English for Success

Grade 9

TEACHER'S GUIDE

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CONTENTS

INTRODUCTION

To the Teacher

SECTION 1 CAPS AND THIS SERIES 5
The National Curriculum and Assessment Policy Statement 5
Key differences between the National Curriculum Statement (NCS) and Assessment Policy Statements (CAPS) in the Senior Phase 6
Principles of the CAPS 6
Constitutional values 6
The CAPS and this English Home Language series 7
Time allocation for all Senior Phase subjects 7
Time allocation for Home Language in the Senior Phase 7
How the series is planned 8

SECTION 2 HOW THIS COURSE WORKS 8
Components 8
Teaching in the Senior Phase 8
Inclusive education in the Senior Phase 9
Interactive support for the multi-level classroom 9
Addressing barriers to learning in the classroom 13
Ideas to address specific barriers to learning 15
Diversity 19
Integration 19
Teaching English Home Language 19

SECTION 3 READING 21
The reading process 21
Reading strategies 22
Characteristics of confident readers 23

SECTION 4 WRITING 26
Types of writing texts 26
Language structures and conventions 32

SECTION 5 PLANNING 33
Year Plan 33
Teaching Plan based on this series 35

SECTION 6 ASSESSMENT 42
Assessment in the Senior Phase 43
Formal Programme of Assessment 43
Assessment Tools 46

LEARNER'S BOOK

1 JOURNEYS 59
The open road 59
The ride 65

2 LEGALLY BINDING 70
Sign here, please 70
Resisting the law 74

3 HEROES 78
My kind of hero 78

4 TALKING ABOUT FAME 86
Fabulously famous 86
Hollywood hype 92

5 ENVIRONMENTS 96
Snow forecasted 96
Nature calls 102

6 CARING AND SHARING 115
Keep it between us 115
Sustaining your future 119

7 WORKING WORLD 123
A woman in the workplace 123
Get that job! 127

8 SOUNDS LOCAL 131
Local flavours 131

9 Keep it real 140
Pressing issues 140
Critical reflections 144

10 THE FACE OF BOOKS 148
The book club 148
E-readers 152

ANTHOLOGY 166
Notes on how to teach the different genres present in the Reader 166

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Dear Teacher

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

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

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

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

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

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

An example of a section from the Toolbox below:

Idioms	Every language has sayings we use all the time that are easily understood in that language. Their literal meaning is different to their idiomatic meaning. In English, when we want someone to help us, we might say "*Give me a hand*", we do not expect to be given an actual hand! Some examples of **idioms**: • Keep an eye on him. • She cried her eyes out. • He landed himself in hot water
Literal meaning	The **literal meaning** is the exact meaning of words spoken according to their dictionary meaning.

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

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Listening and speaking	You will: • listen for specific information, appreciation and critical analysis • plan and use research skills for oral presentations • use listening skills and oral skills during oral presentations.
Language	You will: • develop your vocabulary • be critical about how language works • analyse adverts and cartoons • summarise.
Reading and viewing	You will: • read different texts and look at images and develop your comprehension and enjoyment • analyse adverts and cartoons • explain the meaning of texts that you read and view • explain how language and images affect how we think • analyse how texts work.
Assessment	You will: • write tests • learn exam skills • complete a programme of assessment.
Writing and presenting	You will: • plan in order to write different kinds of texts • use different ways of writing • review and analyse your writing to improve it and use the opinions of others to change your writing and present a final draft.
Extension	You will: • explore a topic more deeply • apply what you have learnt • be creative • explore a concept or topic.

SECTION 1 CAPS and this series

The National Curriculum and Assessment Policy Statement (CAPS)

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

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

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

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

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The National Curriculum Statement Grades R–12 (NCS) describes policy on curriculum and assessment in schools. The National Curriculum Statement was revised. A single Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12. The revised curriculum came into effect from January 2012.

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

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

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Principles of the CAPS

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

- access to education that is equal and promotes the rectifying of past disparities in education
- promotion of teaching methodology that is active and effective, to replace outdated styles of rote teaching
- a high standard of academic attainment, that progresses in complexity in each grade
- education provided to learners that is internationally competitive in terms of its content and quality
- education that embraces diversity and caters effectively for a range of learners
- education that is characterised by value of South Africa's unique history and respect for its Constitutional values.

Constitutional values

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

The CAPS and this English Home Language series

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

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

Time allocation for all Senior Phase subjects

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

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

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Time allocation for Home Language in the Senior Phase

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

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

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

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

How the series is planned

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

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

SECTION 2 How this course works

Components

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

The Learner's Book

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

The Teacher's Guide

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

How the Teacher's Guide should be used

The Teacher's Guide provides material for teachers with which to plan their lessons and ensure full curriculum coverage. It provides full lessons for teachers to use which can be modified to suit their purposes. The Teacher's Guide is a tool for teachers' daily planning. It provides a number of activities with accompanying answers. It also provides assessment activities to be used in assessing the progress of learners. Extension activities are provided for learner enrichment. Support activities are included to support learners who may struggle with a particular aspect of language.

The Anthology

This course has readers containing the following text types:

- Folklore
- Short stories
- Poetry
- Drama

Teaching in the Senior Phase

Classroom management

Teaching large classes

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

The challenges of large classes include:

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

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

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

Group work strategies that can be used include:

- Mixed-ability groups where more able learners assist less able learners. During a shared reading activity you can pair stronger learners with learners who are struggling with word attack skills. The weaker learner will model the approach of the stronger reader who will help them sound the more difficult words out.
- Same-ability groups where some groups continue working by themselves while you spend more time with less able learners. Use this strategy when assessing reading work with same-ability groups so that you standardise your assessment and learners are not intimidated by being in a group with more competent readers.
- Appointing group leaders who are able to help the less able learners.

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

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

Inclusive education in the Senior Phase

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

Practical guidelines for inclusive teaching

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

Interactive support for the multi-level classroom

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

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

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

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

This variety of class, group, pair and individual work opportunities allows teachers to pace work according to the different learners in the class and to use different groupings of learners to cater for different learning styles and to help learners with

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specific barriers to learning – for example by giving a strong reader a responsibility for working with weaker readers for certain types of activities to support their reading and understanding.

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

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

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

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

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

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

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

D: Helpful Dog comments
The Helpful Dog is a familiar thread running through the Learner's Book. He also gives tips and asks questions to encourage learners either to reflect on what they are doing in the activity itself or to link the activity to a broader issue. His role is to encourage learners to ask questions to reflect on their own approach.

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

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

F: Fact files and language teaching
Fact files provide additional information that may guide or assist learners in the activity that they are working on. Language tips are also provided in this feature.

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

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

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

J: Labelled support tasks in the margin
The Support Tasks have been specifically designed to support children with different learning styles and/or barriers to learning. Sometimes the tasks provide questions to support the in-built scaffolding of the activity – to provide an extra entry point. Sometimes the tasks provide further opportunities to embed the new skill or apply new skills in a slightly different context. Some of the activities key directly into learners who benefit

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from an advance preparation or concrete base to a more open-ended activity or who respond to peer group interaction to orientate themselves before, during or even after a task. The tasks are not an integral part of the main activity and therefore can be used in a variety of ways at the discretion of the teacher and the enthusiasm of the learner.

K: Key features

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

L: Flow charts

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

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

M: Word detective feature

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

***Star items**

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

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Interactive support tools

A

deftly quickly and with skill
gingerly in a very slow and careful way

B

factual statement
unusual concept
description
visual image
humorous reaction

I took a train to [city name]. They were having a festival of litter when I arrived. Citizens had taken time off from their busy activities to add crisp packets, empty cigarette boxes, and carrier-bags to the otherwise bland and neglected landscape. They fluttered gaily in the bushes and brought colour and texture to pavements and gutters. And to think that elsewhere we stick these objects in rubbish bags.

C

FOCUS ON...

Key features of reviews

- Always give key factual information.
- Mention important characters or events.
- Use extracts or quotes to interest the audience but do not retell it.
- Include your opinion.

D

E

HINT:
Look at the punctuation at the end of the lines. Is there a comma, a full stop or nothing?

F

A sentence has a subject and a predicate.

- **Subject:** tells who or what the sentence is about.
- **Predicate:** the action part of the sentence that always contains the **finite** verb.

G

Did you know?

Native American Indians use dream catchers to filter out the bad dreams from the good. The legend explaining how dream catchers came about has been passed down orally through generations and there are many different versions.

H

NOTE:
There are several ways to discuss issues. In all it is important to listen, speak and respect each other's opinions. The more formal the discussion, the more important it is to follow the rules to allow everyone's opinion to be heard.

I

TOOLBOX

See page 271 for the editing checklist.

J

SUPPORT TASK:
Discuss some of the traditional or well known stories you can remember. Decide if they are true or fictional. Give reasons.

K

Key features of prose

Prose is ordinary writing in sentences organised into paragraphs, whereas poetry is verse organised into stanzas. Good prose is composed of paragraphs that contain a variety of sentence types.

L

PLAN — Choose your own scenario and write the dialogue for a one-act play.

→ **PLAN** — Pay attention to the key features, structure and style of your dialogue.

→ **DRAFT, EDIT, REVIEW** — Write a draft and then edit your work. Ask someone to review it.

REVIEW, PROOFREAD AND PRESENT

Improve vocabulary, spelling and punctuation before you present your dialogue.

M

The term soap opera was made up by the American press in the 1930s. Soap operas got their name because originally soap manufacturers sponsored them in the United States. They first started out as radio dramas, and then became television series.

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Learners with barriers to learning

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

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

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

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

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

Some specific ways of assisting learners with barriers to learning

Visually-impaired learners

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

Hearing-impaired learners

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

Intellectually challenged learners

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

Addressing barriers to learning in the classroom

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

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

There are many socio-economic factors to consider – poverty, lack of nutrition, poor health, lack of parental support or negative pressures from peer groups, e.g. a child who is bullied or teased at school will struggle to focus in the classroom. Language is often a challenge to children who are

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learning in a second language. A person is generally most competent when using their mother tongue. When taught in another language, they may experience barriers to learning.

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

Different learning styles

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

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

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

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

Here are a few more ideas:

- Content: Choose interesting themes and texts that will stir up interest and enthusiasm in the learners and encourage self-expression. Give the learners ample opportunity to engage with stories, texts and themes that they can relate to. Assist weak readers by giving them texts with pictures that they are familiar with. If a child battles to speak in front of the class, consider giving them a topic that they are able to talk about.
- Environment: Where possible, change the environment – go outside, organise a field trip or take the children on a walk. Many children will respond to a change from being inside the classroom.
- A reading corner: A reading corner does not have to take up a lot of space. It can consist of a

small bookshelf or bench with some books, magazines and newspapers. Have a few cushions on the floor and pictures on the wall (or old book covers). If possible, some audio device with earphones could be available for children to listen to stories or music.

- Posters: You don't need lots of fancy posters to get the children interested. Use the posters that you have and swap them around your classroom so that they are not always in the same place. You can also use current newspaper articles that can be changed on a regular basis.
- Teaching methods: Vary your teaching methods. Have a good balance of group work and individual work, written work and practical work, presentations and discussion. Provide learners with opportunities to express themselves according to what they enjoy. Instead of introducing a lesson by giving the class a short presentation, try something different – play a song, read a poem or a story or a debate. Think of alternate ways for children to "complete their work" to allow for self-expression. There are many ways that a child can "show" what they have learnt according to their abilities.
- Classroom organisation: Consider how your desks or tables are arranged and make some changes where necessary. If all your desks are arranged in groups, you can turn one or two of these desks to face the wall for the children who need a quiet space. If all your desks are in rows, consider moving them into groups and doing some group work. The "social" learners will enjoy the change.

Ideas to address specific barriers to learning

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

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

Poor concentration

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

Review Copy

Weak spelling

Spelling words

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

- Spelling competitions – give points or prizes to teams or individuals who get the most words right.
- Spelling bingo – call out words and have learners find these words on word lists/cards that you have provided. Each card should be slightly different. The first person with all the words present on their list is the winner.
- Snap – show a word and let learners look for it in their readers or dictionaries. They can play in pairs and get points for finding the word first.

- Memory games –these help with visual memory and recall. You can use words or letters or any objects! Ask the children to look at a set of objects for a few seconds. When they look away, remove one or two objects. Let them look at the set again and decide which objects are missing.
- Make acronyms for tricky words, e.g. Rhythm Helps Your Two Hips Move or Big Elephants Can Always Upset Small Elephants.

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

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

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

- Encourage and enforce the use of dictionaries and thesauruses as well as a personal spelling list for the checking of spelling and pronunciation.
- Supply learners with lists of commonly confused words: homophones, homonyms, homographs to learn how they differ and should be used.
- Ask learners to supply and spell synonyms and antonyms for words.
- Groups of words that share the same spelling pattern (-ight, -tion, -ough etc.) can also be displayed on the wall and made interactive. New words with the same spelling pattern can be added to the list over the year.

Weak reading

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

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Weak comprehension

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

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

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

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

There are different levels of understanding a text. Barrett's taxonomy is a comprehensive guide that unpacks these different levels with examples of appropriate questions. As stated in the CAPS document (page 121), "formal assessment must cater for a range of cognitive levels as shown

below. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used". A "Cognitive Levels table" is provided in the CAPS document showing various types of questions that should be used to assess understanding of a text.

The 5 levels are:

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

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

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Assessment

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

Resources for teachers

Teachers can find support activities throughout this guide. Support activities have been designed to help teachers help the learners who may not grasp the prescribed activity. Alternatives have been suggested and there are further consolidation activities as the back of this Teacher's Guide for children who need revision. The Internet is also a wonderful resource for teachers. Here are some sites that will provide support and resources:
http://www.help2read.org/
http://www.literacyforall.co.za/
http://www.wordworks.org.za/
www.thutong.doe.gov.za/ResourceDownload.aspx?id=37353...1

Review Copy

Remedial education

In this series, you will find carefully designed support activities. These activities have been included to give learners who struggle with a particular aspect of language another chance to succeed. However, if your learners experience more serious barriers to learning, remedial assistance can be very helpful. Remedial assistance can help to motivate learners if they experience psychological barriers. It can also help learners to address serious conceptual and language challenges they may be experiencing. Below is a description of some of the barriers which may be overcome with remedial intervention. Information has also been included about factors that increase the likelihood that remedial assistance will be required.

If you think that learners in your class may need remedial assistance, it is important to refer them.

Examples of psychological challenges

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

Difficulties with adjusting socially and emotionally and problems with family and peer relationships
Learners may have trouble fitting in and have difficulty with their relationships. This can be demotivating. One-on-one remedial attention can help to motivate learners.

Examples of environmental challenges

Learners who have not been taught properly
Some learners may have fundamental gaps in their understanding because of problems with the way they were taught in earlier grades. For instance, their reading age may be lower than is expected.

Challenging school environment factors

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

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

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

Learners with *normal intelligence or scholastic ability* who have fallen behind because of the reasons discussed above are those most likely to benefit from remedial support, that is, one-on-one intervention. However, if learners experience severe challenges due to critical physiological,

emotional or physical challenges they may benefit more from other specialised support to ensure they benefit by inclusive education that is underpinned by an expert panel. This is explicitly explained in the following:

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

Diversity

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

The key way in which diversity is encouraged is the absence of stereotypes and prejudice in the Learner's Book, Anthology and Teacher's Guide components of this series. A diverse range of material is presented, in order to represent and cater for the heterogeneous South African society. This is vital in promoting tolerance and on-going nation-building in South Africa.

Integration

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

Teaching English Home Language

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

Language teaching approaches

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

Communicative approach

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

Text-based approach

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

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

Process-orientated teaching of language

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

Review Copy

processes are unpacked when Reading and Viewing and Writing are discussed in more detail.

Teaching the different language skills

Listening and Speaking

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

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

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

Review Copy

Section 3 Reading

Reading

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

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

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

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

The Anthology

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

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

Review Copy

The Reading Process

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

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

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

Independent Reading

Independent reading is a purposeful, planned activity and it can be done in a reading period. Learners read books or texts on their own to

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

The Anthology offers at least one other example of a text type that appears in the CAPS teaching plan. These extra texts can be used as extension, support or as an alternative to what you are using.

Encourage learners to keep record of what they read independently.

Extended reading

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

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

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

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

Reading strategies

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

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

Review Copy

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

Review Copy

Characteristics of confident readers

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

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

- read confidently, both out loud and alone
- read subject matter and context associated with all learning areas across the curriculum, both in class and at home (without assistance)
- read and make use of textbooks considered appropriate for the Grade
- select books, magazines, comics and even newspapers to read for pleasure
- choose at times complex and challenging reading matter (for example encyclopaedias not always aimed at children, or novels and biographies that require persistence and interpretation).

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

- sounding out new words when reading aloud, using knowledge of phonics and blends
- using context to decide what words mean by reading the rest of the sentence and even the paragraph
- using prior knowledge of words and their structure (root words, similar words, prefixes and suffixes etc.)
- using knowledge of words derived from other languages, including not only other South African languages but also Latin, Greek and French, and being able to apply this knowledge in new contexts
- consulting a dictionary, a thesaurus or other reference tools – even the Internet.

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

- re-reading, clarifying and discussing text that is confusing or hard to interpret – both with peers and with teachers in order to confirm understanding
- explaining and articulating own reading and response to it

- using context and prior knowledge to make, evaluate and revisit (if required) predictions and to form own opinions
- identifying questions to be answered while reading, even developing further questions based on response to the text
- using prior learning (from other reading matter, own experiences, discussions, television etc.) to form links and understand and interpret new content
- approaching texts systematically, understanding that purpose, content, layout and language may indicate that a different strategy must be employed when approaching the text.

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

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

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

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

Review Copy

A Learner's reading achievement checklist

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

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

Review Copy

Section 4: Writing

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

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

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

The Writing Process

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

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

Types of writing texts

Essays

Word count:

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

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

Narrative essay

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

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

Descriptive essay

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

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

Argumentative essay

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

- Argumentative essays tend to be subjectively argued; the defence or attack is consistent and as well argued as possible. It will always be one-sided: the conclusion clearly states where the writer stands and why.
- Show a specific opinion or viewpoint and argue to defend or motivate a position.
- Sustain the view clearly throughout.
- Try to convince the reader to share your point of view subjectively.
- Start with your view of the topic in an original and striking way.

Review Copy

- Give a range of arguments to support and substantiate your view.
- Focus on points for OR against a statement.
- Express subjective and strong opinions.
- Use a variety of rhetorical devices and persuasive techniques.
- Use emotive language.
- Conclude with a strong, clear and convincing statement reflecting your opinion.

Discursive essay

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

- Aim to give an objective and balanced view of both sides of an argument.
- Consider various aspects of the topic under discussion.
- Present opposing views impartially.
- Balance the arguments for and against.
- Writing must be clear, rational and objective.
- Make well-reasoned and well-supported statements.
- Use an unemotional and convincing tone without being condescending.
- Conclude with an indication of your particular opinion.

Reflective essay

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

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

Expository essay (for enrichment)

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

Transactional texts

Word count:

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

Review Copy

Official/formal letter

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

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

- Contain a title or subject line following the salutation and be underlined.
- Reflect a formal language register.
- Reflect a formal conclusion followed by the writer's surname and initials.

Friendly/informal letter

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

- Write to people who are close, e.g. friends, family, etc.
- Write mainly to express an emotion, e.g. congratulate, sympathise, advise, etc.
- Use informal to semiformal language register and style.
- Write in lively simple language.
- Reflect a logical order and pursue an intended point.
- The letter contains an introduction, a body and a conclusion.
- The letter contains only one address, the writer's, with a date in which it was written below it.
- The letter contains an informal/semi-formal salutation following the writer's address.
- The conclusion ranges from informal to semi-formal followed by the writer's first name.

Speech

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

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

E-mail/sms

To inform and maintain a relationship.

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

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

Interview

Written record of an interview.

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

Reports (formal/informal)

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

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

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- technical words and phrases
- formal, impersonal language.

Curriculum Vitae (CV)

Since most people nowadays make use of templates for CVs, it may be worthwhile finding out what makes a good template, and how to adapt and fill them in most usefully. Every CV must address a situation, e.g. a CV for a particular job should speak mainly of your involvement in that particular area.

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

Agenda of a meeting

Writing memoranda, agenda and minutes are only useful if meaningful. Have a real or imaginary meeting to write the agenda for and the minutes of.

An agenda:

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

Minutes of a meeting

Record what happened at a meeting.

- Adopt the minutes as a true record in the following meeting.
- Reflect the following:
  - name of the organisation
  - the date, the place and the time at which the meeting was held
  - attendance register.
- Quote resolutions word for word.
- Provide a summary of what was proposed and finally agreed upon.
- Write in the past tense.
- Leave out trivialities like jokes.
- Become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting.

Diary

A diary is a portrayal of daily events.

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

Giving directions

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

Giving instructions

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

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- Explain the working or use of any article in operation; preparing dishes, repairing any defaults, etc.
- Plan and prepare (see writing features):
  - Understand the situation(s) and what the product of giving instructions/demonstrations should be or do.
  - Reflect clear, correct and logical sequence of instructions.
  - Use manuals, instructions and operations.
  - Consider vocabulary, grammar, expression, technical language and phrases that might be used.
- Presenting.

Advertisement

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

Posters/flyers

- Can take a variety of forms.
- Make use of slogans and logos.
- Usually have a visual design element.
- Use advertising techniques.
- Use design to make the poster/flyer eye-catching and memorable.
- Figurative language and poetic devices used to create impact.
- Make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm.

Filling in a form

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

Obituary

To commemorate and inform others of someone's death.

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

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Contract

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

Elements of a contract:

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

Will/testament

A will decides or determines what happens to one's property and possessions after death. A will ensures that the deceased's wishes are fulfilled after death. A will should be kept up to date and in a safe place.

It should have the following:

- names of the owner of the will
- date when the will was made

- money, properties and possessions
- beneficiaries
- executor (friend, member of the family, lawyer).

Literary and media texts

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

Constitution and policy

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

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

Personal recount

To tell about a personal experience.

- Orientation: scene setting or establishing context, e.g. It was in the school holidays ...
- An account of the events that took place, often in chronological order, e.g. I went to Tumelo's place … Then …
- Some additional detail about each event, e.g. He was surprised to see me.
- Reorientation – a closing statement that may include elaboration, e.g. I hope I can spend more time with Tumelo. We had fun.
- Usually written in the past tense.
- Told in first or third person.
- Time connectives are used, e.g. First, then, next, afterwards, just before that, at last, meanwhile.
- Tends to focus on individual or group participants.
- Can be informal in style.

Dialogue

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

Review

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

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

Poetry text

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

Newspaper article

- State facts briefly but accurately.
- Try to communicate the most important facts without losing the reader.
- Summarise accurately, without slanting the truth.
- Give a succinct title and add a clear sub-title.

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

Magazine article

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

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

- The heading must be attractive and interesting.
- The style should be personal, speaking directly to the reader.
- The style can be descriptive and figurative, appealing to the imagination of the readers.
- Names, places, times, positions and any other necessary details should be included in the article.
- The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service.
- Paragraphs should not be too long and should encourage the reading of the article.
- The font should be light and attractive.

Documentary

- Detailed investigation of the life of a subject, e.g. hero (sport, education, religious), and a report on the findings thereof.
- This could include the highlights and the challenges the subject encountered before reaching the pinnacle.
- Names, places, times, positions and any other necessary details should be included in the documentary.
- Start with the most important facts: the who, what, how, when, where, why and to what degree.

Language Structures and Conventions

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

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

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

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Section 5 Planning

Planning in the Senior Phase

Different types of plans

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

Teaching Plan

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

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

See page 37 for the Teaching Plan.

Developing Lesson Plans

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

Year Plan

Below is a year plan based on this series for Grade 9.

Review Copy

Term 1

Weeks 1–2	Chapter 1		Learner's Book (pp. 7–18) Teacher's Guide (pp. 59–64) Anthology (p 25–30)
Weeks 3–4	Chapter 1		Learner's Book (pp. 19–28) Teacher's Guide (pp. 65–69) Anthology (p. 80)
Weeks 5–6	Chapter 2	Task 1: Oral	Learner's Book (pp. 30–41) Teacher's Guide (pp. 70–73) Anthology (pp. 44–48; 88–87)
Weeks 7-8	Chapter 2		Learner's Book (pp. 42–53) Teacher's Guide (pp. 74–77) Anthology (p. 101)
Weeks 9-10	Chapter 3	Task 2: Writing Task 3: Test 1	Learner's Book (pp. 55–67) Teacher's Guide (pp. 78–85) Anthology (100)

Term 2

Weeks 1-2	Chapter 4		Learner's Book (pp. 71–83) Teacher's Guide (pp. 86–91) Anthology (pp. 66–70)
Weeks 3-4	Chapter 4	Task 1: Oral	Learner's Book (pp. 84–95) Teacher's Guide (pp. 92–95) Anthology (p. 49)
Weeks 5-6	Chapter 5		Learner's Book (pp. 97–109) Teacher's Guide (pp. 96–101) Anthology (pp. 81; 88–89)
Weeks 7-8	Chapter 5	Task 2: Test 2	Learner's Book (pp. 110–121) Teacher's Guide (pp. 102–114) Anthology (pp. 36–41; 98–99)

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

Term 3

Week	Chapters	Assessment	Page references
Weeks 1-2	Chapter 6		Learner's Book (pp. 130–141) Teacher's Guide (pp. 115–118) Anthology (p. 83)
Weeks 3-4	Chapter 6		Learner's Book (pp. 142–152) Teacher's Guide (pp. 119–122) Anthology (pp. 19–24; 84–85; 105–126)
Weeks 5-6	Chapter 7		Learner's Book (pp. 153–167) Teacher's Guide (pp. 123–126) Anthology (pp. 14–18)
Weeks 7-8	Chapter 7		Learner's Book (pp. 168–179) Teacher's Guide (pp. 127–130) Anthology (pp. 55–61)
Weeks 9-10	Chapter 8	Task 1: Oral Task 2: Writing Task 3: Test 3	Learner's Book (pp. 181–195) Teacher's Guide (pp. 131–139) Anthology (pp. 94–95; 96–97)

Term 4

Week	Chapters	Assessment	Page references
Weeks 1-2	Chapter 9	Task 1: Oral	Learner's Book (pp. 201–214) Teacher's Guide (pp. 140–143) Anthology (pp. 92–93)
Weeks 3-4	Chapter 9		Learner's Book (pp. 215–225) Teacher's Guide (pp. 144–147) Anthology (pp. 31–35; 90–91)
Weeks 5-6	Chapter 10		Learner's Book (pp. 227–240) Teacher's Guide (pp. 148–151) Anthology (pp. 61–65; 71–76)
Weeks 7-8	Chapter 10		Learner's Book (pp. 241–249) Teacher's Guide (pp. 152–167) Anthology (p. 82)

Review Copy

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

Grade 9 Teaching Plan based on this series

	Term 1		
	Weeks 1–2 Chapter 1	**Weeks 3–4 Chapter 1**	**Weeks 5–6 Chapter 2**
Theme	The open road	The ride	Sign here, please
Resources	Learner's Book (pp. 6–18) Teacher's Guide (pp. 59–64) Anthology (p. 17, 51, 67, 150)	Learner's Book (pp. 19–32) Teacher's Guide (pp. 65–69) Anthology (p. 37)	Learner's Book (pp. 33–45) Teacher's Guide (pp. 70–73) Anthology (p. 80, 89)
Text types	LB: advert, logo, short story, poem, poster	LB: story adaptation, short story, cartoon, thank-you letter	LB: telephone conversation, role play, contract, poem, report
Listening & Speaking	Talk about an advert (LB p. 7) Listen to an advert (LB p. 8) Talk about logos (LB p. 9) Analyse and advert (LB p. 10)	Discuss a memorable trip (LB p. 19) Listen to a story about hitchhiking (LB p. 19) Learn more about reading aloud (LB p. 24) Read, respond to and analyse a poem (LB p. 26) Read a short story (LB p. 27)	Listen to a telephone conversation (LB p. 34) Resolve a dispute using role play (LB p. 36)
Reading	Read a short story (LB p. 12) Interpret a road safety poster (LB p. 16)	Analyse the short story reading (LB p. 21) Read a cartoon (LB p. 30)	Read and analyse a contract (LB p. 37) Analyse a poem (LB p. 39) Analyse a sample report (LB p. 42)
	The Prince who wanted to see the world (Anth. p. 17) The Open Road (Anth. p. 51) Schippeitaro (Anth. p. 67) When I Go Home (Anth. 150)	On Offering a Lift (Anth. p. 37)	Eloquent Notes on a Suicide: Case of the Silent Girl (Anth. p. 80) Mightier than the sword (Anth. p 89)
Writing	Write a script for an advert (LB p. 11)	Learn to write a thank-you letter (LB p. 31)	Write a story (LB p. 37) Write a report (LB p. 44)
Language Structures	Learn about idioms and proverbs (LB p. 9) Spot the spelling errors (LB p. 14) Learn about spelling patterns (LB p. 15) Concord or subject-verb agreement (LB p. 18)	Use punctuation when reading aloud (LB p. 22) Revise suffixes and prefixes (LB p. 23) Practise using spelling patterns (LB p. 23) Work with verbs (LB p. 29) Get playful with punctuation (LB p. 29)	Learn more about conjunctions (LB p. 38) Practise using transitional words or phrases (LB p. 39) Interpret legal vocabulary (LB p. 45)
Assessment		Reading aloud (LB p. 25) Write a thank-you letter (LB p. 32)	Write a story (LB p. 37)

Review Copy

	Term 1		Term 2
	Weeks 7–8 Chapter 2	**Weeks 9–10 Chapter 3**	**Weeks 1–2 Chapter 4**
Theme	Resisting the law	What makes a hero?	Talking about fame
Resources	**Learner's Book (pp. 46–57)** **Teacher's Guide (pp. 74–77)** Anthology (p. 40, 154)	**Learner's Book (pp. 58–76)** **Teacher's Guide (pp. 78–85)** Anthology (p. 24, 172, 180)	**Learner's Book (pp. 77–89)** **Teacher's Guide (pp. 86–91)** Anthology (p. 108, 114, 163)
Text types	LB: dialogue, speech, poem, short story	LB: newspaper report, article, magazine article, poem	LB: extract from a story, short story, article, poem
Listening & Speaking	Listen to a dialogue (LB p. 46) Listen to a speech about going against the law (LB p. 50) Make an unprepared speech (LB p. 53)	Listen to a newspaper report (LB p. 59) Conduct an interview (LB p. 60) Discuss and present your findings (LB p. 61)	Listen to an extract from a story about celebrities (LB p. 78)
Reading	Speak with confidence (LB p. 53) Analyse a poem (LB p. 53) Read for meaning (LB p. 57)	Read a real-life heroic story (LB p. 63) Read a magazine article (LB p. 66) Read a modern ballad (LB p. 68)	Answer questions on a short story (LB p. 81) Read for meaning (LB p. 82) Read for meaning (LB p. 89) Analyse the poem's structure (LB p. 89)
	How Six Men Travelled Through the Wide World (Anth. p. 40) Stealing (Anth. p. 154)	Amatola Night (Anth. p 8) If… (Anth. p. 170) Eden (Anth. p. 180)	Ryokin Master (Anth. p. 108) The battle (Anth. p. 114) Drummer Hodge (Anth. p. 163)
Writing	Write an essay (LB p. 55)	Write a newspaper report (LB p. 71)	Write a summary (LB p. 84) Write a diary entry LB p. 86)
Language Structures	Learn about regular and irregular verbs and concord (LB p. 48) Revise idioms and proverbs (LB p. 49) Play around with portmanteau (LB p. 49) Learn about language variations (LB p. 52)	Use and interpret moods (LB p. 62) Learn about sentences (LB p. 65) Work with apostrophes (LB p. 67) Learn about alliteration and assonance (LB p. 70)	Recognise style and register (LB p. 79) Work with idioms and proverbs (LB p. 79) Explore prefixes and suffixes (LB p. 80) Make sense of sentences (LB p. 82) Explore direct and indirect speech (LB p. 83)
Assessment	Write an essay (LB p. 55)	Test: Comprehension (LB p. 73), Language (LB p. 76)	Hold a forum discussion (LB p. 87)

Review Copy

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

	Term 2		
	Weeks 3–4 Chapter 4	**Weeks 5–6 Chapter 5**	**Weeks 7–8 Chapter 5**
Theme	Hollywood hype	Snow forecasted	Nature calls
Resources	**Learner's Book (pp. 90–101)** **Teacher's Guide (pp. 92–95)** Anthology (p. 164)	**Learner's Book (pp. 102–116)** **Teacher's Guide (pp. 96–101)** Anthology (p. 152)	**Learner's Book (pp. 117–134)** **Teacher's Guide (pp. 102–114)** Anthology (p. 148, 149, 156, 162, 173)
Text types	LB: speech, urban legend	LB: story, poem, folktale, cartoon, agenda	LB: headlines, campaign advert, posters, poem
Listening & Speaking	Listen to a famous speech (LB p. 90)	Listen to a story (LB p. 104) Discuss your opinion (LB p. 105)	Listen to a campaign advert (LB p. 119) Present you're advert review (LB p. 125)
Reading	Ponder poetry (LB p. 94) Read about folklore and urban legend (LB p. 96)	Read about the features of a story (LB p. 103) Read and explore (LB p. 106) Summarise the story of the poem (LB p. 109) Read a traditional folktale (LB p. 110) Read a cartoon about a film-production meeting (LB p. 113)	Read and respond (LB p. 117) Read and analyse (LB p. 122) Compare and contrast adverts (LB p. 123) Read and analyse a poem (LB p. 126)
	The Projectionist's Nightmare (Anth. p. 164)	Stopping By The Woods on a Snowy Evening (Anth. p. 152)	The Eagle (Anth. p. 148) Eagle (Anth. p. 149) Throwing a Tree (Anth. p. 156) Rain in Summer (Anth. p. 162) Snake (Anth. p. 173)
Writing	Write a review (LB p. 100)	Write a notice and an agenda (LB p. 115) Take minutes (LB p. 116)	Write a summary (LB p. 121) Write an advert review (LB p. 124)
Language Structures	Investigate verbs and split infinitives (LB p. 92) Classify sentences (LB p. 93) Learn to identify generalisations (LB p. 93) Edit for punctuation and spelling (LB p. 100)	Work with Idioms and proverbs (LB p. 108) Identify prepositions (LB p. 109)	Practise sentences (LB p. 125) Analyse words (LB p. 128)
Assessment		Write a notice and an agenda (LB p. 115)	June exam, Paper 2: Comprehension and language use and literature (LB p. 129) June exam, Paper 4 Response to literature (LB p.

Review Copy

			132) June exam, Paper 3: Writing (LB p. 134)

	Term 3		
	Weeks 1–2 Chapter 6	**Weeks 3–4 Chapter 6**	**Weeks 5–6 Chapter 7**
Theme	Keep it between us	Sustaining your future	A woman in the workplace
Resources	**Learner's Book (pp. 135–149)** **Teacher's Guide (pp. 115–118)** Anthology (p. 14, 73, 165)	**Learner's Book (pp. 150–161)** **Teacher's Guide (pp. 119–122)** Anthology (p. 46, 57)	**Learner's Book (pp. 162–174)** **Teacher's Guide (pp. 123–126)** Anthology (p. 134, 160)
Text types	LB: dialogue, body language, poem, cartoon, last will and testament	LB: interview, extract from a story, poster advert, poem, cartoon, CV, covering letter	LB: debate, modern fable, poem, cartoon, magazine article
Listening & Speaking	Negotiate an outcome (LB p. 136)	Listen to an interview (LB p. 150) Discuss a CV (LB p. 161)	Listen to a debate (LB p. 163
Reading	Analyse a poem about a will (LB p. 140) Analyse a cartoon (LB p. 142) Read the last will and testament of a famous person (LB p. 144)	Read a story about sustaining your sanity (LB p. 152) Read about Al Gore's research LB p. 134) Analyse a poster advert campaign (LB p. 155) Analyse a poem (LB p. 156) Analyse a cartoon (LB p. 158)	Read a modern fable (LB p. 166) Analyse a poem (LB p. 168) Analyse a cartoon (LB p. 170)
	Friends (Anth. p. 14) First Date (Anth. p. 73) How do I love thee? (Anth. p. 165)	Star of Africa (Anth. p. 46) Stan Bolovan (Anth. p. 57)	The Pearl Earrings (Anth. p. 134) Poem for my Mother (Anth. p. 160)
Writing	Discuss a will (LB p. 145) Write a will (LB p. 146)	Learn how to write a covering letter (LB p. 160) Write a CV and a covering letter (LB p. 161)	Hold a class debate (LB p. 164) Learn how to summarise a text (LB p. 172) Classify Narrative, descriptive or reflective essays (LB p. 173) Write a narrative, descriptive or reflective essay (LB p. 174)
Language Structures	Learn about the language of negotiations (LB p. 138) Practise using conjunctions (LB p. 139) Analyse language in context (LB p. 141) Learn about paronyms (LB p. 143)	Analyse language in context (LB p. 151) Analyse language in context (LB p. 153) Revise punctuation (LB p. 157) Analyse language in context - homophones	Learn about transition words (LB p. 165) Tackling tenses (LB p. 169) Apply spelling rules (LB p. 171)

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	Language in context (LB p. 143) Practise working with paronyms (LB p. 148) Revise spelling, punctuation and grammar (LB p . 148) Revise your understanding of redundancy (LB p. 149) Spot the spelling gremlins (LB p. 149)	(LB p. 158)	
Assessment	Discuss a will (LB p. 145)		Hold a class debate (LB p. 164)

	Term 3		**Term 4**
	Weeks 7–8 Chapter 7	**Weeks 9–10 Chapter 8**	**Weeks 1–2 Chapter 9**
Theme	Get that job!	Local flavours	Making history
Resources	Learner's Book (pp. 175–186) Teacher's Guide (pp. 127–130) Anthology (p. 119)	Learner's Book (pp. 187–203) Teacher's Guide (pp. 131–139) Anthology (p. 170)	Learner's Book (pp. 204–217) Teacher's Guide (pp. 140–143) Anthology (p. 30, 31, 93 101, 158)
Text types	LB: speech, extract from a novel, poem, cartoon	LB: book covers, dialogue, play, poem	LB: poem, report, fable, letter of application, short story
Listening & Speaking	Listen to a prepared speech (LB p. 175) Make a prepared speech (LB p. 176)	Form an opinion (LB p. 188) List your favourite DJs (LB p. 189) Listen to different DJs (LB p. 189) Tell a spicy story (LB p. 190) Discuss a DJ's role (LB p. 192) Present your dialogue (LB p. 196)	Read a poem about making history (LB p. 205) Listen to a fable (LB p. 208) Learn about a letter of application (LB p. 214)
Reading	Read a novel (LB p. 178) Read a poem about perseverance (LB p. 180) Analyse a cartoon (LB p. 182)	Read and make predictions (LB p. 191) Read a dialogue (LB p. 193) Read for meaning (LB p. 195) Read and analyse the poem (LB p. 198)	Analyse the report (LB p. 210) Analyse a short story (LB p. 216)
	Sharp! Sharp! (Anth. p. 119)	The African Pot (Anth. p. 172)	The Lion, the Fox and the Beasts (Anth. p. 30) Louis da Lion meets a sticky end (Anth. p. 31) Secret Enemy (Anth. p. 93) The fear (Anth. p. 101) Leather Jackets, Bikes

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			and Birds (Anth. p. 158)
Writing	Learn to respond to an invitation (LB p. 185) Write an invitation and acceptance note (LB p. 185)	Write for the mike (LB p. 196) Form your own radio station (LB p. 199)	Have a meeting (LB p. 211) Write a letter of application (LB p. 215)
Language Structures	Analyse adjectives (LB p. 177) Language in context (LB p. 183) Ride the adjective carousel! (LB p. 183)	Justify your prediction (LB p. 191) Identify pronouns (LB p. 192) Mind your language (LB p. 194) Spell it out (LB p. 199)	Speak using slang (LB p. 207) Spelling out the truth (LB p. 207) Analyse the language (LB p. 210) Keep it short and sweet! (LB p. 210) Learn about cliché's (LB p. 211) Work with verbal dynamics (LB p. 212) Revise active and passive voice (LB p. 212) Direct and indirect speech in action (LB p. 212) Eliminate ambiguity (LB p. 213)
Assessment		Revision test: Comprehension (LB p. 200, Language (LB p. 202)	Have a meeting (LB p. 211)

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

	Term 4		
	Weeks 3–4 Chapter 9	**Weeks 5–6 Chapter 10**	**Weeks 7– 8 Chapter 10**
Theme	Protecting the news	The book club	E-readers
Resources	Learner's Book (pp. 218–230) Teacher's Guide (pp. 144–147) Anthology (p. 125, 166)	Learner's Book (pp. 231–243) Teacher's Guide (pp. 148–151) Anthology (p. 168)	Learner's Book (pp. 244–263) Teacher's Guide (pp. 152–167) Anthology (pp. 130)
Text types	LB: dialogue, cartoon, poem, poster advert, email	LB: poem, extract from a novel, passages	LB: passage, cartoon, story
Listening & Speaking	Listen to a dialogue (LB p. 218) Share and defend your opinion (LB p. 221)	Hold a conversation and role play a scene (LB p. 232)	Share your secrets (LB p. 253)
Reading	Read and extract from a short story (LB p. 222) Read and analyse a newsworthy poem (LB p. 224) Interpret a poster advert (LB p. 226) Read and analyse an email	Analyse a poem (LB p. 232) Comprehend the classics (LB p. 236) Compare passages (LB p. 239) Read between the lines (LB p. 239)	Read for meaning (LB p. 244) Study the cartoon (LB p. 247) Revise your setworks (LB p. 250) Revise your poetry (LB p. 251)

	opinion (LB p. 228)		
	The Hunger (Anth. p. 125) At a snail's pace, please (Anth. p. 166)	The secret (Anth. p. 168)	The Eyes Have It (Anth. p. 130)
Writing	Write a summary (LB p. 227) Write an email (LB p. 229)	Write a transactional piece (LB p. 240)	Revise your planning skills (LB p. 249)
Language Structures	Notice the relationship between language and power (LB p. 220) Learn to argue politely (LB p. 220) Use the power of language (LB p. 222) Practise language devices designed to get to the point (LB p. 227) Analyse language in context (LB p. 229)	Summarise a passage (LB p. 234) Work with words (LB p. 234) Cause and effect focus (LB p. 241)	
Assessment			November exam, Paper 2: Comprehension, language use and literature (LB p. 254) November exam, Paper 3: Writing (LB p. 260) November exam, Paper 4 Response to literature (LB p. 261)

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Section 6 Assessment

Assessment in the Senior Phase

Purpose of assessment

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be planned when planning the lesson content. Assessment helps to identify the needs of the learners. It also provides evidence of progress, enables teachers to reflect on what they are doing, and gives teachers the information they need to give feedback to learners and parents and other relevant people and departments such as the HOD and the National Department of Basic Education.

Types of assessment

Assessment should be conducted in different ways for different purposes.

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

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Forms of assessment

In the Senior Phase, appropriate forms of assessment are:

- Observations – teachers must constantly observe their learners informally to assess their understanding and progress, and record observations in their observation book or checklist sheets.
- Written/recorded activities – activities that call for learners to present anything in a written format should be planned carefully so that the Learner's performance (written work) is reflected clearly when assessed against the criteria for the activity.
- Performance-based activities – these activities require learners to show their knowledge, skills and values by creating, producing or demonstrating something.

Assessing English Home Language in the Senior Phase

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

Formal Programme of Assessment

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

Formal Programme of Assessment

Term 1					
Task 1: Oral		Task 2: Writing		Task 3: Test 1	
	Mark		Mark		Mark
Read aloud	10	Write a thank you letter Write an essay	20 20	Test	30
Term 2					
Task 1: Oral		Task 2: Writing		Task 3: Mid-year examinations	
	Mark		Mark		Mark
Hold a forum discussion	10	Write a notice and an agenda	20	Paper 1: Oral Paper 2:Comprehension, language use and literature	30 30
				Paper 3: Writing Paper 4: Response to literature	30 100
Term 3					
Task 1: Oral		Task 2: Writing		Task 3: Test 2	
	Mark		Mark		Mark
Discuss a will Hold a class debate	10 10	Write a CV and covering letter	20	Revision test	30
Term 4					
Task 1: Oral		Task 2: End-of-year examinations			
	Mark				Mark
Have a meeting	10	Paper 1: Oral*			80
		Paper 2: Comprehension, language use and literature			60
		Paper 3: Writing Paper 4: Response to literature			30 100

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

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

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Inclusive assessment

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

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

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

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

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

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

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Recording and reporting assessment

In the Senior Phase, recording and reporting of learner performance should be against the four subjects offered, namely Home Language, First Additional Language, Mathematics and Life Orientation. Teachers need to assess or evaluate learner performance, record it and then report on it to all relevant stakeholders, namely learners, parents, the school and other stakeholders.

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

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

Moderation

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

Tests and examination

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

- Grade 9 tests and examinations must be moderated at district and provincial level. This process will be managed by the provincial education department.
- Subject advisors must moderate samples of tests and examination papers before they are written by learners to verify standards and guide teachers on the setting of these tasks.

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Oral Assessment

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

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

Assessment tools

Assessment tool: Prepared speech

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

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

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Assessment tool: Unprepared speech / conversation

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

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Assessment tool: Listening

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

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Assessment tool: Transactional writing – article

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

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Assessment tool: Prepared reading

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

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Assessment tool: Creative essay

Use this rubric when assessing essays.

	Code7 (Outstanding) 80–100%	Code 6 (Meritorious) 70–79%	Code 5 (Substantial) 60–69%
Content and planning (30 MARKS)	**24 – 30**	**21 – 23½**	**18 – 20½**
	Content outstanding, highly original. Ideas thought provoking, mature. Planning and/or drafting has produced a flawlessly presentable essay.	Content meritorious, original. Ideas imaginative, interesting. Planning and/or drafting has produced a well-crafted and presentable essay.	Content sound, reasonably coherent. Ideas interesting, convincing. Planning and/or drafting has produced a presentable and good essay.
Language Style Editing (15 MARKS)	**12 – 15**	**10½ – 11½**	**9 – 10**
	Critical awareness of impact of language. Language, punctuation effectively used. Uses highly appropriate figurative language. Choice of words exceptional, mature. Style, tone, register highly suited to topic. Virtually error-free following proofreading and editing.	Critical awareness of impact of language. Language, punctuation correct; able to use figurative language. Choice of words varied and creative. Style, tone, register appropriately suited to topic. Largely error-free following proofreading, editing.	Critical awareness of language evident. Language and punctuation mostly correct. Choice of words suited to text. Style, tone, register suited to topic. Mostly error-free following proofreading, editing.
Structure (5 MARKS)	**4 – 5**	**3½**	**3**
	Coherent development of topic. Vivid exceptional detail. Sentences, paragraphs brilliantly constructed. Length in accordance with requirements of topic.	Logical development of details. Coherent. Sentences, paragraphs logical, varied. Length correct.	Several relevant details developed. Sentences, paragraphs well constructed. Length correct.

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Code 4 (Adequate) 50–59%	Code 3 (Moderate) 40–49%	Code2 (Elementary) 30–39%	Code 1 (Not achieved) 0–29%
15 – 17½	**12 – 14½**	**9 – 11½**	**0 – 8½**
Content appropriate, adequately coherent. Ideas interesting, adequately original. Planning and/or drafting has produced a satisfactory, presentable essay.	Content mediocre, ordinary. Gaps in coherence. Ideas mostly relevant. Limited originality. Planning and/or drafting has produced a moderately presentable and coherent essay.	Content not always clear, lacks coherence. Few ideas, often repetitive. Inadequate for Home Language level despite planning/drafting. Essay not well presented.	Content largely irrelevant. No coherence. Ideas tedious, repetitive. Inadequate planning/drafting. Poorly presented essay.
7½ – 8½	**6 – 7**	**4½ – 5½**	**0 – 4**
Some awareness of impact of language. Language simplistic, punctuation adequate. Choice of words adequate. Style, tone, register generally consistent with topic requirements. Still contains a few errors following proofreading, editing.	Limited critical language awareness. Language mediocre, punctuation often inaccurately used. Choice of words basic. Style, tone register lacking in coherence. Contains several errors following proofreading, editing.	Language and punctuation flawed. Choice of words limited. Style, tone, register inappropriate. Error-ridden despite proofreading, editing.	Language and punctuation seriously flawed. Choice of words inappropriate. Style, tone, register flawed in all aspects. Error-ridden and confused following proofreading, editing.
2½	**2**	**1½**	**1**
Some points, necessary details developed. Sentences, paragraphing might be faulty in places but essay still makes sense. Length almost correct.	Most necessary points evident. Sentences, paragraphs faulty but essay still makes sense. Length – too long/short.	Sometimes off topic but general line of thought can be followed. Sentences, paragraphs constructed at an elementary level. Length – too long/short.	Off topic. Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

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Assessment tool: Transactional

Use this rubric when assessing any transactional piece.

	Code7 (Outstanding) 80–100%	Code 6 (Meritorious) 70–79%	Code 5 (Substantial) 60–69%
Content and planning (15 MARKS)	**12 – 15** Extensive specialised knowledge of requirements of text. Disciplined writing – maintains rigorous focus, no digressions. Total coherence in content and ideas, highly elaborated and all details support topic. Evidence of planning and/or drafting has produced a flawlessly presentable text. Highly appropriate format.	**11** Very good knowledge of requirements of text. Disciplined writing – maintains focus, no digressions. Coherent in content and ideas, very well elaborated and all details support topic. Evidence of planning and/or drafting has produced a well-crafted and presentable text. Has applied the necessary rules of format very well.	**9 – 10** Fair knowledge of requirements of text. Writing – maintains focus, with minor digressions. Mostly coherent in content and ideas, elaborated and most details support topic. Evidence of planning and/or drafting has produced a presentable and very good text. Has applied the necessary rules of format.
Language Style Editing (10 MARKS)	**8 – 10** Grammatically accurate and brilliantly constructed. Vocabulary highly appropriate to purpose, audience and context. Style, tone, register highly appropriate. Virtually error-free following proofreading and editing. Length correct.	**7** Very well constructed and accurate. Vocabulary very appropriate to purpose, audience and context. Suitable style, tone, register considering demands of task. Largely error-free following proofreading and editing. Length correct.	**6** Well-constructed and easy to read. Vocabulary appropriate to purpose, audience and context. Style, tone, register mostly appropriate. Mostly error-free following proofreading and editing. Length correct.

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Code 4 (Adequate) 50–59%	Code 3 (Moderate) 40–49%	Code2 (Elementary) 30–39%	Code 1 (Not achieved) 0–29%
8 Adequate knowledge of requirements of text. Writing – digresses but does not impede overall meaning. Adequately coherent in content and ideas, some details support topic. Evidence of planning and/or drafting has produced a satisfactorily presented text. Has applied an adequate idea of requirements of format.	**6 – 7** Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. Writing – digresses, meaning vague in places. Moderately coherent in content and ideas, some details support topic. Evidence of planning and/or drafting has produced a moderately presentable and coherent text. Has a moderate idea of requirements of format – some critical oversights.	**5** Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. Writing – digresses, meaning obscure in places. Not always coherent in content and ideas, has few details which support topic. Inadequate for Home Language level despite planning and/or drafting. Text not well presented. Has vaguely applied necessary rules of format – some critical oversights.	**0 – 4** No knowledge of requirements of text. Response to writing task reveals a limited focus. Writing – digresses, meaning obscure in places. Not coherent in content and ideas, has few details which support topic. Inadequate planning/ drafting. Poorly presented text. Has not applied necessary rules of format.
5	**4**	**3**	**0 – 2**
Adequately constructed. Errors do not impede flow. Vocabulary adequate for purpose, audience and context. Style, tone, register fairly appropriate. A few errors following proofreading and editing. Length almost correct.	Basically constructed. Several errors. Vocabulary limited and not very suitable for purpose, audience and context. Lapses in style, tone and register. Several errors following proofreading and editing. Length – too long/short.	Poorly constructed and difficult to follow. Vocabulary requires some remediation and not suitable for purpose, audience and context. Style, tone and register inappropriate. Error-ridden despite proofreading, editing. Length – too long/short.	Poorly constructed and very difficult to follow. Vocabulary requires serious remediation and not suitable for purpose. Style, tone and register do not correspond with topic Error-ridden and confused following proofreading, editing. Length – far too long/short.

Review Copy

Assessment tool: Descriptive essay

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

Review Copy

Participates in discussion		Marks	Marks
Participates in discussion	Takes turns to speak	_/2	_/3
	Stays on topic	_/2	_/2
	Asks relevant/critical questions, using appropriate question forms, e.g. who, which, what, when, how, why	_/1	_/2
	Expresses, explains and justifies own opinion with reasons	_/1	_/2
	Discusses social moral and cultural values	_/1	_/2
	Maintains discussion	_/2	_/2
	Uses interaction strategies to communicate effectively in group situations	_/2	_/3
Responds to others	Responds sensitively others' ideas with empathy and respect	_/2	_/2
	Gives balanced and constructive feedback	_/2	_/2
Total		**_/15**	**_/20**

Role play		Marks	Marks
Planning and practising	Works cooperatively with the group	_/2	_/2
	Manages time well	_/1	_/2
Characterisation	Interprets character creatively	_/1	_/2
	Uses appropriate facial expression, body language and speech	_/1	_/1
Audience awareness	Shows awareness of audience and adjusts performance to purpose and audience	_/2	_/3
Voice projection and expression	Projects voice at appropriate volume and tone for audience	_/2	_/2
	Uses voice to convey emotion/expression	_/1	_/3
Delivery/ Performance	Performs role confidently	_/2	_/2
	Varies voice and facial expression	_/2	_/2
	Changes register, grammar structure and idioms	_/1	_/1
Total		**_/15**	**_/20**

Review Copy

Prepared speech		Marks	Marks
Planning and content	Selects interesting and relevant content	_/2	_/2
	Organises ideas logically	_/2	_/1
	Has a clear introduction, middle and conclusion	_/2	_/4
	Stays on topic	_/2	_/2
	Uses appropriate language and style for audience and purpose	_/2	_/3
Presentation skills	Projects voice at correct volume, tempo and pace	_/2	_/3
	Uses appropriate body language and posture	_/1	_/2
	Makes good eye contact with audience	_/2	_/3
Total		**_/15**	**_/20**

Reading aloud		Marks	Marks
Preparation	Predicts from title and pictures	_/1	_/1
	Uses reading strategies: skimming and scanning, contextual clues and previous knowledge	_/1	_/2
Reading technique	Reads aloud with clear pronunciation, phrasing, tempo, changing speed as appropriate	_/2	_/2
	Pronounces words correctly	_/1	_/1
	Uses good word attack skills for unknown words	_/2	_/2
	Reads with understanding and clear expression	_/1	_/2
	Uses appropriate language and style for audience and purpose	_/1	_/2
Understanding	Can answer oral questions on text read correctly: Identifies main and supporting ideas Gives reasons for action Predicts what will happen next	_/2	_/3
	Understands vocabulary Discusses new vocabulary from the read text	_/1	_/2
	Identifies and discusses values in the text	_/1	_/1
	Gives and explains own feelings about the text	_/1	_/1
	Compares text to others has read	_/1	_/1
Total		**_/15**	**_/20**

Review Copy

CHAPTER 1

Journeys

CHAPTER OVERVIEW

Advertising is the central theme of this two-week section and learners are given an opportunity to critically engage with written, visual and oral adverts and brand logos. They learn about advertising and logo design techniques and how adverts are written with in a specific way to engage a specific audience. They learn that colour, text and typography play an integral role in this process. The different way that language is used is further examined through the excerpt from the short story *Only When Spoken To*, where different characters communicate various messages in obviously different ways.
At the end of the section, learners engage with a letter used as part of an Arrive Alive campaign using emotive language.

Review Copy

THE OPEN ROAD – TERM 1 WEEKS 1 & 2

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment (LB p. 11)
Resources	LB pp. 6–19, TB pp. 59–64, Anthology pages 17, 51, 67, 150	**Assessment tool**	Rubric
Listening Texts	Listen to a bank advert (LB p. 8)	**Reading texts**	Key features of an advert (LB p. 7) An advert (LB p. 10) Extract from a short story (LB pp. 12–13) Poem (LB p. 14) Arrive Alive letter (LB p. 16)
Written texts	Write a script for an advert (LB p. 11)	**Language focus**	Idioms and proverbs (LB p. 9) Adjectives (LB p. 13) Nouns and pronouns (LB p. 15) Spelling patterns (LB p. 15) Concord (LB p. 18)
Integration	**Mathematics:** calculating distance travelled **Social Science:** personal safety and hitchhiking **Technology & Design:** making artistic impressions & drawings	**Reading programme**	Learners to read: *The Prince Who Wanted to see the World* Anth. p. 17 *The Open Road* Anth. p. 51 *Schippeitaro* Anth. p.67 *When I go Home*. p.150
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, teachers are urged to speak and pronounce words clearly but to resist the urge to raise their voice. Seat these learners close to the front of the class to allow them to lip-read. When working with adverts for television or radio, ask learners to write the dialogue/auditory messages down for hearing impaired learners or to describe the visual cues to visually impaired learners.		

Getting from A to B

Use the metaphor of a journey as a general introduction to how adverts get you from the starting point, introducing you to a product to and end point, buying the product. The notion of getting from A to B is one that also conjures up images of having to make critical choices, both along the way and at the outset. Contextualise this by asking learners what their plans are regarding subject choices for Grade 10, and whether they've through how the choices make now will affect their tertiary education.

Talk about an advert (LB p. 7)

Key focus: Critically evaluating advertising

- Beforehand collect and display various adverts – ask shop managers for old advertising material/posters/banners. They are usually happy to recycle these!
- Print out blank speech bubbles and/or shapes on A5 and cut these out for display.
- Guide learners in a discussion of advertising, focussing on attention-grabbing features as used in different contexts and media. Move from the known to the unknown, allowing learners to express their opinions about an advert, then referring to the table in the textbook. Emphasise that their opinions are valid and that they should trust that what they say will add value to the conversation.
- Guide learners to identify manipulative language and how language is used to convince customers that they should purchase a product. Refer to the key features of an advert in this regard. Give learners 'permission' to differ from each other – an advert one person likes might be considered in ill-taste by another. If such a situation arises use it as a teaching moment to discuss healthy ways of disagreeing with someone.
- When learners come up with slogans or celebrity endorsements let them write these in the speech bubbles or shapes you prepared beforehand.

Support activity

Ask learners about specific products they use that have been celebrity endorsed. Bring it back to their own experience of the world. Make them really think about all the features of the endorsement that persuaded them to buy the product. They should list these things. It is a matter of deconstructing this this new theoretical knowledge in a practical way.

The stops along the way

Adverts have little internal milestones built into them as they make their argument and vie to win you're attention. Start by likening this to the stops along the way on a journey: refuelling, resting or grabbing a bit to eat.

Listen to an advert (LB p. 8)

Key focus: Tone and stereotypes in adverts

Review Copy

Suggested answers

1 Trying to convince customers that their bank's service is faster than other banks'.

2 a If she were bored or arrogant the advert would have a negative tone; if she were friendly the advert would be positive and upbeat; if she were very officious it would become a 'typical' bank advert set in a formal context.

b If the man had a sarcastic tone he would sound as if mocking the teller; if it were jovial in such a serious environment it would seem out of place.

3 Learners to read/role-play

4 An annoyed teller: mocks the slogan.

- A bored teller: contradicts the slogan and makes it sound sarcastic.
- A friendly teller: makes the slogan sound more believable and true.
- An officious teller: the slogan sounds contradictory as it is warm and friendly; the officious tone is often indicative of red tape and slow service.

5 a Learner-generated answers (consider: "If we were any faster we'd break the snail's back!" or "If we were any faster we'd be going backwards!")

b "Why don't I show you how quickly we can service your request?" or "Is something the

matter, sir?" or "If you tell me why you are upset perhaps I could help you sort it out?"

7 a She is stereotyped as a well-dressed model of efficiency; he as an impatient customer.

b Perhaps market research revealed that many clients are frustrated by the slow pace with which other banks complete transactions and this bank wanted to show that this man would be pleasantly surprised – as would the rest of South Africa.

Talk about logos (LB p. 9)

Key focus: Main features of a logo

Suggested answers

1 a Use adverts that are displayed in the class or let learners generate their own list of logos and choose their favourite.

b Rate each logo using the features of a good logo.

Consider hearing or visually impaired learners. If possible ask the learner who brought in the advert to describe the visual cues to a visually impaired learner and to write down the verbal cues/auditory messages for a hearing impaired learner.

2 a & b Evaluate the logo on the cover of the textbook with learners using the features of a good logo and scale from page 9.

c The colour chosen would reflect the series' look and feel; that which makes a particular series stand out from the others. This is reflected in the way the book is set, what logo, fonts and colours are chosen, and what brand name the book belongs to. Discuss what the colours chosen for the logo and front cover make them feel like.

Support activity

When learners are doing activity 1b, let them draw up their own scale for rating logos – make sure they are able to explain the rating scale. If the class is particularly big consider doing this activity in groups.

Learn about idioms and proverbs (LB p. 9)

Key focus: Differences between idioms and proverbs

Suggested answers

1 Proverbs: More haste, less speed; One step forward, two steps back (short well-known sayings that give advice or tell a lesson). Idioms: Going nowhere slowly; Slow and steady wins the race (sayings that we use often, usually easy to understand).

2 Going nowhere slowly: doing something really slowly and not being in a hurry. Slow and steady wins the race: through persistent hard work, even if it is slow, you will eventually achieve success.

Let your mind take you places

If learners could be anywhere in the world, where would it be? What would they be doing? How does this compare to the power adverts exercise over our imaginations?

Review Copy

Analyse an advert (LB p. 10)

Key focus: Advertising techniques

Suggested answers

1 – 3 The speaker is clearly a good-looking man who aims to make women feel dissatisfied with their partners by comparing them to him. Sentences like "Sadly, he isn't me, but if he stopped using ladies' scented body wash and switched to Old Spice, he could smell like he's me" are appealing to a stereotypical male image.

4 He would smell better, you would go on a boat with your man, you would find an oyster with two tickets to go anywhere and the oyster would turn into diamonds.

5 Learners can answer in two ways: Yes, it is persuasive and some women could respond well to this. No, it is not persuasive and plays on stereotypes and works on the premise that people are inherently unhappy with their situation and would like to change it.

6 Exaggeration used as a rhetorical device, never meant to be taken seriously. "…but if he stopped using ladies' scented body wash ... he could smell like he's me."
7 A combination of funny and sarcastic as the smell of the partner is played against their inability to provide a fancy holiday, diamonds or tickets to a fancy concert or travel arrangements; while the lighthearted tone is funny / humorous.
8 a "Smell like a man, man" is both a command and funny statement in one. The first part is a commanding phrase and is confronting many men's insecurity that they are perhaps not a 'man' and the second 'man' is addressing the person directly in a more familiar and conversational manner.
   b Learner-generated answer. Encourage those who would like to do a 'reading' of the advert to try.

Informal assessment

Write a script for an advert (LB p. 11)

Key focus: Process-approach to writing

Please use the rubic found in this Teacher's Guide to assess this activity. Guide learners through the flow chart to remind them of the process-approach to their writing and to encourage them to adhere to the different task-requirements of each step. If possible set up a class-rubric to help learners evaluate how well they have adhered to the steps in the writing process.

Meeting strangers along the way

Who have learners met along their school journey? Have these resulted in good or bad experiences?

Read a short story (LB pp. 12–13)

Key focus: Reading a short story for meaning

Suggested answers

1 Discuss what learners predict the story would be about (hitchhiking, meeting strangers the narrator offered lifts to, finding out their life stories).
2 harrowing: disturbing, upsetting, tormenting, worrying (in this context, it is a play on the word "harrow" – to cultivate land); undeterred: not discouraged and not frightened by the young men's intimidation tactics
3 a The valley's green fertility and beauty is contrasted with the female hitchhiker's disturbed or worried look or her tormented-looking expression. The old man doesn't allow the young men to intimidate him.
   b Learner-generated answer.
4 Discuss the meanings of any other unfamiliar words.
5 Five
6 His clothing is neat and he seems energetic in his movements; he rustled the packet to alert them that he was hungry and would like more, so maybe he knows how to manipulate people.
7 Woman was poor – wouldn't talk and carried all her possessions in a brown plastic bag; the ex-convict offered money for his lift so must have money available; the boy seemed to come from a slightly better economic situation as he appeared neat and had a satchel with his name on it; the two men is not reported on; the old man had frayed pants and no shoes so he is probably poor.
8 The two men are the most forceful and intimidating but the old man is assertive and does not yield to their 'forcefulness'.
9 a Learner-generated answer – it is clear that the writer is respectful of the characters.
   b Golloped bread, rustled the packet, flanked, "Are madam and master by any chance from the UK? I am wondering" (No contractions, verbose), decent family, jostled, small threatening boasts, undeterred, "Speaking only when spoken to, please."
10 a neat, energetic-looking, little, hungry
   b untidy, lazy-looking, large, full

Words go on journeys, too

Language, and the English language in particular is dynamic. This is a good context for a fun grammar and spelling activity coming up.

Review Copy

Spot the spelling errors (p. 14)

Key focus: Homophones in a humorous poem

Suggested answers

1 The poet bought a PC that checks the spelling of words but since the poet was using homophones the spelling was correct for those words but not the meaning.

2 abcb defe ghih jklk

3 a eye = common noun
  b I = pronoun

4 a nose; bee
  b knows; be
  c verb; verb

5 a too
  b two = number 2; too = also

6 a Verbs: have run through; are (from you're contraction); to know; is (from it's contraction); told. Pronouns: I; it; you; my; me
  b Learner-generated answer using verbs and pronouns above.

Extension activity

Have learners rewrite the poem using the correct spelling:

I have a spelling checker / It came with my PC / It plainly marks for my review
Mistakes I cannot see.
I strike a key and type a word / And wait for it to say / Whether I am wrong or right / It shows me straight away.
As soon as a mistake is made / It knows before too long / And I can put the error right / It's rarely ever wrong.

- I have run this poem through it / I am sure you're pleased to know / It's letter perfect all the way / My checker told me so.

Learn about spelling patterns (LB p. 15)

Key focus: Singular and plural nouns

Singular	Plural
essay	essays
boss	bosses
half	halves
money	money (moneys or monies)
brush	brushes
summary	summaries
church	churches

Travelling can be dangerous

Activate learners' prior knowledge about the high incidence of accidents on South African roads and why this is so. They will be analysing the effectiveness of a road-safety poster.

Interpret a road-safety poster (LB p. 16)

Key focus: Reading and interpreting a poster

Suggested answers

1 Learner-generated answer.

2 Learner to take note of emotive language and then note the effect this could have on the reader: ruthless murderer

3 To warn people about the consequences of speeding.

4 Context: a young man was killed at a traffic intersection when someone ran an amber / orange light when he had already started crossing the street.

5 Diction: formal letter of apology – brief, short sentences and straight-forward language; no please in last sentence: Forgive me.

6 Speed kills – no matter where you drive.

7 a ARRIVE ALIVE
  b It looks like a road.

8 a CAPTION: it is short and to-the-point, getting the message across in a few words.
  b remember / forget = antonym

9 regret, remorse, guilt, repentence

10 forgiveness, clemency

11 Emotive language used is sincere and earnestly used to seek forgiveness; very effective because it portrays an event that could happen in anyone's life.

Extension activity

Ask learners to pretend that they are consultants to a fictitious Department of Road Safety, who

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supposedly made this ad. They are asked to give critical feedback. What did they like and why? What aspects of the advert could have been executed better?

Smooth ride

Round off this sub-theme by linking a bumpy ride to having grammar hiccups in sentences.

Concord or subject-verb agreement (p. 18)

Key focus: The rules of concord

Suggested answers

1 a You probably think I am a ruthless murderer.
  b both subject
  c you = think, I = am
2 He probably thinks you are a ruthless murderer.
3 knew, swore, made
4 No – the simple past tense does not regard singular or plural.

Spelling

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

Informal assessment

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

Extended reading

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

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THE RIDE – TERM 1 WEEKS 3 & 4

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Read aloud (LB, p. 25), Write a thank-you letter (LB pp. 31–32)
Resources	LB pp. 19-32, TG pp. 65–69 Anthology p. 37	**Assessment tool**	Rubric
Listening Texts	A story about hitchhiking (LB p. 20)	**Reading texts**	Steps-by-step guide to reading aloud (LB p. 25) Poem (LB p. 26) Short story (LB p. 27) Thank you letter (LB p. 31)
Written texts	Create a timeline (LB p. 21) Thank-you letters (LB p. 31–32)	**Language focus**	Punctuation (LB p. 22) Prefixes & suffixes (LB p. 23) Spelling patterns (LB p. 23)(Verbs and punctuation (LB p. 29)
Integration	Social studies (Geography) – map work Life orientation – etiquette when meeting new people	**Reading programme**	Learners to read: *On Offering a Lift*, Anth p.37
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, speak and pronounce words clearly but to resist the urge to raise their voice. Seat these learners close to the front of the class to allow them to lip-read. The hitchhiking story on page 20 presents you with a good opportunity to discuss cultural diversity within South Africa, as the characters come from all backgrounds.		

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Hitching a lift

Now we get to the nature of the lift, not just the mechanics of getting there. It ties in with many of the texts in this sub-theme that deal with the actual experience of the trip. It lends itself to more introspection and, as far as the poem, cartoon and short story go, the development of the characters is highlighted.

Discuss a memorable trip (LB p. 19)

Key focus: Class discussion

Use the prompts to have a class discussion about a memorable trip.

Listen to a story about hitchhiking (LB p. 19)

Key focus: Unapacking a story after listening

Suggested answers

1 a & b A girl hitchhikes for the first time and something embarrassing/bad/terrible happens.
2 Learner-centred activity. Confirm that the learners have the definitions correct.
3 When you have certain ideas of what an experience will be like, it doesn't always happen that way. Perhaps the motorbike ride or the hitchhiking experience isn't going to be what the young girl expected. The ride here might refer to the motorbike ride.
4 Discuss techinques to use when reading out loud using the margin prompt.

Prepare the reading text beforehand and use the reading techniques from the margin feature as learners will be paying special attention to this.

5 Learner activity.

The ride isn't always what you expect

Life is full of challenges and unexpected twists and turns, as this story demonstrates.

Suggested answers

6 tennis racket – it slips out of her backpack
7 a taking drugs
  b she uses scare tactics and words such as: dangerous, dead or injured (or both)
8 a & b Learners to use the margin feature to evaulate each other's reading aloud abilities.
9 Learners to make own sentences.
10 Learners explain why they believe the slogan is effective: analogy between a journey with ups and downs, towards a definite goal, mimics life's many ups and downs.

Extension activity

Create a timeline p. 21

Key focus: Draw up a timeline of short story

Learners generate an imaginary timeline for the biker and the school girl. In putting words into the mouths of these characters, they are excercising both plot and character development.

Support activity

Work with learners who might need support to imagine themselves in someone else's shoes as well as sequencing activities in a logical order for this person. Perhaps work with weaker learners to do one of the timelines, then require that they do the other on their own.

Review Copy

Getting a flat tyre

Ask learners how having a flat tyre can be likened to the deflating effect of poor or no punctutation.

Use punctuation when reading aloud (LB p. 22)

Key focus: Punctuation as cues in reading aloud

Suggested answers

1 Learners circle all the punctuation marks in the story. If possible teachers should photocopy the story from the textbook and let learners work directly on the page circling and working with punctuation.
2 on a motorbike – another danger my mother had told me about and following a path of its own – backwards …: adding extra information with emphasis on this bit of information.
3 a " " quotation marks: indicate direct speech or quotation
  - . full stop: indicates end of sentence
  - Capital Letters: indicate start of a new sentences or I (first person pronoun)
  - , comma: indicates pause in the phrasing
  - ? question mark: indicates a question
  - ! exclamation mark: shows exclamation or raised voice

  b Did it cross my mind – even for a moment – that the cute guy on the bike might be a psychopath preparing to abduct me?
  c Learner-driven activity.
  d Learners to experiment with intonation and reading sentences aloud to partners to find out when their voices go 'up or down' when they read aloud.
  e Our voice tends to go up a notch at the end of a question.

Revise suffixes and prefixes (LB p. 23)

Key focus: Revision of suffixes and prefixes

Suggested answers
1 a fear
  b suffix : -less
  c adjective – learners make their own sentence with it
  d fearlessly; fearlessness
  e learners make sentences including: fearlessly or fearlessness + fear, one clause and one phrase, one comma, and one en dash, and some of these words: psychopath,resolve, dashing, dismounted, considered

Practise using spelling patterns (LB p. 23)

Key focus: Doubling up, final E rule, Y rule

Suggested answers

1 cry: Y Rule; sit: Double up; change: Final E
2 cry + ed = cried but cry + ing = crying and cry + s = cries; sit + ing = sitting; change + ing = changing
3 a doubling-up rule
  b roll already has double consonants at the end

Keeping your passengers happy

This speaks to the necessity of making a connection with your audience.

Learn more about reading aloud (LB p. 24)

Key focus: How to keep an audience entertained

1 & 2

Things that switch an audience off	Why it happens	Reading technique
Having to listen too hard to hear the speaker	Because you didn't rehearse reading the story to someone else at normal volume.	Projection
Stumbling over a word	Because you didn't practise saying the words enough.	Fluency
Backtracking – saying something twice	Because you don't really understand or care about what you are reading.	Preparation
Ending sentences in the wrong place	Because you didn't check the writer's punctuation carefully enough.	Opening and closing
Using the same tone and pace all the way through	Because you don't project your voice properly or emphasise the words you need to.	Intonation, Pace

Formal assessment

Read aloud (LB p. 25)

Please use the rubric found in this Teacher's Guide to assess this activity. Prepare learners to read aloud to the class by revising the different reading techniques and giving them sufficient time to prepare. Use the Step-by-step guide on page 25 to help learners in their preparation to read aloud.

Not all journeys are literal ones

This gets learners thinking about figurative and metaphorical language.

Read, respond to and analyse a poem (LB p. 26)

Key focus: Figurative speech and mood in a poem

Suggested answers

1 a 1st stanza = eye of a hook or needle; 2nd stanza = human eye but playing on words, could refer to personal pronoun, I.
  b 1st stanza = literal; 2nd stanza = figurative
2 a fish hook and the eye on the fish hook work together very closely (intimately) for the gut to go through and for the fisherman to use it; literal meaning of 2nd stanza could refer to the fish hook caught in the actual eye of the fish/person
3 1st stanza: the person writes to a (romantic) partner saying that they fit/match together but changes the mood in the 2nd stanza to be more sarcastic and saying they are in a toxic relationship and the other person harms the narrator/poet by putting a fish hook through her eye (figuratively); the narrator is knowingly part of this – **open eye**
4 a you = fish hook
  b me = an open eye
  c herself
5 like forms a simile; the poet is saying the poem is a simile for their relationship
6 learners brainstorm examples of similes
7 a stanza 1 = intimate and gentle, loving; stanza 2 = sarcastic, remorseful, rueful
  b as a metaphor for the relationship one realises that the relationship is toxic and that the other person hurt the poet very badly
8 a Second stanza
  b love and regret/remorse/loss/pain

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c effective – it contrasts what the poet expected of the relationship with the reality

Support activity

Ask learners to rewrite the poem as if it is a poem about being madly in love.

Writing about journeys

This is a pithy but entertaining introduction to the genre of travel writing.

Background information

This story won first prize in a short story competition run by the Malaysia Airlines in-flight magazine.

Read a short story (LB p. 27)

Key focus: Read and analyse a story extract

Suggested answers

1 Mexico
2 Learners to answer what they predict the story will be about. Let them write it down, then they can compare this to the actual events in the story.
3 revise the features of a short story with the class
4 a in a restaurant
  b in a family's home
  c they saw the Coca-Cola sign and assumed that it was a restaurant; they were tired
5 the female owner of the home and the narrator – he wanted to pay her and she didn't want to accept payment being culturally inclined to be hospitable
6 friendly, possibly surprised
7 The 'waitress' said that she would not accept money / payment as they were not in a restaurant but in fact in a home.
8 there are no trees to rest under and no restaurants to visit; travellers are therefore forced to keep going as they won't find rest or shade in the town
9 exhaustion
10 the sparseness of the home was perhaps due to the family being too poor to afford decorations and more furniture

Paving the way for a smooth ride

Grammar lays the foundation for solid written and spoken English.

Work with verbs (LB p. 29)

Key focus: Verb tenses in an extract from a story

Suggested answers

1 past
2 a We need rest and so park by a door under a big, red Coca-Cola sign, and go into the tiny restaurant for some much-needed breakfast. We plop down at the table, and in my high-school Spanish, I greet our waitress, order some coffee and eggs and request an ashtray.
  b it could work but is not as effective
  c it could but then it wouldn't be very effective as travel writing because it would not relay a past travel experience
3 serve; stand; watch; anticipate; stand; peer; dip; comment; reply; is; can't

[ABC] Get playful with punctuation (LB p. 29)

Key focus: Punctuation in an extract from a story

Suggested answers

1 a learners can express their opinion – yes it is appropriate as it draws extra attention/emphasises the fact that they are in a home and not a restaurant
b ; or : or "… restaurant. This…"
c punctuation makes a difference – the colon will make it a statement with a more formal tone; the semi-colon might make it more of an add-on with a exasperated tone; the full stop might make it more direct and even commanding.
2 a "Let's eat, senor!"
  b Without the comma she is suggesting they eat the traveller!
3 a & b exclamation mark makes it sound like an insult; question mark makes it sound more like an enquiry

Review Copy

Thanks for coming along

This chapter has been like a journey; hopefully one that the learners enjoyed!

Read a cartoon (LB p. 30)

Key focus: Verb tenses in an extract from a story

Suggested answers

1 brother and sister fighting in the back of the car
2 boy, girl and mother
3 brother and sister
4 their mother turned around in frame 2 and screamed at them
5 he has a blanket in his mouth, so he is speaking indistinctly
6 flames, blazing eyes, wide-open mouth, clenched fist, punctuation marks, large, bold caption, jagged speech bubble

Formal assessment

Write a thank-you letter (LB p. 31–32)

Key focus: Write a thank-you letter

Please use the rubric found in this Teacher's Guide to assess this activity. Guide learners as they learn how to write a thank-you note. Use the process-writing diagram as prompt and help learners plan, draft, edit, proofread and revise their letters before presenting it. Revise the salient points relating to tone, register and purpose on page 31. Remind learners that the key purpose is to show appreciation so the tone should be cordial and warm. If need be, refresh the reader's memory as to what it is you are grateful for. It goes without saying that you should always state why you are saying thank you, but if an event happened a while back, a brief recap is in order.
Assess learners based on how well they have showcased the salient points of a thank you letter and how they have evidenced using the writing process specific to a letter of appreciation.

Spelling

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

Informal assessment

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

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Extended reading

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

CHAPTER 2

Legally binding

CHAPTER OVERVIEW

This chapter equips learners in legal matters such as contracts, formal reports and consumer protection. In a country where child-headed households are more and more commonplace it is important to equip learners in dealing with such matters. They will read a contract and listen to a telephone conversation and role-play a verbal dispute and how it can be resolved. A poem about taken-for-granted 'laws' is read and later they write their own report discussing a dispute between an imaginary cell phone provider and consumer. In the second half they learn about prejudice, using words to fight repression, and cyber-stalking.

SIGN HERE PLEASE – TERM 1 WEEKS 5 & 6

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CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment: Write a report about a dispute (LB p. 44)
Resources	LB pp. 33–45, TG pp. 70–73, Anthology pp. 80, 89	**Assessment tool**	Rubric
Listening texts	Listen to a telephone conversation (LB pp. 34–35) Role-play a verbal dispute (LB p. 36)	**Reading texts**	Read a conversation (LB p. 36) Read a contract (LB p. 37) Read a poem (LB p. 40) Read a sample report (LB pp. 42–43)
Written texts	Write a report about a dispute (LB p. 44)	**Reading programme**	Learners to read: *Eloquent Notes on a Suicide: Case of the Silent Girl*, Anth. p. 80, *Mightier than the Sword*, Anth. p. 89
Integration	Life Orientation – appropriate telephone manner, engaging with basic legal texts such as contracts, understanding rights, obligations and dispute resolution		
Inclusivity	For deaf or hard-of-hearing learners who lip-read remember to speak clearly and slightly slower but avoid the urge to raise your voice. The word "dispute" comes up frequently and the idea of fallouts and estrangement arise from this. Estrangement is not only something in an extended social circle – remember that many learners come from broken or non-nuclear families. Be sensitive to these issues if they do arise; if speaking about familial disputes ensure learners know there is more than one model of the family.		

Contractually bound

Key focus: Listen to a conversation about a dispute

Listen to a telephone conversation (LB p. 34)

1 legal + bind: something that binds or holds together something to do with the law

2 a learners discuss their understanding of a call centre

b learners discuss what a call centre agent is

c & d formal register; polite tone because they need to help the customer solve their problem and they're being recorded

3 no

4 learners note conventions in dialogue

5 terms and conditions – rules you have to obey and things you have to do when you sign the contract; **set-up fee** – the cost to connect your phone to their system and get it operational

6 cellular and telephone

7 it changes from friendly and polite to hostile and angry

8 a formal register using words like ma'am; appears to be the problem
   b yes as he is in a professional working environment
   c conversational and/or informal with 'yo sista' or similar

9 a she wants to come across at first as reasonable and friendly and then her frustration and anger get the better of her and she explodes
   b 'bhuti, yissis'

10 yissis –annoyance, anger and frustration at not having realised that she would have to pay the R70

11 unlikely – they take the stance that they printed it in the contract

Objection!

Informal assessment

Resolve a dispute using role-play (LB p. 36)

Key focus: Resolving disputes diplomatically

Teachers to guide learners through the stages of planning, practising and presenting their role plays to the class. This section is specifically aimed at teaching learners how to resolve disputes in a diplomatic and mature way. The aim of any resolution is to create win-win situations where both parties are satisfied with the outcome, even if they had to compromise on their original demands/expectations. Reiterate that they should use non-threatening, non-aggressive and polite phrasing and should respect the other person through their words and actions.

Practise direct and reported speech (LB p. 36)

Key focus: Turning direct into indirect speech

1 The call centre agent said that she could understand that I was angry.

2 I told her not to tell me to look at my contract and that she should look at her stupid advert!

Signature required

Read and analyse a contract (LB p. 37)

Key focus: Becoming familiar with contract terms

Learners might never have seen a contract before and this first introduction might seem foreign and difficult to understand. Where possible teachers should display the contract on the board or work through it systematically with learners making annotations as you proceed to clarify and explain each part. Show them how words are filled in on a contract, like the buyer's and seller's names, and where you are supposed to sign the contract. With many child-headed households and the absence of adult caregivers, young learners are faced more and more with such difficult tasks as deciphering contracts and this will hopefully ease their way towards this.

1 formal

2 before learners start reading the contract reassure them that if they don't understand specific phrasing they should make a note and ask when they have finished reading

3 purchaser = buyer

4 learners fill in the names of the imaginary seller and buyer and other missing details

5 seller: hand over goods or transfer and deliver to buyer by specific date

buyer: pay for goods in full once received or in monthly or other instalments as agreed by both parties

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6 should the goods not be satisfactory to the buyer they may return it to the seller for a full refund
7 the seller warrants that goods are not damaged or stolen, free from defect and do not malfunction

Learn more about conjunctions (LB p. 38)

Key focus: Practising conjunctions

1 learners generate conjunctions: nor, or, because, since, etc.
2 a since
  b because, as, hence, consequently

Practise using transitional words or phrases (LB p. 39)

Key focus: Practising transitional words or phrases

Knowing exactly how rhino horns are sold could be seen as an indication that someone has been a poacher.

The guarantee that I got from the Cash Persuaders is similar to the one I got from My Cash.

Electronics and other new items fall under the section of the contract that has a three month guarantee.

The tourists did not inspect the jet skis for damage before they rode them, consequently the scammers were able to claim the tourists had caused the damage.

Before you agree to rent anything it would be advisable to sign a contract.

Non-disclosure is a type of scam.

Legally speaking

Analyse a poem (LB pp. 40–41)

Key focus: Read and analyse a poem

1 possibly to draw attention to the passage of time
2 This poem comments on the way that certain figures in society seem to have the right to make customary and legalistic laws that the rest of society has to live by.
3 a the old, grandfathers and the sense of the young; priests; judges
  b old grandfathers: wisdom of the old; priests: words in priestly book; judge: The Law
  c similar: the underlying assumption is that the law describes the way that things have always been done, the status quo of civilisation
4 it's not that the poet doesn't respect it but more that the poet encourages us to discuss the taken-for-granted way we accept things should be done in; that we should question and ask about the "what that things are done" to see if there isn't a better way
5 questioning

Real-life disputes

Analyse a sample report (LB p. 42)

Key focus: Read and analyse a financial report

1 a research report should include: statement of intent that outlines the purpose of the research and the context in which it is done; clear definition of the problem (problem statement); outline of the research methods used in collecting data; report on the data collected and an analyses of this data; recommendations and concluding remarks
2 learners explain how they understand the research report
3 recommendations are directly linked to the findings and how to fix the over reliance on credit in our country
4 class to brainstorm debt/credit-reducing habits
5 a learners should be given an opportunity to explain their opinion – this could be something like: South Africans do not live within their means but rely heavily on credit
  b people need to live within their means and save more

The write stuff

Write a report (LB p. 44)

Key focus: Write a report on a dispute

This is an opportunity for informal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. This activity is included to equip

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learners in ways to resolve conflict but also in a close-to-real-life scenario that they might have experienced and how to stand on their consumer rights. Guide and support weaker learners as they work through this activity as they might not have experience of this type of writing and/or scenario.

Interpret legal vocabulary (LB p. 45)

Key focus: Understanding legal terminology

WORD	THE CONTEXT OF THE LAW SUGGESTS…	DICTIONARY SAYS…
warrant	a written order issued by a judicial officer or authorising person commanding a law enforcement officer to perform some act to the administration of justice	an order of a court that directs a law enforcement officer (sheriff) to arrest or bring someone before a judge
hereinafter	further on in this document	in a following part of this document, statement, or book
instalment	a part of a debt due by contract and agreed to be paid for a fixed period	a sum of money due as one of several equal payments for something, spread over an agreed period of time
defect	an imperfection that causes inadequacy or failure; a shortcoming	a shortcoming, imperfection, or lack
malfunction	failure to function normally (of a piece of equipment or machinery)	failure to function or to function properly; faulty or abnormal functioning
policy	a plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters	a course or principle of action adopted or proposed by an organisation or individual
satisfaction	fulfilment of one's wishes, expectations, or needs, or the pleasure derived from this; the payment of a debt or fulfilment of an obligation or claim	the fulfilment or gratification of a desire, need, or appetite; compensation for injury or loss; reparation; the opportunity to avenge a wrong; vindication
physical alteration	a change to the material composition of something, which may or may not be permanent	physical: relating to the body as opposed to the mind; relating to things perceived through the senses as opposed to the mind; tangible or concrete; relating to physics or the operation of natural forces generally alteration: the action or process of altering or being altered
invalidate	make or prove (an argument, statement, or theory) unsound or erroneous; deprive (an official document or procedure) of legal validity because it contravenes a regulation or law	to make invalid; nullify
claim	an itemised statement of services and costs from a health-care provider or facility submitted to the insured for payment	state or assert that something is the case, typically without providing evidence or proof; formally request or demand; say that one owns or has earned (something)

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Spelling

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

Extended reading

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

RESISTING THE LAW – TERM 1 WEEKS 7 & 8

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Write an essay (LB p. 55) Informal assessment: Make an unprepared speech (LB p. 53)
Resources	LB pp. 46–57, TG pp. 74–77, Anthology pp. 80, 89	**Assessment tool**	Rubric
Listening texts	Listen to an extract from a play (LB pp. 46–47) Listen to a speech (LB pp. 50–51) Make an unprepared speech (LB p. 53)	**Reading texts**	Read and analyse a poem (LB pp. 53) Read a story about stalking (LB pp. 56)
Written texts	Write an essay (LB p. 55)	**Reading programme Support**	Learners to read: *How Six Men Travelled Through the Wide World* Anth. p. 80, *Mightier than the Sword*, Anth. p. 89
Integration	History – great orators of our time, Life Orienation -- the phenomenon of cyberstalking and prudent protocol to consider when engaging with others online, for example on social network platforms		
Inclusivity	Be sensitive to learners who may have speech impediments such as a stutter or lisp during speech-making activities. Create an enabling environment so these learners feel safe enough to partake in these activities. For deaf or hard-of-hearing learners who lip read remember to speak clearly and slightly slower but avoid the urge to raise your voice.		

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When family laws are broken

Listen to a dialogue (LB p. 46)

Key focus: Analysing and observing play conventions

1 Discuss apartheid laws and behaviour, contrasting it to the way that certain people from certain races treat each other today. Specifically engage learners about the effect that the way someone treats has on you as a person.
2 "master" is the way black employees would address the son of their employer in the past; "boys" is a derogatory way of referring to black men.
3 master = more power; boys = less power or no power at all. Hally has more power than the black employees.
4 Harold feels he has more power and therefore holds a stance in effect over the black men because he feels superior.
5 learners predict their own themes
6 Hally has the most; Sam the least
7 enjoying the moment as much as Hally; another pause; shakes his head
8 learners list colloquial phrases they hear
9 a even though Hally thinks he is superior the men know who they are and can enjoy his uncomfortableness at being found to have a sense of superiority
b humbled
c Prejudice: because they were black, he assumed that they would know nothing about flying a kite but once he saw the kite he was impressed; allowing him to change his judgement (rather embarrassingly).
Stereotyping: the stereotype was that the black men would not do something like play with a kite because black people don't "*know about flying a kite*".

Teacher's Note:
Prejudice is favouring or disfavouring something or someone for reasons that may or may not be justified. Prejudices generally stem from fear of something or someone different from us. The difference may be race, religion, behaviour or an object. Becoming familiar with the object of your prejudice can help to calm your fear and allow you to judge objectively, rather than with prejudice.
. Stereotyping occurs because we see patterns of commonality in certain categories of people. They became stereotypes because there was a common thread running through the group of people or things. The danger occurs when you mentally group people into certain categories based on a stereotype. We all do it without even thinking, but everyone should be judged on their own merits, not the stereotypical group we put them into.

d learners to generate examples of such words

10 a the workers had probably finished their work for the day

b Hally and Sam reminisce about a day in the past when Hally went to Sam's room looking for something to do; he discovered Sam making a kite; he was surprised because he didn't know black men could fly kites; Hally refused to carry the kite; despite Hally's fears the kite flew

11 a learners to evaluate – stage directions are clear about the main important aspects and leave the rest to the reader/director's prerogative or interpretation

b learners to write different stage directions

12 a 1950 – possibly only white theatre goers; many might take offence to the plot of the play; in some theatres it might have been impossible for black actors to share the stage with white actors; 1994 – theatre goers are nervous about the elections and watching a play that brings so many unresolved fears and issues to the foreground might make many anxious and fuel the anger of others over their oppression

b depending on the black employee's character they might get really angry and lay a charge of racism with the Human Rights Commission or similar body; they might inspire other workers to take mass action against the white boy's family

13 Sam had through his kind actions managed to break down the prejudice in Hally who now sees him in a different light

14 a the kite flew

b his prejudice was 'broken' and he could see that Sam was just another human being enjoying the time to play with a kite

c that if we do things with people we feel prejudices against then we learn to see them in a different (real) way instead of through our prejudiced lenses

15 learners express their opinion: irony is that Hally the young boy stands ON TOP of the hill and Sam the adult / older man has to run with the kite; when it flies Sam JOINS him on top of the hill looking at the soaring kite

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Obeying language laws

Learn about regular and irregular verbs and concord (LB p. 48)

Key focus: Rules for regular and irregular verbs

Example verb from text	Verb stem	Simple present (I, you, we, they)	Simple present (he, she, it)	Simple past	Regular or irregular?
started	start	start	starts	started	regular
was	be	am/are	is	was/were	irregular
can't	can	can't	can't	couldn't	irregular
flying	fly	fly	flies	flew	irregular
let	let	let	lets	let	regular

2 learners choose 5 more verbs and treat as above

Revise idioms and proverbs (LB p. 49)

Key focus: Practise identifying idioms and proverbs

She can work miracles (proverb): she can make things happen that others thought are impossible.
He can't harm a fly (idiom): he is a gentle peace-loving person who doesn't hurt anyone
Flying by the seat of our pants (idiom): doing things at the last minute or very poorly to just make it through / make it work
You must learn to walk before you can fly (proverb): you learn new skills as you learn to do something and need to learn each step
A fly in the ointment (idiom): something bad has crept into something good; a good group has a bad element that causes trouble
Fly like an eagle (idiom): do extremely well
With flying colours (idiom): flying colours refer to getting certain colours like marks, for achievement and when the achievement is extremely good then you get the extremely good colours / marks
There is no flying from fate (proverb): You cannot avoid the consequence of your actions

Play around with portmanteau (LB p. 49)

Key focus: Unpacking portmanteau

1 a booty & delicious
  b car & hijack
  c chill & relax
2 a breathalyser
  b cheeseburger
  c infomercial

Fighting the law with words

Listen to a speech about going against the law (LB p. 50)

Key focus: A speech about passive resistance

1 short, succinct sentences with maximum impact
2 guide learners as they learn speech-making techniques using the text in the learner book as prompt for discussion
3 learners try to identify the speech-making techniques you discussed as they listen to the speech
4 learner-generated answer
5 a black people have been slaves in America/discriminated against for 400 years
  b the American public and leaders wouldn't allow the black people equal access and rights in America at the time.

Give your fighting words impact

Learn about language variations (LB p. 52)

Key focus: Standard and colloquial speech, jargon

1 a learner-generated answer
  b yes
  c his language is not close to standard English and grammatically missing many parts of verbs for example
  d learners express their opinion

Make an unprepared speech (LB p. 53)

Key focus: Well-structured, well-delivered speech

Informal assessment opportunity. Please use the rubric found in this Teacher's Guide to assess this activity.

The laws of self-respect

Analyse a poem (LB p. 53)

Key focus: Unpacking a poem about identity

1 Can one ever really have your own identity when your identity is shaped by the culture you live in, your family and friends and your social environment?
2 culture, family, friends and social environment forms identity: learners should discuss these as they have impacted on their own identity formation

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3 draw learners' attention to examples of figurative language used, the mood and the message of the poem as they read
4 learners predict what they think the title says about the poem
5 a someone trying to take away (or steal) her identity
   b "everything that was me"; "things that were mine"; "my laugh"; "the way I sit on the couch with my head hanging off the end"; "my badly cut finger nails"; "my love for a bouquet of fine flowers"
   c sarcastic because you cannot sell items from someone's identity
   d no – they are part of someone's identity and can be modified through behavioural modification but it takes a long time; the poet is thus saying that constantly badgering someone to 'change' to fit into your idea of what they should be like is an attempt to steal their identity
6 a they might have been constantly 'harassed' by a partner or someone close to them to get them to change
   b a partner or someone close to them (parent)
c at the beginning of the relationship the poet almost gave in to please the other person ("I almost let someone take everything that was me: they almost got away with things that were mine… they should have let me just be myself…"); towards the end the poet realised that the person needs to accept them for who they are ("I've got to be able to choose my things without you running off with them… if you want those things, you get them with me… I'm the only one who can trade in these things, I won't let you take everything away that is me.")
7 learners to decide but they could suggest that the poet wants people to appreciate the small things in their identity that makes them unique and not just change them to suit other people
8 1st stanza: regret, almost bitterness; 2nd stanza: remorse, introspection; 3rd stanza: defiance; 4th stanza: assertiveness, take-it-or-leave-it attitude
9 identity; possessions; figurative; allegory

Formal assessment

Write an essay (LB p. 55)

Key focus: Writing a reflective essay

Formal assessment: Please use the rubric found in this Teacher's Guide to assess this activity.

Victim, suspect or perpetrator?

1 learner-generated answer
2 learners to discuss who is more convincing

Read for meaning (LB p. 57)

Key focus: Analysing a reading text

1 He's not sure why a supposed 'stalker' would want to look at the messages that they sent themselves
2 the messages were from Nothando's phone number
3 a to show that she is being bullied in the school; if she's being tripped she's probably not one of the popular kids
   b they might be bullies and very sly/aggressive/judgemental
   c caring, gentle, self-assured
d she is afraid to be associated with him, judges him
4 she might not have anyone else to talk to
5 she thinks if Figo knows this he might be the one who is doing the stalking from her phone
6 a not trustworthy, shady, suspicious, dubious
   b that perhaps he is the one sending the messages
c she asks "You didn't perhaps…."
7 "… send those messages from my phone somehow?"
8 a very negative connotations
   b no
   c yes – he seems jealous, envious even
9 a it shows that he is angry and/or hurt at her suspicions
   b "When you look at the chocolates like that it seems that you are lusting after them."
   c it makes it seem staccato and abruptly ended

Review Copy

CHAPTER 3

HEROES

CHAPTER OVERVIEW

Heroism and heroes of different shapes and sizes, and from various walks of life, play the main roles in this chapter. It shows how ordinary people become heroes by their actions and that this is not often repaid with the same kindness. Learners study newspaper articles at length and later write their own article after conducting interviews asking friends: "What is a hero?" They also read a ballad and answer questions about it. The chapter concludes with learners designing their own super hero to solve a problem they experience in their community and write a descriptive paragraph about such a hero.

MY KIND OF HERO – TERM 1 WEEKS 9 & 10

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CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Discuss and present findings (LB p. 61)
Resources	LB pp. 58–72, TG pp. 78–85, Anthology pp. 24, 172, 180	**Assessment tool**	Rubric
Listening texts	Newspaper report (LB p. 59, printed on p. 64) Discuss and present findings (LB p. 61)	**Reading texts**	Newspaper article (LB p. 64) Magazine article (LB p. 66) Modern ballad (LB p. 68–69)
Written texts	Write a newspaper report using process writing and editing (LB p. 71)	**Language focus**	Mood in texts (LB p. 62) Compound and complex sentences (LB p. 65) Apostrophes (LB p. 67) Alliteration and assonance (LB p. 70)
Integration	Life Orientation – Citizenship Social Science – Geography and map reading (find locations)	**Reading programme**	Learners to read: *Amatola Night* Anth. p. 24 *If…* Anth. p. 172 *Eden* Anth. p.180
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, teachers are urged to speak and pronounce words clearly but to resist the urge to raise their voice. Seat these learners close to the front of the class to allow them to lip-read.		

What makes a hero?

Key focus: Register in newspaper reports

Listen to a newspaper report (LB p. 59)

1 Formal register although can be conversational and even informal at times.
2 Allow class to read the questions quietly to themselves and discuss.

3 Conversational
4 a They make the text easier to listen to because it's written in a conversational style
5 a generalisation: the small seaside town was shaken to its core – meaning everyone in it.
b fact: A light fishing boat, known as The Kowie Belle, was leaving the harbour on the Eastern Cape's paradise stretch of coast.
c a personal opinion: intrepid exploits of three young school boys and the foolish antics of a deranged boat captain.
6 based on fact but with many opinions interjected
7 a stories and novels (especially horror stories)
b factual scientific-type textbooks
8 learners express their opinion – to write about amazing achievements one would generally choose a conversational style but it might be a more factual account that would require a formal register.

Heroic conversations

Conduct an interview (LB p. 60)

Key focus: Learning interviewing skills

Guide learners through the strategies on p. 60, on conducting interviews. If at all appropriate let learners interview learners from other grades and classes as the answer might become contrived if they interview only learners in their class, with everyone asking everyone else the same questions.

Formal assessment

Discuss and present your findings (LB p. 61)

Key focus: Work as a group to present information

This is for formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. Guide learners as they work in their groups with the primary research data and assist those who need to collect further data.

A hero for every mood

Use and interpret moods (LB p. 62)

Key focus: Moods in written texts

1 a suggesting a course of action although not certain of the outcome
b commanding; absolutely sure of the course of action to take
c. stating a fact
2 a b
b a
c c
3 1a subjunctive mood; 1b imperative mood; 1c indicative mood
4 a imperative
b subjunctive
c indicative

Heroic deeds

Read a real-life heroic story (LB p. 63)

Key focus: Read a tabloid-style report

1 Learners write down their predictions to be able to compare it to the real events.
2 Learners look up words in a dictionary and write the meanings on the board perhaps; refer to these as they read through the article.
3 tabloid
4 who: captain and 3 surfers; onlookers; ambulance officials; what happens: a captain of a fishing boat capsized the boat and 3 young surfers rescued him as the rest of the crew had lifejackets on; when: "last Sunday"; where: Port Alfred, Eastern Cape; **why:** reporting on the actions of the captain and his subsequent refusal to be evaluated psychologically
5 Guide learners as they find the meaning of the 4 words.
6 The captain accelerated the boat and a huge wave hit it broadside, capsizing it.
7 a They all had lifejackets on and were floating.

Review Copy

b More than one possible answer. The article says the waves were colossal yet says the boys were trying to catch some of the waves… if the waves were that big the boys would probably not have been surfing. There were 15 crew and the captain but at the end the article says the captain endangered over 20 people.

8 No, the reports uses many emotive sensationalists words to paint the captain in a poor light and sensationalise the event

9 a literally: a boat capsizes and 3 surfer boys help the captain to shore as he wasn't wearing a lifejacket
b that he was incompetent and acted foolishly
c they are heroes
d this event could have been avoided if the captain hadn't acted so foolishly or callously; the boys' heroic actions saved the captain's life even though he would not admit it

10 a subjective
b "…the captain who so evilly and recklessly risked the lives of over 20 people in his crazy and dangerous piloting of the boat"

Learn about sentences (LB p. 65)

Key focus: Compound and complex sentences

1 a they = subject; noticed = verb; the fishermen = object
b The captain was heavy and had heavy boots on.

2 The captain was heavy because/since he was wearing wool.

3 The surfers abandoned the waves so they could help the passengers.

4 A = childlike; B = mature

5 The wave hit the boat at the precise moment when the captain accelerated at breakneck speed, which caused the boat's hull to tip over.

Heroic inspiration

Informal assessment

Read a magazine article (LB p. 66)

Key focus: Read an article for meaning

1 place names: Dakar, West Africa; Martinique, West Indies; South America

2 windsurf across the Atlantic from West Africa to West Indies

3 a learners write how they would respond
b determined, strong-minded, resolute

4 a emotive language: disaster struck; was thrown into the icy water; enormous swells; howling winds; fight hard to keep his morale high
b He encountered big waves and strong winds. Preferably leave out altogether: "was thrown into the icy water" is stating the obvious since it says he capsized several times – leave out; "enormous swells and howling winds" – the preceding sentence explains how far he travelled each day and it goes without saying that he was travelling through waves and wind, so this could be left out as well.
c Support weaker learners by brainstorming appropriate adverbs and adjectives. Let learners rewrite the paragraph and read it to the class.

5 learners to express their opinion

Work with apostrophes (LB p. 67)

Key focus: Different functions of apostrophes

1 a pilot's: the screams coming from the pilot (possession)
b I'd: I had (contraction)
c Christian's: the board belonging to Christian (possession)
d day's: the sailing occurred on that one day (possession)
e hadn't: had not (contraction)

2 a These are *The Assiduous*'s sails.
b That's my brother's boat.
c I saw him sailing your parents' boat.

3 a I wouldn't be interested.
b He's joining his family.
c Why can't he simply stay home?

4 a Christian completed his journey.
b He couldn't catch its tail.
c Theirs is the red boat on the left.

Review Copy

A different kind of hero…

Read a modern ballad (LB p. 68)

Key focus: Read for rhythm and rhyme

1 Auntie, Hendrik, Klaas
2 A ballad is a poem but written as a song with a verse that repeats as the chorus. It usually tells a story.
3 a biltong
  b Klaas caught Hendrik stealing the biltong red-handed
  c probably in the shunting yard
4 you work your whole life to build up your reputation/name and in one silly act it can be tainted… (also Klaas now had 'something' to hold over Hendrik)
5 light-hearted – telling a story
6 a read to hear rhythm
  b train on a track
  c the poem is set in a railway yard and the sounds remind one of a train on the tracks
7 a stanza one repeats in stanzas 6 and 19
  b the chorus is repeated as a reminder of the poem's setting or perhaps setting the rhythm and tone
  c it sounds a bit like a train entering or leaving the station
8 learner-generated answer

Learn about alliteration and assonance (LB p. 70)

Key focus: Identify alliteration and assonance

1 a clickety click
  b soma shaya
  c quicker shunter
  d bright night
2 soma shaya; quicker shunter; bright night
3 soma shaya, quicker shunter, and bright night
4 clickety click and soma shaya
5 a quicker shunter, bright night
  b soma shaya
  c soma shaya
6 it helps them remember the message/slogan

Heroes wanted

Write a newspaper report (LB p. 71)

Key focus: The different features of a report

Use the questions on p. 71 to help learners plan and write their newspaper reports. The process writing scheme has been explained in great detail and is meant to assist learners extensively in their report writing. Stronger learners may choose to work on their own; teachers should assist learner who need support by sitting with small groups and working through the suggestions on p. 71; help them plan their report before writing it themselves. Be aware that some learners may be able to do good planning but find it difficult to write reports using this planning.

Captain Editing to the rescue

Guide weaker learners in editing and proofreading their reports; where possible ask learners to read their reports out loud to you as this often helps them to realise where they had made mistakes.

Review Copy

Design a hero (LB p. 72)

Key focus: Thinking of solutions to social problems

Learners to design a cartoon hero to solve a problem in their immediate surroundings. They then write a descriptive paragraph about their hero.

Spelling

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

Revision language test memo

Comprehension:

1 famous or well-known (1)
2 An architect deals with plans of houses and a photographer takes photographs so his job must have been to photograph different buildings. (2)
3 A freak accident is a very unusual and unlucky accident. (2)
4 He is not very outgoing and also not very well disciplined. (2)
5 "intrigued" (1)
6 Candidates individual response. (2)
7 Michael becomes braver and kinder and this leads him to become friends with Oscar. (2)
8 A grandmother that is your mother's mother(1)
9 Yes she teaches him important lessons such as how to deal with sadness and loss and how to be a son that a father would be proud of. (1)
10 "ruthless man with a dark obsession" (1)

[15]

Language:

1 The increasing size of the lettering and the capitalised white letters that appear to have depth make it seem as if a superhero has just swept into the foreground. (2)
2 The woman is not only beautiful but also confident as is demonstrated by her hand on her hip and her stride. (2)
3 It makes her arrival more dramatic as if her arrival was fast and powerful. (1)
4 The red links with the colour of Avis but together the red and orange are the dramatic colour of fire. (2)
5 To prove that what is being related actually happened and that it is not just for advertising purposes. It lends credibility. (1)
6 To emphasise that Avis virtually has superpowers. They also deliver a super service. (2)
7 "We try harder" (1)
8 The details tell us that the Avis representative went the extra mile and went out of her way to help a customer, even driving her to the hospital. This indicates that Avis does try harder. (2)
9 It is a very effective advertisement. The combination of dramatic colour, the inspirational woman in the advert as well as the idea that Avis virtually has superpowers in terms of helping their customers make it a very powerful advert. (2)

[15]
TOTAL 30

Review Copy

Term 1 Language Test

Time: 1 hour **Total:** 30

Comprehension:

Thulani Madondo: a South African hero

A South African man from Kliptown in Soweto is one of 10 finalists for the 2012 CNN Hero of the Year award.

1 Within hours of hearing about his nomination, Thulani Madondo has gone from being a relatively unknown Soweto resident with a heart to change the lives of children, to gaining international celebrity status.

Madondo is one of 45 000 nominees from more than 100 countries.

Madondo was nominated for his work with the Kliptown Youth Programme (KYP), which provides meals for children, support with school fees, after-school care as well as educational help and tutoring to about 400 disadvantaged children from the Kliptown area. The organisation has also made it possible for 18 youths to get tertiary education.

Madondo is a founder of the organisation and its chairperson. The main focus of the initiative is its tutoring programme, which runs four days a week. It provides tutoring for grade two to seven pupils, and uses professional teachers to help grade eight to 12 children with subjects such as maths and science.

"To achieve this means a lot. It is an honour and privilege and we feel we have already achieved a lot just by being in the top 10,"

Madondo is Soweto's ordinary hero who has made it his life mission to change his community. Growing up in Kliptown, in a one-room shack that he shared with seven other siblings, he knows the challenges of young people in this area. His family didn't have enough money to keep him and all his siblings in school, but he was determined not to drop out. He washed cars to earn enough money to pay his school fees, and went on to become the first member of his family to graduate from high school.

With his schooling behind him, he wanted to become an accountant, but his family didn't have the means to send him to university.

Looking back on his childhood, Madondo realised that education is the most powerful tool to empower people, and this led him to co-found the KYP. "We feel education is the only key out of these challenging conditions that people live in," he says.

Through his community work, Madondo wants to emulate the life of one of his biggest heroes, South African freedom fighter Nelson Mandela. "This is someone who prioritised peace in the country and through his sense of humour made South Africa a very special country to live in," he says.

Review Copy

1. How has Thulani's nomination changed his life? (2)
2. Quote evidence that proves that the competition to be a finalist was huge. (1)
3. Explain the use of the hyphen in "after-school". (1)
   3.1 What part of speech is the word "after-school"? (1)
4. Provide one word of your own word for Madondo's attitude towards being nominated as a finalist. (1)
5. In your view is Madondo a deserving finalist? In your answer consider his achievements and evaluate his successes. (3)
6. How is Madondo particularly equipped to know the challenges of the young and poor? (2)
7. Do you agree with Madondo's realisation that "education is the only way out of these challenging conditions that people live in"? Explain your view. (2)
8. Quote the word that tells us that Madondo is looking towards Nelson Mandela as an example of what he would like to achieve. (1)
9. What quality in Nelson Mandela's character has inspired Madondo? (1)

[15]

Language:

Review copy

1. Comment on the two boys' body language in frame 1 and explain what it reveals about their state of mind. (2+2 =4)
2. **Refer only to the text for this answer.** How are we made aware in frame 2 that the boy on the left is not happy? (2)
   2.1 How does his body language reinforce his words? (2)
3. What is Mandla feeling in frame 2? (1)
   3.1 Quote 5 of Mandla's words that prove this. (1)
4. "Mandla, you're killing me here" in frame 3.
   4.1 Is this statement literal or figurative? (1)
   4.2 Explain your answer. (2)
5. What does Mandla imply the syringe was used for? (2)

[15]

Term 1 Language Test Memo

Comprehension:

1 He went from being an unknown Soweto resident to an international celebrity. (2)
2 "Madondo is one of 45 000 nominees from more than 100 countries" (1)
3.1 It creates a compound word. (1)
3.2 It is an adjective. (1)
4 flattered (1)
5 He is a deserving finalist as he has done so much work with disadvantaged children, providing meals, after-care, support with school fees and tutoring. He deserves to be acknowledged for his extraordinary efforts. (3)
6 This is because he grew up in a one roomed shack with seven siblings. His family was extremely poor and he had to wash cars in order to pay school fees. (2)
7 Learners' own response but should show an understanding that through education one can better oneself and break the cycle of poverty (2)
8 "emulate" (1)
9 He made peace the most important thing and has a sense of humour. (1)

[15]

Language:

1 They are both happy and excited. Jimmy is running and smiling broadly. Mandla is smiling and happy. There are wide and they are excited. Mandla is also pointing to his weapon. (4)
2.1 The text is in bold as he is shouting angrily. There are several exclamation and question marks and he uses the word "heck" (2)
2.2 His arms are out, his mouth is open as he is shouting and his eyes are bulging. He is sweating. (2)
3.1 He is embarrassed. (1)
3.2 "my mom won't let me play" (1)
4.1 figurative. (1)
4.2 He can't handle Mandla's answer and is shocked and amazed that Mandla has just said what he has said. He doesn't feel that Mandla is literally killing him. (2)
5 To treat someone or something for a worm infestation (2)

[15]

TOTAL 30

Review Copy

CHAPTER 4

Talking about fame

CHAPTER OVERVIEW

The chapter gives learners a chance to discuss their favourite celebrities and why they admire them. They are challenged to think about their perception that celebrities live glamorously and look perfect. After reading an extract from a short story, diary and a will, they write an ending for the short story, a diary entry and their own wills. The second half of the chapter shifts from discussing the star-struck view of celebrities to looking at fame from a more critical perspective and questioning the morals and values of a society that hero-worships celebrities. Learners should be encouraged to evaluate the actions and behaviour of celebrities and to be critical of the work of the 'hype machine'.

FABULOULSY FAMOUS – TERM 2 WEEKS 1 & 2

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Hold a forum discussion (LB p. 87) Informal assessment: Write a diary entry (LB p. 86)
Resources	LB pp. 77–89, TG pp. 86–91, Anthology pp. 108, 114, 163	**Assessment tool**	Rubric
Listening texts	Listen to an extract from a short story (LB p. 78) Hold a forum discussion (LB p. 87)	**Reading texts**	Read an extract from a short story (LB p. 81) Read an article (LB p. 81) Read a poem (LB p. 88)
Written texts	Predict an ending to the short story (LB p. 79) Summarise an article (LB p. 84) Write a diary entry (LB p. 86) Write a Will (LB p. 89)	**Language focus**	Style and register; Idioms & proverbs (LB p. 79); Malapropism, hyperbole & alliteration; Stems/ roots; Prefixes & suffixes (LB p. 80); Simple, compound & complex sentences (LB p. 82) Statements, questions, exclamation & commands; Direct & indirect speech (LB p. 83); Punctuation – quotation marks, exclamation marks, dashes and ellipsis (LB p. 89)
Integration	If they are giving direction then a Social Sciences skill is being covered	**Reading programme**	Learners to read: *Ryokin Master* Anth. p. 108 *The battle* Anth. p. 114 Drummer Hodge Anth. p.163
Inclusivity	Not all learners come from nuclear families or good socio-economic backgrounds. Create an environment in which everyone feels safe enough to discuss the somewhat private or personal issues		

	that come up around diary-related activities. When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.

Fame and all that jazz

Listen to an extract from a story about celebrities (LB p. 78)

Key focus: Features of a story written as a dialogue

Read the following text to the class. Before reading revise the language used in a dialogue and explain to learners that they are going to listen to a dialogue with two speakers retelling an event. (Perhaps practise reading the different voices of the speakers beforehand.)

Citrines by Richelle Kosar

We were having a great time.

Let me tell it. You always forget something important. And I wouldn't say a "great" time. Actually we were thinking that the food was the same as before. We were saying that maybe next year we should try somewhere different. Remember?

Yeah, true. The food was kind of boring. But every day was sunny and the water was always warm.

The weather was good, but you can get that in a lot of places. Anyway, one afternoon we started walking along the beach. It stretched for more than a mile and there were lots of hotels along the way. Big, gorgeous hotels. We picked one and said if we ever won the lottery we'd stay there.

And then we saw them.

Don't jump in. Let me tell it. Then we saw them. They were sitting under a big umbrella. They had their drinks and their books. They looked just like anybody else.

Except they weren't. I was surprised, I would've thought they'd have had somebody fanning them with one of those big feather things. Jeeves, bring me more grapes.

They didn't want to be noticed.

They were incommunicado.

You mean incognito.

No, I don't.

They were smaller than I thought. He's supposed to be younger than her but he looked older. A bit fat. You could see she'd had a face-lift.

Yeah? Do you think so?

It was obvious. We tried not to stare. Just sauntering past, minding our own business. I couldn't believe how they were just out there with everybody else.

Wanted to mix with the riffraff for a change. See how the other half lives. The other three quarters.

Nobody else seemed to recognise them. I had to take another look to make sure I wasn't dreaming. Just a quick glance. But she caught me. All of a sudden she stopped reading and looked up. Those famous blue-blue eyes. I was mesmerised. She used to be really beautiful. But she was cold. She stared at me as if I'd crawled out from under a rock.

They were on vacation. They didn't want to be bothered.

Well, but they came down to the public beach. What did they expect?

We walked all the way to the other end of the beach and when we came back they were gone. Had to go and take showers, I guess, have fresh drinks served on a tray, have rubdowns and pedicures and manicures and whatever other cures to calm their nerves.

Review Copy

1 dialogue: turn-taking; different-sounding voices; short 'pause' between speakers
2 learner activity
3 A couple go on holiday; they go walking on the beach and spot a famous celebrity couple; they couple don't match their expectation of celebrities
4 a Main Ideas: As in 3
  b Supporting ideas: The couple aren't happy with their hotel; they are not wealthy (dream of staying in fancy hotels); no one else recognises or shows that they recognised the celebrity couple
5 more than a mile
6 stay in a fancy beach-front hotel
7 under a big umbrella on the beach
8 they seemed smaller and he seemed older and a bit fat; she had signs of a face-lift

9 they were the only ones to make it obvious that they'd noticed them
10 blue
11 they didn't want to intrude or disturb the famous couple; they wanted to seem 'cool'
12 probably not – they were gone by the time the narrators returned
13 it was a public beach
14 no – she stared at one of the narrators as if she had crawled out from under a rock

Recognise style and register (LB p. 79)

Key focus: Identifying style and register in a story

Conversational and realistic

Predict an ending (LB p. 79)

Key focus: Trying to anticipate the ending of a story

1 asked for autograph or even a photo, smile and wave, walk on without glancing back
2 to avoid the narrators? perhaps they went for a spa treatment or to go sightseeing …

Working with idioms and proverbs (LB p. 79)

Key focus: Literal and figurative meanings

a stop someone from touching you by holding them about an arm's length away from your body; being aloof, unfriendly, distant, not approachable
b airs = full of the gas we breathe in; graces = being refined, mannered and charming; being snobbish or conceited
c limelight was the earliest stage lighting made when lime was heated and produced a brilliant light; being in the public eye and receiving a lot of public attention
d standing In a pool of strong light on a stage; public notoriety and prominence
e physically hit by a star; fascinated with fame and famous people
f running a race for instance and falling behind the family called Jones; to strive competitively with neighbours or associates

Famous or infamous?

Explore prefixes and suffixes (LB p. 80)

Key focus: Stems or roots, prefixes and suffixes

1 in + cognise + tion
In + communicado
2 in- here means 'not'
a learner-developed answers
b incommunicado = without the rights to communicate with others; as if held in solitary confinement; incognito = in a non-official capacity and often under a different name to elude public notice; anonymity
c 'in-' as prefix means not, lacking or without
3 incognito
4 some examples

in-	hyper-	sub-	tele-
inability inappropriate incompatible incomplete inconsiderate incorrect	hypermarket hyperventilate hyperactive hypercritical hypersensitive hypertension	submarine subdivide sub-plot subtitle subtotal subway	telecommunications telepathy telephone telescope television

a learner-developed answers
5 learner-developed answers

Running into a famous celebrity

Answer questions on a short story (LB p. 81)

Key focus: Read and analyse a short story extract

The story doesn't look like the typical narrative short story.

1 play or drama format with different characters' lines
2 Plot – Why? The narrators meet the famous couple; Characters – Who? The narrators and the

Review Copy

celebrities; Setting – Where? Near the village square, during a parade; Narrator – Who is telling the story? Two tourists; Mood – Atmosphere? Festive

3 learner-generated answer
4 learners to create mind map
5 she notices the celebrity couple next to them, watching the parade; the male celebrity speaks to them and they end up having a conversation
6 narrator couple: don't have a lot of money, loud, fun-loving, energetic; famous couple: clearly have money to spend, more subdued – don't want to be noticed
7 he didn't notice the famous couple
8 they might not have met each other
9 good idea: the celebrity couple initiated the conversation
10 informal, conversational language, narrative storytelling
   a learners discuss whether they like it or not with a suitable justification

Make sense of sentences (LB p. 83)

Key focus: Simple, compound, complex sentences

1 a simple
   b compound
   c compound (only co-ordinating conjunctions used)
   d complex
   e compound
   f complex
2 a Most of the parade had gone by. All of a sudden I turn my head. Who do you think was standing right next to us?
   b simple sentences read jerkily
3 a statement
   b exclamation
   c question
   d statement
   e question
   f (rhetorical) question
   g exclamation / exasperation
4 Learner-generated answers

Explore direct and indirect speech (LB p. 83)

Key focus: Practise direct and indirect speech

1 Then she showed me a ring in a velvet box. It looked so golden and sparkly. I said, "Oh, it's the most beautiful ring I've ever seen." And she said, "Do you think so? Because actually it isn't very good quality."
2 She said, "The shopkeeper tried to convince me the stones were imperial topaz, but of course they weren't – they were citrines and anyone who knows good stones can tell that at a glance. I don't know why I bought it. I was in a hurry and I just paid for it along with everything else."

How to get to the point

Informal assessment

Write a summary (LB p. 84)

Key focus: Summarising a text

The article explains how to act when meeting your favourite celebrity visiting your town. Consider your clothing carefully – casual yet memorable, similar to that of the celebrity. If you should start to hyperventilate take long, slow breaths and have Chai tea, but avoid coffee. When striking up a conversation introduce yourself or express your admiration but avoid jumping and screaming. If you embrace them you face arrest.

This is a good opportunity for informal assessment.

The confession diaries

Write a diary entry (LB p. 86)

Key focus: Writing a diary entry

This is an opportunity for informal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. Learners write a diary entry of 180 words recounting an imaginary meeting with their favourite celebrity. In the preceding years they have been introduced to diary writing and are reminded of the key features in the margin.

Review Copy

They need to follow the process writing formula and are reminded of this as they plan, draft and edit/present their work. Work through this with the learners before writing and keep refocussing those who need more support.

Support activity

Provide learners who need support with a few pictures of famous celebrities. Help them to draw cartoons in stick figures to visualise what happened in their imaginary encounter, then let them write their diary entry. Alternatively let them role-play the encounter.

Extension activity

Write the diary from the point of view of the celebrity – what were their experiences?, how do they feel about the crowds; are they motivated to do good or is it all just a 'bore'?

Celebrity show or circus?

Formal assessment

Hold a forum discussion (LB p. 87)

Key focus: Critically evaluating advertising

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. A forum discussion has the potential to elicit strong opinions and spark a heated debates. Use such situations as a 'teaching moment' to guide learners to understand and practise how to disagree with someone while remaining respectful and polite. Encourage learners to respect the role and position of the chair, and for the chair to behave in an appropriate manner.

Laying schooling to rest

Draw learners' attention to the features of a Will present in the poem; also draw attention to the punctuation used in this poem and the function of each punctuation mark.

Features of a Will that the poem excluded:
full name of the deceased (nickname used)
date when the will was made
executor
signature of the deceased and witnesses

Read for meaning (LB p. 89)

Key focus: Reading and analysing a poem

1 He says you need honour to be in a will implying that they don't have honour
2 "How to go through school with a twin brother" - Harry & Barry; blankets & pillows – Mr Harri's Economics class; his great love of chemistry & all thing that go bang – Lucky Thang; shrunken track shirt & soccer tracks – Douglas Spade & Blade Russel; maths depression – to be incinerated; forged late notes & spot behind hall, tuck shop schmarmies and rugby ball – Robertson & Smokey; soccer goals at Berea and lucky tip – Dlamini
3 they have to finish the booklet to inherit it
4 HBW is cruel
5 yes – shrunken track shirt and soccer tracks, rugby ball

Analyse the poem's structure (LB p. 89)

Key focus: Mood, diction, structure in a poem

1 changes from a light-hearted mood to a more sombre and depressed mood
2 he starts the will as a formal document using formal language and wording
3 capital letters serves to emphasise the message
4 too = more than necessary; also or 'very'
to = directional, shows someone or something that receives something
5 a Lucky Thang = perhaps the person's name is Lucky and Thang is a play on words?
b schmarmies = might refer to a sandwiches that his friends would know
c brotha = one can assume that Dlamini is a black friend so the wording might echo the

Review copy

pronunciation of 'brother' by someone with a non-standard English accent

6 a BFF = Best Friends Forever
   b casual abbreviation doesn't belong in a Will; used sarcastically in the poem, drawing attention to the fact that HBW and PieFace are not his BFFs

7 a " " – demarcates the title of the booklet
   b ! excitement
   c dashes indicate a thoughtful pause
   d elipses (…) show the poet's thoughtful pause before making the decision that he could not leave his Maths issues to anyone but should rather incinerate it.

Support activity

Learners in many areas are confronted with the realities of child-headed households. This section aims to make a Last Will and Testament less intimidating. Teachers are encouraged to keep the conversation and activity light and humorous as it can very easily turn sombre and depressing. Be sensitive to the emotional needs of learners with ill family members and especially if there are learners with life-threatening illnesses in the class.

Spelling

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Informal assessment

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

Extended reading

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

Review Copy

HOLLYWOOD HYPE – TERM 2 WEEKS 3 & 4

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Unprepared reading of movie reviews
Resources	LB pp. 90–101 Teachers to source online movie reviews for unprepared reading of the latest movies on circuit, TG pp. 92–95; Anthology p. 164	**Assessment tool**	Rubric
Listening texts	Listen to a famous speech (LB pp. 90–91)	**Reading texts**	Read a poem (LB p. 94) Read about folklore and urban legend (LB p. 96) Famous curses and jinxes (LB p. 98)
Written texts	Write a summary of an article (LB p. 99) Write a review (LB p. 100)	**Language focus**	Verbs & split infinitives (LB p. 92) Classifying sentences; Generalisations (LB p. 93) Emotive language (LB p. 94 & 99) Punctuation and spelling (LB p. 100)
Integration	Life Orientation: Learners can play softball / baseball as part of their Term 2 movement performance programme. Life Orientation also focusses on terminal diseases (HIV/AIDS) and other infectious diseases in Gr 9 so teachers can link Gehrig's disease to this discussion as well.	**Reading programme**	Learners to read: *The Projectionist's Nightmare* Anth p. 164
Inclusivity	Issues such as generalisations are almost tantamount to stereotypes. This is a good opportunity to address the class on the importance of not picking on people. Learners likely to be picked on or ridiculed are those who are skinny, weighty, very tall or very short or who have a limp or some other physical impediment. Legends and myths are dealt with differently in different religions. Where as some religious paths preach prayer and faith over curses, others teach that curses do not exist at all. Ensure that if religion comes up, all religious sects are dealt with. When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.		

Review Copy

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Deserving fame

Listen to a famous speech (LB p. 90)

Key focus: Improving listening skills

Before reading this speech aloud to the class: delve into the possible messages in Gehrig's farewell speech. Make a mind map on the board to capture learner's ideas. Read Gehrig's baseball card and discuss his achievements. Perhaps some learners have heard of this form of cancer known as Lou Gehrig's disease?

1–3 learner-generated answers

4 17-year career; kindness and encouragement from fans; knowing all the great men of baseball at the time; friendship with New York Giants; his fame; his trophies; mother in-law; parents and their hard work to give him an education; wife and her support

5 to show that he is not bitter or resentful but grateful for the wonderful life he had been given

6 learner generated answers

7 light, positive, slightly humorous in parts

Out of this world

Investigate verbs and split infinitives (LB p. 92)

Key focus: Learning to recognise split infinitives

Split infinitives are not as big a taboo as in years gone by, but it is still considered 'good English' to avoid them! Let learners use the same colours consistently when identifying the verb-set. Weaker learners might be able to identify these words using colour codes rather than black letters on a white page.

1 a One generally needs to be incredibly famous ….
  b … to celebrate her fame and status finally.
  c … never forget to check periodically …
  d … love to find each actor's star slowly and meticulously.
  e I definitely hope to get my star one day!
2 Learners' opinion whether this enhances or detracts.

Types of sentences

Classify sentences (LB p. 93)

Key focus: Simple, compound, complex sentences

a simple
b compound
c complex
d complex

Learn to identify generalisations (LB p. 93)

1 we all watch films to escape…; to escape our mundane realities that weigh us down; we dream of being wealthy and famous…; no real problems; beautiful people; we desire to be like them; they are worthy of our hero worship; (they) work hard to maintain their A-list status; who cares; because they look like models and so were born to be adored
2 Many people watch films to escape their impression of their mundane reality that they believe weighs them down. Many of them dream of being wealthy and famous, living a carefree life imagining that there are no real problems. There are many opinions about beauty and every celebrity has their fan base who believe them to be beautiful, and who want to be just like them. These fans believe their celebrities are worthy of their hero worship and many believe that celebrities have to work hard to maintain their A-list status. Perhaps they aren't all role models but despite this their fans believe they look like models and were born to be adored.

The hype machine

Ponder poetry (LB p. 94)

Key focus: Reading a poem for meaning

1 a many words included have negative connotations thus he is critical and somewhat disgusted with Celebrity
2 Mood-enhancing words: glossy, oozing, obscene, slave, sell your name, not heeded, branded, weep = all have very negative connotations which creates the impression so selling oneself for something that is not real.
3 "Celebrity" is fleeting and under the gloss is an industry that makes money out of people then discards them in search of new people to exploit
4 to expose the exploitation of people and warn readers of the falseness that accompanies modern society's obsession with the culture of celebrities
5 changes from glossy smiles and a different race which speaks to the dazzling, aloof nature of celebrities to saying they are obscene and a slave to fame, and the reader is left feeling disgusted with the way that celebrities sell their name and respect for the sake of fame.
6 Positive: glossy, respect, hero
  Negative: oozing, obscene, slave, branded, weep
7 a 3 syllables in each line up to line 8; lines 9 & 11 only have 2 and the rest have 3 again
  b slow
  c yes
  d irregular rhyme: abcb defe ghih jkjl mnon yet pattern is that there are 2 rhyming lines in every 4 lines sets.
8 run-on sentences create a short burst or verse effect which adds to rhythm

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9 they are made to seem otherworldly and untouchable, like demi-gods
10 not all celebrities have sold their respect and heeded the hype machine's demands, and some actually use their status and celebrity for good
11 accept that celebrity and fame is fleeting so take whatever you can from it and make the most of it while it lasts cause you will be replaced at some point
12 yes – realistic portrayal of the culture of celebrity worship

Famous folklores

Read about folklore and urban legends (LB p. 96)

Key focus: Folklore and urban legend

Discuss the comparison between folklores and urban legends and particularly emphasise the traditional and contemporary nature that is in essence the only difference. If time allows ask learners to share any urban legends that they might know.

Before reading the article, discuss the annotations in the margin explaining features in the text.

After reading, ask learners to work in pairs and make a flow chart of the development of the plot and the build-up of suspense in the folklore.

Report back to the class and make a 'class flow chart' summarising the different pairs' work on the board.

Learners then answer questions or complete the following activities on their own. You may choose to use these for an additional assessment mark.

1 learner activities
2 main: James Dean's car is jinxed; supporting: various anecdotes to substantiate this
3 example: James Dean died while speeding in his new Porsche. Car customiser George Barris bought the wreck. Every person who bought a part of the wreck was either killed or seriously injured – even the mechanic broke both legs. The "sole-survivor" of a garage blaze, it disappeared in 1960. [48]
4 a James Dean's Porsche was jinxed and anyone who drove it or drove a car with parts from it was either killed or seriously injured.
   b The events listed from the death of James Dean and the doctor, the injury of others (including the mechanic) and then the fire that did not touch the wreck, all add to the mystery that surrounded the car.
5 The story builds up such suspense about the mysterious events surrounding this car that one expects the end to be just as mysterious, to heighten the mystery. When the car just disappears it is somewhat disappointing as an ending and thus an anticlimax.
6 Learner-generated answer could include: there is no evidence to prove the doctor or the other driver had the accidents – only the article's claims about it

Famous curses and jinxes

Bad luck, jinxes and curses can be an emotive topic as many learners are unsure of their own beliefs and others might want to stir up 'hype'. Teachers are encouraged to maintain control of this discussion and to emphasise that learners all have the right to their opinion.

3 a The article explores events linked to the making of or viewing of the Batman Trilogy
   b target audience = fans of the franchise, young adults eager to be 'in the know'
5 manipulative words: rumours, innocent, tragic, near-fatal, cursed, violently, horror film, twisted, delusional, diabolical, demonic, endured, brooding mystique, darkened
6 The physical layout of the text in columns, the name of the newspaper article and the way that the first paragraph is written in italics is common of newspaper articles. The language used in the article also reminds one of a newspaper article with facts stated briefly and succinctly in most places with the most important aspects (who, what, when, where, how…) dealt with clearly and as far as we know accurately.
7 After reading allow learners to work in small groups and make a mind map with these 'legs': WHO WHAT WHEN WHERE WHY. Let groups report back to the class and compare mind maps to show how different people interpret the same text in different ways.
8 The subtitle should capture the essence of the article without giving too much away.

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9 a a wide target audience: teen and young adult fans of the Batman brand, curious readers who heard of the shooting and are perhaps interested in curses and conspiracies.
b Learner-generated answer.

10 violently
a connotations: hurt, kill, force, causing damage or physical harm, fear
b Learner-generated answer

11 a FACT: Colorado shooting really happened and a gunman killed 12 and injured 58
b a string of tragic incidences and near-fatal accidents
c the writer wants people to believe that the incidents they are going to mention have a sinister and mysterious connection as if the trilogy is jinxed

12 Learner-generated answer: should show insight into the events in the article and their ability to formulate their own opinion using these events to support their claims

13 a twofold: the movie is dark and sinister, but an implied warning is also stated that one cannot know what could happen if one watches it…
b the writer uses humour to manipulate the audience

14 a Holmes's actions were broadcast across the world, and millions of people came to recognise him ; thus his actions caused him to become famous.
b A copy-cat killer imitates the methods used by a 'famous' or 'well-known' killer.
c Holmes is despised for his actions by most people, while Bale is admired for his portrayal of Batman. Holmes's fame might attract fans and copy-cat killers. Bale's fame is not viewed as dangerous unless unstable individuals become obsessive.
d This question requires learners to evaluate the current situation and create their recommendations to curb celebrity and fame for killers. Learners' answers should display an understanding of the implications of fame for killers and their recommendations should display creative problem solving abilities to avoid this in future.

Hollywood invites your opinion

Edit for punctuation and spelling (LB p. 100)

Key focus: Correct punctuation and spelling

The thurd (third) film in the batman (Batman) series stars christain bale as batman (Christian Bale as Batman) and anne hathaway as catwoman (Anne Hathaway as Catwoman) aka selina kyle (Selina Kyle). The plot is a mismash (mishmash) of stories and disappoints with its lack of emotional connection to any of the sup-plots (sub-plots) eg (e.g.) bale (Bale) keeping victims alive to see the climax but no connection to them (.) The dark night (The Dark Knight) is pre-dictable (predictable) and although a nice climax (,) so much more couldv'e (could've) been achieved.

Informal assessment

Write a review (LB p. 100)

Key focus: Review of a movie or TV programme

Ask learners to compare three of the movie reviews you sourced and used in the unprepared reading section.

- Is there a common style or formatting?
- Do the reviewers use similar language? Can you describe the language and register they use?
- How do their opinions about the movie differ?
- Compare the target audience that the three reviewers identify.
- How do they Rate or Score the movie?

Learner to plan their movie review based on these three examples.

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CHAPTER 5

Environments

CHAPTER OVERVIEW

Snow as setting plays a central theme in the first two weeks of this chapter, moving from the terrifying ordeal of Klara Majola's parents who lose her in the snow, to a poem that celebrates the beauty and intrigue, the mystery and adventure that a white snowy forest holds and also a traditional African folktale about Demane and Demazana. Learners will work with idioms about snow, look at prepositions and have extensive experience working with and writing their own summaries. Towards the end they imagine themselves as part of a film production crew that plans to make Demane and Demazana's story into a feature film and learn to write a notice and agenda, as well as minutes for a meeting that is held in this context.

Rhino Poaching is the topic of the next two week's work. Learners engage with newspaper headlines from real-life events regarding rhino poaching, and listen to a campaign advert from YouTube urging South Africans to donate keratin (hair and nails) to flood the Asian market and reduce the demand. They also read and analyse various campaign posters for their effectiveness and target-audience appeal, writing their own adverts and presenting these to the class. They lastly read a poem about rhino poaching, analysing and critically commenting on the features thereof. Throughout the section they are challenged to make summaries, practising this skill in preparation for their upcoming exams.

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SNOW FORCASTED – TERM 2 WEEKS 5 & 6

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Write an agenda and minutes of a meeting (LB pp. 115 & 116)
Resources	LB pp. 102–116, TG pp. 96–101, Anthology pp. 152	**Assessment tool**	Rubric
Listening texts	Listen to a story (LB p. 104) Discuss a story (LB p. 105)	**Reading texts**	Read about the features of a story (LB p. 103) Read a poem (LB p. 106) Read a folktale (LB p. 110) Read a cartoon (LB p. 113)
Written texts	Write a notice and agenda of a meeting (LB p. 115) Write minutes of a meeting (LB p. 116)	**Language focus**	Idioms and proverbs (LB p. 108) Prepositions (LB p. 109)
Integration	Earth Sciences: Weather patterns in winter & weather forecasting Life Orientation: survival skills Technology: building emergency shelters Social Sciences: awareness of environmental issues	**Reading programme**	Learners to read: *Stopping by the Woods on a Snowy Evening* Anth. p. 108
Inclusivity	There are many Indigenous African proverbs you may want to discuss. Learners need to be sensitive to the fact that all cultures have sayings unique to them and that no culture is superior to the next. Our diverse nation with its many tongues sees proverbs in other languages as part of our		

	rich collective heritage. Ensure For deaf or hard-of-hearing learners who lip-read remember to speak clearly and slightly slower but avoid the urge to raise your voice.

Read about the features of a story (LB p. 103)

Key focus: Key features of a story or folktale

Teachers are encouraged to use the key features of a story or folktale as the starting point for a discussion comparing various fairy tales, folktales and or traditional stories that the learners may know. If time allows, let learners make posters to display these key features.

Listen to a story (LB p. 104)

Key focus: Listen for the key features of a story

Focus on listening box: discuss listening strategies with learners using the tools in the box to encourage learners to become good listeners.
This story is factually accurate. It occurred just outside Ceres near the Gydo pass (you turn off at the sign: "Agter-Witzenberg"). The terrible events of 31 July 1950 took place here on the farm Die Eike belonging to Mr Ernst van Dyk.

1 Life Orientation for Gr 9 looks at basic survival skills. Correlate this with a discussion of a situation, real or imaginary, of being caught in the cold outside. What would they need to survive? What would they experience? What could they do to overcome the elements? In Technology they learnt about building emergency shelters – what would they need to do this?
2 Discuss urban legends vs real stories that have perhaps been inflated or added on to – perhaps there are stories in the school of past pupils doing amazing things?
3 Help learners prepare to take notes while they listen to the text. It might be necessary to help weaker learners draw up a spider, mind map or similar diagram.
4 Klara, her father Lemmie, mother Agnes (friends and neighbours)
5 on a farm, Die Eike
6 Klara is caught in the dark and then it started snowing too, thus the setting made it very difficult for rescue-workers to find her
7 she was caring – didn't want her father to look for firewood and said she would do it; she was selfless – searched for him into the freezing night
8 "At dawn Agnes saw them. Her breath exploded." This captures the moment that Agnes realised Klara was found but that she is dead; her fears become a reality.
9 a the neighbour/friend carrying the "Stiff frozen cloth" and saying "Sôrry, Aggie, sôrry, sôrry, sôrry…"
   b authors don't have to state everything – the ending is insinuated which makes it even more effective because it is left to the readers' imagination to work out; the ultimate euphemism perhaps.
10 Klara's selfless act led to her death

Discuss your opinion (LB p. 105)

Key focus: Group discussion of young heroes

The story of Klara Majola is based on actual events that took place in 1951 on a farm just outside Ceres. Newspaper articles from this time, in Die Burger, confirm the facts as portrayed in the story.

There are other similar stories of brave children saving or rescuing the lives of others, like the story of the 3 young surfers in Chapter 3.

Another story is that of Racheltjie de Beer and her brother, who also get lost in the snow while searching for a lost calf. She dresses her little brother in all her clothes, then hides him in a disused termite mound and covers the entrance with her body as the snow falls around them. At the time of publishing a film of this story was in pre-production.

Learners can research more stories similar to this and talk about this in small groups. Guide learners through the FOCUS ON box discussing how to behave and participate in a group discussion. They have to conduct many group discussion and this guideline offers them good advice on how to do so.

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Creating a different setting

Read and explore (LB p. 106)

Key focus: Analysing a classic poem

This classic, well-known poem contrasts the setting of snow from Klara Majola's story. The poet looks at the snow at two levels: at one literal level he is fascinated by the falling snow as it covers the countryside, and at a secondary figurative level, he 'flirts' with the thought of lying down in the soft beautiful snow for an eternal sleep. The two lines at the end with the repetition of "And miles to go before I sleep, And miles to go before I sleep." speaks to the first literal and second figurative meaning.

1 someone is stopping by a wood at night time watching the snow
2 learner-generated answer
3 guide learners through the key features of a poem and identify each in the poem
4 the setting of snow in a wood is romanticised with the poet wanting to explore it; snow and the snow-covered wood is seen as a fun, 'happy' setting
5 encourage learners to use dictionaries to look up words they don't understand
6 4 stanzas with 4 lines in each stanza, each with 8 syllables in each line; the poet uses run-on lines in the poem/stanzas to carry thoughts from one line to the next, making the poem sound like a sort of story being told
7 a rhyming pattern of aaba; bbcb; ccdc; dddd
   b The rhyming pattern is repeated in the first three stanzas: the 1st, 2nd and 4th lines rhyme; the 3rd line sets the rhyme for the next stanza, e.g. know, though and snow rhyme while here in line 3 rhymes with the rhyming pattern in the next stanza: queer, near and year. The pattern is broken in the final stanza when all the end-words of each line rhyme and the fourth line is repeated.
   c the way the rhyming words are constructed links the stanzas in a predictable way that links the rhyme and carries the theme throughout the poem
8 love, dark, deep
9 a subjunctive mood (refer to LB p. 62)
   b Klara Majola's story is written in a more indicative mood, telling the story that really happened; in this poem the rider contemplates the 'what if' of the woods and imagines the uncertainty that an exploration into the unknown would hold
10 The village is a symbol of society at large, of civilisation, duty and responsibility, of obligations and society at large.
11 The woods could be a symbol of freedom from duties and responsibilities, that which is beyond the borders of the village; as woods are also filled with wolves and danger it could also be a symbol of the danger and adventure that attracts the rider.
12 although adventure of discovering the unknown seems very enticing, your responsibilities and obligations should be your first priority

Scene setters

Work with idioms and proverbs (LB p. 108)

Key focus: Practising idioms and proverbs

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Pure as the driven snow: literal: entirely pure; figurative: blameless, without guilt, pure and chaste, often used ironically.
White as snow: literal: a pure, stark white as on a bright winter's day when the sun reflects off it; figurative: extremely pale from fright or shock perhaps.
Do a snow job: literal: covering something up with snow; figurative: covering of the real facts, a systematic deception, a deceptive story that tries to hide the truth; an attempt to persuade or deceive someone by praising them or not telling the truth.
Snowed under: literal: covered with snow, trapped; figurative: overworked, exceptionally busy, having so much work you cannot do anything else
Learners make sentences to express the idioms' figurative meanings.

1 No matter what you do with snow you can only get water from it.
2 The more possessions you collect the more worries you have. Although people judge how successful they are by the size of their home for

instance, this success is often accompanied by far more responsibilities and inherent 'problems'.

3 The fact that it is snowing does not mean that winter has arrived and your first love is not necessarily the love of your life.

4 Snow can only make water and no amount of money, time or effort is going to turn it into cheesecake. Similarly some actions will always result in the same end-product, e.g. if you want success you need hard work.

5 It is near-impossible to run through snow without leaving footprints and it is similarly difficult to love selflessly. This proverb cautions (young) people to wait before falling in love until they are more mature.

Identify prepositions (LB p. 109)

Key focus: Practise using prepositions

1 learners make sentences of their own using prepositions

2 In (the village); with (snow); without (a farmhouse) near; between; of (the year)

Informal assessment

Summarise the story of the poem (LB p. 109)

Key focus: Summarise the story of a poem

A rider stops at snow-filled woods to watch the snow falling far from any farmhouse or village, on the darkest evening of the year. It is still and quiet, with the horse shaking his harness bells questioning the rider's decision to stop. In the end the rider carries on realising that he has to keep going and keep his promises.

This is a good opportunity for informal assessment.

South Africa folklore

Read a traditional folktale (LB p. 110)

Key focus: Read a local folktale for meaning

1 discuss any folktales that learners may know and especially the meaning in each

2 learners predict what the story will be about based on the heading and sub-heading

3 learners identify main ideas – write these on the board and refer to this as you read; draw learners' attention to the different features of folktales marked in the margin

4 encourage learners to look up unfamiliar words in their dictionaries

5 learner to make notes while they are reading

6 they were orphans and were treated badly by the family where they lived

7 they have a good relationship: Demane looks after Demazana and she cooks for them

8 a Demane: he goes hunting, leaving Demazana safely in the cave; he tells her what to do and when she is allowed to make a fire or not; she felt like meat and cooked it, unable to restrain herself even though she knew what the consequences would be

   b he is more mature, responsible and protective of his sister

9 The cannibal is only named Zim in the eighth paragraph. Up to that point he is a faceless scary creature, impersonal. When he starts to use the word Zim, the cannibal is identified and vilified. Another reason might be that the Demane is out all day while Demazana stays in the cave – he might have personal knowledge of Zim and sets off to track him down, whereas she only knew that there were cannibals and didn't know them by name.

10 own choice, with substantiating reasons

11 Demane and Demazana go to live in a cave near a tribe of cannibals; he hunts all day and tells her not to cook meat as the cannibal will smell it and try to catch her; she cannot resist the urge and cooks meat one day, attracting the cannibal's attention. He tries different methods to disguise himself and eventually she opens the door and he catches her and takes her to his home. The cannibals go out to gather firewood. When

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Demane returns, finds his sister gone. He follows a trail of ashes that she had left for him. He frees her and places bees in the bag in her place. When Zim returns and reaches into the bag the bees attack him. He runs and falls headlong into the riverbank, where his body turns to wood. The bees make a nest in the stump-like feature.

12 a) children shouldn't open the door to strangers and b) maturity comes with a sense of responsibility and being able to control one's urges. It also comes with a sense of greater care and an ability to distinguish wrong and right.

13 Demazana would have avoided being captured if she had resisted the urge to make a fire and cook the meat, so the main ideas tie in strongly with this. Also if she had not been fooled so easily she might have prevented the situation.

14 a No, the plot would have taken a different turn – perhaps Demane came home and Zim attacked him or Zim could have fetched a great many other cannibals who then attacked and broke down the door…

b Yes, because the lesson was that she should have controlled her urge to cook meat and because she didn't there were terrible consequences.

15 Demazana is told to stay safely inside the cave and not to attract attention to the cave and only to open the door when she hears her brother sing his song. When she disobeys, the consequences are terrible. The folklore teaches children not to open the door for strangers no matter how they disguise themselves. Demane warned Demazana to keep the door shut and not to attract attention to the cave, which she disobeyed. The consequence was that Zim found her and would not give up until he had seized her – her disobedience directly resulted in her capture. Her brother's heroic rescue and the punishment meted out to the Zim is a secondary lesson to anyone wanting to hurt children.

Filming Demane and Demazana

Read a cartoon about a film-production meeting (LB p. 113)

Key focus: Read a cartoon for meaning

1–4 Learner activities and answers

5 they are discussing the production of Demane and Demazana, the film

6 Brett is the producer and would therefore chair the meeting

7 a Cecil asks irrelevant questions that should not be raised in a formal meeting

b in a meeting one should stick to the agenda or the meeting will go on for hours

8 Vusi is happy that he will fulfil an important role

9 a Jules points to her watch to show Brett that they need to move onto the next point on the agenda.

b She is the timekeeper and needs to keep the meeting on schedule.

c yes

10 she is the timekeeper and probably secretary who keeps the minutes – in the first frame she says she'll send out the notice and agenda.

Formal assessment

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Write a notice and an agenda (LB p. 115)

Key focus: Write a meeting's notice and agenda

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity.

Work with learners to write the notice and agenda for this meeting. It is quite possible that they would never have seen or read such texts before so would be completely unfamiliar with this form of transactional writing.

The Learner Book provides extensive information on agendas, and can be used as a prompt to guide learners. If possible, let them bring examples of agendas from local municipal meetings published in some newspapers, or perhaps from their parents' work?

Teachers need to be actively engaged with weaker learners during this activity as they might battle to imagine and write these texts. Write their first drafts with them and then ask them to share these with more able learners to compare.

Work with them as they revise and edit their work and ask another able learner to proofread it for them before they prepare it for presentation.

Take minutes (LB p. 116)

Key focus: Write the minutes of the meeting

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity.

Planning

Work with the class to plan their minutes – again, very few of them would have experience of this transactional writing and so would need a great deal of support. Help/guide learners as they fill in the information on the table.

Drafting

Guide learners in write a summary of the first point on the agenda. Then let them write the following points themselves, supporting weaker learners where necessary.

If possible sit with weaker students as they write their minutes. Show them how to sign off minutes.

Let learners share their minutes with a partner to help them proofread and then present these in their books.

Spelling

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

Informal assessment

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

Extended reading

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

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NATURE CALLS – TERM 2 WEEKS 7 & 8

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Test 2
Resources	LB pp. 117–128, TG pp. 102–114, Anthology pp. 148, 149, 156, 162, 173	**Assessment tool**	Memorandum
Listening texts	YouTube advert (LB pp. 119–120)	**Reading texts**	Newspaper headlines (LB p. 118) Awareness campaigns (LB pp. 122–123) Poem (LB pp. 126–127)
Written texts	Summary of 80 words (LB p. 121) Advert (LB pp. 124–125)	**Language focus**	Denotation and connotation (LB p. 118) Punctuation of adverts; Simple, compound and complex sentences (LB p. 125) Figures of speech (LB p. 128)
Integration	Earth Sciences: Weather forecasting & weather patterns in winter Life Orientation: survival skills Maths: possibility & estimation, ratio, percentages;	**Reading programme**	Learners to read: *The Eagle* Anth. p. 148 *Eagle* Anth. p. 149 Throwing a Tree Anth. p.156 Rain in Summer Anth. p 162 Snake Anth. p173
Inclusivity	For deaf or hard-of-hearing learners who lip-read remember to speak clearly and slightly slower but avoid the urge to raise your voice.		

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Looking after our wildlife

Read and respond (LB p. 117)

Key focus: Reading and responding to headlines

1 Groups discuss what they know about rhino poaching – perhaps write it in a mind map
2 sombre, factual, sad, some are sensationalist
3 learner-generated response to how they feel as they read the headlines
4 learners to suggest who they think the target audience is: should involved All South Africans who can read the headlines
5 WWF strongly objects with great force against countries that trade in rhino horn and tigers
6 a poster only a certain amount of space and characters available to print, thus the "and" was probably left out as it didn't fit into this
7 a SA: 381 rhinos killed in 255 days (Sept 2012); 2 jailed for rhino poaching; Rhino poacher killed in Kruger; WWF slams nations for rhino, tiger trade; Poachers kill 100 rhino in 2 months; Extinction warning for SA rhino; 3 suspected poachers killed in Kruger; Probe continues of 6 rhino found dead; Rhino bull killed in Western Cape; Ranger in court for rhino poaching; Game farmer jailed for rhino horns; New rhino anti-poaching plan launched; Estimated 550 rhino to be slaughtered in 2012; Rhino poaching deaths continue to increase in South Africa
   b very negative connotation
   c shock tactic
9 make the readers angry enough to get involved in campaigns to stop rhino poaching

War on poaching

Listen to a campaign advert (LB p. 119)

Key focus: Listen critically to a campaign advert

This campaign advert is a good example of how the spoken word is sometimes more powerful than the

written! Learners reading the text might be repulsed by the notion of collecting other people's hair and toenails, no matter the cause. Many however watch the video and change their mind completely. If possible, prepare to show learners the YouTube video when they finish the listening activity.

1 unlike traditional adverts, this does not aim to get consumers to buy anything, but is meant to mobilise South Africans from all walks of life to get involved in their campaign
2 groups brainstorm ways in which information can be presented
3 the register is very informal/conversational which increases its appeal to especially young viewers
4 learners take notes
5 learners to write words they don't know and look them up in their dictionaries
6 333
7 they are made from exactly the same keratin
8 they are young and enthusiastic, and passionate about the cause
9 a informal conversational register
   b yes – the message is for ordinary people and is made in an easy-to-understand way
   c a more serious mood might make the campaign sound too formal and might make ordinary people think that it is only 'professionals' who should be involved in it
   d learners give their opinion
10 it is viby and engages a young technologically able market
11 on YouTube it is accessible to millions of viewers
12 young teenagers to young adults
13 learners to write their own slogans

Informal assessment

Write a summary (LB p. 121)

Key focus: Succintly recording information

People are becoming desensitised to rhino poaching; those who do want to get involved have no way to do so. Rhino horn is made from the same keratin as human hair and nails; if enough human nails and hair flooded the Asian market it should reduce the demand. They made a video of how they collected hair and nails from public places. This led to many opportunities for people who wanted to get onto the bandwagon; soon people were collecting hair at schools, campuses and places of work; hair salons even got involved and customers could send donations. This is an opportunity for informal assessment.

Awareness campaigns

Read and analyse (LB p. 122)

Key focus: Analysing a poster as a class

Analyse the poster with the class – use the annotations around the poster for assistance in this.

Compare and contrast adverts (LB p. 123)

Key focus: Compare and contrast two adverts

Review Copy

	Poster A: Anyone who cares can see Rhinos are dying	Poster B: Please… let me grow up to be a Big Rhino
Purpose	Awareness for dying rhinos	Emotional plea for sympathy
Target audience	general public	general public
Visual effects of the text font, size and colour, and capital letters	Main message seems to be burnt into wood; contrasted to purple info on right; contrasting colours draw attention quickly	Plea is in red; simple font easy to read; BIG RHINO in capitals; clearly visible from a distance; copy at bottom very small as not the important focus
Visual effects of the image	Font shape and 3D effect very effective; eye-catching and bold; difficulty to read makes it intriguing	Cute photo of rhino calf with mother supports message effectively; eye-catching, easy to read message
Sentence structure and the effect of this	Statement simple and concise, brings point across very well; no punctuation	Rhetorical question short and to the point; no punctuation
Influence of the	'who cares' is an	perhaps 'will you'

selection and omission of text on the message	addition to the sentences that breaks the rhythm but emphasises the point very well	have been left out but it is not crucial to the meaning
How language and images reflect and shape the values and attitudes of the audience	Plays on the line that if you don't care about rhinos dying then you generally don't care	Caring photo is emotive and inspires an anti-poaching attitude
How the poster appeals to the reader's emotions	a sense of guilt – if you don't care that rhinos are dying are you an uncaring person?	Very emotive photo, wants readers to feel protective and nurturing
The meaning and overall message of the text	Asks: do you care enough to care that rhinos are dying?	Asks: will you do something to save me?

Write an advert review (LB p. 124)

Key focus: Write a review of an advert

Where possible show learners examples of reviews easily obtained from Internet sources or call an advertising agency and ask for examples of their work and reviews of these. They are usually more than willing to share their expertise and this will provide real-life learning opportunities for your learners.

1 & 2Learners to choose one advert and write a review of 100–110 words on it. They need to use the information comparing the two advert posters (above) when choosing and brainstorm (using a mind map) the points they want to use in their review.

3 Discuss at length what they need to include in their adverts – use the prompts on LB p. 124 as a guide to help them draft their review.

4 Use real-life reviews to show format (see above).

5 & 6Before learners start writing review the topics of register and mood, emotive language and sentence construction with learners and emphasise how they can use this in their reviews.

7 Revise and edit their work with them.

8 The written-up review can be used for assessment or important preparation for their June exams.

Present your advert review (LB p. 125)

Key focus: Presenting a review to the class

Informal assessment opportunity. If teachers wish this presentation may be used for an oral assessment mark.

Practise sentences (LB p. 125)

Key focus: Identify sentence types

Poster wording	Sentence type	Missing Punctuation	Tenses
No one in the world needs a rhino horn but a rhino	Statement	. full stop	Present
Anyone who cares can see rhinos are dying	Statement	. full stop	Present
Please… let me grow up to be a BIG RHINO	Rhetorical question	? question mark	Present

Review Copy

Rhinos in literature

Read and analyse a poem (LB p. 126)

Key focus: Read a poem for meaning

1 Group discussion

2 learner-generated answer

3–5 discuss and/or remind learners of the key features of a poem which are annotated around the text

6 the title portrays the main theme of the poem

7 aabbcc ddeebbffgg bbhh

8 the quotation marks indicate the message that the first stanza wants us to broadcast

9 a using nails and hair in similar ways to how she imagines the Chinese use rhino horn

b transferring the shock/repulsion of using hair and nails in this way to what the Chinese do with horn

c learner opinion

10 informal – words like ‘chuck’ and ‘loo’

11 calling us to action to campaign against the rhino poaching in our country

Analyse words (LB p. 128)

Figure of speech	Explanation	Example for the campaign
slang	informal words in speech, not generally in writing or formal situations	gross
irony	implying the opposite of what is said or intended	amazing budget of – R0,00
popularised jargon	often used in advertising to describe the spread of an idea or concept	spread across the airwaves
oxymoron	placing seemingly contradictory words next to each other	rich juicy toenail keratin
metonymy	something that is associated with an object is used to represent the object.	Buzz (the image conjured up is of people talking excitedly/buzzing like bees)

Support activity

If learners want to make posters to support world Rhino Day at the end of the term for 22 September they might also want to plan and organise an event in the school to raise awareness for anti-rhino poaching.

Spelling

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

Informal assessment

Ask learners to work in pairs to remember ways of spelling these words. Use it as an opportunity for informal assessment later on in the week.

Tell them that there will be a spot quiz so that they come prepare to class each day ready in the event that the spelling test or quiz is that day.

You could extend the level of engagement required by asking them to also be prepared to identify what part of speech each word is, and to give synonyms and antonyms if asked to do so.

Rather than have them do this on their own at home, have them work in groups or pairs in class, then revise what has been suggested in groups or pairs in class and then learners can further reinforce their own understanding at home via their preferred method of knowledge acquisition or memory retention.

Extended reading

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

Review Copy

June Paper 2 Memo

Section A: Comprehension

1 To leave your country and go and live in a different one permanently. (1)
2 She talks about it being a privilege to have owned the dogs she has had. (1)
3 "unique character" (1)
4 He is saying that he likes to show off and is most entertaining in his naughtiness. (2)
5 Yes as he digs holes and has chewed up skirting boards in the house. (2)
6 It is very effective as it beautifully captures the image of thousands of tiny purple fluffs strewn everywhere after he destroyed his bed. (2)
7 It is a euphemism. (1)

(10)

Section B: Language

1 Dad is clearly upset. He has his hand up holding his head and his brow is furrowed and his mouth downturned. (3)
2 That was some dinner. (1)
3 It is hyperbole. (1)
4 He is tired and yawning in Frame 1 and then starts smiling broadly in Frame 2 when he sees Meg as he wants to give her the food. (2)
5 She is holding her chin worriedly and her mouth is downturned. (2)
6 He is angry. His arms are stretched out and his mouth is open as if he is raising his voice and he is saying that it was very expensive for him but nobody enjoyed it. (3)
7 I brought you a doggie bag. (1)
8 She is very overweight and eats without being asked twice. (1)
9 To point out the obvious continuation of the sentence that Meg is the one who enjoyed the dinner. (1)

(15)

Review Copy

Section C: Summary

To be marked out of 10. 7 marks for facts,1 mark for writing in a paragraph form,1 for correct style, language, grammar and use of own words and 1 mark for indicating a word count that does not exceed 70.

(10 ÷2 = 5) TOTAL 30

June Exam Paper 2

Section A: Comprehension:

Read the following passage and answer the questions that follow.

Why Should Children Play Sports?

By Amanda Davis

1 Sports, whether team-based or individual, are a great activity for children that provide a variety of benefits other than physical activity. Participation in sports can help build self-esteem and confidence, can motivate children to excel academically and can help build social skills. Participation also can teach children the benefits of goal-setting and practice.

2 Physical activity is the most obvious benefit of sports participation. Children often spend too much time watching television or playing video games. But sports practices and games provide an opportunity for exercise that can help keep kids in shape and healthy.

3 Sports participation can help children develop social skills that will benefit them throughout their entire lives. They learn to interact not only with other children their age, but also with older individuals in their coaches and sports officials. Kids learn leadership skills, team-building skills and communication skills that will help them in school, their future career and personal relationships.

4 Participation in sports can have a huge positive impact on a child's self-esteem and confidence. Children who participate in sports get praise and encouragement from coaches and parents, which helps to build self-confidence. They also learn to trust in their own abilities and push themselves. Constructive criticism is also a major part of sports participation, and young athletes learn to accept such criticism and use it to their benefit. The American Academy of Child and Adolescent Psychiatry suggests that parents be actively involved to ensure that children get the most out of sports participation.

5 It is no surprise that children who participate in athletics excel in academics as well. They can apply the same principles of dedication and hard work learned through sports participation to their studies. According to an article published on the website America, playing on a high school sports team increases a young woman's chances of graduating from college by 41 percent.

Review Copy

1 Refer to paragraph 1.List 4 benefits of participating in sport. (2)
2 Explain why playing sport is a health benefit to children. (1)
3 What is social participation and how does it benefit children? (2)
4 Provide some ideas or examples of your own as to how interacting with other children competitively could benefit you in your life later on? (2)
5 What does sport teach children about praise and criticism? (2)
6 Do you agree with the views expressed in this article? Explain your answer. (1)

[10]

Section B: Language:

Study the advert below before answering the questions that follow.

Crack down on colds and flu!

When you get the sniffles this winter, ask your pharmacy for **Linctagon - your first line of defence against winter infections.**

Soothing **Linctagon syrup**, now also available in a **NEW sugar and alcohol free variant**, is suitable for the **whole family.** What's more, **Linctagon spray** and **NEW Linctagon Lollies** are a hit with **small kids.** With **natural antibiotic** and **antiviral properties, Linctagon** supports your body to get the better of winter bugs.

Linctagon tablets, capsules and the great-tasting fizzy **Linctagon-C**, provide additional support to the body to **curb inflammation and congestion.**

With **Linctagon Nasal Spray** you can literally **flush out** nasal bugs. **Linctagon Cough** supports your body to manage **coughing** and **chest infections**, while **Linctagon Chest Rub** soothingly lends a hand during **chest infections.**

Take **Linctagon Throat Lozenges** and **Lip Balm** to **soothe and protect** your throat and lips respectively – or **support your immune system** with **Linctagon Viral Defence.**

Linctagon is available at leading pharmacies and selected stores.

Linctagon

Colds and flu hate it!

Linctagon
Linctagon Syrup
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
Linctagon
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Linctagon
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1 What is the impact of the colour in the headline? (2)
2 What are the ideas usually conveyed by the words “crack down” and how does this tie in with colds and flu? (2)
3 Discuss the link between the headline and the picture at the top. (2)
4 The words “first line of defence” in the subheading link with which words in the headline? (1)
5 Find a synonym that is correct in context for the word “sniffles” in the subheading. (1)
6 Discuss the appropriateness of how the characters are depicted in the picture. (2)
7.1 “Colds and flu hate it!” This is an example of what figure of speech? (1)
7.2 Explain your answer. (2)7 Why is the word “NEW” printed in capital letters? (1)
8 What is the advertiser’s intention with the picture at the bottom of the advertisement? (1)

[15]

Summary:

Read the extract below and follow the instructions set on it:

Playing sports is a big part of many children's lives. Whether it is a team sport such as football or baseball or an individual sport such as tennis or martial arts, a child's desire to play is often evident early on. Although an initial reason for playing may be just because it's fun, children often find that participating has many additional rewards.

Kids look for camaraderie, just as adults do. Playing a sport is a good way to meet other kids who are like-minded and share the same interests. Playing in a sport gives a child a way to interact with his peer group, according to the New York University Child Study Center. Many lifelong friendships are founded in the love of a particular sport.

The main reason that kids play sports is to have fun, according to a 2010 story in the New York Times. If a child does not find the sport she plays enjoyable, she will eventually give it up, says the Ottawa Citizen newspaper.

The natural urge to compete is another factor. Healthy competition instills confidence and discipline, and if parents don't push winning too much, kids will develop a healthy respect for competing hard, win or lose.

Children have a natural curiosity and desire to learn new skills. When a child sees a sport that piques his interest, the natural tendency is to want to give it a try. Allowing your child to try a new sport will encourage this natural tendency and help him be open to trying new things as he grows older.

Being part of a team help kids feel as though they are a part of something, which results in a sense of belonging. Sports teams experience highs and lows together. Even in an individual sport, the child feels that she is part of a culture.

Review Copy

Write a paragraph summary about the rewards that children reap from playing sport in no more than 80 words. Your summary must be in one single paragraph. Write your word total in brackets at the end of your summary. You do not need to give your summary a title.

[10]

TOTAL 35

June Paper 4

Exam instructions

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

Section A: Essay **(20)**
Choose **one** of the following options and write an essay of 5–8 paragraphs in 250–300 words.

1.1 Descriptive essay: The Sea

1.2 Narrative essay: The haunted house

1.3 Reflective essay: That day changed my life forever

Review Copy

Section B: Transactional text **(10)**

2 Choose **one** of the following options and write a transactional text of 160–180 words. You must use the **correct layout** and write with the audience in mind. Remember to focus on using language and spelling correctly.

2.1 Write an informal letter of the thanks to the lady who found your wallet at the mall and went to great lengths to return it to you.

2.2 Write the diary entry of your teacher after a really bad lesson with your class.

[30]

June Paper 4

Section A: Poetry

Answer the following questions on a poem that you have studied in English this year:

Write a paragraph in which you comment on the different features that convey meaning in the poem. Be guided by the mark allocations in brackets.

- The structure of the poem: the length of stanzas and typography (2)
- Rhythm and rhyme: look at the length of the lines, the internal rhyme and the end rhyme (4)
- Explain the effectiveness of the sound devices and figures of speech that are noteworthy in the poem (6)
- Style, choice of words and diction (2)
- Discuss the theme and message of the poem (2)
- Comment on the tone and overall mood of the poem (2)
- Explain the purpose and overall impact of the poem (2)

[20]

Section B: Folklore

Analyse a fable that you have studied this year under the following headings. Give explanations where it is necessary to give more detail. Be guided by the mark allocations.

Discuss the following:

- The setting (2)
- Background (2)
- Main characters (2)
- Other characters (2)
- The plot: the beginning (2)
- the middle (2)
- and the end (2)
- Theme or Message (3)
- How does the fable you have studied meet the requirements of the genre? (3)

[20]

Section C: Short story

Write a paragraph on the short story that you have studied this year. In some places you will be required to list information and in others to provide more detailed explanations. Be guided by the mark allocations.

- The setting (2)
- The introduction (2)
- Events that occur to form the beginning, middle and end (4)
- The climax or most exciting part (3)
- The falling action (1)
- The end or solution to the story (2)
- The main (2)
- and other characters (2)
- The theme or message or the writer's intention in writing the story (2)

[20]

Section D: Novel

Write a book review on the novel that you have studied this year. In places you will be required to fill in the information under the given headings but in others you will be required to comment and evaluate. Use the following headings and mark allocations to guide you as to what to fill in.

At the top write the name of novel and the author. Provide the following information:

- Main character (2)
- Other characters (2)
- Setting (2)
- Fiction or non-fiction (1)
- The type of novel for example horror, thriller, adventure, biography, autobiography (1)

Review Copy

- Summary of the story telling the beginning middle and end (8)
- Evaluate the novel out of 10 (1)
- Explain your evaluation (2)
- and whether you recommend it or not to others (1).

[20]

Section E: Drama

Write a report on the drama that you have studied this year. Use the headings and the mark allocations to guide you as to what information is required.

At the top write the name of drama and the author. Provide the following information:

- Type of drama or genre (1)
- Cast of characters: main characters and other characters (4)
- The setting (2)
- Introductory scene (2)
- The middle of the drama (2)
- the climax of the drama (2)
- the end or solution of the drama (2)
- Evaluate the drama out of 5 (1)
- Explain your evaluation considering stage directions and any other effective aspects of the drama (3)
- and whether you recommend it or not to others (1)

[20]

TOTAL 100

Review Copy

June Exam Paper 2 Memo

Comprehension:

1 Sport builds self-esteem and confidence
It motivates children to excel academically
Sport helps builds social skills
Participation helps children with goal setting (2)

2 Sport gets youngsters off the couch and keeps them healthy and in shape (1)

3 They learn to interact with other children their own age and adults which helps them learn leadership skills and how to communicate properly. (2)

4 Learners' own examples and response. (2)

5 That it is a necessary part of life so it helps build self-confidence as children learn to accept criticism and use it to their benefit. (2)

6 Learners' own response. (1)

[10]

Language:

1 It creates alarm and stands out to show that it is something that needs to be dealt with firmly. (2)

2 Crackdown usually refers to crime and "cracking down" on criminals. This conveys the idea that colds and flu need to be dealt with and stopped immediately (2)

3 In the picture there are germs behind bars and the headline says that we must crack down on colds and flu meaning to contain them and get rid of them. (2)

4 "crack down" (1)

5 flu (1)

6 They are caricatured to look evil and nasty as if they could cause infection which is appropriate because that is what germs do. (2)

6.1 personification (1)

6.2 The ability to hate is being given to colds and flu. (2)

7 To show that they are developing new products all the time. (1)

8 To show what a wide range of products there are available. (1)

(15)

Summary:

To be marked out of 10. 7 marks for facts,1 mark for writing in a paragraph form,1 for correct style, language, grammar and use of own words and 1 mark for indicating a word count that does not exceed 80.

[10]

TOTAL 35

Review Copy

June Exam Paper 4 Memo

Grade 9 Paper 4 Response to Literature Generic Memo

Section A: Poetry

The focus of the response to poetry is that learners comment on the different poetic devices and thus gain a greater understanding of meaning by understanding the devices that the poet has used to deliver his message. Educators must be guided by the kind of questions that have been set as an example. Take note that it is more important for learners to understand the effectiveness of a device rather than to simply identify it. Learners must be guided by the different bullets and mark allocations as to what the focus of their comments and explanations must be. These questions will be set on the poetry that an individual teacher has selected and thus the questions will be modified according the specific poem being used for questioning. Educators must then mark accordingly. **(20)**

Review Copy

Section B: Folklore

Learners must answer a variety of questions on a fable that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a fable as indicated by the question. It is vital that learners understand what the features of a fable are and what the elements are which make the fable unique in its genre. Answers will be specific to the fable that was selected by the teacher. **(20)**

Section C: Short Story

Learners must answer a variety of questions on a short story that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a short story as indicated by the question. It is vital that learners understand what the features of a short story are and what the elements are which make the short story unique in its genre. Answers will be specific to the short story that was selected by the teacher. (20)

Section D: Novel

Learners must answer a variety of questions on the novel that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a novel as indicated by the question. It is vital that learners understand what the features and elements of a novel are and that they are able to evaluate the success of the novel based on an understanding of the different aspects. Answers will be specific to the novel that was selected by the teacher. **(20)**

Section E: Drama

The approach and specific questions on the drama will depend on what has drama has been selected by the teacher. It is most important that learners can identify those specific elements that are unique to the genre of drama. It is important that they are able to comment on the presence of features such as stage directions that add meaning to the drama. Learners are to evaluate the success of the drama based on an understanding of the different aspects of the drama. Answers will be specific to the novel that was selected by the teacher. **(20)**

TOTAL 100

CHAPTER 6

Caring and sharing

CHAPTER OVERVIEW

The first half covers the core issue of relating to others. The ever-important skill of negotiating and liaising is covered. Related issues of reaching a consensus and listening to someone else's point of view are also addressed. The text type is a Will and some legal jargon related to a Last Will and Testament is introduced. The language of persuasion is analysed and the learners look at different types of persuasive language – including Al Gore's *An Inconvenient Truth* in the second half, which focusses on climate change and the future of our planet.

KEEP IT BETWEEN US – WEEKS 1 AND 2

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Discuss a Will (LB p. 145)
Resources	LB pages 135–149, TG pp. 115–118, Anthology pp. 14, 73, 165 pp.	**Assessment tool**	Rubric
Listening texts	Listen to a dialogue (LB p. 136) Discuss a Will (LB p. 145)	**Reading texts**	Analyse a poem (LB p. 140) Analyse a cartoon (LB p. 142) Read a Will (LB p. 144)
Written texts	Write a Last Will and Testament (LB p. 146)	**Language focus**	Manipulative language (LB p. 138) Conjunctions; Compound and complex sentences (LB p. 139) Paronyms (LB p. 143) Redundancy (LB p. 143, 149) Spelling, punctuation and grammar (LB p. 148)
Integration	Life Orientation – preparing to write or interpret a Will History – famous world figures who have passed on and left a legacy	**Reading Programme**	Learners to read: *Friends* Anth. p. 14 *First Date* Anth. p. 73 *How do I love thee?* Anth. p 165
Inclusivity	Wills can lend themselves to a sombre classroom atmosphere if the obvious ancillary subject, death, arises. Be prepared to deal with it sensitively particularly if learners bring up the topic of loved ones who have moved on. More especially, ensure that the spotlight does not suddenly fall on learners such as orphans.		

You win some, you lose some

Negotiating an outcome (LB pp. 136)

Key focus: Listen to a dialogue about negotiation

1–4 Encourage learners to share examples of situations where they had to negotiate. This might be a situation with their parents or a negotiation with a teacher. Let them give examples of successful and unsuccessful negotiations.

Some learners might have some insight into trade union negotiations. Involve them too. There might even be news of a strike action in the media. Encourage learners to see the links between the textbook negotiation and real-life negotiation situations.

Individual work

5 Raj is eager for Liesel to be his girlfriend. She is not interested in him in that way.

6 a She conceded that she shouldn't be rude. He conceded that they would just be friends.

b Own opinion. Could say yes – no one offended; negotiation seems to have worked; could say no, he is not giving up!

Pair work

7 a Learners to read the dialogue aloud with partners.

b They then need to work at formalising the register. Discuss what register is and explain how a change in diction can make the dialogue sound completely different.

c The change in register makes the occasion seem more 'legal' or proper; more like an business meeting than a teen discussion.

Focus on

Manipulative language is language which manipulates or exploits your emotions. It could make the listener/ reader feel bullied or guilty.

Learn what your body language "says" (LB p. 139)

Key focus: Anaylysing body language

1 a Suggestions: staring – I think you're attractive; fidgeting – my chair is uncomfortable; folded arms – I'm not prepared to discuss this; opening eyes wide – I'm surprised

2 legs crossed away from/towards the speaker – I'm closed/open to what you're saying; hands on hips – I'm defensive/confrontational

3 Discuss with the class the effects the actions in 1 and 2 would have had in Liesel and Raj's negotiation.

Practise using conjunctions (LB p. 139)

Key focus: Co-ordinating/subordinating conjunctions

1–3 Learner-generated answers

Wishful thinking

Analyse a poem about a Will (LB pp. 140)

Key focus: Figures of speech in a poem

1 on board or chart, mind map the word 'Will'. Ask learners what assets people might leave to others.

2 Purpose of a Will is to clarify where one's assets must go: Must they be sold? Must they go to relatives or to charity? What sorts of messages are people giving when they leave a Will?

3 Imagine what you as a teacher might leave behind!

4 What is irony? Remind learners that sometimes what is said is not exactly the same as what is intended.

5 frustration, bad spelling, marking

6 Own opinion; could argue that it is essentially about a teacher explaining what sort of legacy she will leave behind. While she does this, she is suggesting what things annoyed her while she was still teaching.

7 Hints that after death, she will permit them to commit grammatical errors.

8 In the brackets are 3 errors!

9 And correctly spelt (please, it's not a lot to ask)

10 Marking is exhausting and frustrating.

11 a end letters of a word, affecting tense or part of speech

b it is part of a simile; the portfolios will not follow her (like a suffix) when she goes to the afterlife.

12 They are given the quality of being able to follow or pursue her.

13 The way some people put themselves to sleep

14 To occasionally split; occasionally to split

Review Copy

15 a After death, there is infinity – endlessness; Infinity/ infinitive
b The teacher's "Will" is filled with her wishes for her class.
16 light-hearted, wry, self-mocking; it is not very serious, but there are
some 'digs' or hints at what annoys the teacher.

Analyse language in context (LB p. 141)

Key focus: Interpret the language used in a poem

1 a Suggestions: desk, computer, satchel, red pen
b frustration, hope
c learner-generated answer
2 A 6; B 1; C 2; D 3; E 5; F 4

If wishes had wings

Analyse a cartoon (LB p. 142)

Key focus: Examining the features of a cartoon

Class discussion:
1 Introduce the idea of embarrassing things or habits.
2 What does eviction mean? Let learners use cellphones or dictionaries if they aren't certain.
3 a A young boy; a lawyer
b lawyer's office
4 a The boy is frustrated at having pimples; he is wanting to 'evict' them.
b Legal books
c attorney
5 boy is exasperated at reality of pimples; lawyer is puzzled at situation.
6 a no; not legally possible
b ? He wants to have a clear skin.
c Frustrated, embarrassed, self-conscious
8 Bemused; there is a logic in the request but it is not realistic
9 Own choice

Learn about paronyms (LB p. 143)

Key focus: Paronyms and redundancy

1 a law/s or lawyer
b lawful
c lawless
d law
2 law must be lawful; it involves too much repetition of the word/ derivatives 'law'
3 legally, legality, illegal
4 a fair
b justice, justified, justifiable, unjust
c just and fair mean the same thing; only need one

Language in context (LB p. 143)

Key focus: Homonyms, proverbs and conjunctions

1 a one who inherits from a will
b Should this be homophone ? air?
c inherit
d disinherit
2 a & b Murphy's law – the way things tend to go wrong; above the law – feel that laws don't apply to you; lay down the law – insist on rules being followed; a law unto yourself – someone who does as he/she pleases; bend the law – manipulate a law to suit you, but not actually break the law; the long arm of the law – how the law will reach everywhere; where there's a will – if you want something enough, you will make it happen.
c last one: It is a wise saying
d learner-generated answer

Will that be all?

Read the Last Will and Testament of a famous person (LB p. 144)

Key focus: Identifying key features of a Will

1 *Romeo and Juliet, Macbeth, Hamlet*.
2 own choice
3 – 5 Guide learners if they are struggling with any of these instructions.
6 Children – a hundred and fifty pounds each; nephews five pounds each; wife – 2nd best bed
7 John Hall and Susanna
8 a sane

Review Copy

b To ensure that his will cannot be contested, in the case that he might be mentally unstable.
c To ensure that they are doing this in a rational manner
d proper legal advice; professional; it's the speciality of a lawyer, so that a professional can ensure it is indeed a legal document, and makes sense.

11 on a tombstone
12 If you don't steal from this grave, bless you; if you do, curse you.
13 blest/blessed: good wishes; kindness; good fortune; cursed: wicked wishes, evil deeds, bad luck

Formal assessment

Discuss a Will (LB p. 145)

Key focus: Discussion and turn-taking

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. Ensure that learners are familiar with points 1 to 6 as they will be assessed against these criteria.

Review Copy

Writing down your wishes

Write a Will (LB p. 146)

Key focus: Writing a transactional text

Work with learners to write a Will. It is quite possible that they would never have seen or read a Will before so would be unfamiliar with this form of transactional writing.

The text in the learner book provides extensive information on a Last Will and Testament, and can be used as a prompt to guide learners.

Teachers need to be actively engaged with weaker learners during this activity as they might battle quite a bit. Write their first drafts with them and then ask them to share these with more able learners to compare. Help them to revise and edit their work.

What legacy will English leave behind?

Practise working with paronyms (LB p. 148)

Key focus: Commonly confused words

The lawyer will accept your case except if you have done something illicit that has elicited an arrest warrant. I assure you that he will elicit/effect your release but we need to ensure that you are telling us the truth. My advice to you is to advise us of any anything that will affect the case or else clause 19 of the contract will come into effect.

Revise spelling, punctuation and grammar (LB p. 148)

Key focus: Spelling, punctuation and grammar

Assist learners with the correct register and format.

Revise your understanding of redundancy (LB p. 149)

Key focus: Eliminating redundancy in a passage

Suggestion: I give you advance warning that it is essential that you turn this situation around. We will collaborate as colleagues and put plans in place with immediate effect so that the result is that the problem has been eradicated.

Spot the spelling, gremlins (LB p. 148)

Key focus: Malapropisms and Americanisms

Ten spelling mistakes – excellent, businessman, government, conscience, colleague, unnecessary, techniques, committee, argument, skilful
Three malapropisms – threw/through, expanse/expense, hole/whole
Americanism – center/centre

SUSTAINING OUR FUTURE – WEEKS 3 AND 4

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Write a CV and covering letter (LB p. 161)
Resources	LB pages 150–161, TG pp. 119–122, Anthology pp. 46, 57	**Assessment tool**	Rubric
Listening texts	Listen to an interview (LB p. 150) Discuss a CV (LB p. 161)	**Reading texts**	Read a South African short story (LB p. 152) Read an information text (LB p. 154) Analyse a poster advert campaign (LB p. 155) Analyse song lyrics(LB p. 156) Analyse a cartoon (LB p. 158)
Written texts	Write a CV and covering letter (LB p. 161)	**Language focus**	Homonyms; Antonyms, Root words; Polysemous words; Complex sentences (LB p. 151) Simple past and past continuous tenses; Split infinitives; Irregular nouns (LB p. 153); Punctuation (LB p. 157) Homophones; Ambiguity (LB p. 158)
Integration		**Reading Programme**	Learners to read: *Star of Africa* Anth. p 46 *Stan Bolovan* Anth. p 57
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.		

Review Copy

Caring about climate change

Introduce the theme of climate change; does it matter? What are its implications? Examples of severe weather conditions, e.g. the Japanese tsunami, Hurricane Sandy.

Listen to an interview (LB p. 150)

Key focus: Listen to an interview for content

1–5 Discuss these questions with the class.

Interview purpose (LB p. 150)

Key focus: Main purposes of an interview

Discuss these points with the class before reading the text aloud.

6 a An Inconvenient Truth
  b not convenient, difficult, uncomfortable
  c it is not comfortable to accept that we are responsible for the destruction of our own environment

7 we can choose to make a difference

8 Lobbyists might be serving interests of petrol companies; private individuals might be concerned about protecting environment, e.g. wetlands.

9 Variety of answers acceptable; could mention corrupt government; links between big business and environmental disasters.

Analyse language in context (LB p. 151)

Key focus: Language comprehension

1 The braai fire kept us warm and cooked our food. You will be fired if you don't do your work.
2 The democratic candidate won more votes because he was more charismatic.
3 I noticed her in the lobby. She was getting ready to lobby for position on the student council.
4 cheap/inexpensive
5 record – as a noun or a verb

Sharing wise words

Read a story about sustaining your sanity (LB p. 152)

Key focus: Allegory and symbolism in a text

Introduction: discuss the concept of a legend, allegory, myth, story with a moral/message. Invite learners to give examples, e.g. Aesop.

5 No specific markers or landmarks are given; it could be in any place.
6 It sounds more universal, not specific
7 a They mock him and do not support him on his quest
  b He is in torment because he is desperate to see the big white bird again.
8 It is clearly symbolic or allegorical; the speaker is representing the abstract noun Wisdom
9 a Own choice, but should convey the idea of learning through suffering
  b Own choice, focus on a reasoned response
10 omniscient – an all-seeing narrator
11 Own choice – focus on reasoning
12 Truth has been personified like Wisdom – a character that embodies that quality

Analyse language in context (LB p. 153)

Key focus: Past tenses and nouns

1 a Day by day he had gone to the lake
  b Day by day he had been going to the lake
  c Learner-generated answer to demonstrate their understanding of split infinitives.
2 a wood, huntsman, deer, wolf, bear, lake, fish
  b woods, huntsmen, deer, wolves, bears, lakes, fish/fishes

Knowing about the past informs the future

Read about Al Gore's research (LB p. 154)

Key focus: Read an information text

3 Bern
4 650 000 years
5 Since 1880
6 a 2004
  b The newspapers have not been covering the full story; they only tell us certain details.
7 learner-generated answer

Analyse a poster advert campaign (LB p. 155)

Key focus: Analysing the key features of a poster

1 a an ice-cream cone
  b global warming
2 Owing to global warming, temperatures are increasing
3 blue symbolises the sea/sky
4 a darkness, ignorance, a threat
  b serious/depressing message
5 a an illustration can convey a message effectively; words are not always needed
  b The poster is conveying information using visuals
6 a The panda
  b recognisable symbolism of WWF
7 Own choice
8 Own choice

Waxing lyrical about the future

Analyse song lyrics (LB p. 156)

Key focus: Critically evaluate song lyrics as a poem

4 Makin money; selling things to survive
5 a in prison
  b they grow up too quickly, get into bad company

Review Copy

6 A dream should be something new and full of hope but here it Is written on an old washing powder box
7 a loaf of bread, or just bread
8 The mention of Afrikaans; says 'we are proudly South African; Sasko Sam;
9 A poet/singer
10 the association of the word 'jam' with 'bread'
11 Positive: sense of fun – unique things about South Africa, 'we are happy'; Negative: poverty, begging, betrayal
12 Mocking the ridiculous nature of our society: we strive to get ahead, take pride in our diversity but darker side is the betrayal, the lack of true community.

Create a music video (LB p. 157)

Key focus: Brainstorming a video for the song

You may need to explain the nature of a storyboard – that it has a series of frames; each frame to represent an aspect of the song. The illustrations do not need to be literal – for example, the learners don't need to draw an actual prison, with people in it; they could just sketch the bars of the prison, or a dark cloudy sky to represent a dark mood.

Review Copy

Revise punctuation (LB p. 157)

Key focus: The importance of punctuation

1 a 30 shifts of two hours each; b 32 shifts of an hour each; c shifts lasting 32 hours each
2 placement of the hyphen

Putting yourself out there

Analyse a cartoon (LB p. 158)

Key focus: Analysing the features of a cartoon

1 Activate learners' prior knowledge about the Biblical story of Noah and the Arc. Discuss it as a creation story not necessarily particular to the Christian context. It is important that all learners feel included in this conversation about a Creator who, on the eve of a flood on the Earth thanks to His wrath at humankind's ways, asks one man to build an Ark and take into it 2 of every kind of animal as well as himself and his family.
2 You may want to get learners thinking about why there is no physical face coming from the clouds. How do they perceive the Creator?
3 It is not attribute to a person, but rather an omniscient, all-seeing Being.
4 They can see that Noah has interpreted the word "Ark" incorrectly. An Arc will not shelter them from an impending storm.
5 Pun, through the use of homophones.

Analyse language in context – homophones (LB p. 158)

Key focus: Homophones as a feature of a cartoon

1 Each pair of words is connected to the cartoon somehow, eg there was a Holy Being, who said that the waters of the sea would rise up. Noah looked up to hear a voice from the clouds saying, "Build and arc here". He was to take in two of every animal. Their purpose was to rebuild mankind after the flood.

Learn to use a CV and covering letter (LB p. 159)

Key focus: Key features of a CV

1 formal
2 incomplete sentences
3 headmistress; CEO of the company where she does volunteer work
4 particular skills you have that would be relevant to work you're applying for

Sustaining the interest in you

Informal assessment

Learning to write a covering letter (LB p. 160)

Key focus: What to include in a covering letter

Study the example of a covering letter as a class. Elicit the missing information from the context. This is a deductive exercise as learners must mimic this later on. Ask them what skills they would list in applying for various positions? This is important as it needs to be made relevant to them, even though they are not yet working.

Informal assessment

Discuss a CV (LB p. 161)

Key focus: Discuss what to include in a CV

1 Acting skills, awards and research he did in preparing for other roles. The latter shows that if he can research something, he can make it happen. He is not just an actor.
2 Research skills, an ability to narrate, ability to make a story interesting and compelling as an actor.
3 He could refer to his ability to garner publicity, his Hollywood connections and state how well all his other movies have done at the box office.

Formal assessment

Write a CV and covering letter (LB p. 161)

Key focus: Writing a CV and covering letter

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity. Allow the class to work through this activity on their own. You may need to assist weaker learners in the planning.

Read through the guidelines in the table as a class to ensure all learners understand the process of CV writing. Brainstorm some do's and don'ts for each of the topics as it is not always that obvious to learners. Revise the cartoon for the benefit of those who choose that option.

Spelling

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

Review Copy

Extended reading

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

CHAPTER 7

Working world

CHAPTER OVERVIEW

This chapter looks at the role of work in our lives. Different jobs and skills are examined. The concept of an allegory or symbolic story is addressed. The technical aspects of language, like consonance and assonance are examined too. The role of women in the working world is addressed and learners are encouraged to think about the world of work and debate issues of current relevance.

A WOMAN IN THE WORKPLACE – TERM 3 WEEKS 5 & 6

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Hold a class debate (LB p. 164)
Resources	LB pp. 162–174, TG pp. 123–126, Anthology pp. 134, 160	**Assessment tool**	Rubric
Listening texts	Listen to a debate (LB p. 163) Hold a class debate (LB p. 164)	**Reading texts**	Read a modern fable (LB p. 166) Analyse a poem (LB p. 168) Analyse a cartoon (LB p. 170)
Written texts	Write a narrative, descriptive or reflective essay (LB p. 174)	**Language focus**	Transition words (LB p. 165) Alliteration; Consonance and assonance (LB p. 167) Onomatopoeia (LB p. 168) Tenses (LB p. 169) Spelling rules (LB p. 170) Learn how to summarise a text (LB p. 172)
Integration	History – modern debates of our time, for example, debates that decide our future	**Reading Programme**	Learners to read *The Pearl Earrings*, Anth p 134 *Poem for my Mother* 160
Inclusivity	Consonance and alliteration can be difficult for learners with speech impediments to read or say out loud. Create an enabling classroom environment for them to do so. Do not coerce a learner with a speech impediment who is unwilling to pronounce these words out loud. When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but don't shout or mouth words so slowly so as to inadvertently mock hard-of-hearing learners. Seat them at the front of the class to allow them to lip-read.		

Finding your voice

Listen to a debate (LB p. 163)

Key focus: Listening to a text for meaning

This is an individual activity. Generally, for listening comprehensions, the passage is read through, then the questions, then the passage and questions a second time. Only when the questions are read the second time, can the learners write their answers.
To help the learners get used to listening skills, they can take notes using the table on p. 163. Here is the text of the listening activity.
Elinor Sisulu: I firmly believe that writing is a vital skill every young person should learn.
Pheladi Ndlovu: Respectfully, I disagree. I feel that it is more important for learners to be skilled in Mathematics and Science.
Elinor Sisulu: But Pheladi, where would we be if we could not communicate using words and language?
Pheladi Ndlovu: I concede that we need words and language, but these skills are not essential to getting a job. If I don't have Maths and Science, on the other hand, it is difficult to gain entrance to university and college. No college, no work!
Elinor Sisulu: Of course you are right to value Maths and Science. But life is made up of so much more than the sciences. I read books as a child, studied in the Netherlands, and then worked for the ILO or International Labour Organization, which helped the ANC and other liberation movements in South Africa. I assure you that I worked!
Pheladi Ndlovu: Is it really possible to create work when all you are dealing with is words?
Elinor Sisulu: I go back to my original point that words and writing are vital. In 1991, I began to write stories that I'd want my own children to read. "The Day Gogo Went to Vote" even won some awards. That story captured what it felt like to be present at South Africa's first democratic elections – and you can't tell writing about that was not important. My skill for words even helped me draft the framework for a government campaign called Masifunde Sonke, which aims to address book shortages in township schools.
Pheladi Ndlovu: A little birdie also told me that you wrote a biography too ... about Walter and Albertina?
Elinor Sisulu: You have done some homework! Yes I did – so you see, it's not just a Maths and Science world. There is work for women who love words too!

1 International Labour Organization
2 "The Day Gogo Went to Vote"
3 Famous freedom fighter/wife Walter Sisulu.
4 That writing skills are vital.
5 a She feels that Maths and Science are the core skills
   b Own opinion. Can use evidence from the text – must be own opinion + motivation.
6 Own opinion. Can use evidence from the text – must be own opinion + motivation.
7 Elinor: she concedes that Maths and Science have value, but she is firm that words can lead to work too.

Review Copy

Formal assessment

Hold a class debate (LB p. 164)

Key focus: Holding a forum debates in groups

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity.
Explain the nature of debate to the learners; speak about times in life when you will need debating skills: once you are working; in a marriage/relationship; expressing a desire for a salary increase; asking for improved conditions at school/in workplace.

See if learners can differentiate between debate, disagreement, argument, fight. What is it that makes debating so useful?

Learn about transition words (LB p. 165)

Key focus: Different types of transition words

Work through the activities as a class. Assist weaker learner where necessary to fill in the table.

Women of substance

Read a modern fable (LB p. 166)

Key focus: Read a fable for meaning

1 Take some time to look at fables. Why are some stories literal and others symbolic? What is the value of a story with a moral? Look at differences between: fable, myth, legend, allegory, fairy tale, parable.
2 South Africa
3 Own choice; encourage learners to be true to nature of original story, but substitute synonyms and shorten where possible.
4 The conflict occurs between those who are in darkness/ignorance and those who are in light/insight.
5 a paragraph 1
  b paragraph 3
  c paragraph 4
6 Move from an introduction, to a problem, and end with a solution
7 ellipsis – it shows a trailing off of thoughts or that certain information has been omitted.
8 past tense. Generally it is used for events that have already occurred.
9 a Alliteration. It suggests a link between the words that have the same initial letter, e.g. Kyla is caring.
  b Young Ones (paragraph 5)
10 a question
  b statement
  c exclamation
11 a Paragraph 2: But denotes transition; however – subordinating conjunction

Women in poetry

Analyse a poem (LB p. 168)

Key focus: Analysing a poem

1 Brainstorm Zulu culture and history with the class.
2 Discuss symbolism with the class.
3 Class discussion.
4 a own choice; look at whether learners can make sense of the poem and describe details using their own words, simple prose.
  b Something is about to happen – a 'harvest' or consequence
5 Mood: hot and sleepy, nurturing. Theme: motherhood, the Zulu nation
6 literally: smoking after burning; figuratively: a threat of some sort
7 five stanzas; four lines each
8 onomatopoeia
9 Personification – sleepy mouth; simile – like a puppy

Tackling tenses (LB p. 169)

Key focus: Identifying tenses in sentences

Help the class complete the exercises with reference to the diagram in the Learner Book.

A women's work is never done

Analyse a cartoon (LB p. 170)

Key focus: Reading a cartoon for meaning

1 delivery of municipal services, e.g. water, electricity, refuse removal
2 Own choice: could say refuse removal, water – focus on cleanliness, health. Discuss with the class whether this question is sexist.
3 Remind learners that satire involves mocking someone or something, with a focus on intending to expose the social problem and educate others.
4 Own choice The characters are observing television news about protests regarding service delivery.
5 If the providers of service delivered service, this would solve the problem!
6 He is dismayed at poor service delivery; he feels the solution is an obvious one.
7 Own choice. Understatement, satire.
8 It is mocking a serious situation, but exposing the nature of the problem in a humorous manner.

Apply spelling rules (LB p. 171)

Review Copy

Key focus: Regular and irregular verbs

Allow the class to copy the table into their books and complete the exercise. Work with weaker learners if necessary.

Making your writing work for you

Learn how to summarise a text (LB p. 172)

Key focus: Summarise a written text

Take a little time to speak to the learners about the practical benefits of summarising. When, in life beyond the classroom, is it necessary to summarise? Ask for examples when people are telling stories; when films or books seem to be too long … Also, take some time to remind them that different summaries have different purposes. Some might be part of a formal language examination; others might be pragmatic – like reducing the length of notes that need to be studied.

Key concepts in summary:

- Much unemployment among the youth.
- Proper career training is required.
- Need links between education and real world of jobs/work.
- Apprenticeships could bridge this gap.
- Training is not enough; links between interest groups are needed.

Classify narrative, descriptive and reflective essays (LB p. 173)

Key focus: Compare different types of essays

Discuss narrative, descriptive and reflective essays with the class, with reference to the illustrations in the Learner Book. Narrative essays tell a story, usually in the third person. Descriptive essays are more about setting the scene and involve adjectival language. Learners should be encouraged, as always, to vary sentence length and types. Reflective essays involve the person pronoun "I" and reflect on yourself or a personal situation. It is like holding up a mirror and saying what you see – a journey of introspection.

Informal assessment

Write a narrative, descriptive or reflective essay (LB p. 174)

Key focus: Writing an essay for assessment

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity.
Discuss the three essay topics with the class and run through the steps for writing an essay: planning, drafting, revising and editing. Learners should have grasped these steps in the learning process by now but this can't be taken for granted. Spend time with the weaker learner.

Spelling

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

Extended reading

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

Review Copy

GET THAT JOB – TERM 3 WEEKS 7 & 8

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Make a prepared speech (LB p. 176)
Resources	LB pp. 175–186, TG pp. 127–130, Anthology pp. 55–61	**Assessment tool**	Rubric
Listening texts	Listen to a prepared speech (LB p. 175) Make a prepared speech (LB p. 176)	**Reading texts**	Read a novel (LB p. 178) Read a poem (LB p. 180) Analyse a cartoon (LB p. 182)
Written texts	Write an invitation and acceptance note (LB p. 185)	**Language focus**	Adjectives (LB pp. 177, 183)
Integration	History: women's roles throughout the ages, female liberation If there is time, allow learners some time to discuss the reality of subject choices and their plans for the future. You could liaise with the Life Orientation teacher and share classroom time and input. Give the learners an opportunity to express how they feel about the pressures put on them by their parents, and maybe their school too. Let them share their visions for their futures. Encourage them to speak from the heart in a safe and secure environment.	**Reading programme**	Learners to read *Get that job* Anth p 119
Inclusivity	Create a safe, tolerant environment so learners with speech impediments or heavy accents can feel confident enough to give the formal assessment of making a speech a good go. When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.		

Review Copy

Choosing subjects that will prepare you for a job

Listen to a prepared speech (LB p. 175)

Key focus: Listen to a speech made by Gandhi

1 Own opinion; could argue yes – it is widely spoken and understood across the world; could argue no, it is a result of colonialism; why are we still spreading the language of the oppressor?
2 Could suggest Chinese – prevalence of Chinese exports; largest population on earth etc.
3 Up to learners; could use key words; flow charts; list of terms or tips
4 Language reflects us
5 Own choice: could say yes, his message is clearly expressed; could say no, too argumentative.
6 Trying to stir up pride in Indian identity
7 Speaking about free India, about the 'heart of a nation', making the link that the language of education is going to have a strong and lasting effect on the mindset of the learners.

Make informed choices

8 Own choice, but could be the fact that education needs to be in the vernacular.
9 It is an inclusive pronoun – makes listeners feel that they are part of this situation.
10 It is making the Indians limited or handicapped; they don't know their own heritage.
11 Could say he was biassed because he is not really addressing the benefits of an English education; it is only one side of the argument.

12 passionate, intense, convincing, persuasive
13 a rich are seen as uncaring, selfish
   b their challenge is to surrender their riches and help others
14 own choice; ensure there are valid reasons, with quoted justification
15 Own choice; could argue that English is empowering because it is international; language of business and trade etc.

Make a prepared speech (LB p. 176)

Key focus: Plan and prepare a speech

Discuss the topics with the class and then give them time to prepare their speeches, using the spider diagram on page 177 for guidance. Revise what they know about speech devices such as pausing for effect, rhetorical questions and voice projection.

Analyse adjectives (LB p. 177)

Key focus: Identify different types of adjectives

1 Own answers
2 The class the copy the table into their books and then classify the adjectives from Gandhi's speech as comparitive, relative, demonstrative or attributive.

Review Copy

Your past does not determine your future

Read a novel

Key focus: An extract from a South African novel

1 Speak about shantytown; idea of a community of shacks; do these still exist? Where? What would happen in shantytowns in early 1940s? Why were communities divided along racial lines?
2 Own choice; separate, racist, oppressive
3 Own choice; encourage use of dictionaries – either book version or cell phone feature.
4 dialogue shows how dependent the people are on the land and weather
5 Should address themes of apartheid, racism, political divisions etc
6 cleverly made
7 end of a sentence
8 introduces the people's concern
9 dialogue introduced with dashes
10 apartheid had not formally come in yet, but racial segregation was already in place; "white people are training more and more of **them**"; "European" was how white people were sometimes called; "until we have a place of our own"
11 own answers

Never give up

Read a poem about perseverance (LB p. 180)

Key focus: A poem about perseverance and grit

1 Own answers
2 Suggestion: you are likely to be resolute, determined and focussed in pursuing your goals
3 Own answers
4 Persevering: not giving up etc
5 a aa bb cc etc – rhyming couplets
   b own reason – yes, memorable; no – singsong
6 a rhetorical questions
   b challenging, persuasive
7 determination
8 omission/contraction
9 compound noun
10 talk foolishly/boast
11 to motivate, inspire, challenge
12 own answer

Going for gold

Analyse a cartoon (LB p. 182)

Key focus: Read a cartoon for meaning

1 Shows determination; intended to communicate the idea of continuing uphill, even though it's difficult.
2 The steps are symbolic because they represent the different stages of life.
3 Life is challenging.

4 We all have baggage or issues that we take with us
5 a No, it is meant symbolically
  b It means the more challenges you overcome, the better life looks.
6 Could argue neither; it is a more serious cartoon, trying to educate people.
7 a own choice
  b sense of defeat; surprise, astonishment

Language in context (LB p. 183)

Key focus: Attributive adjectives

1 Suggestions: wonderful, exciting, horrible, laborious, fantastic. Start with a few words then elaborate by finding synonyms for those words.
2 a Depends on the adjectives provided. Example: Each day I look forward to work and enjoying another exciting day in the office.
  b Depends on the adjectives provided. Example: Although I love my job, it is really boring sometimes.

Ride the adjective carousel (LB p. 183)

Key focus: Playing with adjectives

Learners form ten groups. Each group has a blank piece of paper with a different heading. They choose once from the bullets provided. They give three words for each heading, eg the heading size attract the words big, small, round. Any adjectives that could be associated with the word are fine. After 30 seconds, group one passes their poster to group two, and so on. They must then add three more words to the heading size, eg large, tiny, squashed. This continues until each group has
written on each of the ten posters. As learners run out of obvious adjectives, they will be forced to consider both denotations and connotations and become more imaginative, well learning from each others' vocabulary. Then they form a compound sentence with one adjective from each poster, no matter how outrageous the sentence becomes. Have fun!

Count your blessing!

Informal assessment

Learn how to write a letter of invitation (LB p. 184)

Key focus: Learning about a letter of invitation

1 annual prize-giving ceremony
2 Achievers Only High School. 4 December 2013
3 Good behaviour, neatness, helpfulness to others, attendance
4 Smart pants and jeans with a jacket, skirt and top, dress. Men would wear a shirt but no tie, for example.
5 The Headmistress, Mrs Over-Achiever to the parents of learners.
6 Yes. It is likely to be less formal and more personal or quirky.
7 Email to RSVP by 1 December, only 2 invitees allows, semi-formal dress code.
8 1 December 2013.
9 You are invited to annual prize-giving on 4 December 2013 at Achievers Only High School, where the Minister of Education it the guest of honour. Please wear semi-formal clothing and respond by 1 December 2013 via email. Kindly arrive 30 minutes early for a toast.

Review Copy

Informal assessment

Learn to respond to an invitation (LB p. 185)

Key focus: Read a cartoon for meaning

1 Unable to attend prize-giving.
2 Words like "dumb", "crooking" and "jazz it up" are too informal.
3 Suggested: We regret that we are unable to attend this year's prize-giving. Our concern is that we don't feel that our child is recognised for their hard work; something seems to be amiss. We'd also suggest that perhaps it is time the school considers

a different venue and format for this event. Please advise when we could see you to talk about our concerns in person.

Informal assessment

Write an invitation and acceptance note (LB p. 185)

Key focus: Write an invitation and acceptance

Ensure learners are familiar with the writing steps on page 186. Brainstorm the register and tone they may want to use in each case, as well as what kind of information would be essential. As with all the opportunities for informal assessment, ensure that learners are familiar with the exact requirements as found in flow charts and accompanying Spotlight On Boxes.

It's all in the detail

Key focus: Write an invitation and acceptance

Explain to learners that a polite register is key. You have already revised the steps and brainstormed the information required; now brainstorm the niceties that go into saying thank you when you write.

Spelling

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

Extended reading

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

Review Copy

CHAPTER 8

Sounds local

CHAPTER OVERVIEW

This chapter looks at aspects of South Africa: our DJs, storytellers, plays and sense of identity. The key ideas involve listening to local sounds and being able to forge an identity or 'personal voice.' Linked to the idea of local DJs are texts that involve dialogue and the way that different South Africans speak and interact.

LOCAL FLAVOURS – WEEKS 9 AND 10

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment: Write and present a dialogue (LB p. 196)
Resources	LB pp. 187–199, TG pp. 131–139, Anthology pp. 170	**Assessment tool**	Rubric
Listening texts	Tell a story (LB p. 190)	**Reading texts**	Read a dialogue (LB p. 193) Read a local play (LB p. 195) Read a poem (LB p. 198)
Written texts	Write and present a dialogue (LB p. 196) Write and agenda and minutes of a meeting (LB p. 199)	**Language focus**	Pronouns (LB p. 192) Formal and informal language; Interjections; Suffixes; Synonyms (LB p. 198) Jargon (LB p. 199)
Integration	Life Orientation: accepting others regardless of background; xenophobia and its implications	**Reading programme**	Learners to read *The African Pot* Anth p. 170
Inclusivity	Since different local voices and celebrating our diversity is integral to this chapter, it is imperative that all learners regardless of background, socio-economic standing, accent or race be included in these discussions. You as the teacher need to create a safe environment in which tolerance is the order of the day.		

Proudly South African

Form an opinion (LB p. 188)

Key focus: Class survey about music preferences

A suggested intro: consider opening the lesson by playing some music on a CD player or using your cellphone. Ask the learners if they can identify the musician/s. Lead them towards a discussion about local vs American music.

This is a class activity.

1 Invite learners to discuss musical preferences. This could be done by inviting learners to share their opinions, as a class. OR: Learners could get into small groups and discuss the topic, and then each group could have a representative give feedback to the class. While the feedback is being given, learners should take notes on who prefers what type of music and why. (If you would like this to be a more formal survey, you could explain how surveys are constructed, and the questions

could be typed up and circulated, or even done orally.)

2 Once the results are being tallied, ask the learners to reflect on what type of music is preferred by most of the class members. Probe their opinions so that they start to question why.
3 Own opinion but encourage the learners to express their opinions and motivate them.

Local content

List your favourite DJs (LB p. 189)

Key focus: Class discussion about music and DJs

1–4: all of this is own opinion and answers will depend on the make-up and values of the class members. Invite all to participate. Ensure that opinions are offered and heard by all. An atmosphere of respect and tolerance must be created.

Listen to different DJs (LB p. 189)

Key focus: Evaluate different DJs over a week

This activity will be done by the learners as individuals. They will need some time to collect their information at home and after school hours. It is suggested that you allow a few minutes of class time each day to remind them of the time constraints. For example, did you manage to record some findings about different DJs? What stations were you listening to? Do daytime and night-time DJs differ? Are there stereotypical DJs or are they all unique?

The next element will be done in groups. Once the individuals have gathered their findings, they can work on compiling a chart of important factors for a DJ to bear in mind.

Telling a story

Tell a spicy story (LB p. 190)

Key focus: Telling a story about a local/urbanlegend

This activity will be done by individuals. The learners are to choose a local or urban legend and tell the story to the class.

Give them hints about planning the story. How will they capture the attention of the listeners and sustain suspense?

Judging a book by its cover

Read and make predictions (LB p. 191)

Key focus: Learning to read book covers

1 *The Eighth Man* – the title and the socks and rugby boots.
2 *Spud* – it is very well known from the movie; pic of boys singing in pews
3 *Dancing in the Dust* – shacks in the background
4 *Pops and the Nearly Dead* – the title

Justify your predictions

Key focus: Learning to substantiate predictions

Learners should always be encouraged to substantiate their responses by referring to cues in the text. In this case, from the images on the covers and the titles of the books.

Vocal locals

Identify pronouns (LB p. 192)

Key focus: Learning about pronouns

The table is fairly easy to complete. Ask the learners to consider the function of different pronouns. Have they ever heard people use pronouns incorrectly? How does this make the speaker/writer appear? Do we judge people based on how they speak?

Discuss a DJ's role (LB p. 192)

Key focus: Group discussion about the role of a

This can be done by the class as a whole, or in smaller groups with an opportunity for feedback. Encourage learners to comment on the social

Review Copy

responsibility of a DJ. Should these radio personalities be limited to discussing music and celebrities or do they have a larger role to play. You could mention the shout' campaign endorsed by LEADSA and the anti-crime drives. Can DJs make a positive contribution to society, beyond the world of music?

Support

Learners to suggest ways that ordinary people can be involved with social dialogue, for example, via phone in shows, or using social media like twitter/Facebook.

Local chat

Read a dialogue (LB p. 193)

Key focus: Learning to interpret a dialogue

1 South Africa
2 He supports charities; gives back to the community and wants to help schools.

Mind your language (LB p. 194)

Key focus: What language says about you

1 Du Toit is principal of the school – fact; Du Toit is responsible – opinion; answers may differ; encourage learners to spot that a fact is something that can be proven.
2 POWA
3 They are trying to stop people xenophobic attitudes.
4 Principal: strict, rule-bound; bossy DJ: relaxed, social, calm
5 Interrogative: who; Possessive: yours; Demonstrative: this; Indefinite: anyone
6 They indicate body language, or unspoken moments in the dialogue.
7 Principal: bossy, authoritarian, concerned about his school, protective; DJ: humanitarian, calm, reassuring, dedicated, community oriented
8 He shifts from being impatient and hostile towards the DJ to being welcoming and receptive to new Ideas.
9 thus/so/consequently
10 Starts: DJ trying to gain access; Principal resists; DJ explains context and motivation; Principal hesitates; concludes with Principal being persuaded to accept DJ's proposal
11 Popularize (Note: teacher can use this as an opportunity to explore other American spellings, e.g. color, humor.)

Support

Some learners might benefit from seeing the argument In visual form, e.g. with bubbles of a flow chart.

A local play

Reading for meaning (LB p. 195)

Key focus: Read a local play for meaning

Suggested intro: open with a brief discussion about homelessness, street-children; what has led people to being on the streets; whose responsibility is it to look after such people? Can ask learners if they have seen vagrants wandering around. How do they feel when they see people like this?

1 'next time they catch you stealing'
2 He will steal one
3 Boesman: survivor, opportunist, not all that clever, bit forgetful; Lena: careful, good memory, sense of humour
4 Sometimes used for emphasis or when Afrikaans word is used. Other times used for stage direction.
5 a She is being ironic: deep water = in trouble. Boesman is so often in trouble that she suggests he have a wash In the deep water!
   b Ironic, sarcastic, wry – she is laughing
6 exclamation marks

Live on air

Informal assessment

Write for the mike (LB p. 196)

Key focus: Write a dialogue

Informal assessment opportunity. Please use the rubric found in this Teacher's Guide to assess this activity. Learners should look at conveying personality; using stage directions; who is speaking

Review Copy

to whom; what is the context; how to use register appropriately.
This is an individual task.
How to help the learners with the dialogue task: Remind them how to lay out the dialogue. Speakers' names on the far left, followed by a colon. Some italics can be used to indicate body language/non-verbal cues.

They should take care with punctuation because it can affect meaning dramatically, for example the use of exclamation marks to show emphasis; the inverted commas to indicate irony, or ellipsis dots to show that thoughts are trailing.

Present your dialogue (LB p. 196)

Key focus: Presenting your dialogue

This is a group activity.
Encourage learners to get into groups and share the dialogues. They can do peer assessments and give one another feedback about their dialogues. The group members can then vote on the dialogue they feel is the best. This one can be presented as an oral.

Local lingo

Read and analyse the poem (LB p. 198)

Key focus: Read a poem for meaning

1 a lot; stacks
2 vrot
3 short message service
4 a great deal/intensely
5 Ay ya yai!
6 i before e except after c
7 you double the consonants
8 you drop the silent e and add the suffix
9 The message is about how young people use SMS/cellphone language so much that they have forgotten how to spell and express themselves in proper English
10 colloquial/informal/slang

Spelling

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

Extended reading

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

Review Copy

Revision Language Test Memo

Comprehension:

1 Slang is when words are created by a group of people whereas colloquialism is informal language. (2)
2 This means to find out the information. (1)
3 It greets the reader with "Awê" and contains words like "low-down" which is consistent with the topic of slang and colloquialism. (1)
4 This means they are widely used and commonly found. (1)
5 This is not surprising as the nation has 11 official languages and the city has a mix of cultures. (2)
6 "unique" (1)
7 The vibrancy of their culture has translated into the way that they communicate with one another so these words appear in casual conversations and every kind of communication that could take place. (2)
8 This very effective metaphor captures the idea that this kind of language becomes part of who the people are in the same way that a substance is injected into a vein. It simply becomes one with the person. (3)
9 Learners own response. (2)

[15]

Language:

1 The background picture is of a lighthouse being lashed by waves and soaked with water and the headline speaks of it being a good thing that they have a stock of canned fruit. This shows that canned fruit will withstand the terrible weather and storms. It is also good for an emergency when all else is not an option. (3)
2 The food looks well prepared and fresh and still in the pan. It is also in the foreground. (2)
3 "…u can taste the goodness, any time!" (1)
4 The words are huge and eye-catching. The word "can" is thickened to show the stockiness of the can. (2)
5 "No preservatives or refrigeration is needed" "similar levels of Vitamin A to fresh fruit" (2)
6 It is always available. (1)
7 It contains no preservatives, is full of Vitamin A and it is high in antioxidants. (3)
8 It encourages us to always buy South African canned food and displays the flag. (1)

[15]

Total: 30

Review Copy

Term 3 Language Test

Comprehension:

Cape Town Mother City?

Ever wondered why Cape Town is referred to as the Mother City?

1 A city as vibrant as Cape Town is bound to have a few interesting nicknames. “Tavern of the Seas” is one of these, as Cape Town was the relax-and-refresh hub where weary sailors would gather after being at sea for months on end.

2 Another almost-forgotten nickname for Cape Town is “Cape Grab”, which Cape Town was known as because of certain innkeepers who charged very high rates for sailors looking for board and lodging.

3 A more commonly-used nickname for Cape Town, which is the oldest town in South Africa, is the “Mother City”, and the reasoning behind this takes a little more investigation to figure out.

4 The Mother City is an affectionate nickname, which is widely known and used among locals and visitors to Cape Town alike. There are a number of suggested reasons why Cape Town is called the Mother City, and the most commonly offered explanation is as follows, in the words of Selwyn Davidowitz, an accredited Cape Town tour guide/operator:

5 “In the 1930's some unknown party wrote to the local cape Town newspaper claiming that Cape Town was the only city in South Africa that could justly call itself a metropolis. The public took to this description and because the word metropolis is derived from the Greek derivation of meter or metros meaning mother and polis meaning city, the nickname of "Mother City" was born. Hence today we know our wonderful city as being the Mother City."

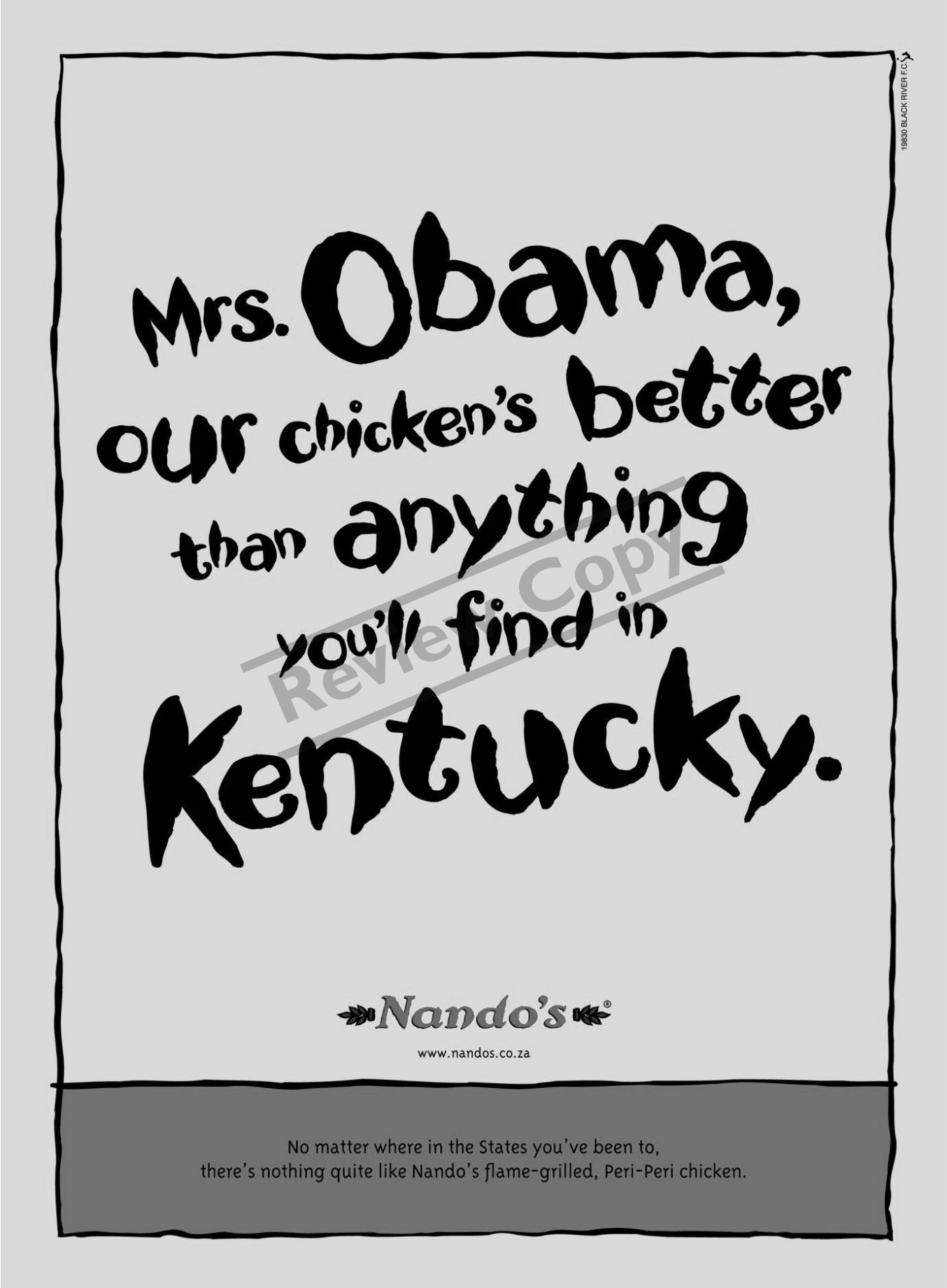
Review Copy

1 Why do you think that a “vibrant” city is “bound” to have “interesting nicknames? (2)
2 Why does “relax-and-refresh” have hyphens? (1)
3 Suggest a meaning for the word “hub” in the context that it is used in paragraph 1. (2)
4 Is “months on end” in paragraph 1 an example of hyperbole? Explain your answer. (2)
5 Explain in your own words why Cape Town was known as “Cape Grab”? (2)
6 What services would “board and lodging” in paragraph 2 include? (2)
7 Quote the word from paragraph 4 that proves that Cape Town is a well-liked city in South Africa? (1)
8 Why do you think the writer specifically mentions in paragraph 4 that Selwyn Davidowitz is accredited? (1)
9 How long has the term “Mother City” been around for? (1)
10 Define the word “metropolis” in the final paragraph? (1)

[15]

Section B: Language:

Answer the questions that follow on this advert.



Review Copy

1 What product is being advertised? (1)

2 Correct the punctuation error in the headline by writing out that section of the headline correctly. (1)

3 Suggest a reason why the headline is addressed to this particular person? (2)

4.1 Write "chicken's" and "you'll" out in full. (2)

4.2 Explain the function of the apostrophe as it is used above. (1)

5.1 Explain the pun on the word "Kentucky"? (2)

5.2 Discuss why it is not only very effective but also humourous. (2)

6 How does this advertisement differ from a traditional advertisement? (2)

7 Explain the use of the apostrophe in Nando's. (1)

8 Do you think that it is an effective advertisement? Motivate your answer. (1)

[15]

TOTAL 30

Review Copy

Term 3 Language Test Memo

Comprehension:

1 This is because there are many things going on in a city such as Cape Town with many interesting people, travellers and cultures so there are bound to be interesting nicknames. (2)
2 It a term in its own right so the hyphens make it one word. (1)
3 A central place where everyone would gather and then leave from again – almost like a base. (2)
4 No it is literally where they were for many months. (2)
5 This is because there were innkeepers who overcharged the sailors who needed food and somewhere to stay. (2)
6 Somewhere to live and something to eat (2)
7 "affectionate" (1)
8 To show that he was a credible person and knew what he was talking about. (1)
9 About 82 years. (1)
10 A metropolis is a city. (1)

(15)

Language:

1 Nando's chicken (1)
2 Mrs Obama (1)
3 To show that Nando's is so famous, not only is it eaten everywhere but also by an American President's wife. Also to create the link to Kentucky. (2)
4.1 chicken is, you will (2)
4.2 omission (1)
5.1 The pun is Kentucky as in their main rival Kentucky Fried Chicken and Kentucky as in America. (2)
5.2 It is very funny because they are poking at their rival KFC and doing so in a way that they could argue that they were referring to Kentucky the city in America. (2)
6 It has no pictures and no information advertising the actual product as such. (2)
7 Possession (1)
8 Learners' own response. (1)

(15)

TOTAL 30

Review Copy

CHAPTER 9

Keep it real

CHAPTER OVERVIEW

Here we look at the influence of the media on our lives. We look at a fable, interpret a cartoon and write a letter of application. The reading texts are also linked to the media. Learners should be encouraged to read the newspapers – local, national and international – as well as use the internet for newsfeeds and watch television to have a heightened awareness of current affairs. Once they are familiar with what is going on around them, they can be encouraged and empowered to be critical of what information is being distributed, by whom and why. This is the way that they will become critical readers and viewers.

PRESSING ISSUES? – WEEKS 1 AND 2

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment: Write a letter of application LB p. 215
Resources	LB pp. 204–216, TG pp. 140–143, Anthology pp. 92–93	**Assessment tool**	Rubric
Listening texts	Listen to a fable (LB p. 208)	**Reading texts**	Read a poem (LB p. 205) Analyse a report (LB p. 210) Analyse a short story (LB p. 216)
Written texts	Write a letter of application (LB p. 215)	**Language focus**	Dialect (LB p. 205) Slang; Spelling (LB p. 207) Compound nouns and verbs; Idioms; Apostrophes; Sensationalism (LB p. 210) Clichés (LB p. 211) Verbs; Active and passive voice; Direct and indirect speech (LB p. 212) Ambiguity (LB p. 213)
Integration	Life Orientation, Social Sciences	**Reading**	Learners can read any of the folklore found in the Anthology
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.		

Making history

Key focus: Read a dub poem for meaning

Read a poem about making history (LB p. 205)

1 Discuss the brief biography of Linton Kwesi Johnson provided. Activate prior knowledge by referring to other reggae greats such as Bob

Marley. Show them where Jamaica and the UK are on the map respectively.

2 Link this to the liberation struggle in South Africa. The Black Consciousness movement worldwide involved a sense of identity for Blacks, who demanded equal rights and opportunities and an affirmation that to be culturally different is something to be proud of.

3 Bob Marley, Lucky Dube, etc. The way the words are pronounced; laid-back beats; usually the artists are Rastafarian and It can influence the subject matter which is often about the universal need to love your fellow man, among other things.

4 Words like "man" are pronounce "mon". "That" is "dat". Words are often clipped.

5 - 6 Words are provided alongside. The reggae beats would be an internal process for each learner as they read.

7 Stop your corruption and give us democracy and transparency; we will make history fighting for this. Mood: defiant, angry. Theme: We the people can no longer be repressed and will not stand for corruption and repression.

8 An ordinary citizen

9 A member of the government; a politician
   a He is accusing the politician of grabbing, stealing and making crooked deals

10 It makes the poem rhythmical – almost like a chant; it is also memorable – like a song.

11 There is almost no punctuation – makes the speaker seem innocent and unsophisticated; ellipsis dots indicate that poem has been shortened; question marks accentuate the tone of doubt

12 It makes it sound authentic and realistic

13 It drives home the point; rhythmical like an incantation

14 own opinion; probably yes to slang; but no to jargon; is casual but not technical/specialised

15 baton is given quality of 'licking' – touching the victim; this is personification. Licking also sounds mild, in fact it is a beating – this is euphemism

16 the people are making history – standing up to a repressive regime

Speak using slang (LB p. 207)

Key focus: Identifying and deciphering slang

1 awe – hello, howzit – how are you?, just now – now, in a little while; slap chips – hot chips, robot – traffic lights

2 Learner-generated answers

3 Ensure standard English replaces the slang, eg "Howzit, boet, what's up today?" becomes, "Hello, how are you? What are you up to? Do you have plans for today?"

4 Learner-generated answers. Allow them to be as colloquial as they like.

Spelling out the truth (LB p. 207)

Key focus: Creating rules to remember spelling

The class to break into pairs and work together. They can be as creative as they like, as long as the rule results in the correct spelling of the word.

Writing about lessons learnt

Aesop's fable appears on LB p. 208 and the modern version on pp. 208–209. Another version of the fable appears at the end of this chapter, on LB pp. 216–217.

Review Copy

Listen to a fable (LB p. 208)

Key focus: Listen to a news report of a fable

This is an individual activity.

1 Class to discuss in pairs.

2 Headline, opening paragraph contains who, what, where, when, why and how.

3 Own choice

4 Language: information is in past tense; surnames are given; use of 'journalese', e.g. sources, allege; unavailable for comment

The way you record things is important

Analyse the report (LB p. 210)

Key focus: Making sense of the report

1 a it adds to the authenticity, making it seem realistic and 'true.'
   b Sheer Truth; unnamed source
   c Aesop – for legal reasons
2 a cool oke; jislaaik; lekker; ol' lag; Ja I skeem;
   b slang makes it sound realistic; this is how the person really speaks
3 a to raise a false alarm
   b The idiom is a figurative reference to raising a false alarm; the parody fable is about a literal alarm at an actual sheep farm
4 eye-witness
5 a possession
   b represented
   c lawyer/attorney

Analyse the language (LB p. 210)

Key focus: Interpreting language in the report

1 counter-suing: it makes it easier to pronounce with the hyphen there.
2 suggests danger, threat
3 destroyed
4 He is being sued; responsible for deaths of all sheep; hated by employers; out of a job

Keep it short and sweet! (LB p. 210)

Key focus: Learning to recognise sensationalism

The importance of factual writing in newspaper report.

Learn about clichés (LB p. 211)

Key focus: The importance of avoiding clichés

1 Encourage learners to brainstorm in groups and to use a dictionary. Then elicit the correct answers on the board.
2 Arm and a leg – a lot, very expensive; acid test – yardstick; nail in the coffin – final blow, that seals it, push the envelope – push the boundaries, a knife in the heart – a horrible betrayal; a deep pain, do or die – it's a must-do situation, a critical situation; piece of cake – easy, not difficult.

Formal assessment

Have a meeting (LB p. 210)

Key focus: Proper meeting processes

Elicit what kind of decisions may have taken place before the meeting so an agenda can be set up. This must be circulated in the group, even if it is five minutes before the weekend begins. Reread the story as a class so the salient facts are top of mind. Prompt to evaluate the strength of both Korky and Farmcon's arguments as these points will form the core of the meeting discussion. Each learner in a meeting group should have an assigned role, even if it is an attendee.

Make a point

Work with verbal dynamics (LB p. 212)

Key focus: Different verb forms

1 Has filed, has been
2 demoted
3 to file
4 - ing, suing

Revise active and passive voice (LB p. 212)

Key focus: Creating passive from active

The sheep were neglected by the shepherd.
The herd was attacked by the wolf.
The shepherd was demoted by the corporation.
The shepherd was sued by the corporation.
As a result of all Aesop's pranks, he was demoted to the Forestry Division of Farmcon.

Direct and indirect speech in action (LB p. 212)

Review Copy

Key focus: Creating indirect from direct speech

1 Desmond Tutu stated that it was a splendid book which was devastating in what it revealed about the lengths to which people were prepared to go to gain or cling to power. He said that we owed the photographers a tremendous debt for their contribution to the fragile process of transition from injustice to freedom.
2 Suzanne Daley said that often we were so mesmerised by what a camera saw that we did not think about the people framing the shot … Parts of the book will haunt you.
3 Johanna McGeary said … that the book was a grippingly candid trip into the dead zones of was journalism which would thrill, shock and move readers.

Eliminate ambiguity (LB p. 213)

Key focus: Learning about different meanings

Learn to write a letter of application (LB p. 214)

Key focus: Key features of a letter of application

"Soldier!" says Major – was mad.
Warden says: "Prisoners! Help us!"
Escaped tiger-hunter killed.
Help aids-killer.
Spoil loved ones' Christmas.

Informal assessment

Write a letter of application (LB p. 215)

Key focus: Writing a letter of application

1 Learners should restate each paragraph in their own words. This is a summary activity.
2 Yes. Suggested answer: the paragraph development is good. It clearly sets out the what, when, where, and why. It clearly states what is being applied for, and what the matching skills and relevant qualifications are so that the application forms and argument that coheres.
3 Suggested answer: Pet-grooming skills gained in past experience. Anything relevant.
4 formal
5 a polite, enthusiastic
   b Suggested answer: very good use of warm, polite register, which is expected in an application.
   No one wants to hire someone who isn't interested or seems rude.

Analyse a short story (LB p. 216)

Key focus: Reading a short story for meaning

1 Similarities: plot, main character. Differences: the newspaper report register is slightly more formal; the newspaper and short story both have more supporting ideas, greater plot development, more characters and more characterisation of the boy/Korky.
2 Learner-suggested answer, eg the fable as it is short, clear and gets to the point, or, the newspaper report because thanks to the extra facts and characters the "plot" was more interesting.
3 Bored him to death – it was so boring, that he died; it bored him endlessly and beyond description.
4 Sitting on the edge of their chairs; paying attention to a gripping scene unfolding.
5 As scared as a mouse. As sly as a fox.
6 "A wolf that had devoured the heard".

Spelling

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

Extended reading

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

Review Copy

CRITICAL REFLECTIONS – WEEKS 3 AND 4

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Formal assessment: Hold a forum discussion (LB p. 220)
Resources	LB pp. 218–230, TG pp. 144–147, Reader pp. 31–35, 90–91	**Assessment tool**	Rubric
Listening texts	Listen to a dialogue (LB p. 218) Hold a forum discussion (LB p. 220)	**Reading texts**	Read a cartoon (LB p. 222) Read and analyse a short story (LB p. 222) Read and analyse a poem (LB p. 224) Interpret a poster advert (LB p. 226) Read and analyse an email (LB p. 228)
Written texts	Write a summary (LB p. 227) Write an email (LB p. 229)	**Language focus**	Aphesis, truncation and portmanteau (LB p. 227); Interjection; Slang and colloquialisms; Synonyms (LB p. 229)
Integration		**Support**	
Inclusivity	When reading or speaking to deaf or hard-of-hearing learners, teachers should pronounce words clearly but to resist the urge to raise their voice. Seat them at the front of the class to allow them to lip-read.		

Review Copy

Protecting the news

Listen to a dialogue (LB p. 218)

Key focus: Listen to a dialogue about press freedom

Encourage class discussion about the press – how sometimes the media are useful and teach us about our world, but how other times they invade people's privacy and hound people in the public eye – sometimes with fatal results.

Lead learners to discuss what press freedom entails, and how freedom of expression works in society.

1–4 learner-generated answers, e.g.: the ability of the press to report on any story without laws preventing them from doing so or intimidation. Press freedom is necessary in a democratic society as people have the right to information, but that right shouldn't be abused. This means no one's privacy should be unnecessarily invaded for the sake of a story, for example.

5 Facts and opinions

6 Yes, it gets across the seriousness of the topic being discussed and how big the issues on the table are. Any appropriate answers are fine.

7 Informal. It is a relaxed or casual debate. This means formal debating procedure probably is not being followed.

Share your views

8 Press freedom

9 May 3

10 Reveal dangerous secrets; publicise scandals

11 Promote democracy and truth (even if this is done in life-threatening situations)

12 Washington

13 Stated the principles of a free press

14 a defensive, informative
b critical and then accepting

15 The learner accepted that the press does have a role to play

Notice the relationship between language and power (LB p. 220)

Key focus: Manipulative language in a dialogue

Answers will differ from learner to learner but encourage them to look at language and power. Notice how the first speaker/teacher is more informed and has a more balanced stance. The learner comes across as dismissive and ignorant in the beginning, but this improves as he/she learns about the bigger role that the press plays in our lives.

Learn to argue politely (LB p. 220)

Key focus: Importance of respect in a discussion

Discuss with the class the need for respect in a debate or an argument – allow the other person a chance to express their opinion without interrupting and show that you have listened to what they have to say.

Share and defend your opinion (LB p. 221)

Key focus: Holding a forum discussion

Formal assessment. Please use the rubric found in this Teacher's Guide to assess this activity.

Use the power of language (LB p. 222)

Key focus: Read and analyse a cartoon

1 a The workers
  b The madam
2 The madam comes from a protected isolated position of privilege, so she would typically see workers as "revolting", ie disgusting.
3 Frame two. It shows the workers' anger and utter frustration. The body language is clear.
4 a Apathetic, condescending
  b frustrated, angry
  c at her wits' end, afraid
  d Ready to seize the day
5 Yes. Her body language indicates her apathy.

Read an extract from a short story (LB p. 222)

Key focus: Read a short story extract for meaning

1–2 Class discussion

Covering the news

3 uproar, fuss
4 Teddy had been bitten by a snake
5 She tried to use items in her medicine cupboard, like permanganate
6 with herbal cures
7 It involved spitting/chewing; doesn't seem very hygienic.
8 They are very grateful; increased his salary, gave him and his family presents
9 She does not acknowledge that he might have had an intrinsic knowledge of the bush. She simply explains that it was God's work; Gideon was merely the instrument.
10 The traditional medicine works when the Western medicine doesn't
11 The setting is South Africa – harsh, outdoor, rural world
12 Great excitement; thrilling that a cure for such a poison is available locally
13 Own choice; look at connotations
14 Own choice; need to give reasons
15 a She realises that if she meddles, it could cost her son his eyesight
  b They seem to look down on the servants; not see them as equal human beings – "She had scarcely heard Gideon's words"

Read and analyse a newsworthy poem (LB p. 224)

Key focus: Read a poem for meaning

1 Encourage learners to think about role of press – journalists and camera people – what do they see daily; how does it make them feel; would any of them choose this as a career; how do we feel towards the media?
2 Own choice; encourage reasoned views
3 Own choice
4 We are hungry for news, but we condemn those who provide it.

Review Copy

5 it sounds accusatory; like it is directed directly at the cameraman
6 own choice; encourage justification
7 own choice; a description of the cameraman's day-to-day job; things that he sees
8 Tone: cynical, pessimistic, negative outlook on society
9 It is about the nature of a press photographer's job: all the things he sees, and how we as the public demand information but condemn those who give it to us
10 The public
11 Own choice: might be horrific to see and reflect on all he has witnessed.

Get to the point

Interpret a poster advert (LB p. 226)

Key focus: Read a poster advert for meaning

1 Intimidating journalists, passing legislation to stop reporting on certain things, criminalising the reporting of certain topics.
2 Governments who curtail press freedoms are often dictatorial. Knowledge is power and could read to rebellions. A reason to curtail freedom may be to protect highly classified information such as spy activity or to prevent press freedom from becoming an excuse to go digging about in the private affairs of others in instances where it does not affect the public at large.
3 The plaster over the journalist's mouth suggests she literally can't speak and implies that she cannot report freely.
4 Yes. The picture is big and clear. As there is no text, the picture has to make a point and get the message across, and it does. Any text would have to be big and preferably in the form of a catchy slogan or message.
5 Overt: press freedom is being suppressed: Hidden: Our democracy and right to know are being compromised, the journo is sad, freedom of expression is being compromised – the hidden messages are all about the knock-on effects of suppression of press freedom.
6 Freedom of expression and the right to know/right to ready access to information.
7 Yes. The tape over the journalist's mouth can't possibly be construed as anything but "I'm being silenced". If the picture could speak, that is what it would say.
8 Yes and no. Yes: she is wearing dull colours to show that being silenced is like death and anything but exciting. As a journalist, her existence is now dreary. A red plaster over the mouth would perhaps have spelt "danger" better – that is, the dangers inherent in press freedom suppression. A dark, rich or bright background colour would also make the poster stand out more.
9 Suggested: background colour to black, journalist's clothing to red.
10 Suggested: Speak your mind, find your voice, silence is not golden, no news is bad news. Anything that reinforces the message of the poster is fine.

Practise language devices designed to get to the point (LB p. 227)

Key focus: Aphesis, truncation, portmanteau

Discuss these abbreviation devices with the class.

Write a summary (LB p. 227)

Key focus: Summarise a short story

Make sure the learners understand all the key features of a summary. It is critical that they grab the concept of succinct writing. The flowchart is designed to hone exact techniques they could use to help them so that getting to the point becomes second nature. Learners often struggle with separating the essential from the non-essential, and simply try to condense everything instead. It is important that they grasp the concept of dispensing with some information altogether. Next would be grasping how to use one word instead of a longer phrase. Help weaker learners where necessary.

Express your views clearly

Read and analyse an email opinion (LB p. 228)

Review Copy

Key focus: Read and analyse an email

Learner-generated answers, but they should be able to justify their answers by quoting from the email.

1 The first paragraph. The register is correct and the tone is firm, but not rude. It clearly states what the complaint is in a nutshell, giving all the salient facts.
2 Suggested: the register and tone. Too many colloquial and slang expressions are used. The viewer threatens the recipient of the email. Given what was learnt about dispute resolution in chapter two, that is not a constructive way forward. Learners should quote from the email, e.g.: "sies man".
3 The scenes from the burst sewerage pipes were so nauseating that it should either not have been broadcast, or should have been broadcast with a disclaimer to sensitive viewers.
4 An undertaking that similarly graphic content will never be broadcast again or will be preceded by a disclaimer for sensitive viewers.
5 Learner's state their own opinions. Suggested: yes – it could reasonably be expected that in the early news bulletin upsetting visuals are kept to a minimum. No – it may just be an overly sensitive viewer. We don't have the facts or a reply, only the viewer's version of events, so the viewer may be overstating things. If more complaints were received, the viewer was likely correct.
6 "I wanted to throw up"

Analyse language in context (LB p. 229)

Key focus: Analyse the language in an email

1 materiall – material; camara man – cameraman; eneough – enough
2 at "next time" – concluding thought
3 learner-generated answers
4 While I was having my dinner, you thoughtlessly broadcast visuals of the sewerage pipes that had burst in town. It was so disgusting I could not continue with my dinner. Could you not have warned viewers that distasteful footage was coming up?
5 sies man – conveys disgust
6 explicit, vivid, striking

Write an email (LB p. 229)

Key focus: Composing a formal email

Before the learners plan their emails, elicit from them what the appropriate tone, register and diction is likely to be in each case. The email example on page 228 is what *not* to do – based on that, what is it that they *should* take cognisance of ?Make sure the learners understand all the steps in the writing process. If you have time, ask them to hand in their drafts.

Spelling

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

Review Copy

Extended reading

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

CHAPTER 10

The face of books

CHAPTER OVERVIEW

This chapter concerns reading and books. It is also the final chapter of this book, so it uses ideas related to reading in order to teach revision and study skills. Naturally, as you reach the end of the academic year, it is natural to feel some pressure to cover the remaining aspects of the syllabus. Be assured that the syllabus requirements AND some additional exam-oriented skills are covered thoroughly!

THE BOOK CLUB – WEEKS 5 AND 6

Review Copy

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment: Summarise a passage (LB p. 234)
Resources	LB pp. 231–243, TG pp. 148–151 Anthology pp. 168, 130	**Assessment tool**	Rubric
Listening texts		**Reading texts**	Analyse a poem (LB p. 232) Read an extract from a classic novel (LB p. 236) Read an extract from a fantasy novel (LB p. 238)
Written texts	Summarise a passage (LB p. 234) Write a transactional piece (LB p. 240)	**Language focus**	Verbs, nouns, suffixes (LB p. 235) Conjunctions and transitional words (LB p. 241
Integration	Technology: e-readers and how they work, other means of consuming reading texts online	**Reading programme**	Learners to read *The Secret* Anth p 168
Inclusivity	In general, ensure no learner regardless of background feels excluded on any level. The same goes for learners with physical or speech impediments. As this is a revision chapter, each and every learner in your class needs to feel both willing and empowered to partake in activities. It is crucial that this kind of foundation is laid. When reading or speaking to deaf or hard-of-hearing learners, teachers are urged to speak and pronounce words clearly but to resist the urge to raise their voice. Seat these learners close to the front of the class to allow them to lip-read.		

Bookish behaviour

Hold a conversation and role-play a scene (LB p. 232)

Key focus: Group discussion about book genres

This is a group activity. Encourage learners to reflect on what sorts of books they prefer to read. How would they set up a conversation or role play related to the theme of books and genres of literature?

Books take you places

Analyse a poem (LB p. 232)

Key focus: Read a poem for meaning

Invite learners to motivate why reading is such an exciting and liberating experience.

1 a play on "bound" in the sense of a book's binding and moving towards something
2 I – makes it sound personal, intimate, truthful
3 'no money to pay'
4 rhyming couplets – pair of rhyming lines
5 So what do I do? Where do I go?
6 They show that the writer's thoughts are trailing off
7 It is startling; makes it stand out dramatically
8 By reading, your imagination takes you on a journey
9 they are mature and vivid, giving precise detail to the poem
10 thrilling, immediate, exciting, adventurous
11 There are no limits to where one's imagination can take one; It is limitless.

Books open doors

Summarise a passage (LB p. 234)

Key focus: Revision of summarising

Informal assessment opportunity. Please use the rubric found in this Teacher's Guide to assess this activity. You may need to revise what a summary is. Ask learners to mention times when summary skills are important. Mind map what makes summaries difficult… but useful!

1–3 Suggested 5 key points: book clubs are social; leadership skills; source of idea; listening skills; friendships built
4 Suggested title: benefits of book clubs/ mark according to relevance
5 Include a word count: here give learners cautions – no contractions, 'a' is a word; take care with accuracy

Work with words (LB p. 234)

Key focus: Revision of language and parts of speech

1 a Gerund – verbal noun
  b It means 'so-called'
  c Reading is a very beneficial 'addiction' and it will help expand your horizons
2 a Infinitive
  b compound noun
3 a adjective/past participle
  b educated
  c embarrassment
  d join
  e unmotivated, uninspired, discouraged
4 a introduce explanation/additional information
  b Is – transitive; to see – infinitive; spending – participle; will – auxiliary; learn- finite; to appreciate – infinitive; read – finite; come – finite, transitive
5 The final sentence is very casual. It makes use of colloquial language/slang
6 A book club will help improve your communication skills. It will help you to better your vocabulary; you will also learn how to listen and speak effectively. Answers may differ in wording, but must be learner's OWN words.

Review Copy

Books aren't what they used to be

Comprehend the classics (LB p. 236)

Key focus: Read an extract from a classic novel

It might help to put this passage in context. If you have access to a DVD player, show some clips of Victorian life. You may have access to the older or more modern version of Great Expectations. Alternatively, you could describe the Victorian era; how important status was; how society was very strictly regimented; how important money was, etc.

Learners to predict the content of the story from the questions.

1 'mysterious' 'unknown' – suggest something intriguing
2 a bawling – shouting loudly, rudely

b She is described as being scornful and unresponsive

3 a simile
b It suggests that she is bright, attractive, and potentially a guiding force, like a star.

4 a she is very rich
b She is saying that Estella will use her riches to gain power, especially over men.

5 Her bridegroom didn't come to the wedding.

6 They are haughty – they convey a sense of power and authority; this came with being rich at that time.

7 Themes could be: rich vs poor; love; forgiveness, betrayal

8 looking down on someone

9 Sense of decay, time has passed; living in the past; little attention to cleanliness

10 a catchy/contagious – like a germ
b he picks up her feeling and starts to despise himself
c You feel sorry for him that he feels so unworthy of these women

11 The values of the rich vs the poor; the compassion or lack of mercy

12 Own choice; could say inferior, victimised, judged, defiant etc.

Compare passages

Compare passages (LB p. 239)

Key focus: Compare a classic and a fantasy novel

1 a this girl admires Ged; Estella had contempt for Pip
b Pip continued to be in awe of Estella; this boy is disdainful towards her.
c The room in *Great Expectations* was in a state of decay, as if time had been deliberately frozen at the time of Miss Havisham's wedding. Here there is a contrast between the sunny meadow and the cold dark room
d The language of *Great Expectaions* is more formal and old-fashioned; this extract is more accessible, as if for younger readers.
e The tone of the Dickens passage is a little aloof, echoing the distance between Pip and Miss Havisham and Estella. The tone of the second extract is more cheerful, until the last paragraph when Ged is feeling threatened.

2 Own choice, but must give reasons for opinion.

Read between the lines (LB p. 239)

Key focus: Read a fantasy novel for meaning

1 She hinted that he might be afraid and too young

2 a he is still learning
b it was not really permitted

3 Own opinion but suggest self-transformation involves changing yourself; a changing spell could change anyone or anything

4 No, "his eyes were fixed, and he could not lift them till he had finished reading all the spell."

5 he has been so intent on reading that he wasn't aware it had grown dark

6 The descriptions of the dark 'darker than darkness'. Also seems to be something threatening; 'it seemed to reach out towards him'. His lack of understanding also heightens his sense of vulnerability.

Review Copy

Transactional texts

Write a transactional piece (LB p. 240)

Key focus: Write a diary, invitation or obituary

Learners to write a transactional piece: a diary entry, an invitation or an obituary, of 170 words. Ensure that the learners understand all the steps in the writing process. Spend time with weaker learners to support them in the planning and drafting stages.

Consequences in language

Cause and effect focus (LB p. 241)

Key focus: Conjunctions and transitional words

1 a Tai's girlfriend insisted so he joined a book club. He joined a book club because his girlfriend insisted.
   b Tai noticed his marks improving because he was reading more often. He was reading more often, thus, he noticed his marks improving.
   c Lacy was delighted because she and Tai had made new friends and their English marks had improved. She and Tai had made new friends and their English marks had improved, therefore Lacy was delighted.
   d Book club was cancelled because there was terrible weather. Owing to the terrible weather, book club was cancelled.
   e The group members could still 'meet' because they all had Skype connectivity. Thanks to Skype connectivity, the group members could still 'meet.'
   f Tai's spelling improved because he had been reading frequently. He had been reading frequently so his spelling improved.
   g Tai and Lacy invented a spelling pattern chart because they wanted to help others learn too. As they wanted to help others learn too, they invented a spelling pattern chart.

Bookish word behaviour

1 Suggested: The hypocrisy surrounding marriage in today's times is truly laughable. It comes down to the psychology behind it – people thing they can renege on any promise and exact vengeance as and when they wish. The way people tie the knot in luscious gardens only to be followed by exuberant celebrations, you would think divorce is not an everyday occurrence.

How words have changed

Word	Original meaning		Modern meaning
artificial	A	artistic or technical skill	false/fake
awful	B	full of awe and delight	terrible
brave	C	bow-legged	courageous
counterfeit	D	perfect copy	forgery
cute	E	cowardice (sharp/acute)	appealing/sweet
luxury	F	sinful self-indulgence	having lots of expensive possessions
manufacture	G	to make by hand	to make in a factory
nice	H	not to know? (precise/fastidious)	pleasant
sophisticated	I	corrupted	grown-up
tell	J	to count	to recount

Review Copy

Spelling

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

Extended reading

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

E-READER – WEEKS 7 AND 8

CAPS OVERVIEW			
Time	2 weeks	**Assessment**	Informal assessment
Resources	LB pp. 244–253, TG pp. 152–167; Anthology pp. 130	**Assessment tool**	Rubrics
Listening texts	Revise your visual literacy passage (LB p. 246) Revise speaking skills by talking about characters from networks or language conventions and writing formats passage (LB p. 253)	**Reading texts**	Read a passage for meaning (LB p. 244) Study a cartoon (LB p. 247) Revise your networks (LB p. 250) Revise your poetry (LB p. 251) Read a short story about revision (LB p. 252)
Written texts	Revise your essay-writing planning skills passage (LB p. 249)	**Language focus**	Revision, spelling and punctuation; Connotation and denotation; Idioms and proverbs; Literal and figurative meanings; Interjections (LB p. 245)
Integration	Technology: e-readers and how they work, other means of consuming reading texts online	**Reading Programme**	Learners to read *The Eyes Have It* Anth p. 130
Inclusivity	In general, ensure no learner regardless of background feels excluded on any level. The same goes for learners with physical or speech impediments. As this is a revision chapter, each and every learner in your class needs to feel both willing and empowered to partake in activities. It is crucial that this kind of foundation is laid. When reading or speaking to deaf or hard-of-hearing learners, speak and pronounce words clearly but to resist the urge to raise your voice. Do not speak so slowly as to appear to be mocking hard-of-hearing learners. Seat these learners close to the front of the class to allow them to lip-read. For deaf or hard-of-hearing learners who lip-read remember to speak clearly and slightly slower but avoid the urge to raise your voice.		

Review Copy

Exercise your comprehension skills

Read for meaning (LB p. 244)

Key focus: Read a passage for meaning

1–6 learner-generated answers
7 understand
8 en dashes (long dashes) form parentheses – they set aside additional information
9 to form a compound noun
10 spelling mistake – headingsetc.
11 It could give a visual representation of what is being described
12 essence or crux
13 connotation – figurative or personal meaning; denotation – factual or literal meaning; idiom – expression that is meant figuratively; proverb – wise saying; literal – factual meaning; figurative – personal or symbolic meaning; interjection (interjective) outburst word
14 1 metaphor; 2 simile; 3 hyperbole; 4 rhetorical question
15 to emphasise it
16 It is an abbreviation that is pronounced like a word
17 a a word formed by joining two other words
b Brangelina; chillax
18 a Forceful, persuasive, excited
b There are interjections, exclamation marks, use of the second person – all of these techniques make it very pushy/ persuasive.

Exercise your visual literacy skills

Talk about what you see (LB p. 246)

Key focus: Revise visual literacy skills

Class discussion about the key features of a cartoon. Base the discussion on the frames in the Learner Book on p. 246.

Study the cartoon (LB p. 247)

Key focus: Read a cartoon for meaning

1 a It is designed to camouflage but is making him stand out instead.
b He is not very good at judging things accurately.
2 Head and shoulders shot. To zoom in on what is comical about the situation and to heighten the effect -- you can't see the ant in this frame. It magnifies the humour of the situation on a metaphorical level.
3 The 'dots' suggest distance or movement away from the original spot the ant was in.
4 One would expect to hear "I have a good plan".
5 The ellipsis denotes the ant's shock and confusion. The ant is at a bit of a loss for words.
6 This is normally the adjective one would associate with a plan.
7 Instead of disguising himself, the lion is making himself more noticeable.
8 Ellipsis are usually used to indicate missing words. Here it indicates missing words precisely because the ant is at a loss for words.

9 Unimpressed

E-xcitement abounds in creative writing

Revise your planning skills (LB p. 249)

Key focus: Plan an essay from a photograph

Use this as an opportunity for learners to assess which aspects of their writing needs the most improvement so they pay attention to it as they write.

Set your sights on your setwork

Revise your setworks (LB p. 250)

Key focus: Write a summary of your setworks

Learners can use this landscape grid as a way to deconstruct and summarise setwork study notes. You may want to help them actually do this as a class activity with a prescribed text.

Revise your poetry (LB p. 251)

Key focus: Revise the key features of poetry

This has been designed as a tool to help learners negotiate the often murky waters that come with deconstructing poetry. You could also use it as a revision opportunity which hones figures of speech. Refer to the toolbox at the end of the Learner's Book for help.

Read for revising (LB p. 252)

Key focus: Revise parts of speech

1 noun
2 Suggestion: The Royally Correct Kingdom of English.
3 grouped, called
4 false, true
5 false and true are antonyms for each other
6 yes, it would not only affect legibility but would make the story lose its effect – this is what one would expect to find in a cartoon
7 It tells us more of the "where" of the action in a phrase, rather than in one word.
8 The parts of speech are effectively personified as characters.
9 Grade 9 learners who are studying English.
10 to convey the excitement

Share your secrets (LB p. 253)

Key focus: Revise of setworks

The class is to work in pairs. The aim is to revise setwork and unprepared speaking as well as conversation conventions taught earlier.

Review Copy

November Paper 2 Memo

Section A: Comprehension

1 Learners' own response. (2)

2 Largely learners' own response but guided by the ideas of whether heroism is a huge act for mankind or whether it is a personal struggle or ambition. (2)

3 We admire people who make a difference in our life, we admire those who overcome difficulty to achieve and we admire their courage and commitment. (3)

4They are examples to us and we learn from them and want to be like them. (2)

5 An exemplar is an example of how something should be done so it is there for us to emulate. (2)

6 "Being a hero isn't always front page news or the stuff of films" (1)

7 Learners' own individual response and their own examples. (4)

8 Learners must provide their own perspective and substantiate. (2)

9 Learners must respond and evaluate. Their answer should cover the idea that the article provides us with ideas on heroism and that the concept of heroism goes beyond the stereotypical view of being a brawny superhero. (2)

[20]

Section B: Language

1.1 fear and panic (1)

1.2 His eyes are huge and his hand is up to his face. He is anxiously asking Jimmy what they were thinking and predicting that they "are doomed" (4)

2 He is standing in front of a flag like a soldier and holding his hand over his heart. He uses words like "great men"," "fight for justice" and "overwhelming odds" as if he is about to go to war or save all of humanity as a stereotypical hero would do. (4)

3 After being so outwardly brave Jimmy has also run and hid. (1)

4 The purpose of the advertisement is to encourage people to donate blood by showing that it is a heroic thing to do. (2)

5 This is to make people want to emulate this very famous South African band and do the right thing for their society by donating blood. (2)

6 The headline mentions the Parlotones and the picture represents the four band members. Also the word hero is seen in the way the characters are portrayed physically. (2)

7 It looks like a heart inside a drop of blood which would symbolise the life you could save if you donate blood. (2)

8 The red in the advertisement symbolises the blood that could be donated and that would save lives. (2)

[20]

Review Copy

Editing:

1 At first I thought he was (1)

2 dumb (1)

3 kind, gentle, passionate and (2)

4 I loved (1)

5 inquisitive (1)

6 into the study (1)

7 It starts with the conjunction 'and' (2)

8 didn't (1)

(10)

Summary:

To be marked out of 10. 7 marks for facts,1 mark for writing in a paragraph form,1 for correct style, language, grammar and use of own words and 1 mark for indicating a word count that does not exceed 80.

(10)

TOTAL 60

November Paper 2

Section A: Comprehension

The Impact of Technology on Teenagers

by Jonathan McKee

Face it. We're saturated with media.

Yesterday when I got up, the first sound I heard was the music oozing from my girls' iPods through their docking stations. Moments later, as my 15-year-old daughter Alyssa came downstairs to breakfast, she was texting a friend about homework. Meanwhile, my 13-year-old Ashley quickly jumped online to check the weather. Five minutes later, we were in the car and Ashley routinely plugged her iPod into the car's system so we could all benefit from hearing her music on the way to school.

I've read all the reports about media saturation. Our family doesn't leave the TV on, my kids don't have Internet connections in their room, and I'm very proactive about monitoring our home's level of media saturation. But the fact remains, it was only 7:32 a.m.… *and we were already soaked.*

Just how media saturated is the average home in America?

Nielson, Kaiser Foundation, Pew Internet, The American Academy of Pediatrics… they're all doing research about media saturation and the effect of media in the lives of young people. Lucky for us, they all seem to basically agree with their conclusions. But the funny thing I've noticed is how newspapers, magazines and TV reports filter the data. After all, the news has to be interesting… *even shocking,* right?

Here's how it usually works. One of these groups of experts will release a study followed by a press release. Journalists read the studies and write their opinions, quoting the numbers that leap off the page. The common folk begin reading these articles and listening to the findings on the *Today Show* as they get ready for work. Pastor Jones stands up on Sunday morning quoting the most shocking of those numbers, and at lunch that afternoon, a group of elderly ladies in a booth at the local diner say, "Did you hear that 98% of teenage girls are prostitutes and drink a gallon of alcohol per hour?"

So don't pay any attention to those email "forwards" and don't believe the gossip. Check your sources (I wrote about this in detail before). That's why you will always see us link our sources, so you can 1.) Know the validity of what you're reading, and 2.) Take a look at the research with your own eyes.

Review Copy

1 What is the writer asking the reader to do when he gives the reader the instruction to "Face it"? (2)

2 Explain the writer's point when he says that "we're saturated with media"? (2)

3.1 "Music oozing from my girls' iPods" is what figure of speech? (1)

3.2 What is being compared to what? (2)

3.3 Comment on the effectiveness of the image. (2)

4 Do you empathise with the teenagers in this family? Discuss what role technology has in your life in the mornings before school. (2)

5 Quote the word from paragraph 1 that reveals that it was not unusual for Ashley to share her music in the car. (1)

6 Explain what it means to be "proactive". (2)

7 *"…and we were already soaked"* Why are these words in italics? (1)

8 Read paragraph 3.Outline what the writer is conveying about newspapers, magazines and TV reports. (2)

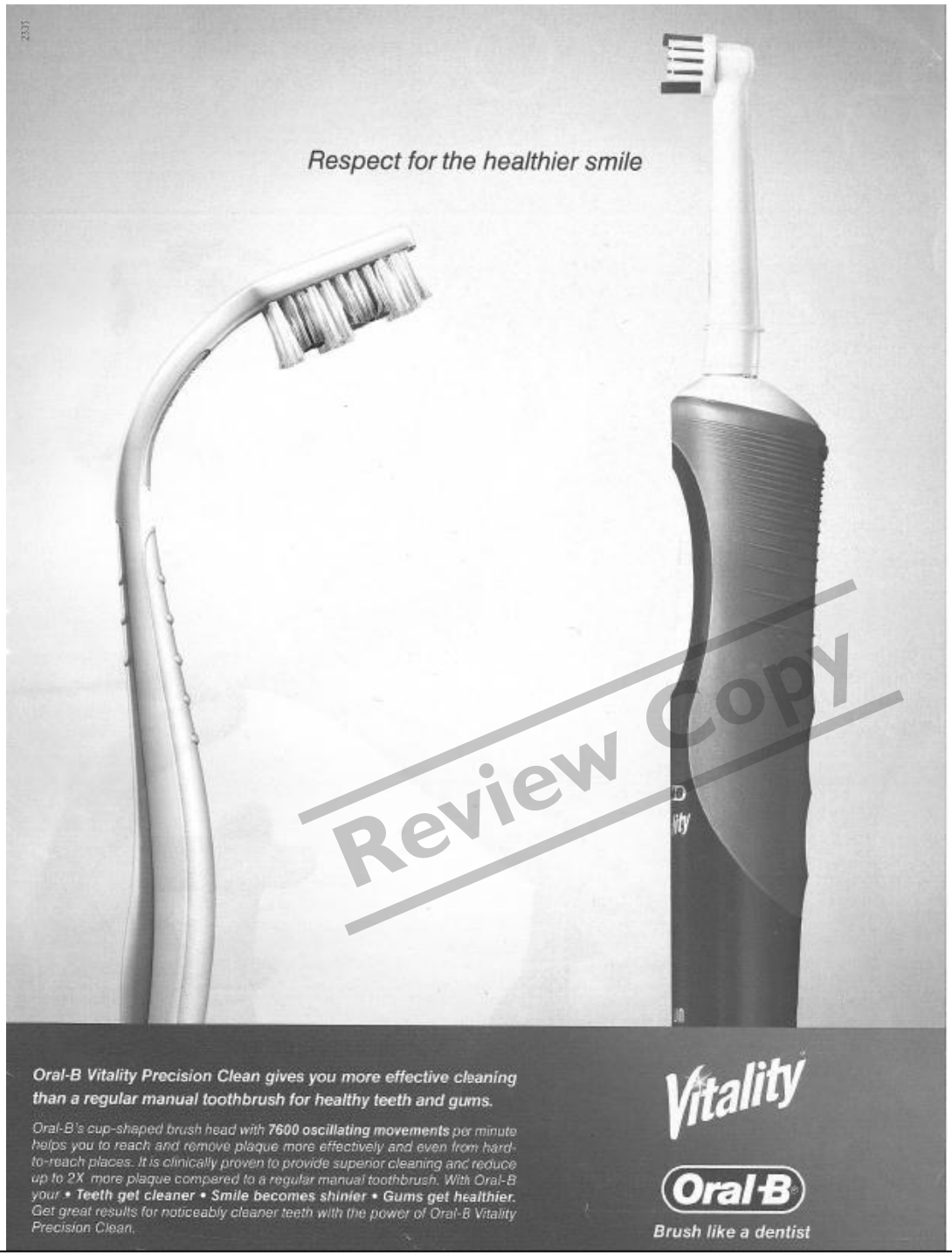
9.1 "Numbers that leap off the page".Are the above words literal or figurative? Explain. (2)

10 How do we know after reading the final paragraph that the writer's views are credible? (1)

[20]

Language: Advertisement

Study the advert below and answer the questions that follow



Review Copy

Oral-B Vitality Precision Clean gives you more effective cleaning than a regular manual toothbrush for healthy teeth and gums.

Oral-B's cup-shaped brush head with **7600 oscillating movements** per minute helps you to reach and remove plaque more effectively and even from hard-to-reach places. It is clinically proven to provide superior cleaning and reduce up to 2X more plaque compared to a regular manual toothbrush. With Oral-B your **• Teeth get cleaner • Smile becomes shinier • Gums get healthier**.
Get great results for noticeably cleaner teeth with the power of Oral-B Vitality Precision Clean.

1 Explain how the headline connects with the picture. (2)
2 Is it correct that the headline reads "the healthier smile" or should it be "the healthiest smile"? Explain your answer. (2)
3 What do you notice about the difference in the state of the two toothbrushes? Explain the advertiser's intention in doing this? (3)
4 Quote the slogan of the product. (1)
5 What is the advertiser's main argument as to why the Oral B Vitality Precision Clean is the better toothbrush? Quote to substantiate your answer. (2)

[10]

Cartoon:

Refer to Frame 1.

Review Copy

1 What can you deduce about Pig's emotional state from looking at his words? (2)
2 How has the cartoonist indicated that Piggy's tone is elevated? Mention 2 ways but do not refer to the drawing of Piggy or his body language. (2)
3 Discuss how the cartoonist shows movement in Frame 1. (2)
4 From reading the cartoon what do you suppose an "elixir" is? (2)
5 How do we know from monkey's verbal response in Frame 1 that he finds it hard to believe Pig? You may quote as part of your explanation. (2)

Refer to Frame 2.
6 Find the spelling error in Frame 2 and write it down correctly. (1)
7 Why are there quotation marks around some of the words in Pig's speech bubble? (1)

Refer to Frame 3.
9 Write Monkey's reply to Pig in Indirect or Reported Speech. Begin as follows: Monkey said … (3)

Refer to Frame 4.
11 Explain Monkey's hand gestures. (2)
12 Account for the change in Pig's body language from Frame 1 to Frame 4. In this answer you are required not only to give reasons for the change but also explain what the body language was in the first frame and what it progressed to later on. (3)

[20]

Section C: Summary:

Read the passage below about teenagers and stress and follow the instructions below it.

Teenagers in South Africa are coping with stress but many are taking strain

TNS Research Surveys, South Africa's leading marketing and social insights company, has recently conducted a survey of South African teenagers. The study was conducted amongst a sample of 1 000 South African teenagers, aged 13 to 19 years of age, from the seven major metropolitan areas of South Africa, interviewing them face-to-face in their homes, and has a margin of error of under 3.5%.

Teenagers in South Africa could potentially be under a lot of stress to perform well academically as well as taking strain from family members and family situations. However, most teens are coping well and enjoy many leisure activities to counter some stresses.

Eighty-three percent of teens mentioned that they enjoy studying and learning. The incidence for agreement on this statement was highest amongst black teens (90%) but significantly lower amongst Coloured (66%) and Indian/Asian teens (60%).

In addition, 84% of teens said that they enjoy reading, 90% said that their hobbies and interests are very important to them, 77% said they enjoy playing sport and 89% say they consider themselves physically fit. This is positive to note, as engaging in hobbies and other activities, such as sport, are good for stress relief and creating a balance in one's life. In fact, 87% said that they have enough leisure time to be happy and 72% said that they spend a lot of time going out and socialising with friends.

Teens generally also have good support systems. Seventy-four percent mentioned that they have someone they can talk to at their school or university and 93% said that they get on well with a parent of guardian.

Review Copy

Write a paragraph summary of how teens who enjoy studying are affected by stress.
You may not exceed 80 words. Write your word total at the end of your summary.
Your summary does not require a title. **[10]**

TOTAL 60

November Paper 3

Exam instructions

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

Section A: Essay (20)

Choose **one** of the following options and write an essay of 5–8 paragraphs in 250–300 words.

1.1 Descriptive essay: My Aunt Rachel

1.2 Narrative essay: The mystery

1.3 Reflective essay: My favourite childhood memory

Section B: Transactional text (10)

2 Choose **one** of the following options and write a transactional text of 160–180 words. You must use the **correct layout** and write with the audience in mind. Remember to focus on using language and spelling correctly.

2.1 Write an email to your local newspaper asking them to write more articles that show your school in a positive light.

2.2 Write a formal letter of application for a holiday job at your favourite store at the local mall.

2.3 Write the obituary for a school friend who has tragically passed away.

Review Copy

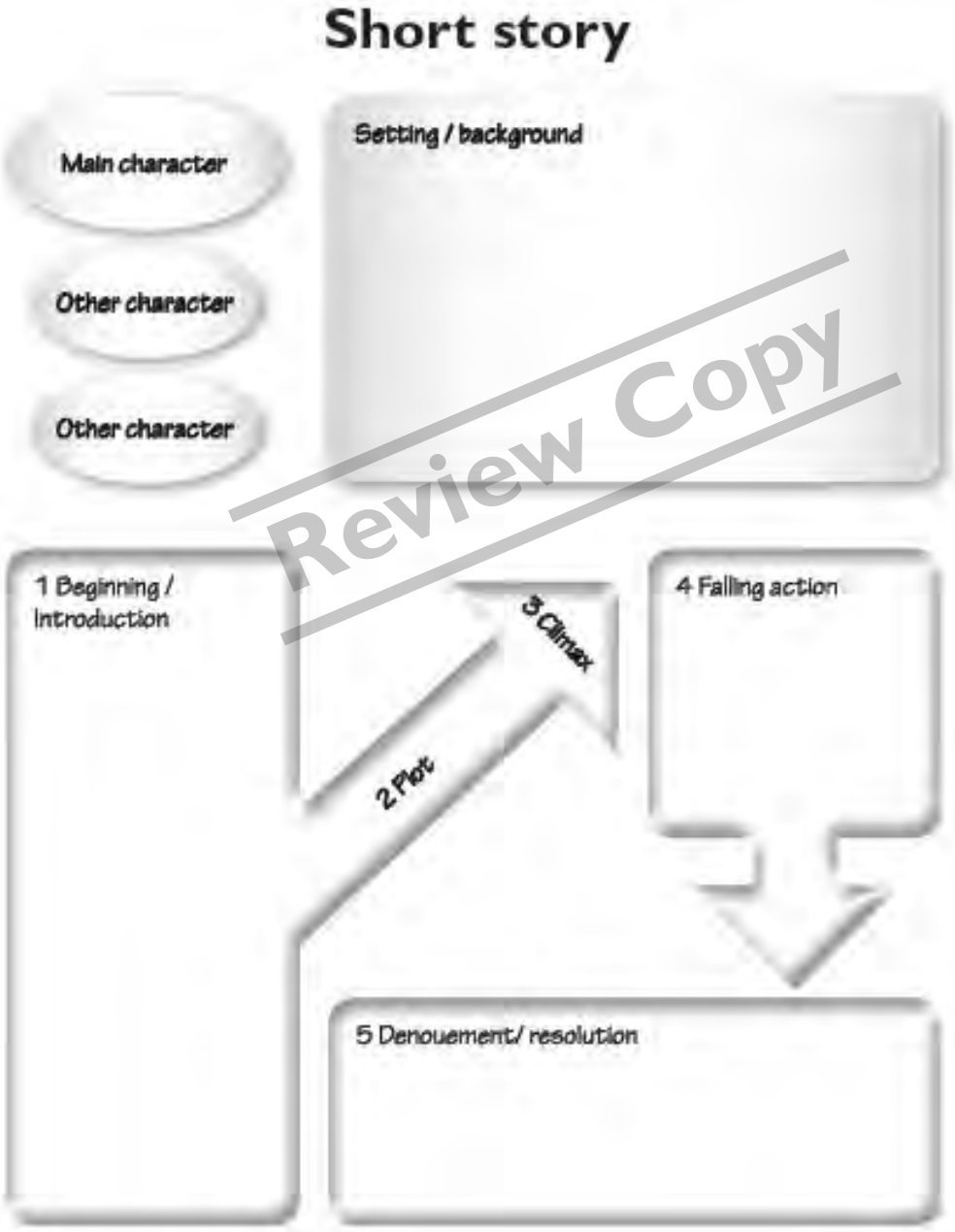
November Paper 4

Response to literature

Section A: Poetry

Follow the instruction below on one of the poems that you have studied this year.

Using the template provided fill in all the required information. Use the headings to guide you.



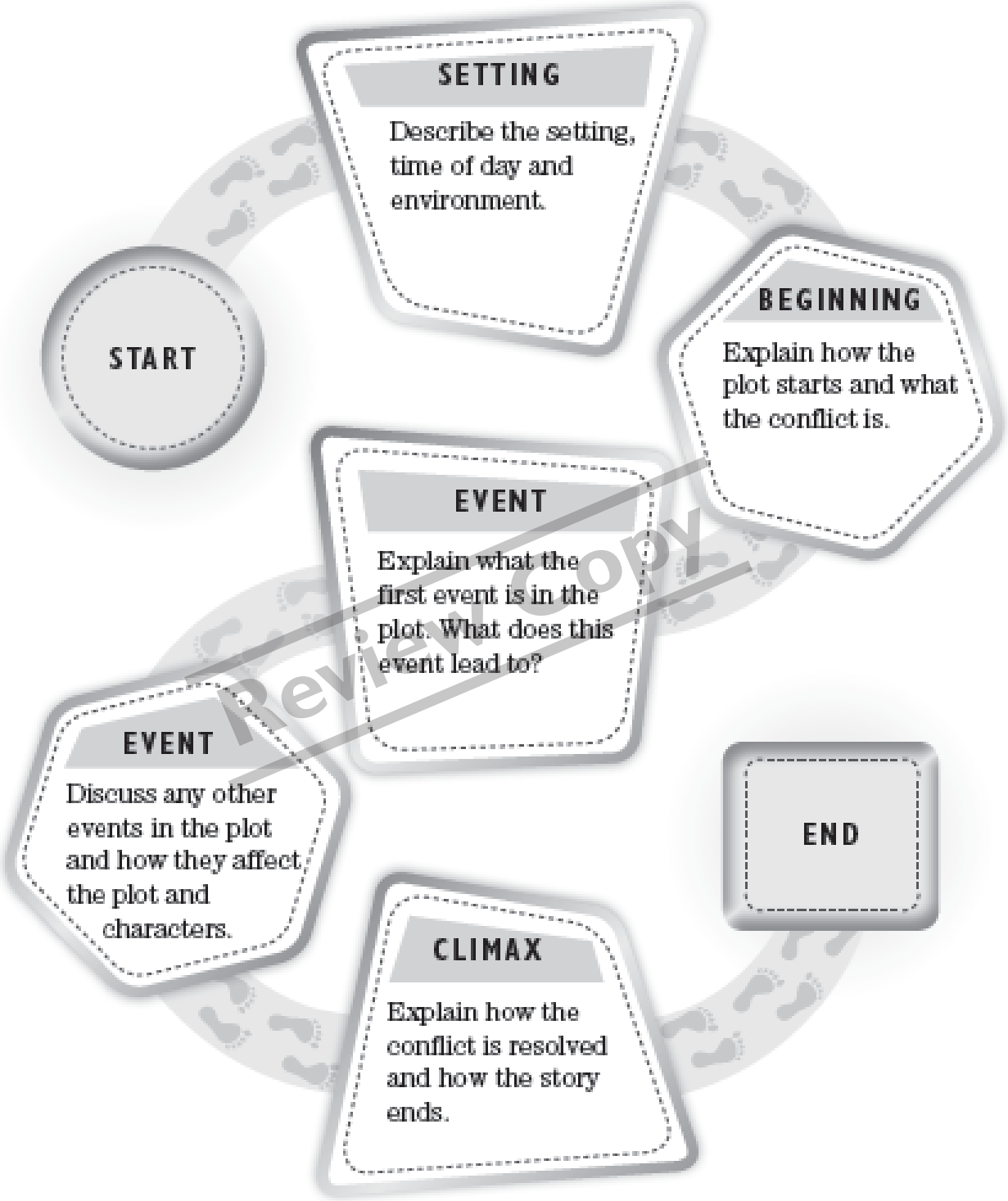
Review Copy

[20]

Section B: Folklore

Analyse a fable that you have studied this year using the template below. Fill in all the required information.

Folklore

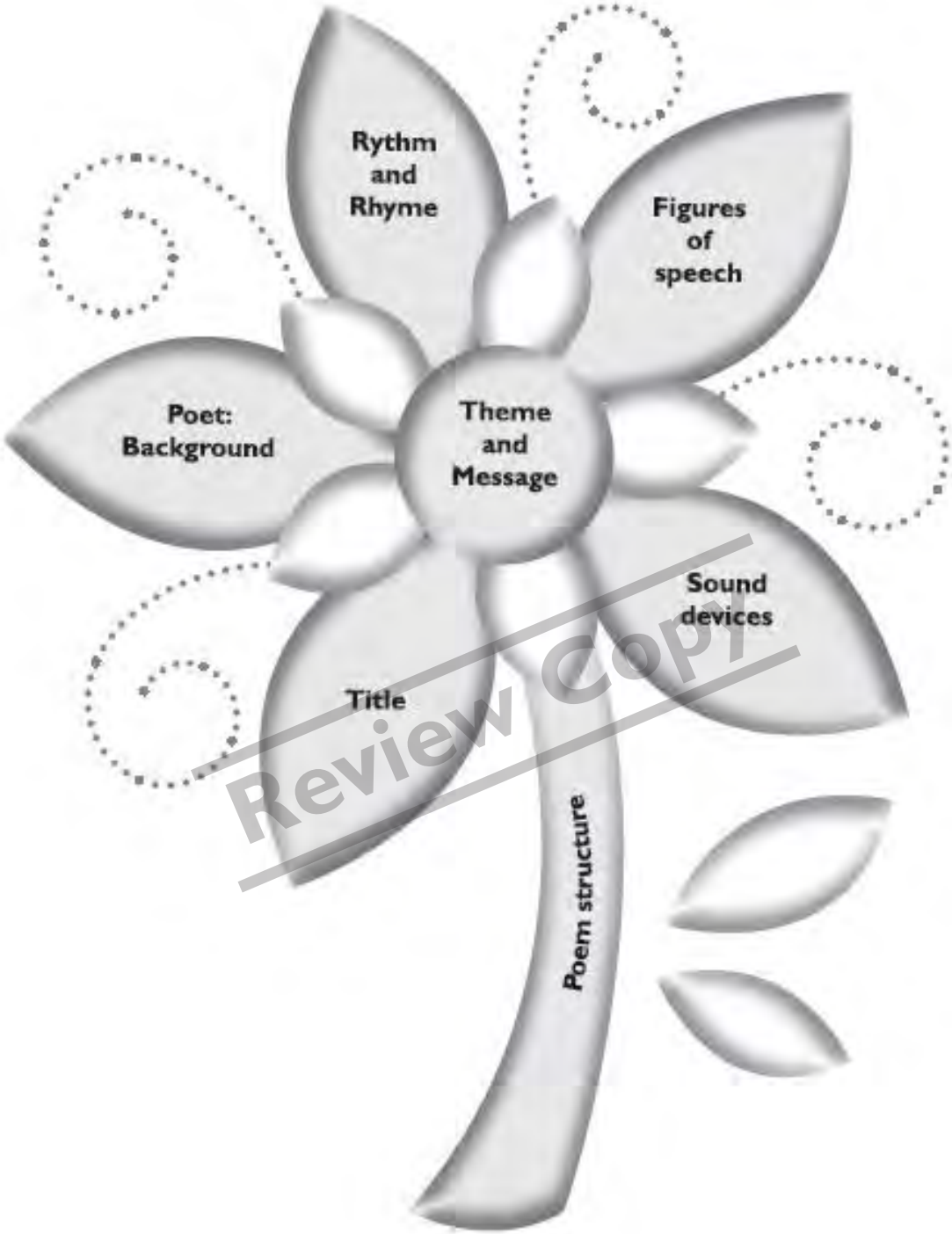


Review Copy

[20]

Section C: Short story

Fill in all the required information on the short story that you have studied this year using the diagrammatic representation below.



Review Copy

[20]

Section D: Novel

Using the template below fill in all the necessary information about the novel that you have studied this year.

Name: _____

Date: _____

Book title: _____

Author: _____

Main character: _____

Setting: _____

Type of literature:

☐ Fiction: OR ☐ Non-fiction

- ☐ Biography
- ☐ Autobiography
- ☐ Horror
- ☐ Thriller
- ☐ Humorous

Review Copy

Brief summary (Be sure to tell the beginning, middle and end of the story) _____

_____

_____

_____

_____

_____

_____

Evaluation (circle one number) 1 2 3 4 5 6 7 8 9 10

I didn't like it ..... I loved it!

[20]

Section E: Drama

Write a report on the drama that you have studied this year. Use the template below to guide you as to what information is required.

Review Copy

[20]
TOTAL 100

November Paper 2 Memo

Comprehension:

1 He is asking us to confront the reality head on. (2)
2 He is saying that we are absolutely soaked in media and technology. (2)
3 .1 metaphor (1)
3.2 Music being heard from under the door is being compared to liquid leaking out under the door. (2)
3.3 The image is very effective as just as the music moves through the house so liquid oozes slowly but surely across a space. (2)
4 Learners' own response. (2)
5 "routinely" (1)
6 To be proactive is to take the initiative and do something before the expected result takes place. (2)
7 To indicate his tone of amazement and realisation that they were also saturated with technology already at that time of the day. (1)
8 He is saying that they sensationalise and exaggerate the worst and that they filter the data and try to make it shocking and interesting. (2)
9 Figurative. The numbers are the most shocking ones so they stand out. They do not literally jump off the page. (2)
10 He provides links to his research sources so that you can read the research yourself so you can be certain that it is true and not sensaltionalised. (1)

[20]

Language:

1 The headline talks about showing respect for a healthy smile and the toothbrush is bowing to the electric brush. (2)
2 It is correct as there are two brushes. (2)
3 The older more traditional looking brush looks shabby and worn out while the electric one looks new and smart. This is so that the latter will look more appealing to the buyer. (3)
4 "Brush like a dentist" (1)
5 Their argument is that it cleans better so it creates "healthy teeth and gums". (2)

[10]

Cartoon:

1 He is very excited and happy as he says "HAHA" (2)
2 He is very excited as he seems to be talking loudly as his words are enlarged and there are several exclamation marks to indicate his excited tone. (2)
3 There are little lines by Piggy's elbow showing that he is gesturing and lines by Monkey's hand showing that he is pointing downwards. (2)
4 It is some sort of potion or tonic that can stop the aging process. (2)
5 He first asks "What?" as if he is making sure he heard right. Then he asks if it was found "here, in this house!" He is clearly disbelieving. (2)
6 sceptical (1)
7 He is reading off the bottle and so the words are not his so they are being quoted. (1)
8 Monkey said that logically was a word that a person should never use. (3)
9 He is putting in visual inverted commas in the air with his hands as he does not believe at all in this elixir. (2)
10 In Frame 1 Pig is jubilant. He is smiling and waving the cream around. In the final frame he is holding his tummy, has spots on his face, has his mouth open as if he is going to be sick. He has eaten the cream thinking that it is an elixir and now he is feeling terrible as obviously creams are not meant to be eaten. (3)

[20]

Summary:

To be marked out of 10. 7 marks for facts,1 mark for writing in a paragraph form,1 for correct style, language, grammar and use of own words and 1 mark for indicating a word count that does not exceed 80. (10)

TOTAL: 60

Review Copy

November Paper 4 Memo

Grade 9 Paper 4 Response to Literature Generic Memo

Section A: Poetry

The focus of the response to poetry is that learners comment on the different poetic devices and thus gain a greater understanding of meaning by understanding the devices that the poet has used to deliver his message. Educators must be guided by the kind of questions that have been set as an example. Take note that it is more important for learners to understand the effectiveness of a device rather than to simply identify it. Learners must be guided by the different bullets and mark allocations as to what the focus of their comments and explanations must be. These questions will be set on the poetry that an individual teacher has selected and thus the questions will be modified according the specific poem being used for questioning. Educators must then mark accordingly. (20)

Section B: Folklore

Learners must answer a variety of questions on a fable that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a fable as indicated by the question. It is vital that learners understand what the features of a fable are and what the elements are which make the fable unique in its genre. Answers will be specific to the fable that was selected by the teacher. (20)

Section C: Short Story

Learners must answer a variety of questions on a short story that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a short story as indicated by the question. It is vital that learners understand what the features of a short story are and what the elements are which make the short story unique in its genre. Answers will be specific to the short story that was selected by the teacher. (20)

Section D: Novel

Learners must answer a variety of questions on the novel that they have studied as a class. It is important that learners are able to identify and comment on the different aspects of a novel as indicated by the question. It is vital that learners understand what the features and elements of a novel are and that they are able to evaluate the success of the novel based on an understanding of the different aspects. Answers will be specific to the novel that was selected by the teacher. (20)

Section E: Drama

The approach and specific questions on the drama will depend on what has drama has been selected by the teacher. It is most important that learners can identify those specific elements that are unique to the genre of drama. lt is important that they are able to comment on the presence of features such as stage directions that add meaning to the drama. Learners are to evaluate the success of the drama based on an understanding of the different aspects of the drama. Answers will be specific to the novel that was selected by the teacher. (20)

TOTAL 100

Review Copy

Section 7 Anthology

The Anthology in this series is designed to complement the CAPS requirements for Independent, Extended and Intensive Reading, teach the reading process, reinforce the reading strategies and offer alternative texts for those required in the CAPS teaching plan.

The following table shows the link between the Reader and the themes of the Learner's Book.

Learner's Book order by theme		Title of corresponding text type in this Reader	Genre	Page number
Weeks	Theme			
Booked!				
1 and 2	Search for the story	Last port of call	Folklore	25
3 and 4	Pick a poem	My old shoe	Poetry	80
A world of drama				
5 and 6	What a drama!	What a big fuss! A good play	Short story Poetry	44 86
7 and 8	Dramatic moments	I went to the pictures	Poetry	101
Rubbish!				
9 and 10	Keep it clean!	The penny fiddle	Poetry	100
Forward thinking				
1 and 2	So what's the story?	The man who danced in his kitchen	Short story	66
3 and 4	Take a stand	Mrs Williams takes a stand	Short story	49
Step up				
5 and 6	Step by step	The mock turtle's song A newly-born calf	Poetry Poetry	81 88
7 and 8	Step forward	The wounded lion Mr Nobody	Folklore Step forward	36 98
Needs and wants				
1 and 2	What do you want?	Flint	Poetry	83
3 and 4	What do you need?	Drakestail Inside my Zulu hut Every dog has its day	Folklore Poetry Drama	19 84 105
Take note				
5 and 6	Rules rule!	Mole and the mask	Folklore	14
7 and 8	Face facts	The enemy crown	Short story	55
Show me the way				
9 and 10	Guide me	I think I could turn and live with animals The moon	Poetry Poetry	94 96
Keep it real				
1 and 2	What do we really know?	The efficacy of prayer	Poetry	92
3 and 4	Tell us about it	Hare and the Hound One small boy longs for summer	Folklore Poetry	31 90
Get it together				
5 and 6	Read between the lines	An uncomfortable bed Redette 1 Wolf 0	Short story Short story	61 71
7 and 8	Yes, you can!	I like to see a thing	Poetry	82

Review Copy

Friends

Follow the change in characterisation (Anth. p. 16)

1 a In the beginning of the story she says that she will marry the man her father arranges for her.
  b She is stolen by "the man with strange eyes" from the other clan and lives happily with him.
  c Her friend, Xoli
  d Learners' own opinions. Yes, she went to live with the man she loved. No, she disrespected her father's wishes.

Write to Xolani (Anth. p. 16)

1 Learners' own opinions. This might be a letter of apology, or a letter of explanation.
2 Learners' own opinions. She might feel betrayed because her friend arranged for her to be taken away. The incident allowed her to live with the man she loved, so perhaps it was not a bad thing.

The Prince who wanted to see the World

Identify the key features (Anth. p. 22)

1 a Learners notes on key features may vary. Their notes must be supported from evidence within the text. This will have to be completed on a separate piece of paper.

Key feature of folktales	The Prince who wanted to see the world
Story takes place in an unnamed place	The setting of the story is non-specific.
The story happened a long time ago	The story begins with the word "once".
There is an evil character	The prince's card-playing acquaintance; the king; and the queen.
There is a foolish character	The prince himself is quite foolish.
There is a wise character	The dove represents the wise character; also the woman who told the prince about the dove.
Characters use trickery to defeat the evil character	The dove changes them into various objects and people to disguise them from the king.
Many thing happen in threes	The prince had to stay in the inn for three years, there are three doves; the king has three tasks for the prince; the king cannot find them three times.
There is repetition	The king's tasks; the three journeys to capture the prince, etc.
There is a magical element	The dove, who is a princess, uses magic to help the prince; the queen, who is a witch, tries to use magic to capture the prince and princess.
Non-human characters like animals and trees can talk	The dove is able to speak.
A character usually learns a lesson	The prince is taught a lesson.
The plot is fast moving	The plot of the story is fast moving.

  b As per the table above
2 a Learners' own responses. These must be supported by the text.
  b Learners' own responses. These must be supported by the text.
3 a yes
  b good
4 a The king repeatedly asks if a young man and a girl have been seen; the queen repeatedly says, "I should have had them in my power".
  b It builds tension in the plot and increases the pace.

Amatola Night

Understand the message (Anth. p. 29)

1 a The chameleon; Nkulunkulu; Malibongwe
  b Anna, Malibongwe, the lizard
  c The chameleon is the closest character to a protagonist because the story revolves around him.
  d The story is set in the Amatola mountains in the Eastern Cape.
  e The climax of the story is when the lizard passes on the wrong message and delivers age and death to the world.
  f The resolution occurs when the chameleon eventually tells Anna that Nkulunkulu wants people to live for ever.
  2 It doesn't involve magic; things do not happen in threes; there is evil character; the story happens in a known place; the story happened recently; the plot is not fast paced, etc.
  3 a The story is set in the Amatola mountains.
  b The story is South African; the Amatola mountains are the home of one of the main characters' ancestors.
  4 a Nkulunkulu charged the chameleon with the task of passing on a message to humans; the chameleon did not do so.
  b The chameleon eventually delivers his message to a sleeping Anna.

Review Copy

5 Learners' own words.

Explore the pace (Anth. p. 29)

1 a There is a message. He is a message bearer. He cannot remember the message. The message must be carried to people. He does not know where the people are. He wonders how much further he has to go. He wonders how much longer he has to go. He wonders if he will recognise people.

b The brackets allow the author to include additional details. The dash allows the author to add a further thought to his sentence. The list of questions enables him to capture many questions in a short space.

Louis da Lion meets a sticky end

Compare versions (Anth. p. 36)

1 Traditional tale	Modern tale
little girl takes her gran food	Little girl tries to sell raffle tickets to a lion
little girl wears a red cape	She wears a red hoodie
a wolf pretends to be the gran	A lion pretends to be sick
she is saved by a woodcutter	She is eaten by the lion, who is in turn eaten by her grandmother

2 Learners' own opinions. She is cynical: ""I've seen them before"; "but what good would that do"

3 a It is a simile comparing PC Mouse to a puppy on Guy Fawkes night. It is effective because puppies are very scared on Guy Fawkes night because of all the noise.

b It is a simile comparing D.I. Fox to the coolness of a deep-fried jalapeno. It's effective because deep-fried jalapenos are not cool at all and nor is D.I. Fox.

c It is comparing Py Thon to a cobra about to strike. It is effective because she is a snake.

d It is comparing the death of Redd to a candle used during a power failure and then snuffed out when the lights come back on. It is effective because her death was also quick.

4 a Literally, the words mean that she has eaten people like him for breakfast; figuratively, it means that she has given people like him a tough time and not put up with their behaviour.

b It means that a close conversation is going to turn into the python squeezing the life out the lion.

5 The words "hobbles" and "quavers" make the lion seem sick, which he is pretending to be.

6 Learners' own reports. Remind them of the main features of a newspaper report: headline, byline, photo caption, pull quote, etc.

7 Learners' own responses. The dialogue must try to copy the style established in the story.

On Offering a Lift

Evaluate the folktale

1 a Learners' own sentences. The birds voted for a new king each year. They held a competition to see who could fly closest to the sun. Some birds could not compete. The grass bird hitched a ride on the eagle's back and got closest to the sun. The other birds would not allow her to be king.

b The climax of the story is when the grass bird jumps off the eagle's back and flies closest to the sun.

c The grass bird is not allowed to become king. The grass bird has to live in fear and hide away among the grass. Grass bird believes that one day the eagle will give her a lift of his own free will.

d Learners' own opinions. Yes, it is a matter of using trickery to defeat evil.

e It's not always the strongest that should rule, but it's not always the wisest who do.

How Six Men Travelled Through the Wide World

Plot the plot (Anth. p. 45)

1 a It must be quite long because the man travelled through the world finding his friends.

b Learners' will have to do this on a separate piece of paper. Make sure that they include the meeting with each of the gifted men and the way in which each of the men use their talent to defeat the king.

2 a Learners' own answers. Greedy, selfish, unjust, cruel, etc.

b Learners' own answers. Noble, kind, hospitable, etc.

c Learners' own sentences. He is not a good king because he is cruel and not kind.

3 a The man who "understood all sorts of arts"

Review Copy

b Learners' should draw the table on a separate piece of paper. Make sure that they include each of the man's travelling companions.
c Learners should include each of their special gifts.
d Learners' own answers. How did each gifted man help their friend?

Write a review (Anth. p. 45)

1 a Learners' own reviews. Remind them to include all the main events: how the man collected his group of friends, how they met the king, how the defeated the king with their special skills, how they got away with all the wealth of the kingdom.
b Learners' own opinions.

Star of Africa

Find the folklore

1 a The various creation myths; Cinderella
b Learners' own opinions. This can be the names of people or the names of the moon, sun and stars.
2 Learners' own opinions
a Learners' own explanation. It should include a time long ago where all the matter in the earth was in one place and was driven apart by a powerful source of energy.
b Learners should be encouraged to research the Big Bang.

Analyse the key features (Anth. p. 50)

1 Learners' own answers. They must include all the main characters (there is more than one), Katie's situation, the Tankwa Karoo in Sutherland, what they think the climax is, and the hiring of Katie, which resolves the plot.
2 Learners own opinions. The moral might be that many different stories often tell the same story, or that if you work hard you will be rewarded.

The Open Road

Analyse the story (Anth. p. 56)

1 Learners' own responses. Make sure that they include a description of the introduction, follow the events of the story in sequence, and list what they think is the most exciting part of the story. They should mention the setting of the story and how it eventually ends.

Stan Bolovan

Recognise the unusual (Anth. p. 66)

1 The folktale is set in a normal countryside with sheep and cows.
2 yes
3 yes
4 a Learners' own opinions. Dragons are fierce, fire-breathing creatures that terrorise people.
b yes
c The dragon was shy and afraid.
5 Learners' own opinions. Yes, Stan helped the shepherd and saved the sheep.
6 Learners' own answers. He played on the dragon's own fears to make him believe that he was much more powerful than he really was.

Schippeitaro

Visualise a new ending (Anth. p 70)

1 a Learners own opinions. No, because the story is so short and lacks a lot of details.
b Learners' own list. They could mention that the story needs more characters, that the events with the cats at midnight should be repeated a few times, that there should be others who had tried and failed to fight the Spirit of the Mountain, that the Japanese boy should get some reward for his bravery and cunning, etc.

Review Copy

First Date

Evaluate the story (Anth. p. 79)

Learners' opinions may vary, but they must keep in mind the features of a short story.

Mightier than the sword

Identify the key features (Anth. p. 92)

1 Learners notes on key features may vary. Their notes must be supported by evidence from the text. This will have to be done on a separate piece of paper.

Key feature of horror	Mightier than the sword
Story takes place in an unnamed place	The city in which Mim lives is not named.
The protagonist has to deal with dark forces	Mr Apollyon, her father's boss
The main characters are	Mim is a young girl in high school.

people we can understand and identify with	
The main character is often isolated	She lives in a small house with her father and seems not to have any friends.
The story deals with the dark side of humanity	The greed of her father's boss; the recession; her father's disease.
There are improbable events	Mim steals a pen that once belonged to Sol Plaatje;
The mood is dark, foreboding and menacing	She lives in a "tiny dark house" with her father.
The tone creates a sense of dread and unease	The mood is heavy because of the discussion of her father's disease, their financial situation and his controlling boss, Mr Apollyon.
The third person narrator is used	The story is told by an unseen narrator.

Secret Enemy

Develop Empathy (Anth. p. 100)

1 a Learners' own opinion. Most learners would empathise with Nothando's situation.
  b Learners' own opinions. You have to be careful of the people you trust, even if they seem to be your friends.
  c Learners' own opinions. Probably not, Lerato did what she did because Nothando moved out of Alexandria and into a house in Sandton, which was not her decision.
  d Learners' own opinions. No, people are not different, but they are treated differently regardless.

The fear

Evaluate the style and genre (Anth. p. 107)

Learners' opinions may vary, but they must keep in mind the features of a short story.

Ryokin Master

Focus on genre (Anth. p. 113)

1 a The story is set in Willwood Forest, which doesn't really exist.
  b The story revolves around animals called Ryokin, which do not exist. Arkod is able to do magic.
  c There is an apparent struggle between good versus evil in Timin's fight with the Ryokin and his attempt to free the Ryokin from Talarkodis Bloodvine.
  d Timin Frostfox; Talarkodis Bloodvine; Willwood Forest.
2 Yes. The nickname Arkod, which is short for Talarkodis Bloovine; the luck that they have in not being spotted by guards.
3 Learners' own opinions. Encourage them to think of the images that the author creates with words.

The Battle

Take a closer look (Anth. p. 118)

1 a The Hitman is confident that he can beat the narrator even if he doesn't carefully order his cards.
  b The narrator is nervous about the game he is about to play.
  c He swallows drily and clutches his deck tightly.
  d Yes. He is implying that even though the narrator is good, he will still beat him.

Sharp! Sharp!

Explore the characters (Anth. p. 124)

1 Learners' own opinions. They should take note of what they are both wearing, the way they speak, the background given about each character, and the things that they do in the story.

Review Copy

Write a thank you note (Anth. p. 124)

1 Learners' own opinions. Grateful, excited, busy, frustrated, etc.
2 Learners' own opinions. Excited, nervous, grateful, humble, etc.
3 Learners should use the adjectives they come up with in their letter.

The Eyes Have It

Explore the ambiguity (Anth. p. 133)

1 a He thought that the man's eyes were detached from his body and floating around the room.
  b He thought that the floating eyes moved through the air from one person to the next.
  c He thought that the floating eyeballs attached themselves to Julia.
  d He thought that the man detached his arm from his body.

e He thought that the people split into two pieces – top half and bottom half.
f He thought that Bibney had lost his head and was walking around headless.
g He thought that Bob had no intestines.
h He thought that Julia had pulled out her heart and given it to the young man.
i He thought that the woman pulled off her hand and gave it to him, and that the man pulled off his arm and gave it to the woman.
j He thought that her eyes came out of her skull and floated after the man as he walked across the meadow.

The Pearl Earrings

Evaluate the story (Anth. p. 144)

Learners should fill in the story title, author, main character and setting as per the story. Learners' own summaries may vary.

The Eagle

Compare poems (Anth. p. 148)

1 a "clasps the crag" shows how tightly the eagle is holding onto the cliff; "lonely lands" emphasises the emptiness of the countryside
b "clasps the crag with crooked hands" compares the eagles claws to the hands of a person, which suggests that he has more than animal intelligence; "The wrinkled sea beneath him crawls" compares the sea to a crawling baby, which suggests its sluggish movement, or the ebb and flow of the tides.
c "like a thunderbolt he falls" compares the eagle's drop from the mountain to a thunderbolt (lightning) falling from the sky, which suggests its great speed.
d hands, lands, stands; crawls, walls, falls
2 Learners' own opinions. Yes, because the eagle is depicted as being the dominant creature in his environment, looking out over the world from his mountain.
3 The verbs are describing the eagle's flight through the sky.
4 Learners' own answers. They should point out differences in structure, rhyme scheme, figures of speech, etc. They might point out the similar way in which the eagle is depicted as a graceful, majestic and powerful bird in both poems.

When I go home

Read for meaning (Anth. p. 151)

1 a "When". This tells you that the speaker in the poem wants to go home, but hasn't actually made the plan a reality.
b The speaker says, "I'm going to find", which suggests that he is anticipating the experiences he will have when he goes home.
c "I will come", "I'll sit on the koppie", "I'll hear the insects", "I'll walk slowly", "I'll climb through", "I'll sit in the sun", "I'll climb back"
d The repetition of language makes it seem as if the speaker is trying to convince himself that he will go home, but realises that he will not.
e "I'll", which is a contraction of "I will". The verb indicates that a person intends to do something. The repetition reinforces the notion that the speaker is determined to go home.
2 a Learners' own choices. "a stretch of road", "the windmill and its reservoir", "a thin line of purple koppies", etc.
b Learners' own choices. "the insects", "a hot exhausted stone finally splitting", etc.
c Learners' own choices. "the sticky black asphalt", "puffs of dust", "barbwire fence", etc.
3 a Karroo, koppie, windmill, reservoir, huge pale blue sky, purple koppies, insects, barbwire fences
b "huge pale blue sky", "a hot exhausted stone", "sticky black asphalt", "puffs of dust", "sit in the sun to dry" – these images create an image of heat in the reader's mind. The speaker remembers South Africa as a very hot country, and these are the things that he longs for.
c Learners' own opinions. As with the images mentioned above, they might discuss the dryness of a South African summer, the openness of the countryside, etc. It is this open dryness that the speaker longs for.
4 The speaker is dreaming about returning to South Africa and doing all the things that he has always wanted to do. In the last stanza, he admits that he never did those things while he was in South Africa, which is a sign that he realises he will never return and will never get to do those things.

Review Copy

Stopping By Woods on a Snowy Evening

Appreciate the poem's beauty (Anth. p. 153)

1 a four
  b four
  c The rhyme scheme is a, a, b, a except for the last stanza, which is a, a, a, a.
  d know, though, snow; queer, near, year; shake, mistake, flake; deep, keep, sleep, sleep
  e The rhyming sounds are soft in the first three stanzas and a bit harder in the final stanza. The soft rhymes are reminiscent of the soft snow on the ground, the hard rhymes are perhaps indicative of the sound of the horse's hooves.
  f The rhythm of the poem mimics the sound and rhythm of the walking horse.

2 a A man on horseback stopping in a forest covered in snow.
  b Learners' own answers. Stanza 1: The man thinks he knows who the woods belong to, even though his house is in the village. The man will not be able to see him as he rests in the forest. Stanza 2: The man's horse must think it strange to be stopping in the middle of nowhere on a cold and dark night. Stanza 3: The only sounds that can be heard are the horse's harness bells, the wind and the snow. Stanza 4: The man is enjoying the woods, but needs to carry on with his journey.

3 It is cold and windy and it is snowing.

4 The speaker is in a forest covered with snow, far away from the nearest farmhouse or village.

5 a The speaker wants to stop and rest in the forest.
  b His horse wants to keep on moving.
  c Learners' own opinions. He wants to stop because he knows the man that the forest belongs to and wants to rest on his long journey; the horse wants to keep on moving because the weather is bad.

6 Learners' own opinions. The poem operate son several levels, so any of the interpretations can be correct. It is important that they quote from the poem to support their answers.

Stealing

Explore the monologue (Anth. p. 154)

1 a It engages the reader in what the speaker is going to say. It's as if you have asked him the question yourself.
  b That he is a thief.

3 a It sets the scene for the action of the poem.
  b It is dark, nobody is about and it is a time associated with wrongdoing.

4 a The speaker liked the look of the snowman; he thought they had equally cold (calculating, devious, harsh) minds; he knew that stealing the snowman would make the children cry in the morning.
  b friend, partner

5 a He is a cold and calculating person with a harsh and perhaps negative view of the world.
  b The image makes the identification of the speaker with the snowman clear; the "slice of ice" alludes to the violence of the speaker's crimes; it suggests that the speaker is a little bit disturbed and doesn't fit into society.

6 a He thinks that if you don't do what you want you are better off dead. He gets a thrill from stealing, which makes him feel alive.
  b He feels close the snowman in the same way that a normal person would feel close to someone that they hug.
  c It explains how the speaker feels while stealing things. The "guts" refer to his raw emotions, his true self.

7 a He has had a difficult life.
  b Learners' own answers. Defensive, rebellious, hardy, lonely, discarded, unloved, etc.
  8 "Part if the thrill was knowing that children would cry in the morning."
  9 Contentment, happiness, fulfilment, etc.

10 a He kicks the snowman to pieces because he doesn't look as good as he did in his own yard.
  b "ripped" is a violent action, which signals that the speaker was angry; "rags" mimics the destruction of the snowman
  c "daft", "boredom", "sick"

11 a Learners' own opinions. The opening line invites the reader to identify with the speaker; the final line pushes the reader away and suggest that he has no connection with anybody.

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12 Learners' own answers. The speaker is a lonely person who feels no connection to the world that he lives in. Stealing things is the only way for him to feel like he is a part of something. He has not had an easy life.

Throwing a tree

Decipher the message (Anth. p. 157)

1 a They are killing the tree in the same way that an executioner might kill a person. They chop down the tree in the same way that an executioner might chop off a person's head.
   b The death-mark refers to the paint mark put on trees that are to be cut down. This is similar to a criminal who has been marked for death by a judge.
   c The "broad deep gash" the men make in the tree is similar to the gash made in a person's neck when an executioner cuts off their head.

2 a Like hunters stalking their prey, the men are intent on going out to kill the tree.
   b This makes the axes seem powerful and deadly. It also brings to mind the heads that are cut off by an executioner.
   c Like a carnivore has sharp teeth to kill its prey, the saw has teeth to destroy the tree.

3 a When you are proud, you stand up straight; the tree is standing up straight.
   b A gash would normally refer to an injury in a person; an open wound.
   c The taller and bigger a tree is, the older it is. It is very sad to see an old tree being cut down.
   d The tree is being compared to the mast of a ship, which moves on the seas. As the tree is cut down it sways like a ship's mast on a rough sea.

4 Yes. Despite all the chopping and sawing "the tree only quivers".

5 Learners' own responses.
   a Two hundred years
   b Two hours
   c no

Leather Jackets, Bikes and birds

Identify the message (Anth. p. 159)

1 a Members of a motorcycle gang
   b It is an abbreviation of motorbikes.
   c Motorcyclists are called "leather-jackets"; motorbikes are called "bikes"; and the girls in the gang are called "birds". The language is an indication of the type of people being discussed – they are tough and manly.

2 a Learners' own opinions. It seems to be about a group of young people pretending to be a tough motorcycle gang.
   b A coffee shop
   c Motorcycle gangs are associated with bars and drinking; they are too young to drink and have to meet at a coffee shop.
   d They are trying to emulate a motorcycle gang.
   e It shows that they are not really a motorcycle gang; they are trying to be like one.
   f "They stand smoking, swearing, playing with the girls; making a teenage row. They pretend not to notice the drizzle falling out of the dark, because you've got to be hard to be a leather jacket."
   g They hope that people will see them kissing.

3 Learners' own answers. The group is acting in a certain way to be noticed; they want people to think that they are tough like a motorcycle gang. In the same way, most teenagers want to be noticed.

4 yes

5 Learners' own opinions. Yes, the poet is trying to show that they are not as tough as they make themselves out to be.

Poem for my Mother

Empathise with both parties (Anth. p. 161)

1 a It sets up the conflict within the poem, while identifying the speaker as a young person.
   b She is still able to remember the exact words her mother said.
   c The mother thinks that her daughter writing poetry is a waste of time.
   d "a poem isn't all there is to life, you said"

2 The whole poem is lower case; it makes the speaker/poet seem younger, less significant and mimics the way that her mother makes her feel about her poetry.

3 a It refers to her shoulders "hunched" over the basin washing clothes.
   b It refers to the difficulty of her job and the difficulty of her life in general.

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c It reflects the mother's daily task of "grabbing" clothes and washing them, pulling them out of the water.
d It conveys the idea that the mother has washed many clothes.
e It refers to the action of cleaning the clothes and the physical effort that it takes.

4 a metaphor; it mimics the wrinkled appearance of the mother's water-soaked and soap-ruined hands
b simile; it shows how little impact the speaker's words had on her mother
c simile; it compares the balled up paper with blue ink to the blue soap her mother uses
d metaphor; the blue rings around her mother's eyes reveal how tired she is

5 The lines get shorter and shorter as the poetry is squeezed smaller and smaller in her mother's hands.

Rain in Summer

Analyse the poetic devices (Anth. p. 162)

Adjectives: "broad and fiery", "narrow", "overflowing", "swift and wide", "welcome" describe the scene and the action of the rain falling and its impact on the streets
Sound devices: Rhyme – rain, lane; heat, street; roofs, hoofs; out, spout; pours, roars; wide, tide; pane, rain tie together the focus of each stanza.
Assonance – "gushes and struggles" emphasises the sound of the water flowing.
Metaphor: "throat of the overflowing spout" compares the spout to a throat spewing up water.
Simile: "like the tramp of hoofs", "like a river" indicates the sound of the rain on the roofs and the quantity of water rushing down the streets.

Drummer Hodge

Gather the mood (Anth. p. 163)

1 a It deals with the death of a drummer, a soldier, during one of the South African wars. It deserves a solemn mood.
b His death is not commemorated and he is not mourned in any way.

2 Karoo, kopje, veldt, Southern

3 a young ; "Young Hodge the drummer"
b He died young and unnoticed in a country far from his own.
c He didn't belong in South Africa but his body will become part of South African soil and nourish the plants that grow in it.

The Projectionist's Nightmare

Understand the poem (Anth. p. 164)

1 a A projectionist operates the machinery that projects films onto a white screen at a cinema.
b The colon indicates that a description of the nightmare will follow.
c A bird flying into the screen and dying is horrible because it could ruin the scene; it breaks the suspension of disbelief in the audience; the audience is forced to see real blood and intestines.

2 a Trying to seek distraction from reality through entertainment or fantasy.
b People go to movies to be entertained, to forget about the troubles in their own lives, to identify with the characters on screen. It is to see an idealised form of reality.
c "This is not what we came to see"
d The repetition emphasises the fact that the movie they are watching is not real.
e Learners' own answers. The dead pigeon pulled them back from the escapist reality of the movie. They wanted to watch a love story, not a bird dying.

How do I love thee? Let me count the ways . . .

Focus on style (Anth. p. 165)

1 a fourteen
b How much the speaker loves her man.
c She loves him enough to give him everything he needs; she loves him in the daytime and the night; she loves him as freely as men who fight for justice; her love is as pure as religious devotion.
d She love shim as much now as she was sad to not be with him before; her love for him is like a child's trust – it is complete; her love for him is as strong as her previous religious beliefs
e She loves him with all her happiness, sadness and her whole life. She loves him so much that she wants to go on loving him after they die.

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At a snail's pace, please (Anth. p. 167)

Learners' opinions may vary, but they must keep in mind the features of a poem, focusing especially on the message, theme, structure and figures of speech.

The secret

Discover the secret of poetry (Anth. p. 169)

1 a Learners' own backgrounds
  b Learners' own experiences
  c Learners' own knowledge
2 Learners' own sentences. You can find beauty and meaning in a poem even if it was not intentional on the part of the poet. Just because a poet writes something meaningful doesn't mean that he understands what he has written; his own words may not have the same significance for him.
3 a "sudden"
  b No. Meaning is often put onto a poem by the reader because of his/her own experiences, knowledge, etc.
  c A friend of theirs told him.
  d No. Learners' own responses. "I love them for finding what I can't find".
  e They will forget the secret and rediscover it; they will find similar secrets in other poems or other things.
  4 a Learners' own opinions. The responses must be supported by evidence from the poem.

If . . .

Engage with the poem (Anth. p. 171)

1 a Learners' own answers.
  b Learners' own answers.
  c Learners' own answers.
2 Learners to copy down all the advice and rules from the poem.

Snake

Plot the story poem (Anth. p. 175)

1 Learners' answers may vary, but they must keep in mind the features of a poem and the progression of the story within this poem.

Eden

Prepare to read the drama (Anth. p. 179)

1 a A fanatical follower of a religion or political system
  b A fellow socialist or communist; a colleague; a fellow member of an organisation
  c A person who takes advantage of opportunities when they are there
2 Learners' own ideas.
  a control, dominance, power, brutality
  b heroic, righteous, strong, positive, upright
  c beautiful, loving, kind, caring
  d arrogant, forceful, controlling
  e passionate, focused, unwavering
  f clever, greedy, risky
3 a He has been wearing his clothing for a long time. It is prison clothing, so it is not new.
  b He wears gloves so that he doesn't damage the apples.
  c Adam ate the fruit (an apple) that Eve gave to him in the Garden of Eden.

Trace the changes (Anth. p. 221)

1 Learners answers may vary. It is important that the learners support their observations of the changes in the Hero's character with support from the text. It will be especially important to see how he has changed in terms of his two interactions with the woman. The notes in the margins should be good pointers to many facets of the Hero's character.
2 a Learners' own opinions. Eden refers to the garden where Adam and Eve, the first people according to the Bible, lived. They were allowed to eat all the fruit in the garden except for the fruit of the tree of knowledge.
  b Eve persuaded Adam to eat the fruit of the tree of knowledge and they were banished from Eden.
  c Learners' own opinions. Like the fruit (apples) in the Garden of Eden, the characters in the play are not allowed to eat the apples. There is some speculation about what will happen if they eat the apples.
  d Eating the apples cause the prisoners to get beaten; eating the apple cause Adam and Eve to be expelled from Eden. The apples are a symbol of control in both the play and the concept of Eden.

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