptive paragraphs. You can review tips to writing descriptive paragraphs with the class before they begin planning their essays.

Plan: Learners need to revise descriptive paragraphs again on their own and can use this opportunity to practise using a mind map to structure their paragraphs.

Draft: Learners should create the draft essay using their mind maps to structure each paragraph. There should be some evidence of complex nouns, adjectival and adverbial phrases and clauses, as well as an understanding of simple adjectives and adverbs.

Revise: When revising their essays, remind learners to notice which of their five senses they have used in their descriptions. They should also ensure that they have used a variety of sentence types and structures. This generally makes the essay more interesting and pleasing to read. They should check their essays against the assessment rubric that you will use to mark the learners' work.

Edit and proofread: Learners should check spelling, grammar, progression, and word counts in this phase of the writing process. Encourage learners to use dictionaries if possible and to refer to the Learner's Book for grammar and punctuation tips if necessary.

Present: Learners should present their essays as neatly as possible. You can use the rubric provided in this Teacher's Guide to assess each learner's essay.

Formal Assessment: This serves as formal assessment. Assess the learners according to the rubric for essay writing provided in this Teacher's Guide.

As the learners develop their essays assess how they apply themselves to the different writing processes. It is critical that learners plan their

writing carefully so take note of the planning tools that learners use before they start drafting their text. Check that the learners apply their planning during the drafting stage of their writing and that they refer back to their planning throughout the other writing processes.

Activity 8: Read a comic strip pp. 257—258

Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language; **Language structures and conventions:** vocabulary in context.

Discuss with the learners what they learnt about cartoons and comic strips in units 3, 12, and 13. Explain that each image is separated into frames if learners have forgotten about this aspect.

Before reading: Remind learners that skimming a text involves glancing through the text noticing its overall effect. Scanning is when you look through a text to find something specific. Learners are also asked to predict what the text is about, which is an important preparation tool for the reading process.

Answers

Learners discuss these questions with a partner.

1. Setting in frame 1: Earth; setting in frame 2: Mars.
2. Characters in frame 1: human; characters in frame 2: alien; learners can also discuss the characters' body language and facial expressions.
3. Proper nouns: "Mars" and "Earthlings".

While reading: Learners are encouraged to use their word attack skills to figure out the meaning of unfamiliar words in the comic strip. You should also encourage learners to identify emotive language. By looking at the image to learn more about the setting and meaning of the comic strip, learners practise visual literacy.

After reading: Questions (a) and (b) are suited to individual work. Questions (c) and (d) should be discussed in pairs before learners enter their answers into their work books. This exercise clarifies inference and helps learners to think metacognitively about making inferences.

Answers

- a. A Martian is a being which/who lives on Mars.
- b. Learners could talk about what they have learnt about other planets – for example, Mars is the nearest planet to Earth.
- c. No: they are wondering.
- d. Yes, because they say "what those Earthlings think of us."
- e. Learners should understand "inference".

Activity 9: Revise prepositions with phrasal verbs pp. 259

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Common and complex nouns, prepositions with a variety of phrasal verbs **Language structures and conventions:** vocabulary in context.

This activity will support learners' understanding of prepositions and phrasal verbs and how they can be used.

Answers

1. Answers may differ. Ensure learners have replaced the phrasal verbs correctly.
 - a. revised
 - b. skimmed
 - c. watches
2.
 - a. up
 - b. off
 - c. down

Activity 10: Read an amusing rhyme pp. 259–260

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Language structures and conventions:** vocabulary in context.

Before reading: Discuss rhyming patterns such as rhyming couplets, a,b, a,b rhymes, a,b,a, c rhymes and so on. Ask learners to call out words that rhyme with race, walks, and one. This exercise helps learner to have a little fun with poetry and should help to reduce common intimidation that learners feel when they are trying to understand poetry.

While reading: Learners need to focus on the scansion (or use of syllables in a line) to create

rhythm in the poem. Learners should understand both the rhythm and rhyme used in this simple poem.

After reading: Learners have the opportunity to get creative and write their own poems using the same scansion or number of syllables and the rhymes provided. This exercise should stretch learners' vocabulary and help them to apply rhyme and rhythm to their own poem.

Answers

Line 1 – 7; line 2 – 7; line 3 – 8; line 4 – 8; line 5– 8; Line 6 – 8.

Activity 11: Learn about definition paragraphs pp. 260–261

Sentence level: *Introductory paragraphs, definition paragraph, concluding paragraph, sentence structures, sentence types*

This activity teaches learners about the use of definition paragraphs in argumentative essays. Ask learners to give you some examples of school subjects where they are likely to have to write this type of essay (for example history).

Before learners can argue a point, they need to ensure that the issue at hand is defined correctly. The exercise shows the basic structure of a definition paragraph.

Having learners work in pairs will help to show the learners that people tend to define things in different ways. This will help them to understand the purpose of a definition paragraph. The learners can then share their definitions as a class to reiterate that definitions vary and that it is important that readers are clear on how the writer defines an issue or word.

Activity 12: Support: Spelling patterns pp. 262

Language structures and conventions: *Punctuation and spelling: spelling patterns, various punctuation marks.*

Spelling words that sound similar is often difficult for learners. This exercise provides learners with the opportunity to practise commonly misspelt words. As this activity is a support activity, you can ask learners to do this in pairs or in small groups. You could also encourage learners to use dictionaries to check their answers.

Answers

- Go through 1 and 2 with learners. It is most important that learners learn what is meant by a “definition”.
- 3 and 4: Peer and class work.

Unit 15 What's news in the world of sport?

Unit overview		
Term 1	Week 1	Week 2
Resources	Learner's Book pp. 265-280 Literature Anthology	Learner's Book pp. 265-280 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 3 <ul style="list-style-type: none"> Listening and speaking strategies: Listening comprehension (such as listening to a written/audiovisual text): Identify main and supporting ideas, write notes, share ideas and experiences and show understanding of concepts, identify persuasive/manipulating techniques where applicable, answer questions 	Activity 9 <ul style="list-style-type: none"> Conversation: Discussion based on a newspaper/magazine article: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message Activity 5 <ul style="list-style-type: none"> Read a newspaper/magazine article: Format, language use, text features, sequencing Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Reading/Viewing for information using (written/visual text/multi-media texts): Intensive reading, making inference, predict, visualisation, meaning of words, fact and opinion Activity 6 <ul style="list-style-type: none"> Write a summary 	
Writing and presenting		Activity 12 <ul style="list-style-type: none"> Long transactional text e.g. Newspaper article/magazine article: Correct format,

		<p>purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures</p> <ul style="list-style-type: none"> • Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting • Write a newspaper/magazine article
Language structures and conventions	<p>Activity 1</p> <ul style="list-style-type: none"> • Vocabulary in context <p>Activity 2</p> <ul style="list-style-type: none"> • Vocabulary in context <p>Activity 4</p> <ul style="list-style-type: none"> • Reinforcement of language structures and conventions covered in previous weeks • Word level work: Singular and plural, gender, diminutives • Punctuation and spelling: Quotation marks, spelling patterns <p>Activity 5</p> <ul style="list-style-type: none"> • Vocabulary in context 	<p>Activity 7</p> <ul style="list-style-type: none"> • Sentence level work: Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund <p>Activity 8</p> <ul style="list-style-type: none"> • Word level work: Singular and plural; gender; diminutives • Vocabulary in context <p>Activity 10</p> <ul style="list-style-type: none"> • Word meaning: Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning • Vocabulary in context <p>Activity 11</p> <ul style="list-style-type: none"> • Word meaning: Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning <p>Activity 12</p> <ul style="list-style-type: none"> • Remedial grammar from learners' writing <p>Activity 13</p> <ul style="list-style-type: none"> • Reinforcement of language structures and conventions covered in previous weeks • Punctuation and spelling: Quotation marks, spelling patterns
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: panorama, sears, brittle, mesmerised, suspended, ungainly, fed, cracking, critical, embarked

This unit focuses on sport and uses poetry and news articles to discuss sport and athletes. Learners will be preparing to write their own newspaper article and will be developing their understanding of poetry and language structures and conventions.

Quick Check pp. 266: This Quick check introduces the theme of the unit – sport. It also introduces some

of the key structural elements of a news report, which the learners will be working with in the unit.

Answers

1. A lightning bolt is a flash of lightning that happens during a storm.
2. Usain Bolt
3. Because he runs so fast that he is often compared to the speed of a bolt of lightning.
4. For example: He is Jamaican./He has won many Olympic gold medals as well as many other awards./He runs the 100m and 200m races and also takes part in relay races.

Activity 1: Read a poem pp. 266 – 268

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Vocabulary in context**

This is a poem about the tension and excitement of athletic performance. The poem is written in free verse. Remind the learners that many poets use free verse when they write. Free verse poetry does not have set line lengths, stanza sizes, nor does it have to rhyme. The “poetry” of this type of verse is created through imagery, rhythm, and the layout of the poem.

Before reading: As a class, ask learners to tell you what they remember about the features of poetry. Ask the class for ideas on why poems are divided into stanzas and why poets may choose to use lines of different lengths. Learners should notice that the poem has an irregular structure with long lines and short lines. The poem is not divided into stanzas. Remind learners that poetry is both read and listened to, and that how the lines and stanzas are organised affect both how we read poetry and how we speak it when performing. Ensure learners remember how to skim read, and work through the vocabulary in the glossary with the class. The pre-reading process helps learners to form expectations about the text.

While reading: Divide learners into pairs for the reading activity. While reading, learners need to look for features that affect the rhythm of the poem: this includes features such as alliteration, line length, and punctuation. You can find simple explanations of these features in the Glossary of Literary terms in the Core Reader for the grade. All these features provide the rhythm for free verse poetry. They should read the poem at least three times. The first time learners read the poem, it should be to get an overall sense and feeling of and for the poem. In the following readings, learners will look at features of poetry.

After reading: During post-reading tasks, learners begin to develop critical language awareness and are encouraged to practise evaluating text, drawing conclusions, and learning more about grammar and spelling. To develop critical language awareness, learners need to consider who the author is and what message the author wants them to believe. Learners can then think about their own beliefs and positions and see what they agree with and what they don't

agree with. Learners will discuss the answers in their pairs and then write the answers into their workbooks.

Answers

1. The poem describes the actions and feelings of an athlete who is doing the high jump. ✓ (1)
2. The poet / the athlete / Colin Musket (any of these answers) ✓ (1)
3. The poem starts with the athlete feeling excited / anxious / tense ✓ (1), then the athlete feels as if he can't move / he is frozen with fear ✓ (1), then he focuses on what he has to do and starts his jump / feels more confident ✓ (1) and finally after the jump he feels relieved and relaxed as he falls over the bar. ✓ (1)
- 4a. It means very heavy, like lead. ✓ (1)
- b. Yes it is effective because it makes us understand that he felt as if he couldn't move his legs ✓ (1) because they felt like two big pieces of heavy lead ✓ ✓ (2).
5. The sun is shining brightly ✓ (1) and it is so hot that the air almost looks misty / not clear because it is so hot. ✓ (1)
6. The poet uses typography to reinforce the meaning of the words. When an athlete runs towards a high jump he or she takes long, big strides ✓ (1) towards the bars and the way the words are written show this. ✓ (1)
7. Accept any reasonable answer. For example: We can learn that it is scary to perform as an athlete in front of a crowd of people and that it takes courage to do so. / We can learn that athletes experience many different feelings as they try to do their best. ✓ ✓ (2)
8. Accept any reasonable answer. For example: I feel very nervous and my hands feel “clammy” and “moist” too. I also have “leaden legs” just before I begin and I think that I am not going to be able to move. ✓ ✓ ✓ (3) [19]

Informal assessment: Go through the answers with the class as a whole. Then write the answers on the board and let learners mark their own work. Make it clear to them for what specifically marks are allocated. Let learners hand in their work afterwards to get a sense of how well learners have understood the poem.

Activity 2: Develop your vocabulary pp. 268—269

Language structures and conventions: vocabulary in context.

Vocabulary in context

Learners need to be able to use a variety of sources to extend their vocabulary. Ask learners to use their dictionaries (or the glossary in the back of the Learner's Book if there are no dictionaries in the class). Explain that there are many words that have different meanings, depending on their context, that is, where and how they are used. Ask learners if they can think of any words that have two or more meanings in English.

This activity can be done as individual, pair, or group work, depending on your class's needs. If there are many children who battle with English, it is better to begin with group work and then, once the skills are familiar, learners can practise on their own. You could have them race in teams to find all the meanings of the words, and then have them settle again to choose the appropriate meaning used in the poem.

Answers

1. c The shape of a person
2. d A long thin piece of metal or wood
3. a. to come down from the air to the ground
4. b. the left or right part of something (like your body, or the road)

Activity 3: Listen to a sports news article pp. 269—270

Listening and speaking strategies: Listening comprehension (such as listening to a written/audiovisual text): Identify main and supporting ideas, write notes, share ideas and experiences and show understanding of concepts, identify persuasive/manipulating techniques where applicable, answer questions

The text for this activity can be found at the back of the book.

Before listening: Learners are to look at the image in the Learner's Book and read the caption to help them develop expectations about what the text may feature. They need to use visual clues to predict how they will use information when listening. To do this, they should write a sentence saying what they think the article will be about on their own. This pre-listening exercise helps to alert learners to the need

for focused listening and helps them make associations with their own experience.

While listening: You will read through the article at least twice. Have learners take notes the second time they listen. Let learners know that news articles describe what happened, who it happened to, when and where it happened, and what the writer thought about it. Write these key features on the board for learners to refer to. Also ask the learners to listen out for anywhere where they think the writer wants them to believe the writer's opinion. Here learners begin to learn and apply knowledge about the features of a news article, which will help them later when asked to write this type of article.

Learners are also encouraged to think critically about language use and manipulation. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

After listening: Learners are to complete this on their own in their workbooks. This aspect of the process helps learners to assess their own listening ability as well as to transfer what they have heard into written mode. As the question levels increase, learners are encouraged to evaluate critically what they have heard, synthesise new information with prior knowledge, and draw conclusions.

Answers

- 1a. Kingston (national stadium), Jamaica
- b. Yohan Blake and Usain Bolt
- c. Jamaican Olympic trials/200-metre men's sprint
- d. Yohan Blake
- e. A surprise
- f. None
- 2a. The authors give information about Yohan Blake's achievements and the fact that he has beaten Bolt.
- b. Personal answers.
- c. It means to beat someone in a race, or to get to something before someone else.

Informal assessment: Once learners have completed the activity, let them exchange books with a partner. Then let them mark each other's work while you go through the answers with the class. Be sure to punish any learner who attempts to ridicule their partner's results.

Activity 4: Use singular and plural nouns pp. 271

Word level work: Singular and plural, gender, diminutives;
Punctuation and spelling: Quotation marks, spelling patterns;
Reinforcement of language structures and conventions covered in previous weeks

Using singular and plural nouns correctly helps learners to assess the accuracy of written documents. News reports need to be accurate when describing how many people or things were associated with the incident they are covering. When discussing spelling rules for plural nouns, you could have learners provide examples that they know of and ask them to write down the rules in their work books. If learners have dictionaries to work with, they should use them for this activity. The activity can be done individually or in pairs. If you choose to use pairs, try to ensure that stronger learners are placed with learners who battle with English, so that stronger learners can mentor their partners.

Answers

1. Usain Bolt holds many world records.
2. The athletes are preparing for the Olympic Games.
3. We took lots of photos of the match for the school newspaper.
4. They used many boxes of tennis balls in the competition.
5. Who is the best player in the women's hockey team?
6. The Afcon cup is in two months' time.

Activity 5: Understand the format and features of a newspaper article pp. 272—274

Read a newspaper/magazine article: Format, language use, text features, sequencing; **Reading process:** Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Reading/Viewing for information using (written/visual text/multi-media texts):** Intensive reading, making inference, predict, visualisation, meaning of words, fact and opinion; **Vocabulary in context**

This is a news article about a hockey match. Reading this article provides learners with an opportunity to understand the format and features of news articles. Additionally, it is important that learners understand that articles are written by reporters who bring their own ideas and interpretation to what they write. Reporters write not only to inform but also to

entertain their newspaper audiences. They need to capture someone's attention and generate discussion about the article to ensure that newspapers and other media forms continue to be bought by the public. Therefore, looking at issues of ambiguity, why writers chose particular words, and how writers use these words to get readers interested and involved are important factors to consider when reading a news article.

Before reading: This activity begins the focus on the format of a news article by looking first at the headline. News articles are often accompanied by photographs, captions, or cartoons. By viewing the image and the headline, learners begin to predict what they will read about and begin to engage their knowledge of hockey and other sports. They also practise scanning for information within a text. You can carry out this pre-reading activity as a class.

Answers

- 2a. Hockey
- b. South Africa and Britain
- c. South Africa

While reading: Here learners are encouraged to think about the features of a news article while they read. Learner pairs should discuss both the article and the annotations as they read. Each annotation provides them with information about:

- how news articles are structured
- how paragraphs are structured
- how the use of direct and reported speech helps to keep readers interested
- how the reporter uses short and long sentences for variation. (The sentence length ties in with the use of conjunctions to vary sentence length.)

After reading: Learners can discuss the answers in their pairs and then individually enter the answers into their work books. This activity moves learners through basic recall to the use of figurative language. It also helps learners to assess fact and opinion within news articles. Some learners may struggle with this concept. To help them, you could ask them to look for adjectives and adverbs as these words often carry a subjective meaning. This post-reading activity also helps learners prepare to create a summary of what they have heard. This strategy is often used in real life discussions about news items.

Answers

1. Marsha Marescia ✓ (1)
2. 2—0 to South Africa at half-time; 3—1 by end of match. ✓ ✓ (2)
3. Sulette Damons, Bernie Coston, Jen Wilson, Lisa Deetlefs, Lenise Marais, Mariette Rix, Kate Woods, Shelley Russell ✓ ✓ (2)
4. Damons scored the first goal for South Africa; Bernie Costone scored the second goal for South Africa; Marescia scored the third goal for South Africa; Susannah Gilbert scored the only goal for the UK. ✓ ✓ (1/2 for each goal = 2)
- 5a. alliteration (letter “s”) ✓ (1)
- b. The writer thinks the goal was very good/hot. ✓ ✓ (2)
- c. Stunning strike ✓ (1)
- 6a. Passive voice ✓ (1)
- b. The South African team ✓ (1)
- 7a. Verb ✓ (1)
- b. It means that she guided the ball to the place where she wanted the ball to go ✓ (1), like a shepherd guides sheep to the place where he wants them to go. ✓ (1)
- c. Figurative ✓ (1)
- 8a. Marescia ✓ (1)
- b. She cracked a sizzling shot from the top of the strike zone and she went past goalkeeper Beth Storry. ✓ ✓ (2)
9. Facts: For example: SA beat the UK 3-1, They played in the London Cup, They played in Chiswick on Tuesday, Sulette Damons scored the first goal for SA ✓ ✓ (2)
Opinions: For example: “brilliant first half goals”, “Our defence was outstanding”, “this exciting match” ✓ ✓ (2)
- 10a. A “power of good” means that it will help or benefit the team by giving the team confidence to play the next matches in the London Cup. ✓ ✓ (2)
- b. The writer is probably correct because teams perform well when their confidence is high. ✓ ✓ (2)
11. Learners’ answers will vary, but they should state whether or not they thought the article was interesting and why they did or didn’t think so. ✓ ✓ (2) [30]

Activity 6: Make a summary pp. 275

Write a summary:

An aspect of post-reading tasks is to summarise information. This helps to integrate what the learner has read into his or her own words. Summarising also helps learners to differentiate between main and supportive sentences within paragraphs. Here learners practise synthesising information that they have read.

Summaries will vary, but should follow direction and summarise the key information from each paragraph. For example:

1. The team’s defence was good and wanting to win and staying calm helped them.
2. Damons scored the first goal.
3. Woods and Russell defended well.
4. Deetlefs, Marais, and Rix tackled well.
5. Marescia scored in the 10th minute.
6. The British team were missing players.
7. South Africa has to play Germany and may play in the semi-finals. (60 words)

Informal assessment: By term 4, learners should have had quite a few opportunities to practise doing summaries. However, some learners still struggle mastering this skill. Write the example summary on the board and explain it to the class. Let each of them compare their own summaries with the exemplar and write comments on the bottom of what they had done right (e.g. correct amount of words) and what they need to improve on (e.g. writing in full sentences).

Activity 7: Write sentences in different ways pp. 276

Sentence level work: Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund.

To write interesting news articles, learners need to understand how to write sentences in different ways. By writing sentences in different ways, reporters generate interest for readers and meet space requirements in newspaper or magazine columns. Writing news articles also requires understanding of the accurate use of direct and reported speech. Comparing the impact of direct and reported speech on both the readability of an article as well as how it affects or manipulates readers is also a key aspect in

understanding how the way something is written affects the responses of readers.

Answers

- 1a. The British team played without Kate Walsh and Crista Cullen. ✓ (1)
- b. She played very well but she did not score a goal. ✓ (1)
- c. The captain of the SA team was very happy because her team beat the UK teams by 3 goals to 1. ✓ (1)
- d. The team lost the match, so they did not go through to the next round. ✓ (1)
- 2a. The reporter said that that ✓ (1) was ✓ (1) a very exciting match,
- b. Marsha Marescia said that she ✓ (1) was ✓ (1) very happy that they ✓ (1) had won. ✓ (4)
- c. A member of the team said that they ✓ (1) all played ✓ (1) very well.
- d. The high jumper said that he ✓ (1) closed/closes his ✓ (1) eyes and concentrated ✓ (1) on the bar before he ✓ (1) jumped/jumps (4).

(Note that the learners can use the past tense or the present tense (for actions that are always true) in this sentence.)

Activity 8: Find the meanings of words pp. 277

Word level work: Singular and plural; gender; diminutives; Vocabulary in context

Diminutives are used not only to show that something is small or young; they also can provide positive or negative opinion. For example, using the word “puppy” rather than “small dog” may evoke feelings of sympathy in a reader. However, when used to describe something that is meant to be fierce, large or strong, it may ridicule or undermine what is being described. The use of gender helps to describe the animal or thing. Sometimes assigning gender to a thing creates associations with qualities of masculinity or femininity of a particular culture.

Divide the class into pairs.

Answers

1. A ewe is an adult, female sheep. A lamb is a baby sheep. (context clues)
2. A kitchenette is a small kitchen. (suffix “-ette” means small)

3. A piglet is a baby pig. (suffix “-let” means small/baby)
4. Booklet is a small book (suffix “-let” means small)

Activity 9: Discuss a newspaper article pp. 277–278

Conversation: Discussion based on a newspaper/magazine article: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register

When making conversation at work, at school, at parties, and at business functions, people often discuss news items that they find interesting. The learners now have the opportunity to understand ways in which to do this accurately and meaningfully.

Before speaking: When preparing to speak in formal discussions, it is important to know what the facts are, what others’ opinions are, and what your judgements are about those facts and opinions. To prepare for this discussion, learners practise taking notes about these things so that they are prepared and can predict some of what the discussion may contain.

While speaking: Learners need to follow conventions of formal discussions. This means that they will not only have to take turns while speaking, but also use a formal register. They should be encouraged to refer to sources, include facts and examples, and to develop their ideas and arguments. Not only will learners be discussing the content and opinions about the article, they will also be creating rational arguments and using persuasion themselves. Learners need to know that when they speak they will be supported and not mocked or ridiculed. This is vital to building confidence and encouraging learners to speak English more often.

After speaking: For the report-back to the class, ensure learners state whether or not they felt that there was bias in the article and whether it was well-written or not. Feedback should include an example to back each position.

Informal assessment: Assess the learners while they are speaking. Take note of how the learners interact with one another and check that they pay attention to each other as each member in the group speaks. Also check whether they use a formal register while speaking.

Activity 10: Use euphemisms and improve your vocabulary pp. 278

Word meaning: Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning; **Vocabulary in context**

When using persuasive or manipulative language (and when using a formal register), people often use euphemisms to avoid seeming rude or because they want to avoid or underplay the core issue. By learning more euphemisms, learners will be better able to express themselves and be able to read and listen more critically. This activity can be done in small groups to generate discussion, or in pairs to strengthen peer mentoring.

Answers

1. “Economical with the truth”. Newspapers do not always tell the whole truth.
2. “Comfort zones”. Most of us like to do the things we are used to doing and we don’t like changes.
3. “Rest room”. Please can you tell me where the toilet is?
4. “passed away”. Grandfather died last year.

Activity 11: Support: Use a dictionary to find homonyms pp. 278

Word meaning: Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning

Homonyms can be particularly difficult when listening to conversation and discussion.

Understanding common homonyms helps learners to derive meaning, using the language context. A fun way to introduce homonyms is through the use of puns or punning. “The tortoise beat the rabbit by a hair’s breadth.” (Here, the homonym for hair is hare). You could prepare for this section by finding a few examples of where headlines in newspapers play with these meanings.

Answers

1. cell: The policemen put the prisoner in a cell in the jail; sell: What does this shop sell?
2. hair: I wash my hair every day; hare: The hare lives in the field near my house.
3. ate: Yesterday we ate pizza; eight: There are eight tables in the room.
4. bare: I took off my gloves and used my bare hands to open the bottle; bear: The bear growled as it ran out of the forest.

Ensure learners’ sentences use each word correctly.

Activity 12: Write a newspaper article pp. 279–280

Long transactional text e.g. Newspaper article/magazine article: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a newspaper/magazine article;** Remedial grammar from learners’ writing

Learners now have an opportunity to integrate all they have learnt about newspaper articles and practise this in written form. If possible, use these articles in school or community papers to provide them with the experience of publishing and having others read their articles.

Plan: During the planning stage, learners need to revise the structure, language features and register of newspaper articles. This is important because they will need to understand these elements of a newspaper text in order to plan properly. Based on what is possible at your school in terms of whether the learners will self-publish articles, submit them for the school newspaper, or submit them for a community newspaper, they should be able to consider the purpose and audience of the article and make plans based on this.

Draft: When drafting their article, learners will apply skills in identifying and using main and supporting ideas. During the drafting stage learners, will also be applying the format and features of news articles. Learners need to assess what they have written against the purpose, audience, and topic of the article. Remind learners that they will need to use both descriptive and evocative words as well as include the correct facts. Also remind them that they are conveying their own beliefs and experience of the game within the article.

Revise: Revising articles in pairs or groups is useful, because learners practise assessing their own and others’ work. Remind learners to provide constructive criticism rather than simply dismissing a classmate’s efforts. A useful strategy for constructive feedback is the ‘feedback sandwich’, which begins with what a learner likes about an article, followed by what could be improved, and ending with encouragement about the article and its quality.

Learners need to assess paragraph construction, the use of mixed length sentences, direct and reported speech, and figurative language. Learners also need to use the opportunity to assess whether

they have followed the features and structure of a news article.

Edit: When the learners edit the second draft of the article, they should work on the sequencing and linking of paragraphs, ensuring that all the important information is included. Learners should ask questions like: Will the reader know what happened, when it happened, who was involved, and what the match was like?

Learners should also use the editing process to eliminate ambiguity, verbosity, redundancy, slang and offensive language. They can judge the content, style and register of the article during this process.

Proofread: To proofread the article successfully, learners need to consider the use of punctuation marks, and ensure spelling and grammar are correct. Encourage learners to use dictionaries if dictionaries are available. During this phase, learners should also take note of the layout, headings and fonts used in the article.

Present: Where possible allow learners to submit their articles for a news sheet, school paper, or community paper. If possible, have the articles submitted for a community paper and talk learners through the process of submitting an article for publication. This includes researching what publications are available, contacting them, finding out how articles are submitted to them, and then carrying it out.

Activity 13: Challenge: Punctuate a paragraph correctly pp. 280

Punctuation and spelling: Quotation marks, spelling patterns; Reinforcement of language structures and conventions covered in previous weeks

This activity reinforces the proofreading process. Learners practise punctuation for direct and indirect speech and the use of capital letters, full stops and question marks. Remind learners that quality newspapers spend a lot of time and money on ensuring that the punctuation is perfect. This helps to give more credibility to the newspaper and the articles it contains.

Answer

A loss for SA cricket

Is South African wicketkeeper **Mark Boucher**'s career over? Many people think so. The 35-year old cricketer suffered severe damage to his left eyeball in a match in **England**. **Boucher** had emergency eye surgery in **England**. He then returned to **South Africa**. "The extent of the eye injury can be described as very severe," said the South African team manager, **Dr Mohammed Moosa**. The selectors chose **Thmai Tsolekile** to replace **Boucher** for the rest of the tour in **England**.

Unit 16 Learn about life through literature

Unit overview		
Term 1	Week 3	Week 4
Resources	Learner's Book pp. 281-296 Literature Anthology	Learner's Book pp. 281-296 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 5 <ul style="list-style-type: none"> Group discussion: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register 	Activity 11 <ul style="list-style-type: none"> Listening and speaking strategies: Debate: Indicate roles, learn text conventions, speakers take turns, explain view points and reach consensus, use appropriate language, style and register, practise
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Literary text such as/novel/short story/drama: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) 	Activity 7 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood theme and message Activity 10 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Reading comprehension: (text from text book): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning
Writing and presenting		Activity 6 <ul style="list-style-type: none"> Write a transactional text: a diary entry: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write a diary entry Activity 9 <ul style="list-style-type: none"> Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Vocabulary in context Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Word level work: Pronouns – personal 	Activity 6 <ul style="list-style-type: none"> Remedial grammar from learners' writing Activity 7 <ul style="list-style-type: none"> Word meaning: Literal and figurative meaning Vocabulary in context

	<p>and relative; moods – subjunctive, imperative, potential, indicative, conditional</p> <ul style="list-style-type: none"> • Sentence level work: Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund <p>Activity 3</p> <ul style="list-style-type: none"> • Sentence level work: Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund • Vocabulary in context <p>Activity 4</p> <ul style="list-style-type: none"> • Word level work: Pronouns – personal and relative; moods – subjunctive, imperative, potential, indicative, conditional 	<p>Activity 8</p> <ul style="list-style-type: none"> • Punctuation and spelling: Spelling patterns; punctuation marks <p>Activity 9</p> <ul style="list-style-type: none"> • Word meaning: Literal and figurative meaning • Punctuation and spelling: Spelling patterns, punctuation marks <p>Activity 12</p> <ul style="list-style-type: none"> • Reinforcement of language structures and conventions covered in previous weeks • Word level work: Pronouns – personal and relative; moods – subjunctive, imperative, potential, indicative, conditional • Sentence level work: Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund <p>Activity 13</p> <ul style="list-style-type: none"> • Reinforcement of language structures and conventions covered in previous weeks • Remedial grammar from learners' writing
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: whirlwind, weird, pointe shoes, barre, hamstring, agony, flailing, embracing, feints, crouches, pose, stroll

Quick Check pp. 282: This Quick check provides learners with visual text where characters speak about possible careers. The comic alerts learners to the theme of the unit (careers) and it shows a discussion or debate.

Learners are asked to identify possible messages in this text. These messages may convey that it is important to serve your community, it is important to make money and, most importantly, learners should mention the value of a good education as a way of getting a good job.

Activity 1: Read an extract from a novel pp. 282–285

Literary text such as/novel/short story/drama: Key features of literature text: such as character, action, dialogue, plot, conflict,

background, setting, narrator, theme; Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); Reading comprehension: (text from text book): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning; Vocabulary in context

You can introduce the learners to two types of literary text: autobiography and biography. Ensure that learners understand the difference between these texts. To help them, you could explain that the prefix “auto” means self. Help learners to understand that even though these texts tell the story of someone’s life, biographies and autobiographies have the same basic features as novels or fictional stories.

Before reading: This exercise can be discussed as a class or in small groups. The exercise is designed to help learners imagine how it feels to be out of control of what is happening around you (feather in a whirlwind). Learners are also expected to scan the text in italics to gain an idea of the content and context of the story. This scanning of the text activates prior knowledge around issues of poverty,

first lessons, and anything the learners may know about the Chinese people.

While reading: You need to encourage learners to use their word attack skills while reading the extract to identify the meaning of specific words through the context in which they are used in the story. To set this challenge, it may be best to ask learners to read silently on their own. If some of the learners really lack confidence, you could divide learners into pairs to read together.

After reading: The learners can complete the post reading section individually in the learners' work books and you can use the exercise for informal assessment of learners' comprehension skills.

Answers

1. Main character: Li Cunxin ✓ (2) other characters: Chen Lueng, ✓ (1) Gao Dakun ✓ (1) (teachers); class of students
2. He is a tough and strong boy who does not give up easily. ✓ (1) The boy suffers a lot of pain during the dance classes and wishes he could do other things, but he does not give up. ✓ (1)
3. Any three points: This takes place in Beijing, China. ✓ (1) The students are inside a class. (1)The classroom has a barre. (1)The classes take place in the morning. ✓ (1) The classes last for about two hours each. ✓ (1)
4. There is conflict between the student Li Cunxin and his teachers. ✓ (1) Both teachers expect him to work very hard even though this is his first lesson. The second teacher Go Dakun is rude and Li Cunxin and the other students are very scared of him. ✓ (1) He has no sympathy for the pain that the students have to suffer. Li Cunxin is too afraid to say anything to the teacher. ✓ (1)
- 5a. There are questions and imperatives in the direct speech. ✓ (1)
- b. The author uses direct speech to make the story more realistic and dramatic. ✓ (1)
- 6a. The students in the class ✓ (1)
- b. our, us ✓ ✓ (2)
- 7a. These are balls made of snow. ✓ (1)
- b. very bad/severe ✓ (1)
- 8a. thought ✓ (1)
- b. For example: I love dancing in the streets. ✓ (1)
9. The writer is afraid of his teachers ✓ (1) and he does not like them. ✓ (1)
10. Personal answers. Learners should mention what kind of training they did and describe in detail how it affected them. For example: I used to play hockey. At the beginning of each season we had to get fit. ✓ (1) We had to run around the hockey field 20 times and then do other exercises every day ✓ (1) My muscles were so stiff afterwards that I could hardly walk. But after a week or so I started to feel fit again. ✓ (1)
11. Personal answers. I think the training was very hard, but it is quite common for ballet dancers to have to undergo such hard training as ballet is very difficult and requires a very high level of skill. ✓ (1) But I don't think it was necessary for the teachers to be so cruel and unfriendly. ✓ (1)

Informal assessment: This activity provides the ideal opportunity to check whether learners know and understand the key features of a novel. Let learners hand in their written answers. Mark each learner's answers so that you can check which learners can still not answer contextual questions about an extract from a novel. Try to check if the problem lies with understanding the text, understanding the questions, or whether learners struggle putting their thoughts on paper in a coherent way.

Activity 2: Write sentences that reflect mood pp. 285–286

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Pronouns – personal and relative; moods – subjunctive, imperative, potential, indicative, conditional; *Sentence level work:* Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund

In grammar, mood is used to show the speaker or writer's attitude about how likely it is something will happen in a particular way. Strictly speaking, there are three main grammatical moods in English. These moods are: indicative, imperative, and conditional. Work through the language box on moods with the learners, asking them for additional examples as you progress. It will be useful if the learners copy the table of moods into their work books.

This section also has two *Learn more* boxes that encourage learners to find gerunds (verbs used as

nouns) in the reading, and to remind learners about how to form negative commands using the imperative mood.

Answers

1. Touch your head to your toes.
2. Don't bend your knees.
3. He extended his arms to the side./He extends his arms to the side. /He is extending his arms to the side.
4. She pointed her toes and looked straight ahead. /She points her toes and looks straight ahead. /She is pointing her toes and looking straight ahead.
5. I wondered if I were dreaming.
6. If she would sing I would be happy.
7. It could rain tomorrow.
8. Dancing could be fun!/ It could be fun to dance.
9. You will be in trouble if you don't work hard.
10. I will help you if you help me. /If you help me, I will help you.

Activity 3: Use your dictionary to help work out tense pp. 286–287

Sentence level work: Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund; **Vocabulary in context**

This section of the Learner's Book provides learners with a new way to develop their vocabulary in context. It integrates dictionary use with unusual verb forms used to represent past tense. You may also want to use verbs such as go, keep, or sleep to demonstrate how a dictionary can help learners improve both their vocabulary and their grammar skills.

Answers

- 1a. feel
- b. To know something because your body tells you
- c. simple past
- d. the progressive

Activity 4: Use relative pronouns to join clauses pp. 287

Word level work: Pronouns – personal and relative; moods – subjunctive, imperative, potential, indicative, conditional

Many second language learners struggle with the use of personal pronouns. The first issue with personal pronouns is assigning the correct gender to refer to a person or animal. For example, learners often use

“he” and “she” interchangeably rather than assigning “he” to males and “she” to females.

The second common problem with the use of personal pronouns is the difficulty in figuring out to whom the pronoun refers. For example: “When the monkey saw the man, he smiled” – in this sentence, it may be difficult for learners to be sure of who is smiling. In this instance, the subject of the sentence (the monkey) is smiling. In other sentences, there may be even more possibility of ambiguity – for example, “The teachers liked the new students and the students liked the teachers, but they wouldn't share their lunch.” In this case, a relative pronoun should not be used, because the potential for confusion is too high. A good rule of thumb is to try to use personal pronouns only when there is little chance of confusion or ambiguity.

A common confusion around the use of relative pronouns is whether to use “which” or “that”. The rule for this distinction is: Restrictive clauses (clauses essential to the meaning of the sentence) are indicated by using “that”; while non-restrictive clauses (clauses that you could put in brackets because they simply add a little bit of non-essential information) are indicated using “which”.

Answers

- 1a. Li Cunxin is a famous dancer who was born in China.
- b. Accounting is a subject that I want to study.
- c. This is the book which I told you about.
- d. Mary is the girl whose mother is a dancer.

Activity 5: Take part in a group discussion pp. 288

Group discussion: Indicate roles, speakers take turns, explain view points and reach consensus, use appropriate language, style and register

If you divide the class into small groups of six to eight learners, each learner should be able to participate effectively in the discussion. If you keep the groups relatively small, learners should feel less anxious about speaking in front of others. Ensure that all learners are aware that they need to take turns in discussing the quotes and that the learners should give their own thoughts and opinions about the idea.

Before speaking: You could write the quotes and the guiding questions on the board. This preparation helps learners to begin thinking broadly about luck, careers, and whether or not it takes just hard work or

a mix of luck and hard work to become successful. Give learners three to five minutes to think about the issue before the discussion.

While speaking: Again, you could write up the examples of expressions that learners could use in the discussion on the board. You could also ask learners what other expressions they may find useful in the discussion and add these to the list. Plan to provide the learners with at least 10 minutes for the discussion.

Informal assessment: This activity provides a good opportunity for learners to practise voicing their opinion in a group situation – a skill which will be formally assessed in the debate later in this unit. Walk around and observe while the groups are having their discussions and help and encourage learners who are shy to voice their ideas and opinions.

Activity 6: Write a diary entry pp. 288–289

Write a transactional text: a diary entry: Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentence types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a diary entry;** Remedial grammar from learners' writing

You could open this lesson with a discussion about ways that can help people to remember all the events that happen to them in their lives, so that it would be easier for them to write an autobiography when they are older. Keeping a journal or diary is likely to be one of the answers learners could provide. Explain that, even if the learners have no desire to become famous, diaries can help learners think about things that are happening in their lives and can help learners work through feelings or problems more effectively. **Plan:** Remind learners that brainstorming is writing down all the possible ideas that they can think of. If learners have access to a thesaurus, they could use this to look up synonyms or antonyms around different feelings they may have had while learning something difficult in physical education. Learners can then use the results of the brainstorming session as the basis for their plan.

Draft: When learners begin drafting their diary entries, it may be useful to remind them about the use of different moods – using imperatives when the teacher was telling them what to do, the conditional for wishes or doubts, and the indicative for facts.

Edit: When editing their work, learners gain practice in assessing paragraph and sentence structure as well as noticing the flow of the narrative.

Proofread: When proofreading, learners can use a dictionary (if any are available) to check their spelling. They can also check the grammar rules that they learnt in this unit and ensure that they have applied them to the diary entry.

Activity 7: Read a poem pp. 289–291

Reading process: Before reading (Introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood theme and message; **Word meaning:** Literal and figurative meaning; **Vocabulary in context**

You could open this lesson by explaining to learners that people also use poetry to work through feelings, experiences, and life events. Poetry is often another form of expressing very personal thoughts and feelings.

Before reading: Learners need to notice that the poem is a series of four-line stanzas and that every second line rhymes. By viewing the image, learners gain a sense of what the poet saw and the disconnection between this and the title of the poem. The learners could suggest that the poem is actually about flying a kite, but don't prompt them to say this, let them work this out after they have read the poem if they don't understand this at first.

While reading: Learners can begin by reading the poem silently; then they should read the poem aloud to gain a better sense of the rhythm and rhyme.

After reading: Ensure that learners discuss the questions and answers in pairs before they attempt to write their own answers. Pair work should encourage learners to think more deeply about the impact of the poem, as well as provide support in answering questions.

Answers

1. any two: ocean, cliff, sand ✓ ✓ (2)
2. any two: kite, nurses, sky ✓ ✓ (2)
3. The other people who are walking on the sand near the sea. ✓ (1)
4. Because he doesn't know who the man is ✓ (1)
and it doesn't matter who he is. ✓ (1)
5. any two: flailing, sweep, embracing, rises, feints, rushes, turns, crouches

- 6a. a simile ✓ (1)
- b. He compares the movements of the man ✓ (1) to the movement of a fire that is being blown by the wind. ✓ (1)
- 7a. alliteration ✓ (1)
- b. It adds to the rhythm of the poem ✓ (1) because the sound 'n' is repeated. ✓ (1)
- 8a. metaphor ✓ (1)
- b. It means that he looks after his kite carefully as it moves through the sky ✓ (1), like a nurse looks after a patient carefully. ✓ (1)
9. Personal answers: For example: Yes, I think the man is similar because it looks as if he is dancing when he moves. ✓ (1) Li Cunxin is also a dancer. ✓ (1)

Informal assessment: Learner needs to understand and appreciate the different key features of poetry. This course has provided the learners with opportunities to revise these key features regularly throughout the year. We therefore suggest that you elicit the answers from the class in a class discussion. Learners must mark their own work while you write the answers on the board. You can check their work afterwards to see if there are specific questions most of the class struggled with.

Activity 8: Practise unusual spelling patterns pp. 291

Punctuation and spelling: Spelling patterns; punctuation marks

Typically, language structures and conventions should be taught in a way that focuses on what can be done using language. However, you can also occasionally use practice and rote learning to build learners' knowledge. This spelling exercise does just that. It does not provide rules for these particular words, because they mostly don't fit into specific categories for spelling rules. If you would prefer to use a more integrated approach, you could ask learners where spelling correctly is important (when trying to impress someone, for work, etc. and when it is seen as acceptable to play with how words are spelt (jokes, poetry, texting, etc.).

Answers

1. toes
2. loses

3. there
4. laughs
5. be
6. air

Activity 9: Challenge: Write a poem that rhymes pp. 291

Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting; **Word meaning:** Literal and figurative meaning; **Punctuation and spelling:** Spelling patterns, punctuation marks

Learners can do this activity on their own or in pairs. Writing a rhyming poem can help learners integrate what they have learnt about rhyming, poetry and figurative language, and can be quite a lot of fun for learners. Learners should again follow the process approach to writing (plan, draft, revise, edit, proofread, present). Brainstorming for rhyming words is a useful way to build vocabulary and to generate ideas for a rhyming poem.

The poem itself could have an a, a b, b or an a, b a, b rhyming scheme and should be at least one four-line stanza.

Activity 10: Read for comprehension pp. 292–294

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Reading comprehension:** (text from text book): Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, view point of writer, fact and opinion, implied meaning

This exercise not only helps learners to develop better reading skills in all school subjects but also encourages them to use critical reading skills in all school subjects.

Before reading: Learners are encouraged to skim the text to gain insight into what the text may be about and to enable them to predict the content of what they will read. By having learners consider what will be fact and what opinion, you help them to read with a more critical position.

Answers

Learners should be able to say that this is a Life Orientation textbook, so we can expect to read about things like personal development, careers, and healthy living, and that we expect to read facts rather than opinions.

While reading: If possible you should have dictionaries available for learners to use to look up unfamiliar words from the extract. Encourage learners to read the section intensively, asking and answering predictive questions as they go along.

After reading: Answering the post-reading questions is suited to individual work, but pairs can be used for learners who lack confidence. The questions develop from basic recall to evaluation and appreciation questions that require learners to synthesise and apply what they have read.

The summary should be done as an individual exercise.

Answers

- 1a. Any two: investigative, enterprising, practical, artistic, conventional, social ✓ ✓ (2)
- b. Monkeybiz ✓ (1)
- c. A plumber installs and fixes anything do you with water, like taps and toilets. ✓ (1) Plumbing falls into the 'Practical' category. ✓ (1)
- d. A skill is something that you learn to do and develop. ✓ (1) A talent is an ability that you are born with. ✓ (1)
- e. The case study is about a women's beadwork project in Cape Town called Monkeybiz. ✓ ✓ (2)
- f. To fulfil your potential means to use the talents that you are born with ✓ (1) and then to develop these talents into skills (1) that you can use to make a career and earn a good living. ✓ (1)
- g. Personal answers: For example: I think it is important to find out because it is important to serve your own community ✓ (1) and there are often opportunities in the community that that you know well ✓ (1).
- h. Personal answers: For example: It is very important because it provides us with important information about leading a healthy life and how to work with other people. ✓ (1). We also learn about the different career opportunities that are available to us and how we can go about preparing for those careers. ✓ (1)
2. Summary:
 1. It is important to fulfil your potential in life.
 2. First you have to find about what your own talents and skills are.

3. Find out how your talents and skills match career categories.
4. Find out about the needs of your community and the opportunities in the community as this will help you fulfil your potential. (54 words)

✓ Activity 11: Take part in a formal debate pp. 294–296

Listening and speaking strategies: Debate: Indicate roles, learn text conventions, speakers take turns, explain view points and reach consensus, use appropriate language, style and register, practise

This debate can be used as a formal assessment exercise. You can use the rubric provided in this Teacher's Guide to help you allocate marks for this activity. The activity should follow the structure of a formal debate.

Before speaking: There are a range of debate formats that could be used. The Learner's Book suggests using a chairperson, who calls on each debater to give their comments, and keeps order in the teams. The chairperson introduces the topic before calling on speakers and can also summarise the arguments given by each speaker. The speakers who go first give a prepared argument. The second speakers try to refute the opposing team's opening argument, and the third speakers counter arguments given by the second speaker, and so on. However, you can also choose to have learners simply build on their team's arguments as they go along. This will require less spontaneous use of argument.

While speaking: You can open the discussion to the whole class after the second and third speakers' arguments' if time allows.

Formal Assessment: This serves as formal assessment. Assess the learner's speaking according to the rubric for prepared speech provided in this Teacher's Guide.

After speaking: Assess the learners formally and record their marks.

Activity 12: Support: Identify fact and opinion pp. 296

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Pronouns – personal and relative; moods – subjunctive, imperative, potential, indicative, conditional; **Sentence level work:** Tenses, sentence types, speech, voice, sentence structure, direct and reported speech, question forms, fact and opinion, ambiguity, voice, gerund

This support activity provides learners with the opportunity to assess sentence mood, and verbs when differentiating between fact and opinion. Teaching and reinforcing how language is used, through language structures and conventions, helps learners to integrate difficult language concepts more easily. This approach can also help to motivate learners to learn grammar rules and conventions. When a learner understands how grammar serves a purpose, they

may be more inclined to learn it, and are likely to remember the rules more easily.

Answers

1. fact
2. opinion
3. fact
4. opinion
5. opinion

Review Copy

Unit 17 City life in literature

Unit overview		
Term 1	Week 5	Week 6
Resources	Learner's Book pp. 297-310 Literature Anthology	Learner's Book pp. 297-310 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activity 4 <ul style="list-style-type: none"> Listening and speaking strategies: Listen to a text read aloud: Recorded text is played, appropriate reading skills are pointed out to learners, use of punctuation in a read text, opening and closing 	Activity 6 <ul style="list-style-type: none"> Dialogue based on text read aloud: Decide on topic, revise conventions, discourse markers to sustain dialogue, roles for participants, opening and closing, practise, presentation
Reading and viewing	Activity 1 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message 	Activity 7 <ul style="list-style-type: none"> Literary text such as drama/play: Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate) Reading comprehension: e.g. dialogue: Purpose, target group and context, explain theme/message, make inferences, give own opinion, direct and implied meaning, socio-political and cultural background of text and author Activity 10 <ul style="list-style-type: none"> Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate)
Writing and presenting	Activity 3 Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting	Activity 11 <ul style="list-style-type: none"> Transactional text e.g. journalistic report: Correct format, purpose, bias and prejudice, manipulation, stereotypes, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting Write journalistic report a following the process approach to writing
Language structures and conventions	Activity 1 <ul style="list-style-type: none"> Vocabulary in context Activity 2 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks <ul style="list-style-type: none"> Vocabulary in context Activity 3 <ul style="list-style-type: none"> Punctuation and spelling: Quotation marks, spelling patterns, punctuation marks <ul style="list-style-type: none"> Vocabulary in context Activity 5	Activity 7 <ul style="list-style-type: none"> Vocabulary in context Activity 8 <ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks <ul style="list-style-type: none"> Sentence level work: Procedure, compare/contrast; description paragraph, introductory and closing paragraphs, sentences, supporting sentences, topic sentence, speech, voice, bias and prejudice Activity 9

	<ul style="list-style-type: none"> Punctuation and spelling: Quotation marks, spelling patterns, punctuation marks Vocabulary in context 	<ul style="list-style-type: none"> Reinforcement of language structures and conventions covered in previous weeks Word level work: Relative pronouns; singular and plural forms <p>Activity 10</p> <ul style="list-style-type: none"> Punctuation and spelling: Quotation marks, spelling patterns, punctuation marks <p>Activity 11</p> <ul style="list-style-type: none"> Remedial grammar from learners' writing
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Key vocabulary: journalistic, nogal, dzunga, kwerekwere, shosholoza, slither

Quick check pp. 298: This quick check introduces the topic of city life and focuses learners on the practice of comparing and contrasting ideas and concepts.

Answers

Answers will vary. For example: The photograph on the left shows a city. There are wide roads with taxis, cars and buses. The roads are busy and there are traffic lights to control the traffic. There are offices and shops in the city and many people work here.

The photograph on the right on the other hand shows a residential area where people have their homes. The streets are narrow and there are not many cars on the roads, so children can play on the streets. The homes have gardens and there are trees growing along the sides of the road.

Activity 1: Read a poem pp. 298–300

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Vocabulary in context**

Remind learners that poetry is used to express experiences and feelings that people have and to describe places, people and things. You could ask learners what types of poems they have already studied this year.

Before reading: Learners should notice that the poem does not have a regular layout and that the poet seems to have arranged the words in different ways for a particular reason. Learners may guess that this poem has something to do with going up and down stairs /lifts/escalators in big buildings. In fact, this poem uses layout and topography to give readers a sense of what a child's stomach feels like while going up and down in the lifts. This feature is best suited to poetry that will be read and not recited. Learners should try to make predictions about what the text may contain and then, when reading the poem, assess their predictions against the actual content.

While reading: Encourage learners to look not only for the features of the poem, but also for bias, characterisation and the use of conflict in narrative poetry. Generally, the poem is best read silently, but you could ask learners to have some fun trying to read it aloud.

After reading: You can divide learners into small groups to discuss the questions and answers. Then ask the learners to write their own answers in their workbooks. The questions blend knowledge, language conventions, inference, evaluation and appreciation exercises for learners to practise.

Answers

1. This poem is about travelling up and down in lifts in tall buildings. ✓ (1)
- 2a. The poet and his friends/family. ✓ (1)
- b. It means to have fun ✓ (1) riding up and down in the lifts. ✓ (1)

3. a very tall building (that seems to touch the sky)
✓ (1)
4. stomach ✓ (1)
5. outside ✓ (1)
6. It means to crouch down ✓ (1) and move in a way so that other people can't see or catch you.
✓ (1)
- 7a. the lifts ✓ (1)
- b. round ✓ (1)
- c. The poet compares the shapes of the lifts to the shape of fish bowls. ✓ (1)
- 8a. figurative ✓ (1)
- b. The poet is referring to the feeling that you have in your stomach ✓ (1) when you move up and down very quickly. ✓ (1)
- 9a. The ground (lowest) floor of the building. ✓ (1)
- b. At the top of the building ✓ (1)
- 10a. There are a few lines that rhyme but the rhyme pattern is not regular. ✓ (1)
- b. Yes, some of the words in the poem are arranged in special ways to emphasise the meanings of the words. ✓ (1) For example, some letters are arranged under each other to show the up and down movements in the poem. ✓ (1)
- c. No ✓ (1)
- d. Yes it does. ✓ (1) The rhythm is created by long and short lines and by the way the words are arranged. ✓ (1)
11. The letters of the word stomach are mixed up to reflect ✓ (1) the feeling that the characters have in their stomachs as they go up and down. ✓ (1)

Activity 2: Improve your vocabulary pp. 301

Reinforcement of language structures and conventions covered in previous weeks; Vocabulary in context

In English, there are several words that have multiple meanings. Learners can familiarise themselves with different ways to use a particular word by using their dictionaries. If learners do not have access to a dictionary, the layout of the dictionary entries in the Learner's Book will help to familiarise learners with how a dictionary entry is structured. This exercise also serves to remind learners that different verb forms, adjectives, and so on, are provided in dictionary entries. This exercise can be done as pair work or individually, depending on how confident learners are.

Answers

- a. 3 to move quickly or suddenly
- b. shot
- c. When a plant starts to grow you can see small shoots on the stem of the plant.
- d. are shooting

Activity 3: Challenge: Write a poem pp. 302

Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting; Punctuation and spelling: Quotation marks, spelling patterns, punctuation marks; Vocabulary in context

If possible, allow learners to choose whether they would like to do this exercise in pairs or on their own. The exercise requires learners to play with typography and the shaping of words within a poem. You could ask learners for permission to put some of their poems up in the classroom.

Activity 4: Listen to an extract from a radio drama pp. 302–303

Listening and speaking strategies: Listen to a text read aloud: Recorded text is played, appropriate reading skills are pointed out to learners, use of punctuation in a read text, opening and closing

Listening to radio dramas is a useful way for learners to improve their vocabulary and also to learn techniques for reading aloud successfully.

Background sounds, characters' voices and the content of what they say all help to build meaning into the text.

The text for this activity can be found at the back of the book.

Before listening: Encourage learners to call out sounds that may occur in a radio play – for example: doors shutting, glass breaking, cars hooting, and so on. This section alerts learners to the need for focused listening. It also activates learners' previous knowledge so that they can listen while making associations with their own experiences.

While listening: Remind learners to listen to the tone of each character's voice for ideas about what type of person each character is.

After listening: Learners are asked to remember sections that they have heard and also to assess bias and prejudice in the scene. You can divide the class into small groups to discuss what they heard and then ask learners to write their own answers into their work books.

Answers

1. A taxi stops to pick up passengers. ✓ (1) The driver calls out to tell the passengers where the taxi is going. ✓ (1) There is a discussion between some of the passengers about how many people can fit in the taxi. ✓ (1)
2. Jaja (the taxi driver), Dorah and Man 1 (passengers), a hawker ✓ ✓ (1/2 X 4 = 2)
3. It starts with the taxi driver calling for passengers. ✓ (1)
4. It ends with the sound of the doors closing and the taxi driving off. ✓ (1)
5. The man shows bias and prejudice towards the woman (Dorah) ✓ (1) whom he criticises for being fat. ✓ (1) Dorah shows bias and prejudice towards the man ✓ (1) because she mentions that he is a foreigner and says that he shouldn't be in the country. ✓ (1)
6. The taxi driver shows respect for the woman ✓ (1) because he calls her "mama". ✓ (1) The woman shows respect for the taxi driver ✓ (1) because she calls him "baba". ✓ (1)

Informal assessment: By now, learners' listening skills should have improved (compared to how developed these skills were at the beginning of the year. Let the learners hand in their written answers to you and check whether they have mastered the finer nuances of listening, as required by the questions on this radio drama.

Activity 5: Use punctuation to help you read aloud pp. 303–304

Punctuation and spelling: Quotation marks, spelling patterns, punctuation marks; **Vocabulary in context**

By helping learners to understand the function and use of punctuation when reading aloud, you provide them with tools for better reading skills and you help to integrate language conventions into practical and useful tasks. This improves learners' understanding of the concepts and helps them to learn experientially. This exercise is suited to small groups where learners can discuss the content and practise together.

Activity 6: Take part in a dialogue based on text read aloud pp. 305

Dialogue based on text read aloud: Decide on topic, revise conventions, discourse markers to sustain dialogue, roles for participants, opening and closing, practise, presentation

Learners have practised dialogues and group conversations throughout the year. They should have integrated many of the basic conventions. This exercise focuses on discussing heard text, so the skills learnt here can be used by learners to discuss information heard on the radio, through speeches or even oral history.

Before speaking: Learners are required to plan, research and organise what they will say. The theme of their discussion is about how characters show respect, prejudice and bias. Remind them that, when planning, they need to consider the register they will use, the language they will use, including idioms, figurative speech, and the use of borrowed or inherited words. They will need to express their opinions and back up those opinions with evidence from the heard text.

While speaking: Learners should demonstrate the ability to refer to the source text, to build their arguments, and to use intonation well.

Activity 7: Read a radio play pp. 319 – 322

Literary text such as drama/play: **Reading process:** Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Reading comprehension:** e.g. dialogue; Purpose, target group and context, explain theme/message, make inferences, give own opinion, direct and implied meaning, socio-political and cultural background of text and author; **Vocabulary in context**

In this exercise, you provide learners with an introduction to the conventions of written radio plays and how these differ from plays written for the stage. They continue with a previously heard text, so encourage learners to imagine the characters' voices that they have already heard, and how new characters will sound. They will practise decoding and understanding the text as well as applying knowledge of text features.

Before reading: Here the pre-reading section alerts learners to basic features of a radio play. Learners are also encouraged to make associations from their previous exposure to this play and to form expectations about how the play will progress. This

is a useful metacognitive strategy for all reading activities.

While reading: Learners should focus on analysing the features of the radio play more closely. They need to consider special effects and how this impacts on the setting of the play.

After reading: Encourage learners to complete the answers on their own. If learners complete the work on their own, it will help you to assess each learner's development in answering questions on the text from lower to higher order, drawing conclusions, and comparing and contrasting characters and how they have been characterised within a text.

Answers

1. Any two: the windows don't open, the seats are old, there is smell of petrol in the taxi ✓ ✓ (2)
2. The taxi has broken down and can't drive any further ✓ (1) so the passengers have to take another taxi. ✓ (1)
3. B politely and with respect ✓ ✓ (2)
4. "What's the problem this time?" / "you know this stupid car" ✓ ✓ (2) (Learners must use quotation marks and the exact words from the text.)
5. Zweli is polite to his passengers ✓ (1) but he is angry and rude about his taxi. ✓ (1)
6. Phepha sells newspapers. ✓ (1)
7. Phepha uses some Afrikaans words which tells us that he grew up in a community that speaks Afrikaans, or perhaps he learned Afrikaans at school. ✓ ✓ (2)
8. C ✓ (1)
9. Yes, he is. ✓ (1)
10. Zweli is more ambitious than Phepha because he wants to be successful as a taxi driver while Phepha is content to sell newspapers. ✓ ✓ (2)
Zweli has not always lived in this place, whereas Phepha seems to have lived there all his life. ✓ ✓ (2)
- 11 a. The purpose is to entertain us and to describe incidents from the lives of ordinary people. ✓ (2)
The message is perhaps that some people are content to do simple jobs (like Phepha) and that the lives of ordinary working people are not always easy but they can be interesting. ✓ ✓ (2)
(answers may vary here)
- b. Personal answers. For example: I think any person living in South Africa would enjoy this play ✓

(1) because it is amusing and because we can relate to the events in the story. ✓ (1)

12. Personal answers. For example: I think it is amusing /interesting/entertaining/thought-provoking/honest ✓ ✓ (2)

Informal assessment: Let learners hand in their work and try to mark the answers or, if there is no time available, do spot checks on each learner's work. Focus on assessing the learners' development in answering questions on the text from lower to higher order, drawing conclusions, and comparing and contrasting characters.

Activity 8: Support: Compare and contrast two things pp. 308

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Procedure, compare/contrast; description paragraph, introductory and closing paragraphs, sentences, supporting sentences, topic sentence, speech, voice, bias and prejudice

Learners who had difficulty comparing and contrasting characters in the previous exercise can focus and practise their skills in this support exercise. Being able to phrase comparisons and contrasts effectively will help learners improve their marks across most school subjects.

Answers

1. Answers will vary. Here is an example: Zweli's taxi is similar to a brand new taxi but everything in the taxi is old. While the new taxi has comfortable seats and windows that open and close, Zweli's taxi has uncomfortable seats and windows that do not open and close.
2. Answers will vary. Here is an example: My grandmother's house is smaller than our house, but it is nice and cosy. We have the same television sets in our houses however we also have a CD player and a decoder.

Activity 9: Use relative pronouns pp. 309

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Relative pronouns; singular and plural forms

In the previous unit, learners practised using relative and personal pronouns. Remember that learners often do not understand when to use "which" or "that". You can remind them of the rule discussed in the previous unit where restrictive clauses are indicated using "that" and non-restrictive clauses use "which".

Again the lesson and activity should focus on how the use of relative pronouns improves communication. In this case, it allows learners to vary sentence length and to create more interesting texts.

Answers

1. The taxi that was going to Durban, stopped to pick up passengers.
2. The passenger who wanted to get out of the taxi, shouted.
3. The vendors who are at the taxi rank sell coffee and vetkoek.
4. The man who sold newspapers was called Phepha.
5. The taxi that was on the road, broke down.

Activity 10: Challenge: Read a radio script aloud pp. 309

Reading process: Before reading (introduce text), While reading (features of text), After reading (answer questions, compare, contrast, evaluate); **Punctuation and spelling:** Quotation marks, spelling patterns, punctuation marks

This challenge activity gives learners practise in dramatised reading, using the skills they learnt around the use of punctuation in a read text. You will need to divide the class into small groups to allow each person a chance to read aloud. You may also allow some learners in the group to create the sound effects to make the activity more fun for the learners.

Activity 11: Write a report pp. 310

Transactional text e.g. journalistic report: Correct format, purpose, bias and prejudice, manipulation, stereotypes, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write journalistic report a following the process approach to writing.**

Learners will have practised several forms of journalistic writing over the year. This writing

exercise provides the learners with a further opportunity to communicate functionally and creatively. It also requires learners to think about grammar and spelling, increasing accuracy in their use of English.

Plan: In the planning stage, you should encourage learners to consult relevant sources and select relevant information. This activity helps learners to integrate interviewing, note taking, and reading skills to reach a practical goal.

Draft: When drafting the report, learners need to focus on their opening and closing paragraphs. Learners need to consider the purpose, audience, topic and genre of the report.

Edit: When editing the report, learners need to assess the register that they have used. Is it formal enough? They also need to check that they have included the facts that they researched in the planning stage.

Proofread: Learners practise thinking about their spelling and grammar. Remind learners that they can use the passive voice and that they can use dictionaries to help with spelling.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment: Let learners assess their own reports. Put a copy of the rubric you use to assess (or transactional texts in general) on the board or projector/white board. Then let the learner use this to assess their own work. This will teach them which aspects to focus on when writing transactional texts. Encourage them to write one positive comment and one aspect they should improve on at the bottom of the assessment.

Unit 18 Preparing for the exams

Unit overview		
Term 4	Week 9	Week 10
Resources	Learner's Book pp. 311-324 Literature Anthology	Learner's Book pp. 311-324 Literature Anthology
Additional resources (optional)	Newspapers, magazines and books	Newspapers, magazines and books
Listening and speaking	Activities 1, 2 <ul style="list-style-type: none"> • <i>Prepare for examination: Speaking:</i> Prepared speech/debate/interview/conversation, prepared reading, unprepared reading Activity 3 <ul style="list-style-type: none"> • <i>Prepare for examination: Listening:</i> Listening comprehension 	
Reading and viewing	Activities 4, 5 <ul style="list-style-type: none"> • <i>Prepare for examination: Reading:</i> Reading comprehension; summary; literature – novel/short stories/folklore, drama/film study, poems 	Activities 6, 7 <ul style="list-style-type: none"> • <i>Prepare for examination: Reading:</i> Reading comprehension; summary; literature – novel/short stories/folklore, drama/film study, poems
Writing and presenting		Activities 8, 9 <ul style="list-style-type: none"> • <i>Prepare for examination: Writing:</i> Essays, long transactional texts, short transactional texts
Language structures and conventions		Activities 6, 8, 9 <ul style="list-style-type: none"> • <i>Reinforcement of language structures and conventions covered in previous weeks</i> • <i>Remedial grammar from learners' writing</i> Language quiz <ul style="list-style-type: none"> • <i>Reinforcement of language structures and conventions covered in previous weeks</i> • <i>Word level work:</i> Revision • <i>Sentence level work:</i> Revision • <i>Word meaning:</i> Revision • <i>Punctuation and spelling:</i> Revision • <i>Vocabulary in context</i>
Informal assessment: See assessment guidelines in the unit.		
Links with others subjects: Life Orientation, Social Sciences, Arts and Culture.		
Inclusivity: The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.		

Teaching guidelines

Quick Check: This Quick check focuses on the features of novels and short stories and provides an example of a matching column question that learners might encounter in an exam.

Answers

Narrator: the person who tells the story

Character: a person or animal who is part of the story

Climax: the most important part of the story, when the main event in the story happens

Rising action: the events that lead up to the climax of the story
Setting: the place where, and the time when, the story takes place
Plot: a series of connected events in the story and how and why they happen
Conflict: the way the characters in the story react (behave) towards each other
Message: what we can learn from the story/what the author wants to tell the reader

Activity 1: Discuss your favourite texts pp. 312–313

Prepare for examination: Speaking: prepared speech/debate/interview/conversation; prepared reading; unprepared reading.

Prepared speech

This exercise is suited to small groups. The exercise sets up informal study groups that focus on literature genres. This is an example of useful ways in which learners can prepare for their exams.

Learners tend to remember more about things that interest them and that they enjoy. So it is important that they choose a piece that they like. By working together in groups, learners have the opportunity to teach one another what they know about their favourite genres of literature. Learners also simultaneously practise preparing for an informal discussion and to read aloud. You can use this exercise to remind learners that simply by studying they can practise key elements for the English exam – such as writing, reading, listening, and speaking.

Learners should take turns to speak. Remind learners that they need to give facts, opinions and arguments and examples to back up these opinions while talking. Remind learners to vary their tone, to use inflection correctly, and to use gestures and body language to engage the others in their groups. Learners listening to one another should also take notes while listening.

By listening to and answering questions, learners can practice using discourse markers and unprepared speaking.

Activity 2: Practise reading aloud pp. 313

Prepare for examination: Speaking: prepared speech/debate/interview/conversation; prepared reading; unprepared reading.

Prepared reading, unprepared reading

Learners should be familiar with the text they have chosen after having discussed it in small groups. Here the learner is able to practise prepared reading. If possible, have learners practise at home giving them plenty of time to prepare. The tips provided in the tip box, help to focus the learners on key reading strategies that they have used over the year.

Again, learners should be in small groups to give each other enough time to each read their pieces. If time permits, prepare a selection of short readings and give one to each learner. The learner can read through the extract silently once and then read it aloud to the group to practise unprepared reading.

Activity 3: Listen to a news report pp. 314–315

Prepare for examination: Listening: listening comprehension.

Listening comprehension

The text for this activity can be found at the back of the book.

In this exercise, you can model reading aloud for the learners, while taking them through the listening process. The learners will be listening to a news report, so ask them what types of questions they should be asking themselves while they listen. These should cover the WH questions as well as how things happened. You can also explain that adverbs of time, place and manner will help signal these things while they listen.

Before listening: Write the heading of the article up on the board for learners to read. Remind them that before listening learners need to think about and predict what they might hear. By activating their prior knowledge of fires and fire damage, learners will find the report easier to understand. Remind them to have pens and paper ready to take notes.

While listening: Learners can choose to take ordinary notes or to create a mind map while they listen. These skills are useful when taking notes in any class and learners can use these notes to help them prepare for all their exams.

After listening: Question 3 can be completed individually; then learners can compare answers with the person sitting next to them. These questions cover both listening comprehension as well as similes and word attack skills. Question 4 can be informally discussed in groups and then answers and opinions should be shared with the whole class.

Activity 4: Practise reading and understanding the features of a poem pp. 315–317

Prepare for examination: Reading: Reading comprehension; summary; Literature: Novel/short stories/folklore; drama/film study; poems.

Literature: poetry

This is an individual exercise where each learner practises and assesses his or her understanding of the poem and its features.

Before reading: Learners practise skimming a poem for an overall sense of its content and use visual cues about the subject of the poem. If there is time, ask learners to define the difference between skimming a text and scanning it. Accept answers that reflect that scanning involves looking for specific things.

Learners are also required to identify external structure and typographic features of the poem.

While reading: Encourage learners to focus on the use of punctuation and how that guides others who want to read the poem aloud. They should also be noticing how punctuation affects the rhythm of the poem. On second and third readings, learners should identify the rhyming scheme and the use of figurative language.

After reading: The post-reading section helps learners to assess their understanding of the poem and of the poetic features that it uses.

Answers

- 1a. The poem is about a sports (soccer) referee and his role on the field.
- b. Yes, the stanzas go from left to right and back and forth, which could represent the

back and forth movement of the ball on the field between the players.

- c. Answers will differ, e.g. “we all love”.
- d. Answers will differ, e.g. stanza one, four nine and twelve.
- e. Answers will differ, e.g. “lose” and “rules” in stanza two, “great” and “hate” in stanza six (learners must quote the full sentences).
- f. “supporters sing”
- g. Figure of speech: metaphor. Learners must note the comparison of the referee and dynamite and the connotations and images that this comparison holds. Dynamite could be seen as both a good and bad comparison, however in the context of the poem it is more likely good.

Activity 5: Revise and discuss poetry pp. 317–318

Prepare for examination: Reading: Reading comprehension; summary; Literature: Novel/short stories/folklore; drama/film study; poems.

This small group activity provides learners with the opportunity to practice prepared reading as well as focusing each learner on identifying poetic features within a poem. When finding a poem to read, learners need to identify at least five poetic features within the poem to guide their selection.

The tables provided in the Learner’s Book provide a useful summary of a poem’s literary features that can help learners with their revision work. Ask learners if there are any features that they are struggling to understand and work through these with them.

You need to again encourage learners to make notes or mind maps to help them structure what they want to say about the poem. Then, when speaking, encourage learners to practise using expression and tone correctly to keep listeners’ interest and to show their comprehension of the poem.

As each learner listens to the explanations of the techniques used, they are revising features of a poem.

Activity 6: Make a summary of a text pp. 318

Prepare for examination: **Reading:** Reading comprehension; summary; **Literature:** Novel/short stories/folklore; drama/film study; poems; **Reinforcement of language structures and conventions covered in previous weeks:** remedial grammar from learners' writing.

Summarising text is an important revision technique and helps learners to understand the text as well as identifying key information within the text. Learners can choose to make point form or paragraph summaries. Ask learners to identify how summaries are assessed in an exam. Answers should include use of own words, keeping to the word count, identifying the key concepts, avoiding unnecessary descriptions or examples.

Activity 7: Apply the reading process pp. 319–320

Prepare for examination: **Reading:** Reading comprehension; summary; **Literature:** Novel/short stories/folklore; drama/film study; poems.

This exercise re-enforces both the importance of and the techniques for process reading. Learners need to first activate prior learning and make predictions about the text and note features of the text, before reading it more than once to gain more understanding of what has been read.

Before reading: Learners practise skimming in the pre-reading exercise. If you want learners to also practise scanning, you can ask them to scan for titles and subtitles or topic sentences.

While reading: Learners practise word attack skills so that they can be better prepared if faced with words that are not in their vocabulary when doing the end-of-year exams. Learners also need to identify topic and supporting sentences to help them follow the flow of the text and the key arguments of the text.

After reading: Learners should work in pairs so that they can discuss the answers and provide each other with tips that they may use while reading.

Answers

1. One: Know the purpose of your reading;
Two: Read to suit the purpose

Three: Find out the background

Four: Use the structure of the text to help you understand it

2. Answers will differ. Learners must substantiate their answers.
3. To inform or educate.
4. The learners (accept any variation of this).
5. The main or general idea of a text.
6. Specific details or information.
7. You should read more slowly and make sure you understand the text.
8. The organisation of the text, e.g. chapters in a novel or headings and sub-headings in a magazine article support understanding and textual navigation.

Informal assessment: Walk through the class and listen to the pairs while they discuss the answers. If learners do not know the basic steps of the reading process by now, they haven't paid enough attention throughout the year. For such learners, emphasise the importance of following each step as a key to success in the exams. Also praise those who know how to follow the reading process and know why it is important.

Activity 8: Revise the writing process pp. 321

Prepare for examination: **Writing:** Essays; long transactional texts; short transactional texts; **Reinforcement of language structures and conventions covered in previous weeks:** remedial grammar from learners' writing.

To write effectively during the exams, learners need to plan, draft, revise, edit, and proofread their work. This exercise helps learners to engage with the process and to consider the sequence that they should use when writing. The exercise is suited to pair work as this allows both focus and discussion.

Informal assessment: Once learners have completed the activity, have a class discussion about the writing process. Elicit from the class *why* it is important to pay attention to all the writing processes and follow all the steps. If learners grasp this, they will also understand the need to prepare for exams and formal assessment tasks.

Activity 9: Revise features of a text pp. 321–322

Prepare for examination: Writing: Essays; long transactional texts; short transactional texts;

Reinforcement of language structures and conventions covered in previous weeks: remedial grammar from learners' writing.

In addition to following the writing process, learners need to apply the features of different writing texts to gain marks in the examination. They need to understand the conventions for short and long transactional texts as well as how to write different types of essays. By sharing out the work within groups of 10, learners save time while covering all 10 different writing text types.

The exercise guides learners in how to revise text types, while giving them practice in both studying and teaching others. This two-fold approach is very useful in fully integrating the learning within each individual.

Informal assessment: Once the groups have completed their tasks, have a feedback session with the class as a whole. You can even let the class have a competition (quiz) between the groups to test learners' knowledge and understanding of the features of the various text types.

Revise language structure and conventions: Language quiz pp. 322–324

Reinforcement of language structures and conventions covered in previous weeks: word level work: revision; sentence level work: revision; word meaning: revision; punctuation and spelling: revision; vocabulary in context.

This language quiz covers many of the main language structures and conventions used over the year. In quiz form, it provides a fun way for learners to engage with language conventions. Many of the questions refer to earlier units and may help to trigger memories of what learners discovered over the year. You can encourage learners to identify areas where they struggle and remind them to practise those areas when studying for the exam.

Answers

- 1 a. fitter b. faster
c. most beautiful

2. Answers will differ:
a. strange b. troll
c. hilarious
- 3 a. unlucky b. disagree
c. non-fiction
- 4 a. months b. boxes
c. potatoes
- 5 a. piglet b. lamb
c. duckling
6. "Mr Mounton" and "Nelspruit"
7. manner
8. a. that b. her
c. my
- 9 a. over b. on
c. to or towards d. off
- 10 a. "Please help me!" shouted the woman.
b. My father went to the shop and bought milk, bread, cheese and eggs.
- 11 a. Post Office b. Street
c. Mister
- 12 a. I am; will not
b. cannot; have not
a. She shouted that she is coming and that she will not be long.
b. My teacher said that they cannot write the exam if you they not studied.
- 13 a. sell b. ate
14. Answers will differ:
a. Who practises hard?
b. What did the dog try to jump over?
c. Where were the bees flying?
d. What were you trying to learn?
a. The dancer practised hard.
b. The dog tried to jump over the wall.
c. The bees were flying around the flowers.
d. I was trying to learn how to speak French.
- 15 a. "You fat lump of lead!"
b. "I love dancing, but after this I wondered if I were the only person in the class that felt like giving up."
c. "Do you think you will ever become a good dancer if you move like that?"
d. I love to dance.
e. "You fat lump of lead!"
f. Figurative meaning. This expression refers to the dancer being stiff or not moving/dancing as freely as the instructor wants her to.

Listening texts

Unit 1

The lady with the brooms

1. She was standing in our street one Saturday morning. She had five brooms and two rolls of black plastic bags in a trolley. She held up a poster which showed she was offering jobs!
- 2.

Do you want to help your community?
Five strong, eager and entrepreneurial teenagers.
Payment to be negotiated.
Fast workers will receive more!

3. My friend, Mandla and I were first because we were bored. The lady, Mrs Bongani, selected five of us and gave instructions:
4. "Each of you will get a broom to clean this street. Because you are still young, and not allowed to work, we are going to play a game! At the end of the day you will be rewarded, not paid!" I looked at Mandla and he looked at me. A game? Good! Money to play? Even better!

Unit 2

Martin Luther King's speech

I say to you today, my friends, even though we face the difficulties (of today and tomorrow), I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "we hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state... (hot with injustice, and cruelty), will be ...(changed) into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

....

This is our hope. (...) With this faith we will be able ... to stand up for freedom together, knowing that we will be free one day.

Unit 3

The bully in a dress

I hated Rosa in primary school. She bullied me.

She was a big girl squashed into her dress like oranges in a net bag. Her brown eyes like angry raisins. She waited at the gate for her 'order': fruit, sandwiches, and chocolate.

My mother was so worried that she took me to a doctor. I couldn't admit I was bullied. The doctor gave me vitamins, but I should have asked for poison!

The bullying started in Grade 7. We were walking behind a teacher. I whispered to my friend Ellie: He drinks too much beer that's why he has a boep!

She told Kate, who sat next to Rosa, and Rosa heard it from her.

Then a note landed on my desk:

Bring me something to eat or I'm going to tell Sir what you said! Rosa.

I felt guilty so I brought the food.

I forgot about Rosa until I walked into a cafe and recognised her behind the cash register. She swayed towards me. She caught my hand.

'I'm glad to see you again! I never had the chance to thank you for feeding me and my siblings. I'll never be able to repay you for your kindness.'

Unit 5

Report on an entrepreneur: Ludwick Marishane

When a friend was too lazy to take a shower university student Ludwick Marishane started some research that has won global recognition for an invention that takes the water out of bathing.

Marishane, a 22-year-old student, invented a product called DryBath which is a clear gel that you can apply to your skin to do the work of soap and water.

The invention, which won Marishane the 2011 Global Student Entrepreneur of the Year Award, has wide applications in Africa and other parts of the developing world where millions of people do not have access to water.

Marishane came up with the idea when a friend said bathing was too much of a bother and a waste of hot water. "My friend was lazy and he happened to say, 'Why doesn't somebody invent something that you can just put on your skin and you don't have to bathe'," said Marishane. Since then Marishane has not looked back.

The product is now manufactured commercially with clients including major global airlines for use on long flights and armies for its soldiers. Marishane also sees it helping conserve water in the poorest parts of the world.

Unit 6

Vulture country

If you ever go bird watching, there is nothing to beat vulture watching – even if they are the ugliest birds around!

At Kempensdrift near Dundee in beautiful KZN you can watch these birds devouring carcasses in a few minutes. In fact, some people call vultures nature's sanitation squad. You can sit in a hide and watch how vultures dance, hop, and eat.

To get to Dundee, travel from Ladysmith to Dundee on the R607. Drive for about 21km and you'll see a board saying Vulture Country on your right. The place is popular, so you'll have to book and ask if they have meat available for the vulture feast you will watch. Remember to charge your cell phones and laptops before you drop in, as a vulture would say.

There are self-catering chalets for humans, but the vultures are fed by the staff. Make sure you have a camera because this spectacle is an African Special – you won't get anything like it in any other place in the world. The

rates are R50 per person for a visit to the hide but the experience is priceless – you will be amazed by Mr and Mrs Vulture and 2000 of their close relatives.

Unit 8:

A matric dance surprise

Some people have to pay R80,000 to meet Olympic Gold medallist Chad le Clos. But all it took for Johannesburg teenager was a bright poster and a question. The 17-year-old bagged herself a matric dance date with swimming's golden boy, and last night she was the belle of the ball at the Glenvista High School function.

Melanie was lucky to look like a movie star thanks to designer Gert Johan Coetzee, who picked a dress in a shiny sequined fabric. She also received a make-over with photographers capturing her fairytale transformation for her big night.

The date kicked off with a meal at Melanie's home. This is not bad for a girl who didn't have a date for the dance... and seeing it was Leap year... she did the asking! Her mom whose idea it was, Yolande Olhaus, said they couldn't believe that it had come together as Melanie had only hoped the poster would get her a picture with Chad.

She was bowled over when Le Clos's agents contacted her after she had held up her poster during a welcoming ceremony at OR Tambo airport. She couldn't believe that Chad was really going to come to her matric farewell!

Unit 9

The Pedi's successful son, "Never stop working" Richard Maponya

The Pedi's of Limpopo and all South Africans are proud of Maponya: a successful entrepreneur and property developer. He built a business empire despite the restrictions of the Apartheid government from 1948 to 1992.

When he was 24 in 1950, Maponya was a qualified school teacher, but he couldn't find a post so he became a stock taker in a factory – counting clothes. He helped his white manager win a promotion and out of gratitude to Richard, gave him off-cuts and shop-soiled clothing. He took these items to Soweto, and sold them for a profit. Richard still thinks of that man kindly.

When he had saved money, he tried to open his own clothing shop, but he couldn't obtain a licence even with the support of a law firm called Tambo and Mandela. So he and his wife, a cousin of Mandela, started a dairy. Young boys on bicycles delivered fresh milk but if the boys were late he delivered the milk himself. By the 1970s, he had two general stores, a car dealership and a filling station.

Maponya's tied his colours to the mast when he became a race-horse owner. He chose the colours of the banned ANC, black green and gold.

In 2007, Mandela opened the Maponya Mall in Soweto. It is one of the largest in the country.

Richard lives by his motto: Never stop working!

Unit 10

The boy from the orphanage

WOMAN: Good morning. What do you want?

BOY: I'm here to chop wood for you, Madam.

WOMAN: You're very small. I don't know if you can manage it. Chopping wood is a hard job.

BOY: But, Madam, size isn't important. I chopped wood at the orphanage for a long time. I always finished my work.

WOMAN: I need enough wood to fill my shed. Then I'll give you a dollar.

BOY: If I do more than that, can you pay me two dollars, please?

WOMAN: No, a dollar is what I said. If you do more – but I don't think a kid like you can- I'll think about more pay. You'll find an axe in the shed. Be quick now.

BOY: I'd rather use my axe which I sharpened today.

WOMAN: Good. That's fine by me. Be sure to finish by midday!

BOY: But it's 10-0- clock now. Could we say by one –o – clock?

WOMAN: OK. But remember I need a shed full of chopped wood! Make sure you fill the shed!

BOY: You'll have it ma'am.

Unit 11

Letter to the newspaper

Dear editor,

Last week we experienced the heaviest rain of the winter and our river burst its banks. The homes and possessions of people who live on the river bank were swept away. Some people thought the flood would kill them and others ended up losing everything they own. Poor people, indeed but our municipality must get some of the blame. Why did they let people build near the river bank: we all know that river floods every year! Since records began there have been reports of the river flooding every few years. What must the poor people do? Local churches and schools have offered shelter to the people but it is surely up to the municipality to see that people have safe housing!

I know that in the past, the municipality has given blankets and groceries to people whose houses were flooded. The reality is that's like closing the gate after the horse has bolted. Wouldn't it be better if that money were used to build safe housing? Why do we as citizens put up with this disaster happening year after year?

Yours faithfully,

E. Plaaitjies.

Unit 13

My cousin in Cape Town said that we were going up the mountain in the cable car. Before we went she told me something about it. In 1933, the cable car will be 84 years old. It has carried more than 15 million visitors to the top of Table Mountain. But, no, it isn't the same cable car! The first car had a tin roof and wooden sides. Visitors had to move around to look out of the windows. Today's one was made in Switzerland- a land of many mountains. The floor goes slowly round so that you can see everything through the windows, without having to move. It takes less than ten minutes to reach the top.

I was afraid of going up in the cable car. I hated the idea of hanging far above the town. My cousin said, "Don't worry! The cables are very strong. They weigh more than 18 tons. Nobody can fall out of the windows because there are bars across them. Famous visitors, for example, Queen Elizabeth of Great Britain and Oprah Winfrey have been up the cable car. If they enjoyed it so can you!" And I did! It was cool!

Unit 14

The story teller

"We were a ragamuffin bunch of kids. No school to go to. Therefore no need for shoes. Nothing to do all day but play. If we had an idea to do a thing, we'd do it for weeks, and then suddenly it doesn't interest us any more, and we do something else. This time we were just frolicking in and out of the sea running by our village. We waited while the fishermen were pulling their nets to the boats. We helped them. There was a lot of noise and shouting. They wouldn't take us with them. We chattered like monkeys they said. We'd frighten the fish away.

There was Neela. She was the eldest. And Miti. Parbhoo. My brother, Pacha. Me. And others. We were inquisitive. Going in and out of every cave we found. We were too cheeky for Neela to control. We always ran away from the village before we could be given jobs to do. Though we didn't mind helping the fishermen

because we wanted to be taken along with them, only they never wanted us with them. At the end of the day we went home wet and speckled with sea sand.”

Unit 15

Olympic tales

Shortly before the 2012 Olympics, Yohan Blake shocked the world when he beat his fellow Jamaican training partner Usain Bolt in the 200 metre men’s sprint event. The sprinters were taking part in the Jamaican Olympic trials at the National Stadium in Kingston, Jamaica. Blake recorded a time of 19.80 seconds, which was 0.03 seconds faster than Bolt’s time. This is the second time that Blake has beaten Bolt over 200 metres.

Usain Bolt currently holds the world record in the 200 m men’s sprint event which he retained with a gold medal at the 2012 Olympic Games in London. Bolt is an international star with masses of fans all over the world. He won three gold medals at the Olympic Games in 2008 and another three in 2012 and he has broken many records in the 100 metres, 200 metres and 400 metre races. As the fastest athlete in the world, he has earned the nickname “Lightning Bolt”.

Before the 2012 Olympics, many people wondered whether Yohan Blake would beat Usain Bolt. He didn’t, but the races were very exciting. [181 word]

Unit 17

Four four – straight town

Sounds effects (FX): Buzz at the rank. Queue marshals shouting, hawkers, hooting, etc.

1. Jaja: (Shouts) Straight town! Straight town this side!
2. Hawker: (Passing by) Dzunga for you ... All sizes great and small ... Dzunga ...
3. Jaja: (Shouts) Straight town! One more. One more –straight town!
4. Dorah: Straight town, baba?
5. Jaja: Yes, mama. Get in.
6. Man 1: (Nigerian accent) Eh, but there’s three of us already. Big mama won’t fit here.
7. Dorah: Ey, wena kwerekwere – who are you calling big mama?
8. Man 1: Eh, why you call me kwerekwere?
9. Dorah: Why do you call me big mama?
10. Man 1: You’re too big, you won’t fit on the seat.
11. Dorah: You’re a kwerekwere, you don’t belong in this country!
12. Jaja: Get in mama – we don’t have the whole day!

FX Passengers mumble (“Eish!” “Yo”) as they are squeezed together uncomfortably.

13. Jaja: Straight town! Shosholoza!

FX: Combi door slides closed and cuts out all sound.

CORE READER ANSWERS

FOLKLORE

1 The man with a tree growing on his head

After reading

- 1 This activity encourages the learners look to at plot development. Learners must work in pairs to complete the summary. Check the answers as learners will use them later in the activity to write a drama.

African things in the folktale could be:

- lived in a hut
- huts in the background of the picture
- payment in cows
- using charms and herbs to cure problems
- the woman in the picture is wearing “African-style” clothes.

- 2 The man broke his promise to pay her two cows for his treatment. This tells us that the old woman might be able to foresee the future, has some psychic abilities or is very good at judging people’s characters.

- 3 This activity encourages learners to re-read the story closely in order to convert it into a different genre (a short drama/play). Work in groups. Remind the learners of the plays and dramas they have looked at in their Learner Books. Give the learners these instructions:

- Write down a list of characters.
- Describe the setting.
- Write down what each character says.
- Use stage directions to show how people speak, how they behave or how they respond to each other.
- Leave an empty line between each character’s words.
- Do not use inverted commas.
- Act out the best plays for the whole class.

2 A Roman legend

After reading

- 1 Learners will need to skim and scan the legend in order to fill it in accurately. The focus of this activity is to be able to distinguish between fact and fiction.

Legendary events	True/historical facts
Kings Numitor and Amulius and Silvia. The god, Mars. Twin boys born to Silvia She-wolf cared for the twins. Twins adopted by a shepherd. Silvia and the shepherd met. Romulus and Remus elected as leaders. The builder, Celer. The argument about the name of the city. The story about the birds. How Remus died. Mars taking Romulus away in his chariot to the home of the gods.	Alba is a part of Italy. Rome is built near the River Tiber. Rome has seven hills. There are hills called Aventinus and Palatinus. Rome used to have walls around it. Rome really was built in about 753 BCE. There are many old grand buildings in Rome. The name of the city is Rome.

- 2 The characters shown are Romulus and Remus and the she-wolf. The she-wolf is feeding and looking after the two baby boys.

- 3 Answers may vary. Go through characterisation techniques again if necessary.

King Amulius: wicked; usurper (forced Numitor from his throne); heartless (wanted to drown the babies); cruel (ruled cruelly); coward (killed himself instead of facing the consequences of his actions).

Silva: beautiful; princess (daughter of King Numitor); priestess (in the temple of the goddess Vesta); a good mother (she did not want to let her sons go, and was very happy to see them return); forgiving (not angry with the servant when he brought the news about her sons).

Romulus: Strong; brave; clever; famous; marvellous; much-loved king.

Remus: Strong; brave; clever; famous; marvellous; bitter (about losing the naming rights to the city).

Casca: very good builder; violent; impulsive; angry.

4 Work in pairs: Learner's own ideas; suggestions:

- A wolf's milk is not suitable for human babies.
- A wolf lives in a pack and the other wolves might harm the babies.
- Wolves live in cold forests – babies would get cold, have no clothes to protect them.
- Wolves run very fast – how would the babies keep up with them?
- Wolves do not speak so babies would never learn a normal human language

- a. "Fire said, "I am Fire." (There are many examples of Fire saying something but use only one.)
- b. Fire has "his head and body and his feet and legs."
- c. "Fire agreed to visit the family."
- d. "His long red fingers snatched grass..."
- e. "His great red arms stretched out..."
- f. "Man went to see Fire to talk about the problem."
- g. "He made the people promise..."

5 To show that they have understood the "lesson" in the myth, the learners must work on their own to write a few lines about fire which shows their experiences with fire – showing either dangers or benefits. Let the learners read out their stories to their groups or to the class.

6 Work in pairs. Learners must discuss two proverbs: "You don't have to fight fire with fire" and "A burnt child shuns the fire". Ensure that learners understand the meaning of the proverbs. "To fight fire with fire," means fighting a bad/evil thing with another bad/evil thing. "A burnt child shuns the fire," is similar to "once bitten, twice shy," meaning you should stay away from things that have "burnt" or hurt you previously.

7 Answers will vary. Learners must think of or find out about another proverb about fire and explain what it means. Ensure learners have understood the proverbs and explained them correctly. Learners can share their proverbs and explanations with the class.

3 The day humans met Fire

After reading

- 1 Winter.
- 2 The man saw red and orange sparks shooting out near the ground.
- 3 The man sees the fire → The man invites Fire to visit his home → The man tells his family about Fire → The man visits Fire often → The man invites Fire to his home → Fire visits and burns down the homestead → The family discovers and enjoys the cooked food → The family invites their neighbours to enjoy the food with them → All of the San people want to invite Fire to their homes, without the damage he causes → The man and Fire agree that Fire can visit their homes if he is carried into their yards on a rock.
- 4 This activity encourages learners to re-read the myth closely and copy from it accurately. Let the learners work alone to write out at least five examples of personification which must be copied exactly/quoted from the myth.

4 The rabbit and tiger and

5 The clever hare

After reading

- 1 Answers will vary. Learners should write a variation of the following: Moral of *The rabbit and the tiger*: Intelligence or cleverness, not strength or size, is what makes animals/people strong; intelligence is

more powerful than size. Moral of *The clever hare*: Intelligence cleverness can conquer strength or size.

- 2 The parrot was trying to warn Prabhavati about the dangers of the outside world.
- 3 Answers will differ. Learners may compare the tiger to criminals, bullies, etc.
- 4 Learners' own opinions.
- 5 Hare: lazy; clever; mischievous; cunning; tricky; good at planning.
- 6 Learners' own opinions.
- 7 Work in groups to do this activity. This activity encourages the learners to re-read the second fable and convert it into a different genre (drama/play). They should work in groups to write a play. After reminding the groups of the dramas they have looked at in their Learner Books, give these instructions to the groups:
They must plan their play like this:
 - Write down a list of characters
 - Make a timeline of the plot of the fable like this:
Famine ---- elephant tells animals to farm---- animals disagree ---- animals start to farm (continue timeline)
 - Decide which parts of the play will be spoken by the narrator (e.g., the first paragraph)
 - Write the play. Remember to include stage directions and to leave a line between each character's speech.
 - Rehearse your play.
 - Some groups can perform their play for the rest of the class. Others can rewrite their plays neatly and illustrate them for display around the classroom.

6 The three sillies

After reading

- 1 Encourage learners to read the questions and then skim the folktale for the answers. They should work by themselves.
 - a. F. "Every evening the miller came to visit the daughter and often stayed at the farm for supper." OR: "By now the family was crying more than ever because the daughter had lost her sweetheart."
 - b. T. "He went straight to the barrel and turned the tap off."
 - c. T. "So she pushed and pulled the cow up the ladder and on to the roof."
 - d. T. "The moon's fallen into the pond..."
- 2 This activity focuses on revising plot development and using oral skills.

First each learner must work alone to complete the writing frame then each learner must retell the story to someone at home.

Title: The three sillies (in speaking the learner will say, "The title of this story is...").

Introduction: A farmer and his wife had a daughter. The daughter was going to marry a miller. At supper the girl went to the cellar.

Event at the farm: She saw an axe in the ceiling and worried that the axe might fall and kill a baby that the miller and her might have. Her parents came down... The miller came down... He said he wouldn't marry the girl unless he could find three sillier people...

Event with the woman: The miller saw a woman who was trying to push a cow on to her roof. She pulled a rope through the chimney and killed the cow.

Event at the inn with the trousers: The miller stayed in a room with a man who tried to jump into his trousers every morning.

Event at the pond: The miller saw a man trying to rake a reflection of the moon out of a pond. This man thought it was the real moon.

Conclusion: The miller thought the woman, the man at the inn and the man at the pond were all sillier than the farmer's family so he went back and married the farmer's daughter and they lived happily ever after.

7 How Prometheus made humans and gave them fire

After reading

- 1 Read the amaXhosa myth with the class. Ask a few questions: e.g., why do you think this is a myth? Could all the animals in the world fit into a cave? What do scientists say about how human beings came to Earth?
- 2 This activity reminds learners that all societies have myths and many of them try to explain the same phenomena. Let the learners work with a partner to copy and complete the table. (They must write only “yes” or “no” in the second and third columns.)

About the myths	amaXhosa myth	Greek myth
Does the myth tell us who created humans?	No	Yes
Does the myth tell us where humans were created?	Yes	Yes
Does the myth tell us what humans looked like?	No	Yes
Does the myth say that plants and animals were created at the same time?	Yes	No
Does the myth tell us what humans can do?	No	Yes

- 3 Work alone: learners must re-read the last three paragraphs of the Greek myth carefully and rewrite it in their own words, using direct speech. Learners must imagine how dreadful Prometheus felt: use adjectives. After writing, learners can role-play Prometheus telling the humans what happened. The last paragraph should be something like “From now on you must

respect/obey the gods...” Check learners’ spelling, grammar and sentence/paragraph construction.

POETRY

1 Dance of the rain

After reading

- 1 Work in pairs.
 - a. Our Sister, she peeps, her eyes, she laughs, she waves, her bangles, her beads, she calls, she tells, invites, her footprints, her feet, her copper rings, her forehead, with both arms.
 - b. Shy, friendly, quiet.
- 2 Work alone.
 - a. Metaphor and personification.
 - b. The poet is describing the grey clouds that we see when it rains.
 - c. The poet compares the grey clouds with a big grey blanket.
 - d. Open answers: Yes, the comparison is effective because it creates an image of something big, soft, grey and fluffy in the sky.

2 Not him

After reading

- 1
 - a. The father is a stable, reliable, respected and self-disciplined man who probably makes people around him quite scared. He is religious and does not allow himself or his family to do anything wrong (like drinking too much alcohol) or frivolous (like dancing).
 - b. Open answers: The father probably dresses in a very conservative way in dark trousers and shirts or suits, with closed lace-up shoes. He may wear a hat on his head.
- 2 The poet describes how the father reacts to music by wriggling his toes. We do not expect this from the man who has been described as being very respectable and unemotional and quite severe in some ways.

- 3 Learners must write a poem about someone they love and know well. Check learners' spelling and encourage figurative language use.
- 4 Learners work in pairs and perform the poem to the class.

3 Friendship

After reading

- 1 Learners work in pairs.
 - a. Keep it; protect it.
 - b. Don't throw it away; don't neglect it; don't break it.
 - c. It means that people from different countries and cultures can be friends, and that people do not have to live in the same area or country to be friends.
 - d. Very important.
 - e. We can find friendship just by looking for it and being aware of other people around us. We should be open to offers of friendship.
- 2 Learners use the poem to create a rap. The poem can be divided up into sections every three to four lines. Learners can act out the sections of the poem/rap together (like a chorus) or individually.

4 Chameleon

After reading

- 2 a. Open answers: Chameleons move very slowly with jerky movements. But when they catch something to eat, their tongues shoot out very fast to catch their prey.
- b. Open answers: The message is that appearances are deceptive. The chameleon looks very slow but it is capable of reacting fast.
- c. The rhythm changes because the movement of the chameleon changes. The poem therefore enhances or reinforces the meaning by imitating the movement or rhythm of the chameleon.

- 3 Learners work in pairs to write a short poem. Check learners' spelling and encourage figurative language use.

5 Verbs

After reading

- 1 The poet is saying that verbs are difficult to learn because they don't all follow the same spelling rules.
- 2 Learners practise saying the poem out loud. As they read, learners must think about the rhythm and mood of the poem and the effect they have on the poem.

6 I wish I could sing

After reading

The questions are all open questions. Learners give their opinions and then support their opinions. The following are some suggested answers:

- 1 To say thank you to her family; to praise women who have done good things; to change people around her; to change her neighbourhood into an exciting and interesting place; to give the hopeless a better life; to make the dying healthy and strong again; to give hungry people food to eat; to change society into a moral society.
- 2 It makes me feel sad to think that there are still people in the country who are not happy, but it is also inspiring to think that there are people who still hope to change and improve our society.
- 3 The poet means that she wishes her singing could influence and change the behaviour of troubled people in her country, who have turned away from their culture and who do things that are not acceptable. She wants to help these people change into good citizens.

- 4 Yes, I think it is still relevant because our society is still troubled in many areas. There are still people who are “lost” and/or “immoral” and who need help from others.

7 Two worlds

After reading

- 1 The questions are all open questions. Learners give their opinions and then support their opinions. The following are some suggested answers:
 - a. The poet is describing the different ways of life that different people have even though they may live close to each other.
 - b. The message is, perhaps, that life is not fair, and that some people have things that other people don't (but should) have.
 - c. The poet repeats this because he is appealing to the emotions of his readers and trying to get them to think in the same way, and see his point of view.
 - d. ‘You’ in the poem refers to the people whom the poet thinks are more fortunate than he is, the people who have everything he wants.
 - e. Open answers: Yes, I had not realised how lucky/fortunate/privileged I am.
- 3 Learners write their own poems. Check learners’ spelling and encourage figurative language use.

8 Prayer to laughter

After reading

- 1 Learners work alone.
 - a. Personification: “giver of “, “you who ...”,
 - b. Repetition: crack us up crack us up
 - c. Alliteration: send us stitches in our sides
 - d. Rhyming: times/sides/eyes
- 2 a. “You” refers to laughter. “We” is used to refer to people who are sad/unhappy and who the poet thinks need laughter to make them feel better.

- b. Open answers. For example: Yes, I agree. You always feel better when you are able to laugh at something. No, I disagree. You need to deal with problems properly and not just seek an escape through laughter.
- c. You, us, our, we. The pronouns are used for the personification of laughter. The pronouns also make the poem very personal and immediate, as if the poet is talking to each reader and including the reader in his/her thoughts and wishes.
- d. The poem is called “Prayer to laughter” because the poet is making a wish, or a prayer, for there to be more laughter in the world. We say prayers to say thank you and we say prayers when we need help. We speak to God when we say prayers. We can use language like “O” and “give us” and “we beg you”.

- 3 a. It tickles our stomachs (“you who rule our belly with tickles”); we laugh at the wrong times (“you who come when not called, you who can embarrass us at times”); it gives makes our sides hurt when we laugh a lot (“send us stitches in our sides”); makes our eyes water/cry (“shake us till the water reaches our eyes”); makes us unable to stand up straight (“buckle our knees till we cannot stand”).
- b. Open answers. For example: my face crinkles up, my mouth stays wide open.

- 4 Learners’ personal answers.

9 Snow and

10 Cape Flats

After reading

- 1,2 Open answers. Learners should support their answers like this: I liked... best because it made me smile/the poet used very descriptive words/the haiku is very positive/it says so much in a just a few words.
- 3 Learners draw or paint a picture of a haiku.

- 4 Learners write their own haiku. Check learners' spelling and encourage figurative language use.
- 5 Work in pairs. Learners improve their haikus.

11 A praise song for Nelson Mandela

After reading

- 1
 - a. He repeats the letter 'a' to emphasise the way the words are spoken or sung – the singer has to make them sound long and drawn out to get people's attention.
 - b. The poet puts an exclamation after the words to show that the words must be shouted aloud to get people's attention.
 - c. He repeats the words to create rhythm and to get people's attention.
- 2 He has returned to his home; he is important; people from the house (family) of Phalo, Moshoeshoe and Senzangakhona live in his community.
- 3
 - a. A young bull (bullock).
 - b. Yes. It is often a symbol of wealth and strength. (Learners can give their own suggestions here as well.)
 - c. The characteristics that are important are the beauty and strength of the bull. The fact that a bull is not afraid of anything and that it can be quite fierce, may also be implied in this metaphor.
 - d. Open answers: Yes, I think it is because a bull is a good example of a beautiful strong animal.
- 4 Learners work in pairs and write their own praise poems. Check learners' spelling and encourage figurative language use.

SHORT STORIES

1 I thought drunkards were never heroes!

After reading

The learners should work in groups to re-read the story to find details about the narrator, the characters and the plot, which will help them to answer the questions. After finishing their answers, the groups can report back and discuss their answers with the class.

- 1
 - a. The words in brackets are written as if the author is speaking to the readers of the story directly – giving extra information.
 - b. No, the narrator is sometimes "irritated" (not hating the father) but mostly they "enjoyed" him because he "hosted a stand-up comedy show"; received "ovations" and was "hilarious."
 - c. The narrator leads up to the man's entrance by saying that the door "shrieked" twice, there was a "bang" and then the door "swung open".
 - d. "head (of the family); "(who was the) boss."
- 2 Learners complete the table by themselves. This activity revises stereotypes, which the learners have covered in their Learners Books. They will have to skim the story for their answers. The answers may vary but should mean the same as the following:

What the narrator thinks:
All leaders are: brave and responsible, confront danger, look after younger or weaker people.
All drunkards are: irresponsible, unable to protect other people, uncaring about their children.

- 3 This is a simple question, which learners can answer as a class.
C The father kills the man who came in. After answering the question, ask the class whether they think the father's action was justified and what they think of this as a climax. How does this climax change the narrator's life?

- 4 Revise the meaning of “irony” (using language which has an opposite meaning). Ask the class for the answer: The title tells you what the narrator thought but at the end the “drunkard” is a “hero” – and the father was not drunk, he was sleeping outside.
- 5 Learners draw and complete the table.
Ensure learners understand the features of a short story.

2 In memoriam

Work through all of the *Before reading* and *While reading* activities with the class. Discuss the important extra information about the story, the author or the background to the story, which will make the story more comprehensible to the learners.

After reading

The learners can work in groups. They will have to skim the story for details and, where required, one person in the group should copy quotes from the story accurately. At the end of the activity, let learners report back from their groups. Do all the groups agree with the answers?

- 1 a. No. “For two years of my life I did fight... (‘instead of ‘I fought’); “those blerrie old blanke bastards...” (“blerrie” instead of “bloody”; “blanke” instead of “white”); “a bright red what was a sad sight...” (instead of “that/which was a sad sight...”).
- b. We know he is dead because the narrator uses “would” as a past form (= what a person often did in the past). Also, “My grandfather was a story teller... a gentleman with a soft heart.” (If the grandfather was still alive, he would still have these characteristics.)
- c. Some sort of work where he used his hands often, for example, gardening, plumbing, motor mechanic, etc. (A manual worker.)
- d. D

The learners should work by themselves to re-read the story so that they can copy and complete the summary table.

What the narrator says about his grandfather	How is this shown in the story?
He was a story teller	“He told me stories before I went to bed.”
He was a soldier	“...we did run away from home to go and sign up.”
He was a war hero	“For two years of my life I did fight for my country.”
He was a doctor	“...mixed up an old family or war recipe to take the pain away.”
He was an animal lover	“He would take Scampie for a ride on his ‘World War Two Raleigh.’”
He spoilt me	“He always rebelled against my mother by spoiling me with sweets.”
He was religious	“...while saying grace, he would always be an example for the rest of the family.”
He had good table manners	“His hat would be off, his hands clean, and even his serviette would be neatly folded.”

3 Love is proved in the letting go...

After reading

Learners can work in groups to scan sections of the story to answer the comprehension questions. Let a person from each group report back with the answers and let others comment on or discuss the answers given.

- 1 a. The narrator mentions that the man’s first comment is, “What about Charlie?” and as his few belongings, “mismatched bedding which he and the dog shared” and, “a photograph of Charlie and his master enjoying...”
- b. He was trying to sell something at people’s doors. He was not successful

because they all said “Not today” or “No, thank you.”

c. The dog’s eyes.

d. He was unemployed, could not sell anything, OR learners’ own ideas e.g., he had no family to help him, he had been sick and unable to get a job, etc.

e. She was wearing perfume; she was wearing ‘Jenni Button’ clothes; she had a leather handbag; she had perfect teeth; she wore a pearl necklace, her nails were manicured.

f. Learners’ own suggestions but e.g., “I don’t know you,” “I don’t want to buy anything.”

- 2 This activity encourages the learners to imagine what happens after the conclusion of the story and convert their ideas into a different genre (drama). Remind the learners that the woman was friendly and says in the first line that the dog is “nice”. Read the first lines given in the reader with the class and then divide the learners into pairs to complete the scene.

Each pair must write at least three more lines for the woman and for the man. They must write the lines as a play (no inverted commas), leave an empty line between speakers and give stage directions where needed. Some pairs can then act out their scene for the rest of the class.

4 The story teller

The story is about some children who are taken by trickery to another country and is therefore relevant to the idea of children being tempted to leave their homes and go to other countries or to big cities to work for other people. Talk about this social problem in general before reading this story. Note: an extract from this story is in the Learner’s Book, but only deals with the happy children playing on the beach. If the learners have read this extract, ask the class what they think might happen to the children in it.

This story is supposed to be a story handed down in the narrator’s family, so the narrator in the story is not the author. This may be difficult for learners to understand so you will have to explain this to the learners. To test their understanding, discuss the *Before reading* and *While reading* activities.

After reading

- 1 a. It is not clear whether the narrator is telling a true story because the author tells us (in the introduction) that she never found out whether this family story is true or untrue.
b. Open answers. Learners must substantiate their answers.

- 2 Ask the learner’s to find examples of the below characteristics in the story.

The narrator is: Adventurous, cheeky, playful, frightened.

Neela is: afraid, bossy, careful, responsible.

The shipmen are: all of the characteristics in the box (at different points in the story). The learners should be asked to find the point in the story where the “kind” people become “tricky kidnappers.” How do we know that they came from South Africa? (Answer: the sea voyage ends at Durban.)

- 3 a. India (names of characters, they did not understand English but they understood an Indian man from their village, they “were crying as we watched India going away from us.”
b. In Durban. “The Bluff” is a part of Durban in South Africa.
c. They tricked them into going to South Africa.

- 4 This activity will show the learners how the story developed. The text in the boxes should look like this:

1 The children played on the beach. 2 They saw a ship. 3 They helped the rowers from the ship to pull the boat on to the beach. 4 The men came back from the village and invited the children to go to the ship. 5 They felt brave enough to go to the ship. 6 At first

it was fun on the ship but later they wanted to get off it. 7. They arrived in Durban.

Extra questions:

What sort of a person was the Indian man who came back from the village with the shipmen? Why did he “stay on the beach”? What arrangement was he making with the shipmen when he “went into a huddle” with the shipmen?

Did the officials in Durban believe that the boys had been tricked? What did the officials say had happened to the boys’ parents?

The boy arrives in Durban at Christmas. Christmas celebrates the birth of Christ and it is a happy festival. In what way is this not true for the boy?

At the end, the narrator says he “has never been home to India”. Why do you think he never returned?

5 Rammuthi and the crocodile

After reading

- 1
 - a. He is strong with powerful arms and legs; his shoulders are broad.
 - b. Because he is stronger than other boys, he is confident.
 - c. Because he always wins any fights.
- 2 “Many villagers began to develop a strong dislike for him because of his arrogance.” “His strength was his weapon and so he carried no molamu – a fighting stick – like the other young men of his age.”
- 3
 - a. “I belong to the Bataung – the people of the lion – and isn’t my mother from the Bakubung – the people of the hippopotamus?” (He is saying that nothing can hurt him because he belongs to the strongest clan.)
 - b. He has learnt that he cannot manage on his own: he needs help.
 - c. Learner’s own answers – but must give reasons. Example: “yes, because he has had a terrible lesson,” but the author does not say

that Rammuthi learnt a lesson. (Rammuthi could even boast that he had escaped by his own efforts!)

- 3 C
- 4 Learners retell part of the story with a drawing. This activity encourages the learners re-read part of the story closely so that they can draw it and use labels. Let the learners share their drawings and display them.
- 5
 - a. Let the learners role-play Rammuthi’s walk to show that they understand this simile.
 - b. For example, if you know that somewhere is a dangerous place to go to, and you want to warn someone about it.

Point out other figurative expressions in the story and ask the learners to explain, act or use them. For example: “hold a dangerous bull by the horns and throw it as if it were a huge pumpkin” (simile); “their heads soon swell with pride” (metaphor, comparing a head to a balloon or ball); “The pain was like the thrust of a spear” (simile); (The crocodile) “was back in the river to invite his friends to this rare feast” (personification: the crocodile seems like an evil person or a cannibal); “The invited guests” (the crocodiles) had arrived” (personification) “The bird (Rammuthi) had flown” (metaphor).

6 Johanna

After reading

- 1 Let learners answer these comprehension questions by themselves after re-reading the first page of the story.
 - a. The family ate only “acorn stew”.
 - b. In five houses outside the “village”.
 - c. Never to go into the forest at night.
 - d. Her father, a great uncle and two young female cousins.
 - e. Because her mother is so ill that she has to go and fetch the doctor from the village.

- 2 a. Learners can work in pairs to re-read what happened in the woods (the events) and complete the sentences.

- Her head feels clearer.
- Her hair was moulded to her head.
- She did not feel ugly or heavy or graceless. Or cold or winded.
- Her feet sounded like a tattoo (note: a tattoo here means a sound like drumming – not a permanent image made with needles on a person's body).
- Her steps got longer.

b. "Shivering with relief..."

c. She pawed the snow with her feet; and "She tried to speak... but nothing passed her closed throat."

d. The learners should be able to answer: They all turned into deer.

- 3 Let the learners work in pairs to re-read the end of the story and then imagine what happened next. Write this new ending as a dialogue between the doctor and his family or housemates. There will be different dialogues so let some pairs role-play their dialogues.
(Note: If you think this is relevant you can share it with the learners: "Chevril" is an older English word which describes a hoofed animal, like a goat or deer, so a hint about the meaning of this story is given in the name of the family. However, the story is comprehensible without knowing this.)

- 4 Open answers. Learners must say **why** they would/could become the animal they choose.
- 5 Discuss this question with the whole class or in groups. Learners must give reasons for their answers.

DRAMA

Mimi, E-2.0 and the gang

After reading

- 1 Learners work individually and answer the questions.
- a. 'Like that time with the spider...'
 - b. Open answers. Learners should note the flashbacks are necessary as they provide information that assists the audience/reader in understanding what had happened prior to the current action.
 - c. They are very fond of each other. They engage in playful teasing and help each other with schoolwork. They provide comfort and support and are aware of the strengths and weaknesses of each person.
 - d. He is nasty and mean. He insults Sameera about her weight because he felt that she belittled him by answering the question correctly. He obviously finds it hard to admit his weaknesses. Therefore, his only outlet is to humiliate her. He is a spoilt brat and says hurtful things about money because he comes from a wealthy home and therefore he insults those less privileged than him.
 - e. It suggests that they are inseparable and attached to each other like glue.
 - f. Mimi unveils the robot that she has created.
 - g. Yes. It increases the tension because the audience is wondering about the purpose of the robot that Mimi has been working on and they have to wait for Act 11 in order to find their answers. Consider a valid 'No' response depending on how learners justify it.
 - h. Conflict within Mimi who feels she didn't do enough for Elton when he was alive. She therefore decides to build the robot. Conflict between Dwight and Sameera when he insults her. Conflict between Jaco and Dwight when Jaco threatens him, etc.
 - i. Open answers. Learners must explain their answers in full.
 - j. After Mimi built the robot, Mimi invited her friends over to her house to show them

the robot, and in building him brought the friends together again.

2 Learners work alone and complete the table.

Character	What does he/she say or do	What do we learn about him/her
Mimi	How dare you! How dare you show your face after what you did.	Short-tempered, unafraid to express her opinion. Loyal to her friends.
Jaco	Wow Miems. I would never be able to figure this out without your help.	Appreciative. Admits his shortcomings.
Elton	You don't need help to look like an idiot Dwight.	Outspoken, unafraid to voice his opinion.
Sameera	It will be okay Jaco, I am sure your father will understand it wasn't your fault.	Caring, considerate, pacifying.

3 Learners perform the play. They will need to choose a stage manager and a director, and they can hold auditions for the actors/performers for the different roles.

4 If it is not possible for the class to produce the entire play, learners can act out one or two scenes during class or after school. Encourage learners to do this as it will be fun, and it will help bring the play to life and make it possible for the learners to imagine the scenes more clearly.

Review Copy

Mid-year examination: English
Second Language Paper 2
Memorandum (Learner's Book)

SECTION A: COMPREHENSION

QUESTION 1

- 1.1 *apparently* ✓ (1)
1.2 Yes. He has killed four people. ✓✓ (2)
1.3 The animals are not the same kind – a rhino, a large bird and a wildebeest living together in an enclosure can be regarded as strange. ✓✓ (2)
1.4 They see the rhino but they disregard the gnu and the ostrich. ✓✓ (2)
1.5 False. Billy uses his horns. He kills them “double-hornedly”. ✓✓ (2)
1.6 The hack saw. ✓ (1)
1.7 Billy doesn't like foreigners. ✓✓ (2)
1.8 Mr van Aardt laughed because he said Billy and Lara had heard about rhino poaching. They are animals and don't read newspapers or listen to the news. ✓✓ (2)
1.9 A – to damage a body very badly. ✓ (1)
1.10 Two of the following: Billy is xenophobic/Billy doesn't like being ignored/Billy heard of rhino poaching/Billy feels jealous that his horns aren't desired by poachers. ✓✓ (2)
1.11 (a) They earn money – lots of it. ✓ (1)
(b) The Chinese pay for the rhino horns. ✓ (1)
1.12 Normally humans shoot animals and this is called the “kill”. Billy has killed an intruder and he guards his victim. ✓✓ (2)
1.13 The second intruder who got away can run very fast/will be able to beat Usain Bolt at the next Olympic games. ✓✓ (2)
1.14 B – frightening. ✓ (1)
1.15 Animals can't testify against their attackers. ✓ (1)
1.16 The police regard Billy as a policeman who protects people from thieves and other criminals. ✓✓ (2)

- 1.17 Yes (preferably). Rhinos are being killed at an alarming rate and we should impose stricter laws to combat this. (Any useful suggestion for curbing rhino poaching.) ✓✓✓ (3)

30 divided by 2 = 15]

TOTAL SECTION A: 15

SECTION B: LANGUAGE USAGE

QUESTION 2

- 2.1 The buffalo asked why they call them wild life. ✓✓ (2)
2.2 disgusted ✓ (1)
2.3.1 think ✓ (1)
2.3.2 is ✓ (1)
2.3.3 listen ✓ (1)
2.4.1 watching ✓
2.4.2 who ✓
2.4.3 at ✓
2.4.4 These ✓
2.4.5 observed ✓ (5)
2.5 It is very funny when you look at human behaviour through the eyes of animals. ✓✓✓✓ (4) [15]

TOTAL SECTION B: 15

SECTION C: RESPONSE TO LITERATURE

QUESTION 3

- 3.1 (a) He still looked as if he had greatness and authority. ✓✓ (2)
(b) He has become senile; He is stubborn; He is vain; He makes a wrong decision when he decides to divide his kingdom. ✓✓✓✓ (4)
3.2 Ancient Britain. ✓ (1)
3.3 No. Love cannot be measured. It would be difficult to really do this. ✓✓ (2)
3.4 Before anything was written down. ✓ (1) [10]

QUESTION 4: POETRY

- 4.1 simile ✓ (1)
4.2 She cut her arm. ✓ (1)

- 4.3 (a) The colours are very bright and beautiful. ✓
 (b) The style is very different and has also changed – even in Pakistan. ✓ (2)
- 4.4 The sound device is alliteration. ✓ (1)
- 4.5 Although the clothes are very bright and beautiful, she would not be able to wear them as they should be worn. ✓ (1)
- 4.6 Denim and corduroy clothing. ✓ (1)
- 4.7 Figuratively. She will not be able to do justice to these clothes/they will conceal what she is really like. ✓✓ (2)
- 4.8 She is half English. ✓ (1)

[20 divided by 2 = 10]

TOTAL SECTION C: 10

GRAND TOTAL: 80

End-year examination: English Second Language Paper 2 Memorandum (Learner's Book)

SECTION A: COMPREHENSION

QUESTION 1

- 1.1 Lacoste, Diesel, Boss. ✓ (1)
- 1.2 "Keep on stylin" ✓ (1)
- 1.3 Wear what suits you, don't change all your clothes every year. ✓ (2)
- 1.4 It is a person who follows every fashion trend without thinking about whether the fashion suits them or not. ✓✓ (2)
- 1.5 *fashionable, stylish* ✓ (1)
- 1.6 B – Don't be easily tempted ✓ (1)
- 1.7 C – ostentatious ✓ (1)
- 1.8 Jeans, T- shirt, and so on. ✓ (1)
- 1.9 A – in other words ✓ (1)
- 1.10 Fashion conscious people, keeps referring to fashion, being trendy. ✓✓ (2)
- 1.11 For example: Beyoncé because she is a famous, beautiful singer, and so on. ✓✓ (2)
- 1.12 To advise people about how to be in fashion in a sensible way. ✓✓ (2)

- 1.13 Yes, because the writer says "keep stylin" at the end and provides advice on how to follow fashion. ✓✓ (2)
- 1.14 Learners' own answers giving reasons. ✓✓ (2)
- 1.15 Celebrities wear things to show off, these clothes are not practical for everyday life, their clothes are too flashy, probably expensive. ✓✓✓✓ (4) [30]

TOTAL SECTION A: 30 marks

SECTION B: LANGUAGE USAGE

QUESTION 2

- 2.1 best, cheapest, healthiest ✓✓✓ (3)
- 2.2 B – imperative ✓ (1)
- 2.3 This is the biggest shop in town. ✓ (1)
- 2.4 My dad's car is newer than my uncle's car and it is also much faster. ✓✓ (2)
- 2.5 The manager reported that there are special offers on Mondays. ✓✓ (2)
- 2.6 dinner ✓ (1)
- 2.7 a. special ✓ (1)
 b. cheap ✓ (1) [12]

QUESTION 3

Isidingo is a soap opera that has been on TV (a. for) more than ten years. The show (b. is) popular because (c. it) deals with issues that affect all of (d. our) lives. The producers of the show said that they (e. wanted) to make a series with realistic characters (f. that) South Africans would understand. They also wanted (g. to show) that ordinary people can do extraordinary things.

The show is shot (h. at) studios in Johannesburg and on location at Roodepoort Deep Gold Mine. (i. Hundreds) of people are involved in (j. making) each episode. [10]

QUESTION 4

- 4.1 The farmer (a. has) many hens and a few pigs. The hens (b. lay) eggs which the farmer collects and sells at the markets. Last year about 10 (c. piglets) were born. The farmer raised these carefully and then (d. sold) them

when they were (e. fully) grown. ✓✓✓✓

✓ (5)

4.2 If I was you, I would not drink any alcohol.

✓✓✓ (3) [8]

TOTAL SECTION B: 30 marks

SECTION C: RESPONSE TO LITERATURE

5.1 Mary, Mary's grandmother ✓✓ (2)

5.2 In the kitchen of a house. ✓(1)

5.3 Plot: A girl is being sexually abused by a close member of her family. She goes to her grandmother for help, which puts her grandmother in danger from the same person who abused her. ✓✓✓ (3)

5.4 C – To be unprepared for something that happens. ✓✓ (2)

5.5 Mary's father or a close family member such as an uncle. Mary's reactions to his advances in the kitchen indicate this. ✓✓ (2)

5.6 He wanted sex from Mary. "Your body is not like a car..."; too scared to tell her mother what happened." ✓✓ (2)

5.7 Learners' own answers. Accept and well-reasoned and supported responses. ✓✓ (2)

5.8 Learners' own answers. ✓✓ (2)

5.9 a. metaphor ✓ (1)

b. Learner's own opinion. They must agree or disagree and give a reason to support this. ✓✓(2)

5.10 Learners' own title. ✓ (1)

TOTAL SECTION C: 20 marks

GRAND TOTAL: 80 marks

**Mid-year examination: English Second Language Paper 3 Memorandum
(Learner's Book)**

**ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER 3
MID-YEAR EXAMINATIONS MEMO**

SECTION A: ESSAY

Use the rubrics supplied in this Teacher's Guide to assess the learners' writing.
[20]

SECTION B: TRANSACTIONAL TEXT

INFORMAL LETTER

- The correct format should be used.
- Appropriate tone and register should be used.
- Paragraph conventions should be followed.
- The salutation should be friendly.

[10]

FORMAL LETTER

- The correct format should be used.
- Formal tone and register should be used.
- Paragraph conventions should be followed.
- The salutation should be formal.

[10]

End-of-year examination: English Second Language Paper 3
Memorandum (Learner's Book)

ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER 3
END-OF-YEAR EXAMINATIONS MEMO

SECTION A: ESSAY

Use the rubrics supplied in this Teacher's Guide to assess the learners' writing.
[20]

SECTION B: TRANSACTIONAL TEXT

DIARY ENTRY

- Each entry should start with a date.
- Candidates should use an appropriate tone, style and register.
- The following ideas may be explored, among others:
 - Excitement at winning
 - Details of what was won
 - Feelings at the end of the day

[10]

REPORT

- The language register should be objective. Learners should state the facts briefly, but accurately.
- Learners should give a concise headline.
- Learners should start with the most important facts: the who, what, when, where and why.

[10]

INFORMAL LETTER

- The correct format should be used.
- Appropriate tone and register should be used.
- Paragraph conventions should be followed.
- The salutation should be friendly.

[10]

SECTION B: SHORTER TRANSACTIONAL TEXT

GIVING DIRECTIONS

- Directions should be concise and clear.
- Directions must be in chronological order.
- Refer to a specific direction.
- Indicate the approximate distance
- Give the approximate number of streets.
- Provide information about landmarks along the way.

[10]

EMAIL

- The correct format should be used.
 - Recipient's email address
 - Sender's email address
 - Date
 - Time
- Appropriate tone and register should be used.
- Suitable salutations should be included.

[10]

REVIEW OF STORY OR BOOK

- The details of the story or book must be included.
- A brief summary of the story or book must be included.
- Details of characters need to be included.
- The learner must give a personal opinion of the book or story.
- The learner should add a recommendation to their review.

[10]

Additional Sample Exam Papers & Memoranda

ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 2 MID-YEAR EXAMINATION

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A:	Reading Comprehension	(30)
SECTION B:	Language in Context	(30)
SECTION C:	Response to Literature	(20)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.

SECTION A: READING COMPREHENSION

QUESTION 1

Read TEXT A and answer the set questions.

TEXT A

GLOBAL ID – THE ISLAND OF JAMAICA Richie Williams makes the postcard images of Jamaica come alive.

- 1 My name is Richie and I am thirteen-years-old. I was born to the Cunningham family in Cain Currain, Wesmoreland, on the little island of Jamaica. I am the youngest of three children.
- 2 Travelling around the country is such an amazing adventure. There are 14 parishes (like provinces) and a 15th that sunk long ago: it was called Port Royal, but now you can go there and look at the great old ship that docked and will never sail again. 5
- 3 The island of Jamaica is full of beautiful white beaches with sand that edges between your toes, clear blue seawater and sparkling waterfalls. Our food is revered all around the world with its tantalizing tastes, vibrant colours and vitality. 10
- 4 When the rain falls, it seems endless. Mostly, the fruits grow wild and some can expand as big as my head. The banana, June plum and papaya are so sweet; it's a party in your mouth.
- 5 The economy is based on agriculture and tourism. You can't live in Jamaica 15

	without the sweet reggae music and calypso sounds of paradise. Every year, music festivals light up the roads with colour and design. Jamaica is a beautiful sight.	
6	Even though it is a small place, there are many places to travel to – Ocho Rios, Mandeville, or to the capital, Kingston or the infamous Trenchtown – all guaranteed to interest you.	20
7	The people are as colourful as the food, as many races live as one with a mixture of religions including Christianity, Rastafarianism and Catholics. The language we speak is poetry of broken English, that to many is incomprehensible because of our accent, but to us communication is good in any style.	25
8	Santa Cruz is well known for their fried fish and their festivals are the best in Helsha beach in Spanish Town. Although there are so many amazing things, reality does kick in when you consider the poverty, crime and seasonal natural disasters.	30
9	But when the sun rises and the sounds come alive, the paradise of my home lights up. That's why our motto is "No problem!"	
[Adapted from <i>Uncut</i> , November/December 2011]		

1.1 Refer to the title and subtitle.

1.1.1 Choose the correct answer.

The word 'global' in the title refers to ...

- A a light bulb
- B the world
- C a continent
- D an island

(1)

1.1.2 Explain how Richie Williams has made the postcard images of Jamaica come alive for the reader?

(2)

1.2 Refer to paragraph 2.

1.2.1 List TWO reasons why travelling around Jamaica would be an amazing adventure for tourists.

(2)

1.2.2 Refer to line 5. What is Richie telling us about the 15th province by comparing it to a ship that has sunk?

(2)

1.3 Refer to paragraph 3.

1.3.1 Is Richie giving the readers a positive or a negative impression of the island? Give a reason for your answer.

(2)

1.3.2 How do people around the world feel about Jamaican food?

(2)

1.4 Refer to paragraph 4.

1.4.1 Is the word 'party' being used literally or figuratively in line 14?

(1)

1.4.2 Why does Richie say the island fruit is "a party in your mouth"?

(1)

- 1.5 Refer to paragraph 5.
- 1.5.1 Why is agriculture and tourism so important to the people of Jamaica? (1)
 - 1.5.2 Do you think Richie is being entirely truthful when he says that Jamaica is a beautiful sight? Motivate your answer. (2)
- 1.6 Refer to paragraph 6.
- 1.6.1 Identify (a) one fact and (b) one opinion in this paragraph. (2)
 - 1.6.2 Which city would you consider to be the largest city in Jamaica? Give a reason for your answer. (2)
- 1.7 Refer to paragraph 7.
- 1.7.1 Using your own words, describe the character of the people of Jamaica. (2)
 - 1.7.2 Why do people often find it difficult to understand Jamaica people's English? State TWO reasons. (2)
- 1.8 Refer to paragraph 8 and 9.
- 1.8.1 List TWO social problems experienced by the people of Jamaica. (2)
 - 1.8.2 Do the Jamaicans have a positive attitude towards social problems? Quote TWO consecutive words to support your answer. (2)
- 1.9 After reading this article, would you be interesting in visiting Jamaica? Give reasons for your answer. (2)

TOTAL SECTION A: 30


SECTION B: LANGUAGE IN CONTEXT

QUESTION 2: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT B) below and answer the set questions.

TEXT B

Fantastic deals on Christmas flights
to Mandaville, Kingston and Santa Cruz!



13th – 25th December departures ...
from **R19 500** pp.
Book today at **JAMAICAN AIRWAYS!**

Reservations: 0114418500 (during office hours)
0764546479 (after hours)

Enjoy beautiful, white beaches with sand that edges between your toes, clear blue seawater and sparkling waterfalls. Experience the tantalizing tastes of traditional Jamaican cuisine at the many superb restaurants and swing to the calypso sounds of reggae music.

- 2.1 What specifically draws the reader's attention in this advertisement? (1)
- 2.2 Refer to the headline.
- What is the advertiser implying with the words "Fantastic deals"? (1)
- 2.3 Who is the target audience of this advertisement? (1)
- 2.4 Is the following statement TRUE or FALSE? Give a reason to support your answer.
- All flights advertised by Jamaican Airways in this advertisement cost R19 500. (2)
- 2.5 Rewrite the underlined abbreviation below, in full.
- from R19 500 pp. (1)

2.6 Choose the correct answer.

Cuisine is ...

- A A vehicle
- B A style of cooking
- C A bird
- D A chef

(1)

2.7 Write down a synonym for the word 'swing'.

(1)

2.8 Does this advertisement appeal to you as the reader? Motivate your answer.

(2)

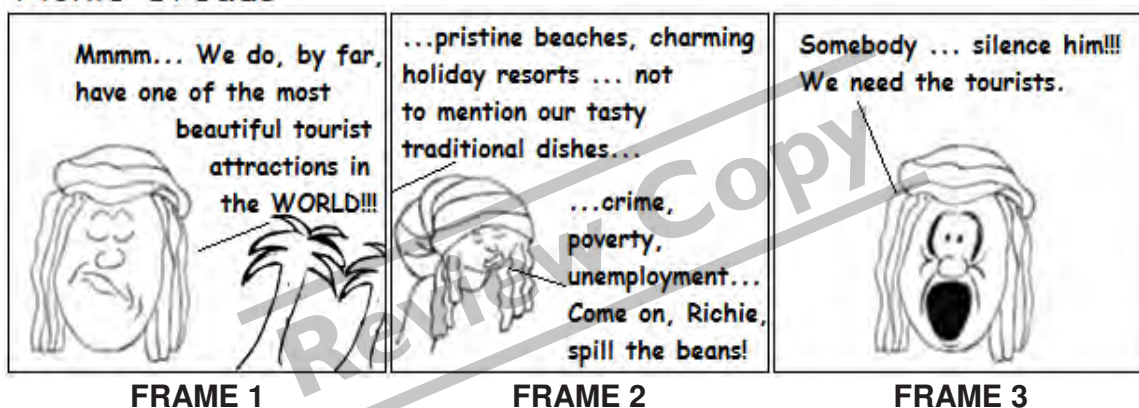
[10]]

QUESTION 3: ANALYSING A CARTOON

Read the following cartoon (TEXT C) and answer the set questions.

TEXT C

Richie Dreads



3.1 Refer to frame 1.

3.1.1 Choose the correct word to complete the following sentence:

In frame 1 Richie's attitude could be described as ...

- A disinterested
- B proud
- C shocked
- D suspicious

(1)

3.1.2 Correct the correct form of the word in brackets:

Jamaica is the (most) beautiful of the two islands in the region.

(1)

3.1.3 Rewrite in reported speech.

Richie said, "We have one of the most beautiful tourist attractions in the world."

(2)

3.1.4 Rewrite in the passive voice.

Tourists love Jamaica.

(2)

(1)

- 3.1.5 Why is the word “WORLD” written in capital letters?
- 3.2 Refer to frame 2.
What does it mean to ‘spill the beans’? (1)
- 3.3 Refer to frame 3.
Rewrite as a question.
We need the tourists. (2)
- [10]

QUESTION 4: LANGUAGE AND EDITING SKILLS

Read the following passage (TEXT D) and answer the set questions.

TEXT D

- 1 After I complete secondary school I intend leaving home and going to travel and work overseas. I’ll (definite) be travelling to Jamaica too. I (obvious) am still a bit afraid to go to a foreign country, but as soon as I arrive their and find a job I will get much more experience than here at home. 5
- 2 If I study abroad I could gain a lot more experience than studying at home, especially if I want to study international tourism. What would be better than to study it in another country?
- 4.1 Correct the spelling error in line 2. (1)
- 4.2 Correct the words in brackets in paragraph 1. (2)
- 4.3 Find a synonym for “unfamiliar” in paragraph 1. (1)
- 4.4 An adverb of place has been spelt incorrectly in line 4. Correct the error. (1)
- 4.5 Replace the underlined word in paragraph 1, with a more suitable word from the list below:
- A have
B gain
C become
D grow (1)
- 4.6 Rewrite the following sentence in the past tense:
- If I study abroad I could gain a lot more experience than studying at home.
- Start: If I had ... (2)
- 4.7 Choose the correct dictionary meaning for the word “abroad” as it is used in line 2.

abroad (ə'brɔɪd)

— *adv*

1. to or in a foreign country or countries

— *adj*

2. (of news, rumours, etc.) in general circulation; current

3. out in the open

4. over a wide area

(1)

4.8 Write down an antonym for the underlined word in paragraph 2.

(1)
[10]

SECTION C: RESPONSE TO LITERATURE

QUESTION 5: NOVEL

LOVE DAVID by Diane Case

Study TEXT E below and answer the set questions.

TEXT E

Before Baby was born, one of the women from the big house offered to look after her when she arrived and Mamsie went back to work. When the time came, she first wanted to know how much Mamsie was going to pay her. When Mamsie told her she was very dissatisfied.

"Then don't worry," Mamsie said. "I'll make other arrangements."

5

"I'll just be working for bus fare and Katrien," Mamsie told Dadda later on. "What about the child's milk? I'll have to keep David for a while.

"Katrien's mad!" Dadda said. "She's too lazy to go out to look for work!" Katrien was furious.

Mamsie sometimes hung the nappies on the line before she went to work. That was very early, because of the time she had to catch a bus. Later on, when we all got up, the nappies would be lying in the mud. It made me very angry and I knew that it was only Katrien. I would then have to pick the nappies up. I told Mamsie about it, but she said not to worry about it and that she would speak to Katrien. She asked me not to tell Dadda anything about it, but one day when he did not go to work he found out first-hand. He was fuming and said some ugly things to Katrien. In a rage, he took Baby and me with him on a bus to Wynberg where he bought some wire and made our own lines. It is a special type of line because the washing does not rust in the wet winter months. Now everyone wants to use our lines. Mamsie does not mind, but she tells all the neighbours to see that their washing is off the lines by the time that Dadda comes home.

10

15

20

"You know what kind of person he is," she says.

If Dadda knew about that, there would be a lot of unpleasantness, but I won't tell him anything. In any case Mamsie asked me not to.

25

"It is not nice to be a troublemaker," she said.

5.1 Briefly describe the living conditions of the family.

(1)

5.2 Refer to paragraph 1: "Before Baby was born...she was very dissatisfied."

- Do you think Katrien is treating Mamsie fairly? Motivate your answer. (2)
- 5.3 Refer to line 5: "I'll make other arrangements."
- What "other arrangements" do you think Mamsie would probably make? (1)
- 5.4 Explain in your own words why Mamsie feels Katrien's expectations are ridiculous. (2)
- 5.5 Refer to paragraph 5: "Mamsie sometimes hung ... by the time that Dadda comes home."
- 5.5.1 Why does the narrator suspect Katrien was responsible for throwing the nappies in the mud? (2)
- 5.5.2 If this were true, what would this tell us about Katrien's character? (2)
- 5.5.3 What does the narrator mean when she says Dadda "found out first-hand"? (line 16) (2)
- 5.6 Imagine you are the narrator. Write a diary entry of the day your father discovers what Katrien has been doing. Your diary entry should relate the most important events of the day. It should also reflect the emotions felt on that day. (8) [20]

SECTION C: RESPONSE TO LITERATURE

QUESTION 5: DRAMA

Study TEXT E below and answer the set questions.

TEXT E

Miep. Are you all right, Mr Frank?

Mr Frank, *quickly controlling himself*. Yes, Miep, yes.

Miep. Everyone in the office has gone home . . . It's after six.

Then pleading. Don't stay up here, Mr Frank. What's the use of torturing yourself like this? 5

Mr Frank. I've come to say good-bye ...I'm leaving here, Miep.

Miep. What do you mean? Where are you going? Where?

Mr Frank. I don't know yet. I haven't decided.

Miep. Mr Frank, you can't leave here! This is your home! Amsterdam is your home. Your business is here, waiting for you ... You're needed here ... Now that the war is over, there are things that ... 10

Mr Frank. I can't stay in Amsterdam, Miep. It has too many memories for me. Everywhere there's something ... the house we lived in ... the school ... that street organ playing out there ... I'm not the person you used to know, Miep. I'm a bitter old man. *Breaking off.* Forgive me. I shouldn't speak to you like this ... after all that you did for us ... the suffering ... 15

Miep. No. No. It wasn't suffering. You can't say we suffered.

As she speaks, she straightens a chair which is overturned.

Mr Frank. I know what you went through, you and Mr. Kraler. I'll remember it

as long as I live. *He gives one last look around. Come, Miep. He starts for the steps, then remembers his rucksack, going back to get it.* 20

Miep, *hurrying up to a cupboard.* Mr. Frank, did you see? There are some of your papers here. *She brings a bundle of papers to him.* We found them in a heap of rubbish on the floor after ... after you left.

Mr. Frank. Burn them. *He opens his rucksack to put the glove in it.* 25

Miep. But, Mr Frank, there are letters, notes ...

Mr Frank. Burn them. All of them.

Miep. Burn *this?* *She hands him a paperbound notebook.*

5.1 Refer to line 2: "*quickly controlling himself*".
What has Mr Frank been doing, and why? (2)

5.2 Which TWO of the following words could be used to complete the sentence below?

Miep's attitude towards Mr Frank is one of ...

A horror

B protection

C hatred

D compassion (2)

5.3 What nationality is Mr Frank? (1)

5.4 Briefly explain why Mr Frank has become a "bitter old man". (line 15) (2)

5.5 Is the following statement TRUE or FALSE? Give a reason to support your answer.

Miep and Mr Kraler risk their own lives by assisting Mr Frank and his family. (2)

5.6 What is the "paperbound notebook" referred to in line 28? (1)

5.7 Do you think Mr Frank has made a wise decision to leave Amsterdam? Motivate your answer. (2)

5.8 Imagine you are Mr Frank. Write a short letter of thanks to Miep in which you express your gratitude for what she has done for you and your family. In your letter mention a few events which occurred during your stay in Amsterdam. (8)
[20]

English First Additional Language
Paper 2
Mid-year Examination Memorandum

SECTION A: READING COMPREHENSION

TIME: 2 HOURS

QUESTION 1

- 1.1 1.1.1 B/ the world (1)
1.1.2 He personally describes the history, beauty and tourist attractions on the island. (2)
- 1.2 1.2.1 There are 14 parishes. (2)
Historical sites - the 15th parish sunk/destroyed long ago
1.2.2 The 15th province suffered a natural disaster/ earthquake – was never the same after that. (2)
- 1.3 1.3.1 Positive (1)
He describes the beautiful beaches, the scenery and the tasty food. (1)
1.3.2 It is admired by people around the world. (2)
- 1.4 1.4.1 Figuratively (1)
1.4.2 It tastes delicious. (1)
- 1.5 1.5.1 The Jamaican economy is based on agriculture and tourism.
1.5.2 Open ended response, e.g.
Yes, the musical festival is colourful.
OR
No, he only wants to persuade people to visit Jamaica. (2)
- 1.6 1.6.1 (a) fact – Jamaica is a small island/ there are many places to travel to (e.g. Ocho Rios, Mandeville, Kingston/ Trenchtown is infamous for crime. (1)
(b) opinion – Jamaica will interest you. (1)
1.6.2 Kingston (1)
It is the capital city. (1)
- 1.7 1.7.1 Many different religions live together in harmony. People are tolerant of other religions. (2)
1.7.2 They speak broken English. Their accent makes it difficult to understand what they are saying. (2)
- 1.8 1.8.1 Poverty; crime (2)
1.8.2 Yes; “No problem!” (2)
- 1.9 Open-ended response, e.g.
Yes, Jamaica has many beautiful sites to visit. People are friendly.
OR
No, the poor people do not seem to be benefiting from tourism. (2)

TOTAL SECTION A: 30

QUESTION 2: ANALYSING AN ADVERTISEMENT

- 2.1 The bold headline/ the picture/ the price (1)
- 2.2 The advertising is implying that the prices are very low. (1)
- 2.3 People who which to travel abroad on holiday. (1)
- 2.4 False (1)
Prices range from R19 500 pp. (1)
- 2.5 Per person (1)
- 2.6 B/ a style of cooking (1)
- 2.7 Dance (1)
- 2.8 Open-ended response, e.g.
Yes, it persuades me to travel to Jamaica and experience everything described in the advertisement.
No, I cannot afford the flight. There may also be additional costs. (2)
[10]

QUESTION 3: ANALYSING A CARTOON

Read the following cartoon (TEXT E) and answer the set questions.

- 3.1 3.1.1 B/ proud (1)
3.1.2 more (1)
3.1.3 Richie said they had one of the most beautiful tourist attractions in the world. (2)
3.1.4 Jamaica is loved by tourists. (2)
3.1.5 The word is being emphasised. (1)
- 3.2 To reveal a secret./ To confess. (1)
- 3.3 Do we need tourists?
Award 1 mark for the correct verb form and 1 mark for the correct punctuation. (2)
[10]

QUESTION 4: LANGUAGE AND EDITING SKILLS

- 4.1 Travel (1)
- 4.2 definitely; obviously (2)
- 4.3 foreign (1)
- 4.4 there (1)

- 4.5 B/ gain (1)
- 4.6 If I had studied abroad I could have gained a lot more experience than studying at home. (2)
- 4.7 Meaning 1/ to or in a foreign country or countries (1)
- 4.8 worse (1)
- [10]**

SECTION C: RESPONSE TO LITERATURE

QUESTION 5: NOVEL

- 5.1 They are very poor.
Living in a one-roomed shack.
No running water
Accept any ONE of the above. (1)
- 5.2 Open-ended response, e.g.
Yes, she needs to be paid for her services.
OR
No, she offered to care for Baby, so she shouldn't expect to be paid much. (2)
- 5.3 Ask David to care for Baby. (1)
[Allow for the learner's own interpretation.] (1)
- 5.4 Mamsie doesn't earn a large salary. Her entire salary would only pay for transport costs and Katrien's services. She might as well stay home and look after Baby herself. (2)
- 5.5 5.5.1 She was angry because Mamsie didn't pay her what she expected. (2)
- 5.5.2 She is spiteful/ revengeful; bears grudges; dishonest (2)
- 5.5.3 He discovered it for himself. (2)
- 5.6 Your diary should include the following points, among others:
- I suspected Katrien had been throwing Baby's nappies in the mud.
 - I hadn't told Dadda what Katrien has been doing because Mamsie asked me not to.
 - Today father did not go to work.
 - He found out first-hand about the nappies.
 - He knew Katrien was responsible for the incident.
 - He was furious and confronted Katrien.
 - He took Baby and I to Wynberg to buy some wire to make our own washing line.
 - It was a special type of wire which does not rust in winter.

(8)
[20]

SECTION C: RESPONSE TO LITERATURE

QUESTION 5: DRAMA

- 5.1 He has been crying. (1)
The woman's white glove has brought back memories of his daughter who has died. (2)
- 5.2 A/ protection (1)
D/ compassion (1)
- 5.3 Jewish (1)
- 5.4 The Nazis are responsible for his daughter's death. (2)
- 5.5 True (1)
The Nazis would kill them if they discover Miep and Mr Kraler had been hiding the Franks. (1)
- 5.6 Anne's diary (1)
- 5.7 Open-ended response, e.g.
Yes, Amsterdam has too many bad memories for him.
OR
No, he abandons his business in Amsterdam. The war is over, so it's pointless to leave. (2)
- 5.8 Your letter should include the following points, among others:
- She was Dutch – acts as an interpreter
 - Close friend of the family
 - Miep's protective and compassionate attitude - supported the family
 - Miep being concerned about his business in Amsterdam
 - Miep risking her own life in hiding the Franks
 - Gets them ration books
 - Brings them food and news
 - Retrieves Anne Frank's diary – kept Mr Frank's papers while he was in Auschwitz

(8)
[20]

English First Additional Language
Paper 3
Mid-year Examination

TIME: 1 HOUR

INSTRUCTIONS AND INFORMATION

1. Answer only ONE question from EACH section.
2. Number each question you have chosen exactly as it appears on the question paper.
3. Start each response to each question on a NEW page.
4. Pay special attention to spelling, grammar and sentence construction, as well as punctuation.
5. Do not use capital letters unnecessarily.
6. We recommend that you plan your work and make rough drafts. Neatly cross out all plans and rough drafts before handing in your ANSWER BOOK.
7. Re-read your work to check for errors before you hand in your ANSWER BOOK.
8. Your responses will be assessed on content, language and layout (e.g. paragraphing and format).
9. Write clearly and legibly.

SECTION A: ESSAY

INSTRUCTIONS

- Respond to only ONE of the following questions.
- Number the question you have chosen exactly as it appears on the question paper.
- Your essay should be 180-210 words in length.
- Your essay must have a title. You should supply your own if no title has been given.

QUESTION 1

Write an essay that describes a day when something exciting happened. [20]

OR

QUESTION 2

Write an essay that tells the story of your first day in Grade 8.

[20]

OR

QUESTION 3

Write an essay that captures your feelings on a beautiful day.

[20]

TOTAL SECTION A: 20

SECTION B: TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your writing should be 120-140 words in length.

QUESTION 4

Write a formal letter to your community newspaper to complain about the amount of litter that lies around the streets. [10÷2 = 5]

OR

QUESTION 5

Write a friendly letter to someone who visited your school on an exchange programme. [10÷2 = 5]

TOTAL SECTION B: 5

SECTION C: SHORTER TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your writing should be 80-90 words in length.

QUESTION 6

Write a diary entry about an exciting school event. [10÷2 = 5]

OR

QUESTION 7

Write a set of instructions for someone who needs to make sandwiches for a school function. [10÷2 = 5]

TOTAL SECTION C: 5

GRAND TOTAL 30

English First Additional Language

Paper 3

Mid-year Examinations Memo

SECTION A: ESSAY

Use the rubrics supplied in this Teacher's Guide to assess the learners' writing.

SECTION B: TRANSACTIONAL TEXT

QUESTION 4 – FORMAL LETTER

- The format of the letter needs to be correct.
- The language register should be objective. Learners should state the facts briefly, but accurately.
- Learners should start with the most important facts: the who, what, when, where and why.

QUESTION 5 – FRIENDLY LETTER

- The correct format should be used.
- The tone and language needs to suit a friendly letter.
- There needs to be evidence that the learner has applied appropriate paragraph conventions.

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 6 – DIARY ENTRY

- Each entry should start with a date.
- Candidates should use an appropriate tone, style and register.
- The following ideas may be explored, among others:
 - Details of the event.

- Personal feelings and experiences.

QUESTION 7 – GIVING INSTRUCTIONS

- Instructions should be concise and clear.
- Instructions must be in chronological order.
- Candidates should refer to specific quantities and measurements.

English First Additional Language

Paper 2

End-of-year Examination

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A:	Reading Comprehension	(30)
SECTION B:	Language in Context	(30)
SECTION C:	Summary	(20)

2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.

SECTION A: READING COMPREHENSION

QUESTION 1

Read TEXT A and answer the set questions.

TEXT A

Why can't we predict earthquakes?

Paragraph 1

In 2011, a huge earthquake – the fifth biggest ever known – exploded under the sea about 65 km from Japan. It was followed by a huge tsunami. Over 15000 people died and thousands more are still missing. Many buildings, and even whole towns, were destroyed. Japan has had many earthquakes. The most famous one was in 1923 when over 100, 000 people died.

Paragraph 2

Japanese people really need to know when an earthquake is coming. Japan is an advanced country which has many excellent scientists. These scientists know that Japan often has earthquakes but nobody knew that, in 2011, another earthquake was coming. Not even a minute's warning was given.

Paragraph 3

People have been looking for ways to predict earthquakes for hundreds of years and there are all sorts of myths about how to tell when an earthquake or tsunami will happen. Before the tsunami of 2004 in South-East Asia, there were reports of elephants rushing up to the hills and people said their dogs had behaved strangely before the disaster. Some people say that birds move up to taller trees and others say that even insects feel what is coming and move away from the danger. One scientist says, "Animals behave strangely for many reasons and, when a disaster happens, then people remember and they say it was because the animals "know" what is going to happen. But there is no proof that animals can predict earthquakes."

Paragraph 4

So why can't we predict earthquakes? One scientist says, "Nobody has been able to say exactly where or when an earthquake will happen." Everybody knows that earthquakes and tsunamis happen more often in some parts of the world like South East Asia but this does not tell us where in South East Asia. It would be impossible to move millions of people from their homes just because we know a tsunami might hit anywhere in the region. We can predict what weather will turn up because we can see how the clouds are moving or how strong the wind is but we cannot know what is happening in the deepest part of the ocean so we cannot say when the disasters may happen.

Paragraph 5

So, scientists say we can't predict earthquakes with any certainty. But it would be wonderful if we could!

1.1 Look at paragraph 1

1.1.1 The 2011 earthquake was (choose one)

- A bigger than five other earthquakes
- B smaller than four other earthquakes.
- C the biggest for five years

(1)

- 1.1.2 Where does a tsunami start? (1)
- 1.1.3 Read the statement below and write if it is True or False
Write only T or F.
More people died in the 2011 earthquake than in the 1923 one. (1)
- 1.2 Look at paragraph 2
- 1.2.1 Why do you think Japanese people really need to know if an earthquake is going to happen? (1)
- 1.2.2 What does the writer say to prove that Japan is “an advanced country”? (1)
- 1.3 Look at paragraph 3
- 1.3.1 What reason did people say that the elephants had for “rushing to the hills”? (1)
- 1.3.2 Name one other animal that people tell myths about. (1)
- 1.3.3 When do people remember that the animals “behaved strangely”? (1)
- 1.3.4 Quote the words that the scientist said to show that he doesn’t believe the myths. (1)
- 1.4 Look at paragraph 4
- 1.4.1 Write down one thing which we do not know about earthquakes. (2)
- 1.4.2 Explain why it would be a bad thing to say, “An earthquake will happen in South East Asia.” (1)
- 1.4.3 Why can we predict the weather if we know the wind speed? (1)
- 1.4.4 Why can we not forecast tsunamis? (1)
- 1.4.5 Copy the words which tell us that South Africa is less likely to have an earthquake than Japan. (1)
- 1.5 Look at paragraph 5
- 1.5.1 Explain why it “would be wonderful” if we could predict earthquakes. (1)
- [15]

SECTION B: LANGUAGE IN CONTEXT

QUESTION 2: LANGUAGE FROM THE TEXT

Use the comprehension passage to help you answer these questions:

- 2.1 Copy a superlative form of an adjective from the first paragraph. (1)

- 2.2 “Not even a moment’s warning was given.” Change the sentence into the active voice. Begin “Nobody.....” (2)
- 2.3 Find a phrase in paragraph 3 which is synonymous with “centuries”. (1)
- 2.4 Rewrite the following sentence so that it uses a future form of the verb:
An earthquake exploded in Japan. (2)
- 2.5 We can’t predict earthquakes with any certainty. Explain what the underlined phrase means. (2)
- 2.6 Rewrite this scientist’s words in indirect speech: “When a disaster happens, people remember their animal’s strange behaviour.”
Begin: The scientist said.... (2)
- 2.7 Use a conjunction to join the following two simple sentences.
Rewrite them as one compound sentence:
- A Japan has had many earthquakes.
B The most famous one was in 1923. (1)
- 2.8 “We can predict what weather will turn up...” . Write a sentence of your own which shows the idiomatic use of “turn up.” (1)
- 2.9 Read the sentence below. Write the past continuous tense of the verb in brackets
Before the earthquake exploded, the elephants (live) near the coast. (2)
- 2.10 Edit this sentence to find one spelling mistake. Write the correct spelling:
People were seating in their homes when the tsunami arrived. (1)

[15]

SECTION C: RESPONSE TO LITERATURE

QUESTION 3

Study the poem below and answer the questions that follow.

Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

- 3.1 Quote two words from the poem that rhyme. (2)
- 3.2 Quote two words that describe the caterpillar. (2)
- 3.3 Is this a rhyming poem or free verse? (1)
- 3.4 Name one predators of the caterpillar. (1)
- 3.5 What do the words 'spin and die' refer to? (2)
- 3.6 What does the poet mean by 'chosen spot'? (2)
- [10]

English First Additional Language Paper 2
End-of-year Examination
Memorandum

TIME: 2 HOURS

Comprehension

- 1.1.1 B ✓ (1)
- 1.1.2 In/ under the sea ✓ (1)
- 1.1.3 F ✓ (1)
- 1.2.1 Because they must know that they have to move/ many people have been killed in Japan ✓ (1)
- 1.2.2 Because it has many excellent scientists ✓ (1)
- 1.3.1 They said it was because the elephants knew an earthquake/ tsunami was coming ✓ (1)
- 1.3.2 dog/ bird/ insect (any one) ✓ (1)
- 1.3.3 When a disaster / earthquake/ tsunami has happened ✓ (1)
- 1.3.4 "there is no proof that animals can predict earthquakes" ✓ (1)
- 1.4.1 exactly when / exactly where (either) ✓ (1)
- 1.4.2 Because it would be difficult to move millions of people ✓ (1)
- 1.4.3 Because we know how strong the wind is ✓ (1)
- 1.4.4 Because we do not know what is happening under the sea. ✓ (1)
- 1.4.5 "earthquakes happen more often in some parts of the world.." ✓ (1)
- 1.5.1 many people would not die,/ many towns would not be destroyed/ people could move away... ✓ (1)
- [15]

Language

- 2.1 Biggest ✓ (1)

- 2.2 Nobody gave even a moment's ✓✓ (2)
- 2.3 'hundreds of years' ✓ (1)
- 2.4 An earthquake will/ is going to explode in Japan ✓✓ (2)
- 2.5 we cannot be sure/ certain ✓✓ (2)
- 2.6 The scientist said (that) when a disaster happened, people remembered the animal's strange behaviour (past tenses) ✓✓ (2)
- 2.7 Japan has had many earthquakes and / but/ the most famous one was in 1923. ✓ (1)
- 2.8 Learners' own answers but 'turn up' must mean 'arrive/ appear' ✓ (1)
- 2.9 'had been living' ✓ (2)
- 2.10 sitting ✓ (1)
- [15]

Response to literature

- 3.1 walk / stalk ✓✓ (2)
- 3.2 brown and furry ✓✓ (2)
- 3.3 free verse ✓ (1)
- 3.4 a toad / a bird ✓ (1)
- 3.5 the caterpillar will make a cocoon where it will change into a butterfly ✓✓ (2)
- 3.6 The chosen spot is the place that the caterpillar will spin its cocoon. ✓✓ (2)
- [10]

English First Additional Language

Paper 3

Mid-year Examinations

TIME: 1 HOUR

INSTRUCTIONS AND INFORMATION

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8. Your responses will be assessed on content, language and layout (e.g. paragraphing and format).
9. Write clearly and legibly.

SECTION A: ESSAY

INSTRUCTIONS

- Respond to only ONE of the following questions.
- Number the question you have chosen exactly as it appears on the question paper.
- Your essay should be 180-210 words in length.
- Your essay must have a title. You should supply your own if no title has been given.

QUESTION 1

Write an essay that begins with these words: The air was cold that night and...
[20]

OR

QUESTION 2

Write an essay with the title “If only I could...”
[20]

OR

QUESTION 3

Write an essay on the quote “Life is a journey”.
[20]

TOTAL SECTION A: 20

SECTION B: TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your writing should be 120-140 words in length.

QUESTION 4

Imagine you have been asked to write an article for a teenager magazine. Write an article about teenagers and music. [$10 \div 2 = 5$]

OR

QUESTION 5

Write a dialogue about a time that a dog ran out in front of your bicycle and the owner came up to apologise to you. [$10 \div 2 = 5$]

TOTAL SECTION B: 5

SECTION C: SHORTER TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your writing should be 80-90 words in length.

QUESTION 6

Imagine that you entered a competition at school or in your community. Write a diary entry about your experience. [$10 \div 2 = 5$]

OR

QUESTION 7

Write a set of directions for someone to get to your house from a nearby bus stop. Include at least three turns, an intersection and a café in your directions. [$10 \div 2 = 5$]

TOTAL SECTION C: 5

GRAND TOTAL 30

English First Additional Language
Paper 3
Mid-year Examinations Memo

SECTION A: ESSAY

Use the rubrics supplied in this Teacher's Guide to assess the learners' writing.

SECTION B: TRANSACTIONAL TEXT

QUESTION 4 – MAGAZINE ARTICLE

- The language register should be objective. Learners should state the facts briefly, but accurately.
- Learners should give a concise headline.
- Learners should start with the most important facts: the who, what, when, where and why.

QUESTION 5 – DIALOGUE

- The correct format should be used, e.g.
 - Colons after the names of the characters
 - A new line to indicate each new speaker
 - Advice to characters on how to speak or present the action must be given in brackets before the words are spoken.
 - Sketch a scenario before starting to write.
- The dialogue should have a clear beginning and end.

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 6 – DIARY ENTRY

- Each entry should start with a date.
- Candidates should use an appropriate tone, style and register.
- The following ideas may be explored, among others:
 - Excitement at winning
 - Details of what was won
 - Feelings at the end of the day

QUESTION 7 – GIVING DIRECTIONS

- Directions should be concise and clear.
- Directions must be in chronological order.
- Refer to a specific direction.
- Indicate the approximate distance
- Give the approximate number of streets.
- Provide information about landmarks along the way.

Glossary

additional language: a language learned in addition to your home language

assessment: the continuous and structured process of collecting and interpreting information about the progress that learners are making

audience: the people who watch a show or performance; the people who will read or look at a written text

bias: unfairly preferring one thing or person

caption: the text underneath a diagram or picture

cohesion: using words such as connectors and pronouns to link ideas in a sentence or paragraph

communicative approach: a method of teaching a language in which learners are exposed to the language and are given many opportunities to practise the language

context: the words that come before or after other words in a sentence; the social and cultural situation

creative writing: imaginative writing (e.g. stories and poems)

critical language awareness: understanding how words are used to create meaning

editing: the process of drafting, checking and rewriting a text

formal assessment: tasks that are designed to evaluate the progress of learners; tasks are marked and formally recorded for promotion purposes

Formal Programme of Assessment: a number of specific tasks which make up 75% of the promotion mark for each grade

Formal Assessment Task: an activity that is part of the Formal Programme of Assessment; the task is marked and the marks recorded

genre: a type of text (e.g. a novel or poetry) which has special characteristics

higher-order questions: questions that require learners to put together information from a text they have read (to synthesise the meaning), to work out what the writer means (to infer meaning), to give an opinion (to evaluate meaning) and to express a like or dislike (to appreciate) the text

home language: the language that a child learns at home

imagery: words or phrases (e.g. similes or metaphors) that create pictures in our minds or imagination

informal (daily) assessment: the daily monitoring of the learners' progress through observation and discussions; this assessment is not recorded for promotion purposes

literal meaning: the clear or direct meaning of a word or phrase

media texts: texts such as magazine articles, notices, reports, posters

mindmap: a graphic way of organising ideas; a diagram of ideas

open and closed questions: closed questions have specific answers; open questions can be answered in different ways and need to be justified or supported

pace, tone and intonation: the way in which a person uses his or her voice when speaking; pace is how fast or how slowly the person speaks; tone refers to the way the words sound (e.g. serious, happy); intonation refers to the way the voice goes up and down

recount: to retell a story or describe an event

point of view: opinion

process approach: using a series of steps to complete a task like reading and writing

reading strategies: using techniques like predicting, scanning and word attack skills to work out the meaning of words and phrases when you read

scanning: when you scan a text you read the text quickly to find specific information

skimming: when you skim a text you look at the whole text (including pictures) for the main ideas and for clues about the meaning of the text

social texts: texts like invitations, personal letters and email

stereotype: a fixed set of ideas about what a particular type of person or thing is, often biased

summative assessment: assessment that takes place at the end of a period of learning (e.g. a test at the end of a term)

text: anything that is used to communicate an idea; a text can be spoken or written or visual (e.g. a photograph)

text features: the characteristics of a text like the layout, format and the use of language

text structure: the different parts of a text (e.g. the introduction and conclusion)

text-based approach: a method of teaching a language in which learners find out how texts work and how they are constructed so that they can understand texts, read them critically and create their own texts

transactional writing: functional writing (e.g. letters, faxes, minutes of meetings, reports)

visual literacy: having the skills to interpret visual texts (e.g. diagrams, graphs, maps and posters)

visual texts: texts such as photographs, graphs, and cartoon

Teacher's notes

Review Copy

Teacher's notes

Review Copy