OXFORD

Successful

English

TEACHER'S GUIDE

GRADE 9

WITH EXAM INFO AND PRACTICE

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N. Singh
with T. Buthelezi

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SECTION 1 Series approach

Oxford Successful English Grades 7–9: the series

An overview

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

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

Key features of the series

- Meets all requirements of CAPS teaching plans and provides additional material for support and extension.
- The Learner's Book provides a diverse range of texts at the correct level.
- Language structures are introduced in listening and reading texts and then taught explicitly.
- Language and vocabulary prepare learners for using English as the Language of Learning and Teaching (LoLT).
- Support and extension (challenge) activities for learners throughout the course.
- The use of colour in the Learner's Book and helps the development of visual literacy and adds interest for learners.
- The Literature Anthology provides additional support for the understanding and appreciation of key literature genres.
- Structured and comprehensive Teacher's Guide with detailed teaching notes and guidelines on assessment.
- Helpful notes on teaching methodology in the Teacher's Guide.
- Photocopiable planning and assessment tools in the Teacher's Guide assist teachers with planning and save time.

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The National Curriculum and Assessment Policy Statement (CAPS)

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

- the National Curriculum Statement Grades R–12 (January 2012)
- the National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012)
- the National Protocol for Assessment Grades R–12
- the National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12.

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

Curriculum from January 2012 onwards	Curriculum prior to January 2012
National Curriculum Statement Grades R–12 (January 2012)	*Revised National Curriculum Statement* Grades R–9 (2002) Government Gazette no. 23406 of 31 May 2002 and the *National Curriculum Statement* Grades 10–12 (2004) *Government Gazette* nos. 25545 of 6 October 2003 and 27594 of 17 May 2005
National Curriculum and Assessment Policy Statements for Grades R–12 (January 2012)1`	*Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R–12* *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF) published in Government Gazette no. 27819 of 20 July 2005* *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, no. 29466 of 11 December 2006* *The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R–9 and Grades 10–12*
National Protocol for Assessment Grades R–12 National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R–12	*An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment* Grades R–12*, published in Government Gazette,* no. 29467 of 11 December 2006
Guidelines for Inclusive Teaching and Learning (2010)	*Guidelines for Inclusive Teaching and Learning* (2010)
Key differences between the previous curriculum and the National Curriculum and Assessment Policy Statement (CAPS) in the Senior Phase	
National Curriculum and Assessment Policy Statement (CAPS)	**Previous curriculum**
Critical Outcomes with Developmental Outcomes infused in the content	Critical and Developmental Outcomes
Content areas with general and specific aims (referring to content knowledge and assessment tools)	Learning Outcomes and Assessment Standards
Subjects: • Home Language • First Additional Language • Mathematics • Natural Sciences and Technology • Social Sciences • Life Skills (Creative Arts, Physical Education and Personal and Social Well-being)	Learning Areas: • 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

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Languages in CAPS at Senior Phase

Principles of the CAPS

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

- access to education that is equal and that redresses past imbalances
- promotion of teaching methodology that is active and effective to replace outdated styles of rote teaching
- a high standard of academic attainment, with clear progression from grade to grade
- education that is internationally competitive in terms of its content and quality
- education that embraces diversity and caters effectively for a range of learners
- education that is characterised by values of South Africa's unique history and respect for its constitutional values.

The values in the South African Constitution form the basis of the country's educational policy and its CAPS. As such, *Oxford Successful English* has been developed to support the core constitutional values of human rights, inclusivity, and environmental and social justice, and to promote an understanding of human dignity, equality and freedom.

The CAPS and *Oxford Successful English*

The *Oxford Successful English* series fully supports the aims and principles of the CAPS in the following ways:

- by providing a series that will ensure all learners progress through the content as required by the CAPS
- by providing a series written in accessible language and also addressing the needs of learners who might study through the medium of English, which is their first additional language
- by helping learners to meet and exceed the required standards
- by providing structured teaching plans for one week that ensure teachers are organised and use teaching time optimally
- by building in opportunities, at the right time, for learners to work at a more challenging pace
- by providing support for learners who need additional practice
- by raising the expectations in terms of the number and complexity of tasks to be completed, as the year progresses
- by setting assessment tasks at the appropriate level that are aligned to the CAPS requirements
- by building in regular assessment opportunities that allow the teacher to monitor the progress of learners
- by encouraging learners to read, interpret and follow instructions
- by providing guidance to the teacher regarding suitable support and intervention, as well as extension activities.

Time allocations for Senior Phase subjects

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

Subject	Teaching hours
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27.5

Time allocations for First Additional Language in the Senior Phase

The table below outlines the suggested teaching time that should be spent per two-week cycle on the different skills for teaching First Additional Languages in the Senior Phase.

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

* Language structures and conventions and their usage are integrated within the time allocations of the four language skills, but there is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and speaking, for Reading and viewing, and for Writing and presenting.

Themes and topics in Grades 7–9

The themes and content has been carefully selected to support principles like human rights and the protection

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

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

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

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

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

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How *Oxford Successful English* Grade 9 is organised

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

Oxford Successful English meets all the requirements of the suggested CAPS teaching plans, but it also provides additional support for learners who need more help, as well as challenges and extension for learners who are progressing at a faster pace.

What *Oxford Successful English* provides

The components

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

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

What else will learners need?

Learners need the following resources:

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

What will the teacher need?

The teacher needs the following resources:

- the CAPS document for English First Additional Language (Senior Phase) on a data CD
- National Language in Education Policy document
- the prescribed language textbook used by the learners as well as additional textbooks as additional resources
- a core reader with the recommended literature text types
- dictionaries and other reference books
- the Teacher's Guide and a teacher's resource file.

How *Oxford Successful English* is organised

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

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

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

Planning

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

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

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

In Section 4 of this Teacher's Guide, detailed teaching plans are provided for each unit. Each unit starts with an overview of the suggested teachings plans for the two-week cycle. A weekly plan for each teaching week of the year with suggestions about how much time to spend on each activity as per the CAPS requirements is then provided. However, there is also some flexibility, as not all classes will work at exactly the same pace. Your timetable may allow for a double period every week and this would be ideal for teaching reading or for longer writing activities. You can also break up activities into several shorter lessons. For example, additional activities (also in the Reading Book) are provided for learners who complete their work early. Also provided is a list of key vocabulary at the beginning of each weekly plan for easy reference.

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

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

On the next page is an example of an overview from Grade 7 which shows the CAPS coverage for a two-week cycle.

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Unit 1 Our stories

Unit overview		
Term 1	**Week 1**	**Week 2**
Resources	Learner's Book pp. 7–15 Literature Anthology	Learner's Book pp. 16–17 Literature Anthology
Additional resources (optional)	Magazines, newspapers and books	Magazines, newspapers and books
Listening and speaking	**Activity 1** • Introductions: Self or others: Teach features and conventions of introduction, language use **Activity 3** • Listen to a short story: Identify main and supporting ideas from a short story, take notes, share ideas and experiences and show understanding of concepts	**Activity 9** • Storytelling: Teach conventions of storytelling: Speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gesture; tell story from own experience
Reading and viewing	**Activity 5** • Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index • Reading comprehension and reading strategies: Skimming and scanning, intensive reading, visualisation, inferring meaning and conclusions, fact and opinion, meaning of words	**Activity 7** • Literary text: short stories/folklore: Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme • Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluation) • Pre-reading strategies: Recognise features of text such as titles, headings, illustrations, recognise parts of book such as cover, title page, index, chapters, glossary, index
Writing and presenting		**Activity 8** • Write a narrative/descriptive paragraph: Paragraph conventions: Topic sentence of paragraph, main and supporting ideas, use conjunctions for cohesion, explain requirements of text such as telling a story, use appropriate words and style, write in the past tense • Focus on process writing: Planning, drafting, revision, editing, proofreading and presenting • Writes a story based on a personal experience • Remedial grammar from learners' writing
Language structures and conventions	**Activity 2** • Spelling and punctuation: Full stop, comma, colon, semicolon, capital and small letters; Dictionary use and spelling rules **Activity 5** • Vocabulary in context	**Activity 6** • Sentence level: Simple sentences, statements, simple present tense, simple past tense **Activity 7** • Vocabulary in context **Activity 8** • Reinforcement of grammar covered in previous phase • Spelling and punctuation: Full stop, comma, colon, semicolon, capital and small letters, dictionary use and spelling rules • Remedial grammar from learners' writing
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Science, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching EFAL with *Oxford Successful English* in the Senior Phase

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

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

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

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

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

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

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

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Literature Anthology Genre Table

Weeks	Text type	Title	Literature anthology page reference
Term 2: Weeks 1–2 Term 2: Weeks 3–4 Term 2: Weeks 5–6 Term 3: Weeks 5–6	Folklore	A mother-in-law becomes a thief	10
		A spadeful of Earth	15
		Legends about Madzikane of the amaBhaca	22
		A lesson about Elephant and Hyena	27
		Heroic Ilya Muromets	33
		The myth of Lake Galve	40
		The girl who disregarded the custom of i-ntonjane	47
		The legend of Sundiata's boyhood	54
Term 1: Weeks 3–4 Term 1: Weeks 5–6 Term 1: Weeks 7–8 Term 1: Weeks 9–10 Term 2: Weeks 1–2 Term 2: Weeks 3–4 Term 2: Weeks 5–6 Term 3: Weeks 1–2 Term 3: Weeks 3–4 Term 3: Weeks 5–6 Term 3: Weeks 9–10 Term 4: Weeks 1–2 Term 4: Weeks 3–4 Term 4: Weeks 5–6	Poetry	I have come to look for a Job	64
		Hints on pronunciation	67
		African sky blue	70
		I asked the little boy who cannot see	73
		Homeland haiku	76
		Communication evolution	79
		Sonnet to a Sk8r girl	82
		Shall I compare thee to a summer's day? [Sonnet 18]	85
		Inside my Zulu hut	88
		The sound of the stars	91
		The best restaurant	94
		Don't	97
Term 1: Weeks 1–2 Term 1: Weeks 3–4 Term 1: Weeks 7–8 Term 2: Weeks 1–2 Term 2: Weeks 5–6 Term 3: Weeks 3–4 Term 3: Weeks 7–8 Term 4: Weeks 1–2 Term 4: Weeks 3–4 Term 4: Weeks 5–6	Short story	The foreign teacher	104
		A pound of flesh	109
		Forget about Jackson	114
		Next term we'll mash you	120
		Obed, secret agent	127
		We gotta number there	134
		Lady in the dark	141
Term 1: Weeks 1–2 Term 1: Weeks 7–8 Term 2: Weeks 1–2 Term 2: Weeks 3–4 Term 3: Weeks 9–10	Drama	SHOOZZZ	152

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Using the Literature Anthology (Core Reader)

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

- Folklore
- Poetry
- Drama
- Short stories

How to teach each genre

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

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

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

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

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

Poetry

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

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

Drama

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

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

Short stories and folklore

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

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

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

Reading comprehension

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

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

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Reading aloud

Learners will be assessed on their abilities for reading aloud both prepared and unprepared texts. They will learn to read different types of texts too – stories that need to be read with lots of expression, and information texts that need to be read more slowly and very clearly. Learners need to learn about tone of voice, pacing and projecting their voices. Fluent readers scan several words at a time while they read so that they know what is coming. This enables them to change their tone of voice according to the meaning of what they read. This important skill is learnt through practice.

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

Visual literacy

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

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

Vocabulary in context

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

Dictionary skills

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

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

Teaching writing and presenting content and skills in Grade 9

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

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

Writing as a process

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

Plan ⇒Draft ⇒Edit ⇒Revise ⇒Present.

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

Shared writing

We would also encourage you to do shared writing activities when you have time. Shared writing is best done with small groups of learners. For example, you can write a story together. Let the learners give you ideas. Discuss the ideas and then write the story up on the board or a sheet of paper once you have agreed on the content. Write the story as you agree on each part of it. You can also write poems with the learners like this: Write a line and then ask the learners to think of the next line which has the same number of syllables and a rhyming word at the end of it.

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

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

You can also write information texts together in this way. First, ask the learners for ideas about information that they think should be included. Then, organise this information on the board. Use simple mind maps or

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lists. Afterwards, ask learners to suggest a heading for each section of the information. Then, write the text. Learners suggest text to write under each heading.

Features of texts

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

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

Spelling and punctuation

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

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

Teaching language structures and conventions in Grade 9

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

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

So in *Oxford Successful English* the structures are introduced through texts that the learners read and listen to. These texts provide the context for learning about language in a communicative way. Learners then practise using these structures in the oral and written activities that follow.

Extension (Challenge) and support activities

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

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

Multimedia

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

Classroom management

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

Managing large classes

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

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

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

Creating an inclusive class environment

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

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

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Multilingual classrooms

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

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

Remedial work

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

Remedial oral work

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

Remedial reading

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

Remedial writing

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

Creating an inclusive environment

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

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

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

Practical guidelines for inclusive teaching

Below are some suggestions for creating an inclusive teaching environment:

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

Learners with physical disabilities

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

- Learners in wheelchairs or with walking aids should be placed close to the door of the classroom.
- Visually impaired learners can be placed at the front of the classroom to be able to focus on the teacher and on the board when necessary. All material can be provided to the learner in a larger font to enable them to be able to see the words clearly. Fonts used in the classroom should be simple, clear fonts to promote readability. Visual images can help to facilitate understanding.

Intellectually challenged learners

Intellectually challenged learners can be assisted in the following manner:

- Intellectually challenged learners require close personal attention.
- Teachers should be prepared to spend extra time helping intellectually challenged learners where it is needed.
- Intellectually challenged learners should be allowed extra time in order to complete activities and assessment.

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SECTION 2 Planning tools

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

Term 1					
	Weeks 1–2 (Unit 1)	**Weeks 3–4 (Unit 2)**	**Weeks 5–6 (Unit 3)**	**Weeks 7–8 (Unit 4)**	**Weeks 9–10 (Unit 5)**
Listening and speaking	Activity 1: Listen to and discuss radio advertisements (LB p. 8)	Activity 1: Listen to someone tell you about themselves (LB p. 24) Activity 8: Prepare to read aloud (LB p. 32)	Activity 1: Read a poem (LB p. 42) Activity 5: Listen to a conversation about a contract (LB p. 47) Activity 9: Role play a verbal transaction and a disagreement (LB p. 53) Activity 10: Challenge: Understand legal language (LB p. 54)	Activity 4: Give an unprepared speech (LB p. 65) Activity 8: Listen to a dialogue (LB p. 71)	Activity 1: Listen to a sports report (LB p. 78) Activity 2: Conducts a survey and present your report (LB p. 80)
Reading and viewing	Activity 3: Read and analyse an advertisement (LB p. 10) Activity 4: Challenge: Analyse advertisements (LB p. 12) Activity 8: Read a short story about an important choice (LB p. 17)	Activity 2: Read a poem (LB p. 26) Activity 5: Read a cartoon (LB p. 30) Activity 9: Read more of Phyllis Ntantala's story (LB p. 34)	Activity 7: Read from a contract (LB p. 50)	Activity 1: Compare and analyse two poems (LB p. 60) Activity 7: Read a short story (LB p. 68)	Activity 4: Read a newspaper report (LB p. 82) Activity 9: Identify figures of speech and rhyme and rhythm in poetry (LB p. 89) Activity 10: Challenge: Vocabulary in context (LB p. 91)
Writing and presenting	Activity 7: Design and write your own advertisement (LB p. 15)	Activity 11: Write an informal letter of appreciation (LB p. 37)	Activity 13: Write a report about a disagreement (LB p. 56)	Activity 9: Write and present a descriptive essay (LB p. 72)	Activity 10: Write your own interview (LB p. 86)
Language structure and conventions	Activity 2: Use abbreviations (LB p. 9) Activity 5: Use nouns and pronouns (LB p. 13) Activity 6: Revise sentence structure (LB p. 14) Activity 9: Use the	Activity 3: Revise sentence structure in different sentence types (LB p. 28) Activity 4: Recognise punctuation in sentences (LB p. 29) Activity 6: Use direct and reported speech (LB p. 31)	Activity 2: Revise sentence types and question forms (LB p. 44) Activity 3: Sentence structure in questions (LB p. 45) Activity 4: Use indirect questions (LB p. 46)	Activity 2: Use irregular simple past tenses (LB p. 64) Activity 3: Use idioms and proverbs that warn you (LB p. 65) Activity 5: Revise subject and predicate and learn	Activity 3: Identify literal and figurative idioms (LB p. 81) Activity 5: Revise simple, compound and complex sentences LB p. 85) Activity 6:

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Term 1					
	Weeks 1–2 (Unit 1)	**Weeks 3–4 (Unit 2)**	**Weeks 5–6 (Unit 3)**	**Weeks 7–8 (Unit 4)**	**Weeks 9–10 (Unit 5)**
	simple present and simple past tenses with the correct concord (LB p. 20) Activity 10: Support: Add adjectives and prepositional phrases to sentences (LB p. 21) Activity 11: Spelling patterns (LB p. 21)	Activity 7: Challenge: Write indirect commands (LB p. 32) Activity 10: Use indirect statements (LB p. 36) Activity 12: Use prefixes and suffixes (LB p. 38) Activity 13: Read and explain idioms and proverbs (LB p. 39) Activity 14: Support: Practise concord (LB p. 40) Activity 15: Spelling patterns (LB p. 40)	Activity 6: Learn about abbreviations (LB p. 48) Activity 8: Work out proverbs or idioms (LB p. 52) Activity 11: Use the passive voice (LB p. 54) Activity 12: Revise conjunctions (LB p. 56)	about clauses (LB p. 66) Activity 6: Support: Subject-verb agreement (LB p. 68) Activity 10: Challenge: Punctuation and spelling (LB p. 75)	Support: Identify simple and compound sentences (LB p. 85) Activity 8: Use the conditional mood of verbs (LB p. 88) Activity 11: Use different forms of past tenses (LB p. 92)

Term 2					
	Weeks 1–2 (Unit 6)	**Weeks 3–4 (Unit 7)**	**Weeks 5–6 (Unit 8)**	**Weeks 7–8 (Unit 9)**	**Weeks 9–10 (Mid-year exam papers)**
Listening and speaking	Activity 1: Listen to a story about names (LB p. 98) Activity 2: Speak about cultural differences (LB p. 101)	Activity 2: Listen to a speech (LB p. 115)	Activity 3: Listen to an interview (LB p. 136) Activity 4: Hold a forum discussion (LB p. 137)	Activity 5: Listen to and speak about a radio advertisement (LB p. 160) Activity 7: Analyse an advertisement orally (LB p. 162)	
Reading and viewing	Activity 5: Read part of an autobiography (LB p. 103) Activity 10: Read for information (LB p. 110)	Activity 3: Read two magazine articles (LB p. 116) Activity 4: Summarise the text (LB p. 119) Activity 7: Present a piece of unprepared reading (LB p. 122) Activity 8: Read a San folk tale (LB p. 123) Activity 12: Read a poem (LB p. 128)	Activity 2: Read a story about time travel (LB p. 133) Activity 6: Read and discuss a poem (LB p. 140) Activity 12: Read a comic strip (LB p. 147)	Activity 1: Read different multimedia texts (LB p. 152) Activity 10: Read a poem and revise literary terms (LB p. 166)	
Writing and presenting	Activity 7: Write a personal diary entry (LB p. 106) Activity 11: Summarise a text (LB p. 112)	Activity 9: Write a review of a magazine article (LB p. 126)	Activity 11: Write an agenda and minutes (LB p. 145)	Activity 2: Write a point-form summary (LB p. 156) Activity 9: Write a review of an advertisement (LB p. 164)	
Language structure and conventions	Activity 3: Use prefixes and suffixes (LB p. 102) Activity 4: Understand the	Activity 1: Read a dictionary entry (LB p. 114) Activity 5: Use finite and infinite forms of	Activity 1: Use prepositions correctly (LB p. 132) Activity 5: Use suffixes to make	Activity 3: Practice subject-verb agreement (LB p. 157) Activity 4: Identify	

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Term 2					
	Weeks 1–2 (Unit 6)	**Weeks 3–4 (Unit 7)**	**Weeks 5–6 (Unit 8)**	**Weeks 7–8 (Unit 9)**	**Weeks 9–10 (Mid-year exam papers)**
	pronouns his, her and its (LB p. 102) Activity 6: Recognise generalisations (LB p. 105) Activity 8: Challenge: Sentence types (LB p. 108) Activity 12: Support: Indirect speech (LB p. 112)	the verb (LB p. 120) Activity 6: Use complex sentences (LB p. 121) Activity 10: Challenge: Indirect speech (LB p. 127) Activity 12: Support: Idioms and proverbs (LB p. 128) Activity 13: Learn about and correct generalisations (LB p. 129) Activity 14: Challenge: Recognise generalisations and bias in a review (LB p. 130)	abstract nouns (LB p. 139) Activity 7: Learn when to use “i” before “e” (LB p. 141) Activity 8: Use future forms of the verb (LB p. 142) Activity 9: Use adjectives correctly (LB p. 143) Activity 9: Support: Use adjectives correctly (LB p. 144) Activity 13: Revise summary writing (LB p. 148) Activity 14: Write short paragraphs (LB p. 149) Activity 15: Challenge: Practice writing paragraphs (LB p. 150)	and use concrete, abstract, complex and compound nouns (LB p. 158) Activity 6: Use different pronouns correctly (LB p. 161) Activity 8: Identify metonomy, neologisms, paronyms (LB p. 164) Activity 11: Support: Use synonyms and antonyms (LB p. 168) Activity 12: Challenge: Understand metonomy (LB p. 168)	

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Term 3					
	Weeks 1–2 (Unit 10)	**Weeks 3–4 (Unit 11)**	**Weeks 5–6 (Unit 12)**	**Weeks 7–8 (Unit 13)**	**Weeks 9–10 (Unit 14)**
Listening and speaking	Activity 1: Listen to a negotiation scene (LB p. 178) Activity 4: Discussion based on a will and testament (LB p. 182)	Activity 2: Listen to an interview (LB p. 196) Activity 7: Discuss a CV and a covering letter (LB p. 201)	Activity 1: Listen to a debate on the radio (LB p. 208) Activity 2: Participate in a class debate (LB p. 209)	Activity 1: Listen to a speech (LB p. 226) Activity 8: Prepare a speech (LB p. 237)	Activity 1: Tell a story (LB p. 245) Activity 4: Participate in a dialogue and role play (LB p. 248)
Reading and viewing	Activity 2: Read an abridge will and testament (LB p. 180) Activity 6: Read and enjoy a poem (LB p. 184) Activity11: Read cartoons for comprehension (LB p. 189) Activity12: Support: Paragraph types (LB p. 192)	Activity 1: Read a poem (LB p. 194) Activity 4: Read an autobiography (LB p. 197) Activity 9: Read a visual and written text (LB p. 204) Activity 10: Challenge: Homophones, homonyms, polysemes (LB p. 206)	Activity 3: Read a comic strip for comprehension (LB p. 211) Activity 4: Read an extract from a biography (LB p. 212) Activity 5: Support: Spelling patterns (LB p. 216) Activity 7: Read a poem (LB p. 217) Activity 9: Challenge: Read a comic strip (LB p. 220) Activity 10: Read an extract from a novel (LB p. 221)	Activity 2: Read and analyse a short story extract (LB p. 227) Activity 3: Support: Identify structure in a short story (LB p. 230) Activity 5: Read a written text for comprehension (LB p. 231) Activity 6: Read a visual text for information (LB p. 233) Activity 14: Read a poem (LB p. 240)	Activity 2: Read a poem for comprehension (LB p. 246) Activity 3: Support: Understanding the poet’s choice of words (LB p. 247) Activity 6: Read a dialogue from drama (LB p. 250)
Writing and presenting	Activity 7: Challenge: Write a poem (LB p. 186)	Activity 8: Write a covering letter and CV (LB p. 202)	Activity 8: Write a narrative essay (LB p. 219)	Activity 9: Challenge: Practice writing different paragraphs	Activity 5: Write a dialogue (LB p. 249)

Term 3					
	Weeks 1–2 (Unit 10)	**Weeks 3–4 (Unit 11)**	**Weeks 5–6 (Unit 12)**	**Weeks 7–8 (Unit 13)**	**Weeks 9–10 (Unit 14)**
	Activity 8: Write a will and testament (LB p. 186)			(LB p. 238) Activity 10: Write an invitation and acceptance (LB p. 238) Activity 11: Acceptance of an invitation (LB p. 239) Activity 13: Support: One word for a phrase (LB p. 240)	Activity 7: Challenge: Write a short dialogue (LB p. 254) Activity 8: Write different types of paragraphs (LB p. 254)
Language structure and conventions	Activity 3: Use conjunctions and transition word (LB p. 181) Activity 5: Identify phrases and clauses (LB p. 183) Activity 9: Identify paronyms, polysemes, homonyms, homophones (LB p. 188) Activity10: Spelling patterns (LB p. 189)	Activity 3: Change direct speech into indirect speech (LB p. 197) Activity 5: Revise grammar (LB p. 199) Activity 6: Support: Identify phrases and clauses (LB p. 200)	Activity 6: Identify word meanings (LB p. 216)	Activity 4: Write a phrase as one word (LB p. 230) Activity 7: Identify attributive adjectives (LB p. 236) Activity 14: Learn and use old English words (LB p. 242)	Activity 9: Support: Spelling patterns (LB p. 256)

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Term 4					
	Weeks 1–2 (Unit 15)	**Weeks 3–4 (Unit 16)**	**Weeks 5–6 (Unit 17)**	**Weeks 7–8 (Unit 18)**	**Weeks 9–10 (End-of-year exam papers)**
Listening and speaking	Activity 1: Listen to an article (LB p. 260) Activity 6: Engage in a meeting (LB p. 268)	Activity 3: Listen to a dialogue (LB p. 280) Activity 6: Participate in a panel discussion (LB p. 284)	Activity 2: Participate in a conversation (LB p. 292) Activity 6: Participate in a role play (LB p. 297)	Activity 2: Participate in a conversation (LB p. 306)	
Reading and viewing	Activity 3: Read for comprehension (LB p. 262) Activity 9: Read a poem (LB p. 272)	Activity 1: Read and analyse a short story extract (LB p. 276) Activity 5: Read a cartoon (LB p. 282) Activity 7: Read a poem (LB p. 285)	Activity 1: Read a poem (LB p. 290) Activity 3: Read an extract from a novel (LB p. 293) Activity 4: Summary (LB p. 296)	Activity 1: Revise poetry (LB p. 304) Activity 3: Revise novels (LB p. 307) Activity 5: Read a comprehension text (LB p. 312)	
Writing and presenting	Activity 8: Write a letter of application (LB p. 270)	Activity 8: Challenge: Write a poem (LB p. 286) Activity 9: Write an email (LB p. 286)	Activity 8: Write a diary entry (LB p. 299) Activity 9: Challenge: Punctuation and spelling (LB p. 300)	Activity 4: Types of writing (LB p. 310)	
Language structure and conventions	Activity 2: Revise active and passive voice (LB p. 261) Activity 4: Explain word meaning	Activity 2: Revise and use different nouns (LB p. 279) Activity 4: Revise and recognise	Activity 5: Discuss language for specific purposes (LB p. 297) Activity 7: Identify	Activity 6: Answer questions on grammar (LB p. 314)	

Term 4					
	Weeks 1–2 (Unit 15)	**Weeks 3–4 (Unit 16)**	**Weeks 5–6 (Unit 17)**	**Weeks 7–8 (Unit 18)**	**Weeks 9–10 (End-of-year exam papers)**
	(LB p. 265) Activity 5: Challenge: Use different verb tenses to explain a cartoon (LB p. 267) Activity 7: Revise direct and indirect speech (LB p. 270) Activity 10: Support: Punctuation and spelling patterns (LB p. 274)	stereotype, bias and emotive language (LB p. 281) Activity 10: Support: Revise and apply abbreviations (LB p. 288)	cause and effect (LB p. 298) Activity 10: Learn about “shift in meaning” (LB p. 302)		

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Example teaching plan for a two-week teaching cycle

Note to the teacher: The detailed Unit opener tables in the Teacher's Guide provide guidance on how to divide up the activities for a two-week teaching cycle into two separate weeks. These guidelines are intended as suggestions and individual teachers may choose to teach the activities differently. The example below from Grade 7 illustrates this.

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

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Assessment

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

Informal assessment

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

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

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

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

Formal assessment

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

The Formal Assessment Programme for Grades 7–9 consists of the following tasks:

Formal Assessment Tasks Grade 9		%
Term 1	Task 1: Oral	40% of promotion mark
	Task 2: Writing	
	Task 3: Language and comprehension (Test 1)	
Term 2	Task 1: Oral	
	Task 2: Writing	
	Task 3 (Mid-year examination)	
Term 3	Task 1: Oral	
	Task 2: Writing	
	Task 3: Comprehension and language use (Test 2)	
Term 4	Task 1: Oral	
	Task 2 (End of the year examination)	60% of promotion mark
		Total: 100%

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

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

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

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

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

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

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The Formal Programme of Assessment in *Oxford Successful English*

We have selected a variety of activities for the Formal Programme of Assessment Tasks in each grade to ensure that learners are given the opportunity to show how well they have progressed in different tasks. We have included questioning at different cognitive levels, as required by CAPS, as well. (For further information about cognitive levels, please refer to Section 4.3.2 of the CAPS document.)

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

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

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

- For the Formal Programme of Assessment for Grade 7, please refer to the Planning tools section.
- Recording sheets are provided in the Assessment tools section.
- Generic rubrics and assessment rubrics are provided in the Assessment tools section.

The needs of learners in the Senior Phase

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

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

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Formal Programme of Assessment

Notes:

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

2 Formal assessment: The Formal Assessment Tasks that have been identified in the Learner Book and the Teacher's Guide with the ✓ icon are intended to support the suggested Programme of Formal Assessment in the CAPS document. It is possible to replace some of these suggested Formal Assessment Tasks with alternative activities from either the Learner's Book or from the teacher's own resources.

3 Use the conversion table on the first page of the Assessment tools section to convert marks to the correct weighting, if needed

GRADE 9			
During the year 40% School-based assessment 10 Formal Assessment Tasks		End-of-year examination 60% End-of-year Exam Papers	
4 Oral tasks	Term 1: Unit 2 Prepared reading Term 2: Unit 7 Unprepared reading Terms 3: Unit 13 Prepared speech Term 4: Unit 15 Listen to an article	Written examinations Paper 2: Comprehension, language use and literature (2hr) Paper 3: Writing – 1 essay and 1 transactional text (1 hr) Paper 4: Response to literature (1 hr 30 mins)	Oral Assessment Tasks: Paper 1 Listening and speaking Reading aloud The oral tasks undertaken during the course of the year constitutes the end-of-year assessment.
3 Writing tasks (2x essay and 3x transactional texts)	Term 1: Unit 2 Informal letter Term 1: Unit 4 Descriptive essay Term 2: Unit 8 Notice/agenda and minutes Term 3: Unit 11 Covering letter and CV Term 3: Unit 12 Narrative essay		
2 tests	Term 1: Unit 5 Comprehension and language use (Test 1) Term 3: Unit 11 Comprehension and language use (Test 2)		
1 examination (mid-year)	Paper 1: Oral Paper 2: Comprehension, language and literature Paper 3: Writing (1 essay and 1 transactional text) Paper 4: Response to literature		

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

SECTION 3 Assessment tools

Rating scale

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

Rating	Description	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Conversion table

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

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

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Sample learner self-assessment sheets

Name: _____

Date: _____

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

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

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

_____

_____

_____

_____

Sample learner peer assessment sheet

Your partner's name:

_____

Your name:

_____

Task: _____

Date: _____

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

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

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

_____

_____

_____

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Generic rubric for informal assessment of a group project

Names: _____ **Date:** _____

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

Sample rubrics

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

Sample assessment rubric for communication for social purposes

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

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

Sample assessment rubric for role plays

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

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

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Sample assessment rubric for prepared or unprepared reading

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

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

Sample assessment rubric for prepared speech

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

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

Sample assessment rubric for assessing reviews

You could use this rubric to assess this task.

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

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Sample rubric for assessing creative writing

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

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

Review Copy

Rubric for assessing transactional writing

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

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

Review Copy

Book review template

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

Note: This is not an assessment tool.

Book review

Title (name) of book:

_____

Name of author:

_____

Type of story:

_____

Characters:

_____

_____

Setting:

_____

Plot:

_____

If the book is a story, give the names of the characters and explain the plot in your own words.
If the book is an information text, say what type of information is in the book. Say if there are pictures and tables to help you understand the information.

My opinion of the book:

_____

_____

_____

_____

Review Copy

SECTION 4 Teaching plans

Term 1

Unit 1 You choose: it's up to you

Unit overview		
Term 1	**Week 1**	**Week 2**
Resources	Learner's Book pp. 7–15 Literature Anthology	Learner's Book pp. 15–22 Literature Anthology
Additional resources (optional)	• Different types of advertisements • Portable radio • Magazines and newspapers	• Library books • Short story examples
Listening and speaking	**Activity 1** • *Speaking and listening strategies: Group discussion/conversation:* Listen to/watch an advertisement and discuss): tone, pacing, emotive and manipulative language use, font size, body language • *Listening comprehension: Advertisement:* Record main and support ideas by making notes, share ideas and experiences and showing understanding of concepts, identify persuasive/manipulative techniques, answer questions	
Reading and viewing	**Activity 3** • *Reading/viewing for comprehension (visual text such as advertisement/poster/cartoons/ comic strips):* Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language, body language, use of punctuation and font, pre-reading, during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading strategies:* Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions **Activity 4** • *Reading/viewing for comprehension (visual text such as advertisement/ poster/cartoons/strips):* Skimming, scanning, intensive reading, make inferences (characters, setting, milieu,	**Activity 8** • *Literary text like youth novel/short stories/drama:* Pre-reading (Introduce text): Explore literary features like titles, headings, illustrations, font size, font type; Explore parts of book like cover, title page, index, chapters, glossary; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate); *Reading strategies:* Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions

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	message), infer meaning of unfamiliar words by word attack skills, emotive language, body language, use of punctuation and font, pre-reading, during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading strategies:* Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions	
Writing and presenting		**Activity 7** • *Transactional texts: Advertisement/poster:* Correct format, purpose, text features, language use, register • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write an advertisement/poster*
Language structures and conventions	**Activity 2** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Spelling and spelling patterns, abbreviations **Activity 3** • *Vocabulary in context* **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work: Sentence structure*: Nouns, adjectives, pronouns, concord, simple tenses **Activity 6** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work: Sentence structure*: Nouns, adjectives, pronouns, concord, simple tenses	**Activity 7** • *Vocabulary in context* • *Remedial grammar from learners' writing* **Activity 8** • *Vocabulary in context* **Activity 9** • *Sentence level work:* Sentence structure: Nouns, adjectives, pronouns, concord, simple tenses **Activity 10** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work: Sentence structure*: Nouns, adjectives, pronouns, concord, simple tenses **Activity 11** • *Word level work:* Spelling and spelling patterns; abbreviations
Assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 1

Quick check (LB p. 8)

The purpose of the *Quick check* activity is to get learners thinking not only about their choices, but also about their reasons for making specific choices. There is a sense of accountability in that learners cannot merely state a preference without thinking it through. Encourage maximum participation in this activity to ensure that learners are able to think about their choices and support their viewpoint. It is hoped that the kind of reasons learners give for their choices will promote a great deal of discussion and some fun as well!

Answers
Learners use the substitution table provided and give their own answers. They could also discuss the answers and give reasons.

Activity 1 Listen to and discuss radio advertisements (LB pp. 8–9)

Speaking and listening strategies: Group discussion/conversation: Listen to/watch an advertisement and discuss: tone, pacing, emotive and manipulative language use, font size, body language; **Listening comprehension: Advertisement:** Record main and supporting ideas by making notes, sharing ideas and experiences and showing understanding of concepts; Identify persuasive/manipulative techniques; Answer questions

Before listening: Before engaging your learners in this listening activity, talk to them about advertisements. The sole purpose behind advertising is to sell a product, and in order to do so, advertisers use a range of techniques. Ask learners to think about these techniques, for example, advertisers appeal to our sense of greed when they offer products on "a buy one get one free" item. Learners are to be aware that nothing is for free because the cost is built into the price. Advertisers use sex appeal by using famous/beautiful/handsome people to advertise their products. Allow learners to provide examples of their own. Advertisements aired on the radio differ from those on television. Let learners provide reasons for this difference. The essence lies in the fact that television relies on visuals (pictures) and language while the radio relies on the power of the voice and language.

Answers
1 Learners' own answers but they should mention local events or places.
2 Because many people have a radio; Radio broadcasts in local languages, Radio is cheaper than television, and so on. (Accept any sensible answers.)
3 Examples: Government announcements; Important local events such as meetings; Warnings about floods and so on; Police messages such as a search for missing persons and so on.

While listening: Refer your learners to the Learner's Book for the specific aspects they will need to listen out for. Remind them not to focus too much on taking notes but rather to listen for specific information. The purpose behind listening is to listen for various purposes, such as critical analysis and evaluation as well as appreciation. Focus on tone and language usage. Learners need to be able to visualise, make mental connections and evaluate what they hear.

The advertisement is in the Listening text section at the back of the book.

After listening: Encourage all learners to contribute to the discussion. It is important for learners to listen to the viewpoints of their peers because it will allow them to learn from each other. Their attention will then be drawn to aspects they may have missed. Once learners have written their individual responses, discuss the answers. Feedback is essential in that learners have the opportunity to correct and learn from their mistakes.

Answers
1 a. Persuasive tone, for example, stress placed on the word *free* in advertisement 3, and the young sounding voice used in advertisement 1.
b. They appeal to different groups, for example: Language of the youth is used in advertisement 1 (*hot*); The word *free* is used in advertisements 1 and 3; They say *bread is available countrywide* in advertisement 2.
2 a. "Available countrywide." ✓ (1)
b. The advertisement mentions Rini community hall. ✓ (1)
c. The Department of Health ✓ (1)
d. They would get one month free if they paid their TV licence in full. ✓ (1) **[4]**

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Activity 2 Use abbreviations (LB pp. 9–10)

Reinforcement of language structures and conventions covered in previous weeks: Word level work: Spelling and spelling patterns, abbreviations

The *Language box* will provide learners with details about the use of abbreviations in spoken and written English. It is imperative that your learners come to grips with the content of this *Language box*. Allow them to provide their own examples of common abbreviations they may have encountered. You may find that your learners also provide examples of acronyms. Write down all their examples on the board. After learners have engaged with the *Language box*, ask them to categorise their examples into abbreviations, acronyms, those abbreviations that are followed by a full stop, and so on. The more learners engage with them, the more likely are they to remember them! This exercise can be done orally.

Answers

2 a. ATM; SMS; www; kg; adj; PO box

b. (VIP) Very important person; (e.g.) example given; (CD) compact disc; (RSVP) *respondez s'il vous plait* (reply please); (Feb) February; (a/c) account; (AD) Anno Domini (year of Our Lord); (BA) Bachelor of Arts; (e-book) electronic book; (m) metre.

Activity 3 Read and analyse an advertisement (LB pp. 10–12)

Reading/viewing for comprehension (visual text such as advertisement/poster/cartoons/strips/): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language, body language, use of punctuation and font, pre-reading, during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading strategies:** Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions

Before reading: Ask your learners to describe an advertisement they recently saw on television or a magazine/newspaper, and so on. Allow them a few minutes to describe the visual, the product, the target group they think it was designed for and whether they thought it was a good advertisement. They must be able to support their opinions. In engaging in this exercise you will be focusing your learners' attention on their ability to remember as well as formulate an opinion about a product. Encourage as much discussion as possible prior to engaging with the *Language box* in the Learner's Book. The information in the box is intended to get learners to view an advertisement from the advertiser's point of view. This will help them understand how advertisers' use language to manipulate the consumer. It is also a good idea to revise the concept of critical language awareness – this means reminding learners about elements such as fact and opinion, denotation and connotation and so on, in addition to bias, prejudice, manipulative language, all of which form an integral part of analysing advertisements.

Answers

2 a. Dettol handwash

b. No, but it is directed to this group.

While reading: Learners work in a group for this activity. Remind your learners that an advertisement comprises of both a visual and written component. The two are usually linked and support each other. A reader usually focuses on the visual first because it is eye-catching. Other features that stand out in an advertisement are the logo, slogan, name of product, and so on. Pay attention to the impact of these features. Once learners have absorbed the content of the visual, they need to read the written text very carefully. They will need to remember everything they read in the *Language box*. They will also need to focus on how the advertiser succeeds in playing on their emotions. An advertiser will often appeal to the natural human characteristics we possess, for example: greed, desire for comfort, desire to look good, and so on. Learners need to be particularly sensitive to bias, emotive language, persuasive techniques, and so on.

After reading: Review the correct answers with your learners. They will need to correct their mistakes and more importantly, learn from them so that they do not make the same mistakes again.

Answers

1 They are holding parts of each other's bodies. ✓ (1)

2 Learner's own answer with a reason. ✓ (1)

3 It is healthy because it washes away germs. ✓ (1)

4 Two products: fruit and mint. ✓✓ (2)

5 Contact the website. ✓ (1)

6 To sound as if he is talking to reader. ✓ (1)

7 To make the message sound personal; directed at reader. ✓ (1)

8 You do not use a bar of soap because you pour the hand wash on to your hands. ✓ (1)

9 The target group is mothers/carers of small children. ✓ (1)

10 More than half. ✓It is trying to attract mothers or carers of small children by showing a picture of them. ✓ (2)

11 Germs ✓ (1)

12 The word *soggy* is emotive because it makes us imagine the wetness/softness of the soap. ✓ (1)

13 No, ✓because the sentence is too long. ✓Or; Yes, ✓because the sentence makes more sense to a reader. ✓ (2)

14 Perhaps not because it only shows a young woman/mother/carer and young child. ✓Or; Yes,

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because everyone is interested in or has young children. ✓ (1)

15 It is an opinion because he does not give an exact number (*up to* …). ✓Or; There is no proof given for the percentage. ✓ (1) **[18]**

Informal assessment

This activity provides the opportunity to test the learner's reading strategies. The *Before reading* discussion of the activity can also be used to assess learner's informally and to prepare them for the Formal assessment in Unit 2.

Activity 4 Challenge: Analyse advertisements (LB pp. 12–13)

Reading/viewing for comprehension (visual text such as advertisement/poster/cartoons/strips): Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language, body language, use of punctuation and font, pre-reading, during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading strategies:** Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions

Answers

The learners must copy and fill in the AIDA table. It is most important that they give reasons. Example:

Abbreviation	Yes or No	Reason
A	Yes	The picture is very attractive and eye catching.
I		
D		
A		

Activity 5 Use nouns and pronouns (LB pp. 13–14)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence structure: Nouns, adjectives, pronouns, concord, simple tenses

Engage your learners in a quick recap of the definition of nouns and pronouns. They will be able to remember a great deal from the previous grade. If possible, allow them to provide examples of the various types of nouns they have learnt. Write these on the board. It is always advisable to draw on learner responses first in order to determine the point at which your learners are. You will then be able to determine the extent of their background knowledge. This will influence the length of time you will need to spend on teaching concepts.

Use the *Language box* in the Learner's Book to teach your learners the various noun and pronoun types. Engage learners as much as you can. Ensure that all your learners participate in the discussion. Learners who make no contributions are usually the ones who do not understand.

Allow learners to respond to questions individually. This will give you a good idea of their level of comprehension. Do remember to give the learners an opportunity to correct their work and if necessary, give them a short remedial exercise in order to reinforce areas of weakness, prior to moving on to the next activity.

Answers

2 a. hand (common); German (proper); choir (collective); health (abstract); scissors (common).

b. (i) He/She gave him some medicine. (ii) It is very dirty, please ask him to take it away.

c. (i) That house belongs to my cousin: it is his. (ii) That is my sister's book: it is hers. (iii) Those are my family's cows: they are theirs.

Activity 6 Revise sentence structure (LB pp. 14–15)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence structure: Nouns, adjectives, pronouns, concord, simple tenses

At school, learners are expected to write and speak using correct grammar. This means that they are expected to write in full sentences that contain a subject and a predicate. However, when learners are at home or with their friends, they sometimes tend to speak in fragments because their friends and family are able to understand their responses. If a person at school asks his friend, "What time are we meeting?" The response is likely to be, "At six." This is not a complete sentence; but a fragment. Allow your learners to experiment orally with complete sentences and sentence fragments.

Spend time with your learners in engaging with the numerous examples in the *Language box* in the Learner's Book. Only once all the concepts have been grasped, should learners engage with the exercise.

Learners will complete the exercise individually. If necessary, you may need to move around the classroom and assist those learners experiencing difficulty with the exercise.

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Answers

2 a. The mother and her baby are touching each other.

b. Those loving parents are worried about their children's health.

c. She went to the shops to buy soap.

d. The friends, on their way to school together, stopped at the supermarket.

3 a. The mother and her baby are touching each other.

b. Those loving parents are worried about their children's health.

c. She went to the shops to buy soap.

d. The friends, on their way to school together, stopped at the supermarket.

Week 2

Activity 7 Design and write your own advertisement (LB pp. 15–16)

Transactional texts: Advertisement/poster: Correct format, purpose, text features, language use, register; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write an advertisement/poster; Remedial grammar from learners' writing**

Remind your learners about the various stages of the writing process. They need to ensure that their effort reflects the various stages.

Plan: Focus on the ideas provided in the Learner's Book. Your learners are exposed to advertisements daily and earlier they engaged in studying an advertisement in terms of content, structure, design, and so on. Allow the class to come up with suggestions about items they could advertise. They need to have adequate background knowledge of their product in order to create a successful advertisement. They may even decide to come up with a product that has never been advertised before. Since this is a creative piece, learners may not use names of products that are available on the market. They need to be original.

Draft: Allow learners the freedom to be as creative as possible. Their product is a reflection of them so they need to let out their creative juices! The product or service needs to be such that the consumer is encouraged to buy or use the service.

Edit and revise: During the editing and revision process, learners will be expected to answer the questions provided in the Learner's Book in their minds, to ensure that they have included all the characteristics of a good advertisement.

Proofread: Encourage learners to check their writing for any spelling, punctuation or grammar mistakes before writing their final version.

Present: Encourage your learners to assess each other's efforts. The Learner's Book recommends the use of the AIDA principle in order to do this. In judging each other's efforts, learners will also subconsciously be mastering the AIDA principle. It will be interesting to see how your learners rate each other.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Answers

Use criteria given in the *Draft* section and AIDA formula to assess the advertisements.

Informal assessment

This activity provides the opportunity to test the learner's understanding of process writing. Emphasise the importance of the different steps in the writing process and check that the learner plan their work appropriately. Intervene with learners who struggle to plan appropriately as the rest of the processes will flow more easily if this stage is completed properly.

Review Copy

Activity 8 Read a short story about an important notice (LB pp. 17–19)

Literary text like youth novel/short stories/drama: Pre-reading (Introduce text): Explore literary features like titles, headings, illustrations, font size, font type; Explore parts of book like cover, title page, index, chapters, glossary; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate); **Reading strategies:** Skimming, scanning, intensive reading, summarising, visualising, inferring meaning and conclusions

Before reading: Talk to your learners about the differences between reading an extract for comprehension purposes and reading an extract for literature study. Allow them to suggest the difference. Remind them that with literature the focus is different because learners will be expected to identify setting, plot, climax and comment on the actions of characters, and so on. Reading for comprehension, on the other hand, focuses the reader on content and language usage for the sole purpose

of determining ability to comprehend. The story that follows has an element of suspense. Allow your learners to provide examples of suspense either from their own experience or perhaps a television programme or film they might have seen. Very often soap operas end on a note of suspense and the viewer needs to wait patiently for the next episode.

Answers

1 The story is set in a public arena during the time of Babylonian rule. It happened long ago.

2 A lady or a tiger.

While reading: It is important for learners to be able to formulate their own opinions about characters based on their actions. There are often open-ended questions in literature that test their ability to give and justify their opinion. Pay attention to the element of conflict within the princess. Think about the dilemma she is faced with. Learners will need to draw their own conclusion since the story ends in a cliffhanger. Learners should be able to identify the climax, anti-climax and the setting.

After reading: The discussion aspect will be very interesting because there will be various reasons given for opinions. Ensure that all learners are given an opportunity to contribute to the discussion. Remind learners that they need to base their views on concrete evidence from the story. The story will help them determine the type of people the characters are and therefore their opinions will be based on what they know about the character. They will, of course, be allowed to provide their personal opinion on the behaviour or actions of specific characters. Individual answering of questions is essential to determine the level of comprehension of your learners. Provide feedback, so that mistakes can be corrected.

Answers

1 a.–c. Learners' own discussions with reasoned answers.

2. a. It was fair because the accused made the choice of door. ✓ (1)

b. She had smiled at the young man ✓ (1)

c. The readers of the story. ✓ (1)

d. Learners must choose an example from the story and copy it correctly. For example: The cruel king thought "He'll be eaten ...". Or; The king found out then, "Immediately the young man was arrested and forests were searched for the fiercest tiger." ✓ (1)

e. The princess found out from the guards. ✓ (1)

f. They like wedding feasts. Or, because it is exciting to see what would happen. ✓ (1)

g. He chose that door because he trusted the princess. ✓ (1)

h. The writer wants us to discuss the possible motives of the princess. ✓ (1)

i. Learners own opinion. ✓They must give a reason. ✓ (2)

j. The king is described as barbaric. The tiger is described as fierce/terrible and hungry. ✓ (1)

k. The story is written in the past tense. ✓ (1) **[12]**

Informal assessment

Try to make the time (during class or after school) to listen to each learner read for a few minutes. Your assessment and feedback will help the learners to practise their reading at home in preparation for formal assessment. Use the following checklist to give feedback to the learners.

- The learner reads fluently and clearly.
- The learners uses appropriate tone and intonation and pause at appropriate places in the text.
- The learner pays special attention to the correct pronunciation.

Review Copy

Activity 9 Use the simple present and simple past tenses with the correct concord (LB pp. 20–21)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work:
Sentence structure: Nouns, adjectives, pronouns, concord, simple tenses

Learners are to provide their own definition of concord since this is a revision exercise. Allow learners to suggest their own examples and write these on the board. While the basic rule is very simple and generally well understood by learners, draw the attention of learners to the fact that *someone, everyone, anyone* are singular and therefore take a singular verb.

Focus the attention of your learners on the *Language box* in the Learner's Book. Once learners have engaged thoroughly with the content, they can complete the exercise.

Learners answer the questions to test their understanding. Walk around the class, offering

individual support to learners who struggle with the exercise.

Answers

2 a. Nthuseng and I have been invited to the ceremony.
b. Everyone was looking forward to the ceremony.
c. The cost of the ceremony is donated by the king.
d. A group of spectators were sorry for the accused.
e. Nobody among the spectators feels frightened of the tiger.
f. The princess and the pretty girl are jealous of each other.
g. Neither Sipho, nor I want to see a person being eaten.

Activity 10 Support: Add adjectives and prepositional phrases to sentences (LB p. 21)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence structure: Nouns, adjectives, pronouns, concord, simple tenses

Answers

Note: Learners must add the required structure to the subject in each sentence. **Examples**:

1 The huge/splendid arena was full of spectators.
2 The barbaric king on his throne/with the long beard chose the hungriest tiger.
3 The young, handsome lover trusted the princess.
4 The spectators on their seats/with excited faces enjoyed the marriage feast.
5 The princess beside her father/on the throne did not really help the young man.

Activity 11 Spelling patterns (LB p. 22)

Word level work: Spelling and spelling patterns; abbreviations

Ask learners to identify the consonants in the alphabet. Explain the meaning of a double consonant: two identical consonants next to each other, for example: *address*, *suppress* and *occur*.

Pay attention to the *Language box* in the Learner's Book. Teach your learners the basic rule about doubling the final consonant. In words with one syllable, for example: *run, big, hot*, where the final consonant is preceded by one vowel, double the final consonant provided that the suffix that follows begins with a vowel. This sounds like a mouthful but let us look at it step-by-step.

- *run* ends in a consonant with the vowel *u* preceding the consonant.
- suffix –*ing*: this suffix begins with *i* which is a vowel.
- *run* + *ing* = *running*.

Ask learners to complete the exercise. They may use their dictionaries, but it would be a good idea for them to attempt the exercise on their own first.

Answers

Words	✓or ✗
acommodation	✗
committee	✓
asociate	✗
beautifull	✗
middle	✓
terible	✗
abbreviate	✓

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Unit 2 Tell us about it

Unit overview		
Term 1	**Week 3**	**Week 4**
Resources	Learner's Book pp. 23–32 Literature Anthology	Learner's Book pp. 32–40 Literature Anthology
Additional resources (optional)	• Poetry anthologies; library books about poems • Newspapers/newspaper reports; cartoons	• Library books; novels/short stories
Listening and speaking	**Activity 1** • *Speaking and listening strategies: Listening to a reading of text:* Identify and comment on: use of voice, use of intonation and pace, punctuation in reading, opening and closure; Discuss above features	**Activity 8** • *Prepared reading aloud:* Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency • *Learners choose their reading text and present to class*
Reading and viewing	**Activity 2** • *Reading process:* Pre-reading (Introduce text/predict events): Background/setting, brainstorm the theme; During reading (features of text): Post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message **Activity 5** • *Reading process:* Pre-reading (Introduce text/predict events): background/setting, brainstorm the theme; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate) • *Reading/viewing visual/multimedia text (strategies):* Skimming, scanning, body language, inferring meaning of unfamiliar words and images (cartoons) by using word attack skills: clarifying, predicting	**Activity 9** • *Literary text like youth novel/short stories/drama:* General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme • *Reading process:* Pre-reading (Introduce text/predict events): background/setting, brainstorm the theme; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting		**Activity 11** • *Write a letter of appreciation for help/advice received:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting
Language structures and conventions	**Activity 1** • *Vocabulary in context* **Activity 2**	**Activity 10** • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and

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	• *Vocabulary in context* **Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord **Activity 4** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord **Activity 6** • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord **Activity 7** • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord	reported speech, sentence structure, concord **Activity 11** • *Remedial grammar from learners' writing* **Activity 12** • *Word level work:* Spelling and spelling patrons, abbreviations, shortening, acronyms, stems, prefixes and suffixes, complex and simplex **Activity 13** • *Critical language use:* Idioms and proverbs; euphemism **Activity 14** • *Sentence level work:* Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord **Activity 15** • *Word level work:* Spelling and spelling patrons, abbreviations, shortening, acronyms, stems, prefixes and suffixes, complex and simplex
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and culture.	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 3

Quick check (LB p. 24)

This activity serves a dual purpose: it is a follow-up from the previous unit because it focuses on advertising and the language used in advertisements. It also serves as an introduction to the listening activity that will follow because the focus of the listening exercise is a home. Learners talk about the language used in the advertisement and its effect on the reader. The listening activity that follows will also expect learners to focus on content and language.

Answers

Leaners' own answers. Here are suggestions of what should be included in their answers:

1 *Home* has better connotations (sounds cosy, more personal) than *house*.
2 The house needs some repairs/is not in perfect condition.
3 It does not have clean paintwork/is shabby.
4 To make what they are trying to sell sound better than it really is.

Activity 1 Listen to someone tell you about themselves (LB pp. 24–25)

Speaking and listening strategies: Listening to a reading of text: Identify and comment on: use of voice, use of intonation and pace, punctuation in reading, opening and closure; Discuss above features

Before listening: Focus the attention of your learners on the questions in the Learner's Book. These are intended to provide learners with background information on a home in a rural area in the 1920s. Learners need to be aware of the need to make predictions from the title. This is a helpful hint in

aiding learners in determining the possible content of something. It is important to draw the attention of your learners to the *Glossary box* prior to the reading since it ensures that all learners have a common understanding of the terminology. Your learners may have a pen and paper available to jot down notes. Inform them about the process you will follow, for example, the number of times you will read the extract with the questions, prior to them answering the questions individually.

Answers

1–4 Learners own reasoned answers.

While listening: Inform learners that during the first reading, they will not take notes. They may take notes during the second reading and perhaps the third reading. Ideally there should be three readings altogether. Learners need to listen very carefully for specific information. They need to be able to make inferences, mental connections and analyse the message.

The passage is in the Listening text section at the back of the book.

After listening: There are three components to this section. The first component is for learners to work in pairs and create a visual of the scene. This is an important exercise in determining the ability of your learners to visualise. The second part of the exercise is an individual activity that tests the ability of your learners to listen. After marking, you will be able to determine the level at which your learners are pitched, in terms of listening skills. In order to reinforce listening skills, you may engage in a very short exercise from time to time, during which you read a paragraph and quickly test your learners by asking oral questions on the paragraph. The final activity is a discussion. The purpose is to get your learners to speak about what they have heard.

Answers

1 a.–b. Assess learner's drawings based on the listening text. The following must be included in the drawings: a square house with two rondavels on each side, stables for horses, trees at the back of the house, vegetables and flower garden in the front, fenced in fields in the background.

2 a. American doctor, relations, women selling things. ✓✓✓ (3)

b. Any two of the following: To ask for things, to settle fights, to see the family. ✓✓ (2)

c. Tobacco, baskets, pots. ✓✓✓ (3)

d. They gave them food/something to drink. ✓ (1)

e. Any one of the following: Because the writer says so/They had a big house/They bought things from the women and gave them food and drink. ✓ (1) **[10]**

3 a.–c. Learners' own opinions.

Activity 2 Read a poem (LB pp. 26–28)

Reading process: Pre-reading (Introduce text/predict events): background/setting, brainstorm the theme; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography; figurative meaning; mood; theme and message

Before reading: The poem *Africa, my Africa* is filled with figurative meaning and is very rich in imagery. Draw the attention of your learners to the teaching text that focuses on figurative meaning as well as figures of speech. Focus on the title and the implication of the possessive pronoun, *my*. The pronoun prepares the reader for a personal recount of events and also suggests that the poem is likely to be written in the first person. Refer to the activity in the Learner's Book – the intention is to generate discussion and set the scene in the mind of your learners. Use the *Glossary box* to assist with the meaning of unfamiliar words. Revise verb tenses as learners will complete an exercise on this after they have engaged with the poem.

While reading: The Learner's Book provides numerous pointers for learners in terms of what to look out for during the reading of the poem. Learners need to ask themselves, "What is the poem about?" In so doing, they will find the supporting material in the content of the poem to answer this question. In focusing on imagery and figurative language, learners need to link their emotional response to what is being described. In this way, they will have grasped the meaning of the poem and the message intended. Focus on the mood, theme, rhythm, and so on. You may also wish to spend some time revising imagery, tone and figurative language so that learners will feel confident about the *After reading* activities.

After reading: Engage learners in the activities in the Learner's Book. You may wish to divide the group work amongst the various groups by allocating specific questions to specific groups. This will then allow time for a report-back session from each group followed by a general class discussion. In cases

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where learners have been tasked to work with their partners, you can still allocate time for feedback and correction of errors.

Answers

1 a. No, because he says "I have never known you."
b. Water is irrigating the field.
c. The fields are in Africa.
d. He wants to tell us that Africa has suffered but it is beautiful. (Learners must give a reason choosing quotes from poem.)
e. B or C (depending on quote chosen from poem).

2

Personification	Metaphor
a. The clouds wept grey tears	
b. And the hills frowned angrily in the distance	
	c. And the thorn bushes tore at them with their sharp claws
d. But at last the sun smiled down at them	
	e. And the travellers pricked up their ears when they heard the sounds of music

3 I thought of my childhood home. Travellers came there every day and spoke to my parents. I bought baskets and fresh vegetables from them. We all took pleasure in these visitors because they brought a little excitement into our daily lives.

Informal assessment

Reading poems aloud aids learners in understanding poetry. For informal assessment and enjoyment, you can ask learners to read the poetry in a speech choir or act out the poem. This will give you an opportunity to assess the learner's pronunciation of new words.

Activity 3 Revise sentence structure in different sentence types (LB pp. 28–29)

Reinforcement of language structures and conventions covered in previous weeks; **Sentence level work**: Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

Refer learners to the revision component in the *Language box* in the Learner's Book. Depending on the needs of your learners, you may also wish to provide them with additional examples of sentence types on the board, for example: *Take your cap off!* (command); *Where are you going today?* (question); *I am feeling sick.* (statement). Learners should complete the exercise individually to ensure that everyone understands sentence structure.

Answers

2 a. My parents built our home. (S)
b. Help us with the harvesting. (C)
c. Do you want a drink of water? (Q)

3 a. My mother (subject) is telling you to help with the gardening (predicate).
b. The visitors to our house (subject) asked for some tea (predicate).
c. My father (subject) always settled the dispute between relatives (predicate).
d. I (subject) wanted to sit under the trees (predicate).

Activity 4 Recognise punctuation in sentences (LB p. 29)

Reinforcement of language structures and conventions covered in previous weeks; **Sentence level work:** Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

Revise punctuation as per the *Language box* in the Learner's Book. It is important for learners to read the exercise a few times to determine the speakers. They first need to make sense of the text before attempting to punctuate. Remind learners to use inverted commas for direct speech. Differentiate between speakers by placing a new speaker on a separate line.

Answers

2 I met my Auntie Rosie in town yesterday. She looked very worried as she said to me, "Oh dear! A terrible thing! I have lost my wallet! Have you got any money to give me for the taxi fare?" Luckily, I had some money with me and I gave her R10. "Thank you," she said, "you're a dear!"

Activity 5 Read a cartoon (LB pp. 30–31)

Reading process: Pre-reading (Introduce text/predict events): background/setting, brainstorm the theme; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate); **Reading/viewing visual/multimedia text (strategies):** Skimming, scanning, body language, inferring meaning of unfamiliar words and images (cartoons) by using word attack skills: clarifying, predicting

Before reading: Encourage your learners to collect cartoons from newspapers, magazines, websites, and so on prior to commencing with this activity. Allow learners to present their cartoons to the class. Use this as a teaching opportunity to draw the attention of your learners to how to read the visual and the

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writing. Remind learners that cartoons may either be funny or convey a serious message. Political cartoons often make a political statement about current events. Cartoonists also use puns and figurative language to express themselves in a clever way. Allow learners to engage with the general questions in the Learner's Book before they read the cartoon.

While reading: Learners should be able to identify the message and the effectiveness of the visual elements in portraying the message. Learners will note the body language and determine whether a character is relaxed, angry (mouth open, enlarged font, arms open wide, frowning, and so on). They need to be able to make mental connections and appreciate the manner in which the cartoonist has projected his or her message. There may be elements of humour they will be able to enjoy. Scan the cartoon for details because these will contribute to their understanding of the content.

Answers

1 A woman, a child and a woman security guard.

2 Two commands: "Grab a bargain today" and "Take one get one free", and one statement "It's a steal".

3 The woman is speaking. There is a speech bubble from her head.

After reading: Learners will answer questions that test their ability to comprehend, as well as, draw conclusions. In responding to questions, learners will also demonstrate knowledge of denotation and connotation, direct and implied meaning, and so on. Once learners have completed the exercise, review the expected answers so that they can correct their work and learn from their mistakes.

Answers

1 a. She is wearing a gun and a uniform, it says security guard on her shoulder. ✓ (1)

b. She has handcuffed her to the trolley. ✓ (1)

c. Some things from the shop. ✓ (1)

d. The shoplifter's child. ✓ (1)

e. They both have angry faces. ✓ (1)

2 a. A newspaper. ✓ (1)

b. Informal language: ✓"kids" or "hit". ✓ (2)

3 a. It means you take the things yourself ✓ but you have to pay for them. ✓ (2)

b. That a person must do what the notices order/command shoppers to do. ✓ (1)

c. C – It is very cheap ✓ (1) **[12]**

4 Learners' own opinions.

Informal assessment

Learners like cartoons and they can be used as a fun tool for all kinds of language teaching. You can ask learners to search for their favourite cartoon or to draw a cartoon of a current topical issue from the news. Ask learners to identify the key features of these cartoons by labelling the characters and setting.

Activity 6 Use direct and reported speech (LB pp. 31–32)

Sentence level work: Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

The *Language box* in the Learner's Book provides details on conversion of a sentence from direct to reported speech. Explain to your learners that this is an aspect of grammar that they unconsciously use every time they speak. Stimulate discussion by getting learners to make statements. Write these on the board. Then ask learners to categorise them into either direct or reported speech.

This is a fun class activity that will stimulate the interest and excitement of learners.

Answers

2 a. "Fetch my wallet!" she ordered (me).

b. "Give me my money!" I told/ordered her.

Activity 7 Challenge: Write indirect commands (LB p. 32)

Sentence level work: Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

Answers

The shopkeeper commanded us to grab a bargain that day. The shopkeeper ordered us to take one and get one free.

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Week 4

✓ Activity 8 Prepare to read aloud (LB pp. 32–33)

Prepared reading aloud: Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency; **Learners choose their reading text and present to class**

Before reading: Explain to your learners that a prepared reading aloud requires them to find an article from a novel, newspaper or magazine. Learners need to select material that is of interest to them. The language should be pitched at their level – this means that they will need to know how to pronounce words. They may use a dictionary to help them. Explain to learners that this preparation stage for reading is called *prepared reading* and so requires learners to practice their reading. You will also be expected to provide your learners with written instructions for this assessment as well as the rubric you will use to assess them. Your written instruction should give learners the length and content requirements. Refer to the Learner's Book.
While reading: Use the information provided in the Learner's Book, which provides details on how learners should read. Discuss each point and ensure that every one of your learners is clear about what is expected of them. Teach them how to introduce their reading extract, for example, they may begin by providing the title and author of the book from which the extract is taken. They could do the same for a magazine article or a newspaper article.
After reading: Do provide some sort of feedback to your learner. Always try to be positive and point out areas in which they could improve.

Answers

✓ Assessment guidelines
Use a rubric to assess your learners.You will find a rubric for Formal Assessment of the learners' work in Section 3: Assessment tools

Activity 9 Read more of Phyllis Ntantala Jordan's story (LB pp. 34–36)

Literary text like youth novel/short stories/drama: General discussion of the key features like character, characterisation, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (Introduce text/predict events): background/setting, brainstorm the theme; During reading (features of text); Post-reading (answer questions, compare, contrast, evaluate)

Before reading: Since this is a continuation of a story that your learners have just read, engage them in a brief recap of the contents. Use the questions in the Learner's Book to focus their attention once again on what has occurred up to this point in time. Remind learners that in a short story the focus is the plot, theme, characters, climax, and so on. Skim the story so that you have an idea of what the main idea is. Remind learners that the purpose behind reading stories is for enjoyment.

Answers
1 Her home was in the Transkei.
2 Visitors came to visit, to sell and to settle arguments.
3 They gave them food and tea.
While reading: Reading aloud is always a good technique to engage and sustain the interest of your readers. Learners need to pay attention to the writer's use of language which contributes to the reader's understanding of character. They need to be aware of setting, attempt to work out the meanings of unfamiliar words in context and demonstrate awareness of the role of the narrator. It is the way in which the narrator presents the story that is important in determining whether the interest of the reader will be sustained.
After reading: Learners respond to questions and participate in a class discussion. The discussion is always important for you because it gives you an idea of the extent to which your learners have grasped the content of the story. Learners should be able to speak at length about characters, attitudes, accepted customs, and so on. It is imperative that learners are able to present their own viewpoints on issues. They need to be able to take a standpoint and justify their opinions.

Answers
1 a. Making the donkeys walk. ✓ (1)
b. Because the writer says they did not make home brews from corn. ✓ (1)
c. He bought tobacco. ✓ (1)
d. **laden**: with loads on their backs/carrying ✓; veranda: stoep ✓; **wares:** goods/things for sale ✓; **seldom:** not often/rarely ✓; **ensue:** happen/take place ✓ **starving:** very hungry/not having eaten. ✓ (6)

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2 a. "we children" ✓ (1)

b. " We would be busy making tea for everybody and getting food ready" / " They could not be sent away hungry." ✓ (1)

c. C – Why rural women are starving ✓ (1)

d. A – The action happened often in the past ✓ (1)

e. Yes ✓Because people are not so hospitable these days/because women do not go around selling things at people's houses .✓Or; No, ✓because in the rural areas people still welcome people in their homes ✓ (2) **[15]**

Activity 10 Use indirect statements (LB p. 36)

Sentence level work: Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

Your learners worked on direct and indirect commands earlier in this unit. The focus now is on direct and indirect statements. Use the *Language box* in the Learner's Book to assist your learners, who will also participate in a short activity.

Answers

2 Speech bubble 1: The man said that the women had far to go home.

Speech bubble 2: The woman said that it was not safe.

Speech bubble 3: The woman said that they could stop over for the night.

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✓ **Activity 11** Write an informal letter of appreciation (LB pp. 37–38)

Write a letter of appreciation for help/advice received: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting

Plan: Talk to your learners about being appreciative. Ask them to provide examples of the sort of things that people are appreciative of. They will probably come up with items such as gifts, pocket money, holidays, tuition fees, friendship, love, and so on. Talk about the language and tone used in a letter of appreciation. Remember to provide your learners not only with the instruction for the task, but the rubric as well.

Draft: Take your learners through the Learner's Book which not only has an example of the format, but also provides learners with a step-by-step account of what is expected of them through each stage of the writing process. The suggested expressions provided will help your learners in formulating their sentences. This will be of particular value to the learner who is still coming to grips with letter writing.

Edit: Impress upon learners that they are expected to follow the process approach and write within the stipulated number of words. They must also check their drafts for spelling, punctuation and grammar errors.

Proofread: Ask learners to check their drafts. Explain to your learners that it is important that the recipient of the letter truly feels appreciated and therefore the language is very important.

Present: Use the rubric provided to assess the final versions of your learners' letters.

✓ Assessment guidelines

Use the rubric provided to assess your learners. You will find a rubric for Formal Assessment of the learners' work in Section 3: Assessment Tools.

Ensure that you provide them with positive feedback as well as recommendations for improvement. Make a list of common errors as you mark. Use these as part of your review/remedial exercise period to draw the attention of your learners to common errors they are making. Allow learners to correct these errors.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 12 Use prefixes and suffixes (LB pp. 38–39)

Word level work: Spelling and spelling patrons, abbreviations, shortening, acronyms, stems, prefixes and suffixes, complex and simplex

Refer learners to the *Language box* in the Learner's Book for a definition of prefixes and suffixes. Remind learners that they regularly use words with prefixes and suffixes without being aware of it. Put up some words on the board, for example: *happy*, *grateful*, *respect*, and so on. Show learners how the prefixes for such words change the meaning of the words, for example: *unhappy*, *ungrateful*, *disrespect*.

Now, demonstrate how a suffix changes the language structure, for example: *happily*, *gratefully*, *respectable*, and so on.

Learners can complete the exercise in the Learner's Book. Mark the exercise with your learners to enable them to correct their work.

Answers

2 a. unkind; b. inhospitable; c. misunderstand; d. re-read; e. semicircle.

3 a. friendly; b. seller; c. thieve; d. kindness; e. payment; f. beautiful.

Activity 13 Read and explain idioms and proverbs (LB pp. 39–40)

Critical language use: Idioms and proverbs; euphemism

If you say, *The cat's out of the bag* instead of *The secret is given away*, you are using an *idiom*. The meaning of an idiom is different from the actual meaning of the words used. *An apple a day keeps the doctor away* is a *proverb*. Proverbs are old but familiar sayings that usually give advice. Both idioms and proverbs are part of our daily speech. Idioms and proverbs are components for which there are no golden rules. They are expressions that suggest something. They cannot be read literally because they will not make sense. You need to look "beyond" the text to determine the meaning.

Remind your learners about the meaning of *euphemism* (saying something harsh in a pleasant way). Learners can complete the exercise in the Learner's Book.

Answers

1–3

- *East, west home's best!*: The best place is your home.
- *There's no place like home!*: Home is the best place to be.
- *Every cock will crow on his own dunghill*: People feel safest and proudest of their own homes.
- *Home is where the heart is*: The people or places that you like best are in the place you call home.
- *My grandmother's house is a home away from home for me*: I feel just as comfortable in my grandmother's home as I do in my own home.

4 a. He has died.

b. Joe is not very clever.

Activity 14 Support: Practise concord (LB p. 40)

Sentence level work: Nouns, adjectives, pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord

Answers

1 A group of shoplifters steal from our shop every day.

2 The shopkeeper Mrs Nyoka, says she is very worried about it.

3 A member of the police force says he will watch the shop tomorrow.

4 Some people think it is all right to shop lift because shopkeepers have a lot of money.

5 A schoolgirl went into the shop and she stole a pen.

Activity 15 Spelling patterns (LB p. 40)

Word level work: Spelling and spelling patrons, abbreviations, shortening, acronyms, stems, prefixes and suffixes, complex and simplex

Answers

Learners' own answers. Example sentences:

- *quiver*: She tried to stop the quiver in her lips when she started to cry.
- *quay*: The quay was full of ships and the crew were unloading each ship's cargo onto the platform.
- *quest*: We went on a quest in search of hidden treasure.
- *quick*: Can I make a quick telephone call?
- *quarter*: The recipe uses a quarter cup of sugar and three cups of flour.

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Unit 3 Check it out

Unit overview		
Term 1	**Week 5**	**Week 6**
Resources	Learner's Book pp. 41–49 Literature Anthology	Learner's Book pp. 50–58 Literature Anthology
Additional resources (optional)	• Newspapers (Classifieds section) • Poetry anthologies • Library books • Examples of different types of contracts	• Examples of different types of contracts • Examples of different types of reports
Listening and speaking	**Activity 5** • *Speaking and listening strategies:* Listen to a telephone conversation/dialogue between a call centre agent and client concerning a dispute over a contract: Tone, language use, register, conventions	**Activity 9** • *Role-play a verbal transaction between a seller and a purchaser, and the subsequent dispute as a result of a verbal contract going sour:* Language use, tone, body language, authenticity • Presentation
Reading and viewing	**Activity 1** • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message **Activity 10** • *Read/view contract for comprehension (strategies):* skimming, scanning, language use, contract-speak, e.g. fine print, dispute, contract lifespan, infer meaning of unfamiliar words by using word attack skills	**Activity 7** • *Read a contract between a seller and a purchaser:* Format, language use, contract-speak, importance of signature, recourse in case of dispute • *Read/view contract for comprehension (strategies):* Skimming, scanning, language use, contract-speak, e.g. fine print, dispute, contract lifespan, Infer meaning of unfamiliar words by using word attack skills
Writing and presenting		**Activity 13** • *Transactional text: Write a report on findings in a dispute between a seller and a purchaser:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a report following a process approach to writing*
Language structure and conventions	**Activity 1** • *Vocabulary in context:* The language of contracts and legal documents **Activity 2** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Sentence structure, sentence types, direct and reported speech, question forms, voice **Activity 3** • *Sentence level work:* Sentence	**Activity 7** • *Vocabulary in context:* The language of contracts and legal documents **Activity 8** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word meaning*: Idioms and proverbs **Activity 9** • *Vocabulary in context:* The language of contracts and legal documents **Activity 10** • *Vocabulary in context:* the language of

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	structure, sentence types, direct and reported speech, question forms, voice **Activity 4** • *Sentence level work:* Sentence structure, sentence types, direct and reported speech, question forms, voice **Activity 5** • *Vocabulary in context:* The language of contracts and legal documents **Activity 6** • *Punctuation and spelling:* Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau	contracts and legal documents **Activity 11** • *Sentence level work:* Sentence structure, sentence types, direct and reported speech, question forms, voice **Activity 12** • *Word level work*: Conjunctions **Activity 13** • *Remedial grammar from learners' writing* **Activity 14** • *Punctuation and spelling:* Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 5

Quick check (LB p. 42)

The *Quick check* activity focuses the attention of learners on the need to investigate terminology that surrounds us in our daily lives. However, we pay little attention to it until we have a problem! It is important for consumers to scan every little detail in a contract before signing so that we do not face any unpleasant consequences. The terminology *terms and conditions* apply is actually the protection that the advertiser enjoys. It is a warning that there are rules attached to the product and it is up to the consumer to make sure that he or she understands the terms and conditions.

Answers

1 The warning means that there are certain things that the buyers must do/have before they can get the goods.

2 Not always: you might have to ask.

3 To protect himself or herself from certain things, for example, the buyer may not have any money or may be too young to buy.

Activity 1 Read a poem (LB pp. 42–44)

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

Before reading: Engage your learners in a discussion about shopping. The poem that follows focuses on women enjoying shopping. Is it true that only women shop in supermarkets? Ask your learners to pay particular attention to the people at a supermarket the next time they visit one. They need to make a mental assessment to determine the gender of the majority of people. It will be interesting to note whether the poet is guilty of stereotyping or whether it is true that women are in the majority at supermarkets. Perhaps, they could even consider the fact that this is a British poet and maybe, British men do not shop! The *Literature box* is very important in helping learners come to grips with terminology prior to engaging with the poem. Engage learners in a discussion based on the activities in the Learner's Book for pre-reading. This discussion will set the scene for the content of the poem.

Answers

1 A supermarket.

2 Learners' own opinions.

3 No, because the poet uses the word *against*.

4 Learner's own answers but suggest the following:

a. So that people will see them when they are waiting to pay and want to buy them (especially if

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they have children).
b. To attract you to buy. To make people feel happy/relaxed so that they will buy more.

While reading: The Learner's Book directs learners in terms of what they need to look out for in the poem. Visualising is an essential technique in assisting the learner to "see" the picture. Focus on the title. Does the title prepare the reader for the tone? Is it a serious or light-hearted poem? Is a poem such as this one conveying a serious message or is it intended for enjoyment? Learners should look out for the literal and figurative meanings, for example, *She fell*: Eve did not lose her balance literally but she fell from her elevated status by succumbing to the temptation of the Devil.

After reading: In responding to question 1, learners will discuss responses generally so that everyone has a feel for the poem. Once you have determined that all your learners have a common understanding of the content, only then, will they engage in answering the questions individually. At the end of the exercise, discuss the correct answers so that learners are able to correct their responses. You may want to spend some time on teaching answering techniques especially if there are particular questions that are problematic. Question 2j for example, will require learners to provide a two-pronged response. They will need to focus on the figurative aspect of the word *yawning* first before giving a reason for its effectiveness.

Answers

1 a. To eat an apple.
b. No. But mostly women do the shopping for food and cooking.
c. To come in and buy things.
d. The poet thinks the posters should be changed because they do not warn shoppers about costs.

2 a. There are two stanzas. ✓ (1)
b. The lines of the poem rhyme on every other line. ✓ (1)
c. *stuff – enough* ✓ (1)
d. The supermarkets are being compared to hell. ✓ (1)
e. B – not agreeing with ✓ (1)
f. These words are proper nouns (names). ✓ (1)
g. To help themselves by taking things from the shelves. ✓; The posters in the windows tempt shoppers. ✓ (2)
h. The devil. ✓ (1)
i. Women ✓ (1)
j. It is a good metaphor because the trolleys are empty like mouths when people yawn. ✓ (1)
k. They stand for names of products. ✓ (1)
l. *He* does not tell them because whispering sounds more secretive – as if the woman is getting a special deal. ✓ (1)
m. That they are too lazy to cook raw food. ✓ (1)
n. The poet dislikes supermarkets because they tempt people to buy and spend their money. ✓ (1) **[15]**

Informal assessment

Learners need to know the key features of poetry. Check that the learners can provide recognise the correct explanation for different key features. You can use the table of poetry features in the Literature Anthology to test the learners and suggest they use the same table for revision if necessary.

Activity 2 Revise sentence types and question forms (LB pp. 44–45)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence structure, sentence types, direct and reported speech, question forms, voice

Use the *Language box* in the Learner's Book, to revise sentence types. Your learners will probably remember a great deal about this aspect. You may wish to engage them orally first, in order to determine the extent of their knowledge. It is always good practice to write down examples provided by your learners on the board, categorise them into questions, statements and commands and then use the examples in the Learner's Book to reinforce each of the sentence types.

Answers

2 a. Do the shops stay open on Saturday?
b. Did you buy some frozen chicken?
c. Is the shop having a sale?

3 a. What time does the shop open?
b. Where is the supermarket?
c. What did you buy?

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Activity 3 Support: Sentence structure in questions (LB pp. 45–46)

Sentence level work: Sentence structure, sentence types, direct and reported speech, question forms, voice

Answers

1 a. What (question word) have (modal verb) you (subject) bought for lunch? (predicate)
b. When (question word) can (modal verb) we (subject) go to the shops? (predicate)
c. Does (modal verb) that supermarket (subject) sell fish? (predicate)
d. Have (modal verb) you (subject) visited the new shopping mall? (predicate)

Activity 4 Use indirect questions (LB pp. 46–47)

Sentence level work: Sentence structure, sentence types, direct and reported speech, question forms, voice

Your learners have had exposure to direct and reported statements and commands. The focus in this activity will be direct and reported questions. You will need to keep the questions very simple so that your learners are able to come to grips with this aspect. The *Language box* in the Learner's Book provides a breakdown about the actual process to be followed when reporting questions. Perhaps, you may want to add on a few more examples that you will demonstrate on the board. Additional examples: *The teacher asked, "Where is your homework?"* This will read: *The teacher asked me where my homework was.* Another example could be: *The boy asked, "When will you be home?"* This will translate to: *The boy asked me when I would be home.*

Answers

3 Speech bubble 1: The shopkeeper asked me how I was.
Speech bubble 2: The shopkeeper asked me what I wanted.
Speech bubble 3: The shopkeeper asked if he could give me brown or white.

Activity 5 Listen to a conversation about a contract (LB pp. 47–48)

Speaking and listening strategies: Listen to a telephone conversation/dialogue between a call centre agent and client concerning a dispute over a contract: Tone, language use, register, conventions

Before listening: A dialogue is a conversation between two or more people. Remind your learners to listen carefully to ensure that they know exactly who the speakers are. The dialogue your learners will listen to is between an employee of a cellphone company and a customer. Ask your learners to guess at the possible subject of the dialogue. Use the questions in the Learner's Book to generate discussion on the extract that learners have read. This will serve as preparation for the listening activity that will follow.

Answers

1 It will be R30 more expensive.
2 Yes, because this clause is numbered 1.

While listening: Focus on the questions in the Learner's Book that provide direction about what to listen out for. Since this is not an individual response to questions, encourage your learners not to take down notes as they listen. The discussion that will follow will be based on their *ability* to listen. It is important that learners listen for various purposes, for specific information, for critical evaluation as well as for appreciation. A dialogue is unlike a normal prose extract because the manner in which people speak and the reaction it evokes often provide clues about people and attitudes. The content is therefore more personal.

The dialogue is in the Listening text section at the back of the book.

After listening: In responding to questions, learners will have the opportunity to determine their individual listening abilities and compare themselves to their peers. This is a good exercise because learners often do not realise how poorly or how well they have listened during a discussion. Encourage your learners by engaging them in another short activity. For this purpose, you may even use an extract or a dialogue from your prescribed drama. The idea is to get them to listen again and answer a few questions. This will serve as encouragement and may even become part of your integrated approach to teaching Literature with a short listening exercise!

Answers

1 The calls are recorded for security reasons (so that they could be checked later).
2 The customer is a man; the agent says "Sir".
3 That his SIM card was damaged in the shop.
4 The agent is checking the customer's details on the computer.
5 The person in the shop.

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6 When the agent tells him he has to pay for a new card.
7 No, because she just kept giving the cost of a replacement card.

Informal assessment
Observe the learners as they listen to the conversation. For informal assessment this is a good opportunity to look out for learners who don't understand tone, language use, register and convention and to implement remedial exercises.

Activity 6 Learn more abbreviations (LB pp. 48–49)

Punctuation and spelling: Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau

Your learners have already been introduced to abbreviations. The exercise that follows reinforces what learners have already learnt, and also introduces *clippings*. The focus of the exercise is on providing abbreviations, and identifying differences between acronyms and clippings, as well as the use of punctuation in abbreviations.

Answers
2 a. Acronyms: SIM; PIN
b. Clippings: ID; cell; phone
3 a. flu – *influenza* (clipping)
b. T's and C's – *terms and conditions* (clipping)
c. SMS – *short message service* (acronym)
d. email – *electronic mail* (clipping)
e. exam – *examination* (clipping)
f. COSATU – *Congress of South African Trade Unions* (acronym)
4 Mrs B. Mbadi
44 High St
Southdown
USA

Week 6

Activity 7 Read from a contract (LB pp. 50–52)

Read a contract between a seller and a purchaser: Format, language use, contract-speak, importance of signature, recourse in case of dispute; **Read/view contract for comprehension (strategies):** Skimming, scanning, language use, contract-speak, e.g. fine print, dispute, contract lifespan, Infer meaning of unfamiliar words by using word attack skills

Before reading: Talk about contracts. A contract is an agreement between two or more parties to "do", to "not do" or to promise something. A contract includes an offer, an acceptance, a description of the item and identification of the parties involved. A minor (person under the age of 18) cannot enter into a contract without the consent of his or her guardian. Ask your learners for examples of contracts they are aware of, for example: cellphone contracts, purchasing a car, purchasing a home or gym membership, and so on. Refer your learners to the Learner's Book so that they can engage with the teaching text and answer the questions that follow prior to actual reading.
While reading: Learners should pay attention to the formal legal language (jargon) in the contract. They will need to read this information in conjunction with the *Glossary box*. You can read this contract to your learners and pause at unfamiliar words, as well as, draw attention to the type of language used.
After reading: Learners will answer the questions individually. The answers to this activity will be very concise. You may find it necessary, to revisit the content of the contract and the expectations of each question based on your learners' performance. Some learners may experience difficulty with the content and the language. It is hoped that this exposure to a range of texts will allow our learners to see the differences in the various types of comprehension they are being exposed to.

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Answers
1 a. The customer is not allowed to use a PO Box. ✓ (1)
b. *will/must* ✓ (1)
c. There is a heading for each clause. ✓ (1)
d. It would make the agreement invalid. ✓ (1)
e. *As we agree in this contract./As this contract states.* ✓ (1)
f. The pronouns we usually use are *his* or *her*. ✓ A contract uses *its* to save space. ✓ (2)
g. Latin is used because it is the language used in the law courts/ It makes their contracts lawful. ✓ (1)
2 a. Any two of the following: Legal costs; removal; transport; repairs; maintenance; storage; obtaining possessions. ✓✓ (2)
b. The lawyers would receive the legal costs. ✓ (1)
c. If they do not follow the terms and conditions in the contract, they may have to repay the company. ✓ (1)

d. Because they might not understand the legal language./They might be too lazy to read it./The writing may be too small. (Accept any two sensible reasons.) ✓✓ (2)
e. Any educated person/lawyer/legal aid office. (Accept any sensible suggestion.) ✓ (1) **[15]**

Activity 8 Work out proverbs or idioms (LB p. 52)

Reinforcement of language structures and conventions covered in previous weeks; Word meaning: Idioms and proverbs

Your learners will engage in a fun and unusual activity on idioms and proverbs. They will be expected though, to explain the idiom or proverb.

Answers

2 1 – c; 2 – a; 3 – b.

3 a. *Three wise men*: The three kings who visited Bethlehem when Jesus was born.
b. *Reading between the lines*: Guessing what a text really means apart from the words on the page.
c. *Better late than never*: It is a good thing that you came even if you are late.

Activity 9 Role play a verbal transaction and a disagreement (LB pp. 53–54)

Role play a verbal transaction between a seller and a purchaser, and the subsequent dispute as a result of a verbal contract going sour: Language use, tone, body language, authenticity; **Presentation**

Before speaking: There are numerous occasions when people enter into verbal contracts. Unfortunately, such contracts can go wrong as you will note when you read the comic strip. Learners are going to participate in a role play. Explain to your learners that they will be given a scenario which they will be expected to role play. Your learners will need some time to prepare themselves for the activity. Focus on the instructions in the Learner's Book so that learners may begin their preparations.
While speaking: Learners should speak using variations in tone, appropriate language and gesture. Encourage your learners to become the character they are playing. In this way they will be able to inject passion into their roles. They need to use their imagination and visualise the scene so that they are able to come up with innovative ideas.
After speaking: Provide feedback to your learners on their performance. Make positive general comments as well as recommendations for future role plays. Point out to individuals how they could have improved.

Activity 10 Challenge: Understand legal language (LB p. 54)

Vocabulary in context: the language of contracts and legal documents; **Read/view contract for comprehension (strategies):** skimming, scanning, language use, contract-speak, e.g. fine print, dispute, contract lifespan, infer meaning of unfamiliar words by using word attack skills

Answers

1 You are not allowed to copy it.

2 You have to get permission to copy from Oxford University Press Southern Africa.

3 *reproduce*

Activity 11 Use the passive voice (LB pp. 54–55)

Sentence level work: Sentence structure, sentence types, direct and reported speech, question forms, voice

The Learner's Book provides learners with details about the use of the passive voice. It is important for learners to realise that this style of writing is only employed because the writer wishes to place emphasis on the subject, for example, *Game stores need new workers!* Had this been written as, *New workers needed in Games stores,* the emphasis will shift to the workers rather than the store!

Answers

2 a. His cellphone was stolen.
b. The legal fees were paid by the company.
c. Customers are not allowed to owe money.
d. The cellphone was recovered by the police.
e. All the stolen cellphones had been hidden by the thieves.

Activity 12 Revise conjunctions (LB p. 56)

Word level work: Conjunctions

This is a revision component. Refer learners to the *Language box* in the Learner's Book. This will refresh their minds before participating in the revision exercise. Learners need to read the writing piece a few times before attempting to fill in the conjunctions.

Answers

Note: This is a suggested answer: answers may vary but correct conjunctions may be used from the choices given.

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When I went to try to buy a cellphone, the person in the shop asked me how old I was, and he asked if I had an ID. So I told him that my ID was at home. Then he asked me where I lived. After that, he also asked me what sort of cellphone I had last year. Finally, I decided not to buy at that shop because the man was unfriendly.

Activity 13 Write a report about a disagreement (LB pp. 56–58)

Transactional text: Write a report on findings in a dispute between a seller and a purchaser: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a report following a process approach to writing**; **Remedial grammar from learners' writing**

The Learner's Book has mapped out exactly what needs to be done during the writing process**.** Draw the attention of your learners to each of these stages.
Plan: Discuss reports in general with your learners. They are formal documents that provide precise details about a situation. A motor car accident report, for example, will provide exact details of time, place, location of the accident. It will describe the vehicles involved and exactly what transpired. A report is written in the third person, is usually in the present tense and uses formal, impersonal language.
Draft: Focus on the Learner's Book for details on the content of the report that learners will write. Allow learners to study the content of the Learner's Book so that they are absolutely certain of what is expected of them. Learners are to ensure that their language usage is correct and that they use the correct formal tone. They will be expected to adhere to the length requirements.
Edit: Assist your learners with the editing process by writing a checklist on the board. This will guide them in ensuring that they have included all the relevant information and that they have also used the correct language.
Revise: Remind your learners to check that they have used the correct spelling and punctuation in their reports.
Present: Learners submit their final report only when they are satisfied that it is the best they can do! After marking the final versions, provide feedback to your learners on their performance. If you note that the majority are struggling with report writing, encourage informal writing as homework based on simple report topics. These could be reports on daily occurrences at school, for example, an athletics event, a debating competition, a fund-raising event, and so on. These reports need to be very short because the idea is to get learners writing in the correct style and format.
Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

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Activity 14 Spelling patterns (LB p. 58)

Punctuation and spelling: Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau

Answers

Learners need to attend to their spelling in every writing task that they complete. Let the learners complete this activity and check each other's work. You may like to prepare similar mini-tests for learners to assess their spelling throughout the year.

Unit 4 What happened next?

Unit overview		
Term 1	**Week 7**	**Week 8**
Resources	Learner's Book pp. 59–67 Literature Anthology	Learner's Book pp. 68–76 Literature Anthology
Additional resources (optional)	• Poetry anthologies • Library books	• Short story examples
Listening and speaking	**Activity 4** • *Oral: Unprepared speech:* Choose suitable topic, organise information cohesively, identify correct vocabulary and language structure, suitable introduction and ending, use visual, audio-visual resources where applicable	**Activity 8** • *Speaking and listening strategies: Listening comprehension (dialogue):* Listen to dialogue, take notes: language and power, tone, mood, introduction and conclusion, answer questions
Reading and viewing	**Activity 1** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message	**Activity 7** • *Literary text such as short story, youth novel/novel/drama:* Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • *Reading comprehension (text from prescribed literature):* Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning
Writing and presenting		**Activity 9** • *Write an essay: Narrative/descriptive/reflective essay:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write an essay following the process approach to writing*
Language structure and conventions	**Activity 1** • *Vocabulary in context* **Activity 2** • *Word level work:* Regular and irregular verbs **Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word meaning:* Idioms and proverbs **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level*: Subject and predicate, subject verb agreement, main clause, dependent clause	**Activity 6** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level*: Subject and predicate, subject verb agreement, main clause, dependent clause **Activity 7** • *Vocabulary in context* **Activity 9** • *Remedial grammar from learners' writing* **Activity 10** • *Punctuation and spelling:* Spelling patterns; acronyms

Review Copy

Informal assessment	See suggestions for informal assessment within this unit.
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.

Teaching guidelines

Week 7

Quick check (LB p. 60)

This activity is intended to revise regular verbs and prepare learners for the introduction of irregular verbs that will follow later. You may choose to allow learners to do this activity orally or individually, depending on your knowledge of the ability of your learners.

Answers

Regular past tense verbs: gathered; called; experienced; happened; moved.

Activity 1 Compare and analyse two poems (LB pp. 60–63)

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

Before reading: The Learner's Book includes a great deal of detail regarding what is expected of your learners before they read. They are going to be focusing on two poems based on the same theme. It is important for learners to be able to compare the poems in terms of theme, tone, poetic techniques, rhyme scheme, and so on. Learners will be expected to give and justify viewpoints as well as make predictions about events that occur in other countries. This is an interesting exercise because learners will be expected to engage in a comparison of poems – they have not done so before. Allow learners to talk about their personal experiences with fire. Is fire something that they have a great deal of respect for? Have they been taught about how to react in case their homes catch fire?

Answers

1–3 Learners' own answers.

4 The first poem (Matilda) has rhyming verse.

5 The poem is set in London.

6 Examples: "A sunset like oranges"; "darkness like the sea"; " shrieking frame of a house".

While reading: Learners have been instructed on how to proceed with the reading in the Learner's Book. It is always a good idea to read the poem aloud the first time. Note on the board, the various aspects that learners will need to pay attention to. It is important that learners are able to identify the theme and tone immediately. Thereafter they will need to read more carefully to identify poetic devices, such as simile, metaphor, personification, and so on. It is important for learners to be able to pay attention to the choice of language, images used and pace of the poem because all of these contribute to the picture that they create in their mind. There are also examples of literal and figurative meaning that your learners will need to look out for. Focus on why the second theme is unusual in its portrayal of the reaction of the people. It is hardly normal for people to congregate to watch a home being burnt down.

After reading: Your learners are going to engage in comparing the two poems. They will also be expected to demonstrate knowledge of critical language awareness. This means that they will be looking for meaning beyond the text. Part 1 of the questions in the Learner's Book focus on an oral discussion. It will be interesting to gauge how your learners have reacted to the poem. Encourage maximum participation from your learners because it is important that they are able to give an opinion. Part 2 tests individual comprehension. Once your learners have answered all the questions, discuss the answers with them so that they can correct their mistakes.

Answers

1 a. The poem *Matilda* teaches us a lesson: "Don't tell lies."

b. The poem *House on fire*, for example: "A sunset like oranges"; "a flag of fire".

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c. The spectators.
d. Learner's own answer with reasons.
2 a. "The fire men came on horses, riding quickly through the town." ✓ (1)
b. One stanza ✓ (1)
c. The lines in the poem rhyme at the ends of the lines. ✓ (1)
d. *Theatre* rhymes with *later*. ✓No, this is unusual. ✓ (2)
e. They put the ladders through the windows. ✓(1)
f. Against telling lies. ✓ (1)
g. Example: "flames like tears" ✓ (1)
h. Example: "shrieking frame" ✓ (1)
i. Our sense of smell. ✓ (1)
j. The fire peters out because the fire fighters put it out/controlled it. ✓ (1)
k. B – to show respect. ✓ (1)
l. C – to see the fire reflected in other's eyes. ✓ (1)
m. The frame/parts of the house (compared to arms and legs). ✓ (1)
n. The poet uses run-on lines because the sentences lead on to each other (enjambment) to make the description move more quickly. ✓ (1) **[15]**

Activity 2 Use irregular simple past tenses (LB p. 64)

Word level work: Regular and irregular verbs

You will now introduce the concept of irregular verbs. Your learners use these verbs daily without even thinking about them. After you have referred them to the *Language box* in the Learner's Book, spend some time reinforcing this aspect. Write lists on the board taken from your learners. If they cannot think of their own examples, refer them to a prose extract in the Learner's Book. They may select words from the extract and change them into the simple past tense.

Answers

1 a. bought; b. saw; c. went; d. brought; e. came; f. swam; g. rode; h. gave.
2 a. left; b. slept; c. thought; d. shook; e. heard; f. dived; g. began; h. wrote; i. cut; j. forgot.

Activity 3 Use idioms and proverbs that warn you (LB p. 65)

Reinforcement of language structures and conventions covered in previous weeks; Word meaning: Idioms and proverbs

This is a revision exercise. However, the Learner's Book has included idioms and proverbs linked to fire from languages other than English. It would be interesting to see if your learners are able to come up with their own proverbs in their own language and explain its meaning. Remember, that they are all supposed to be linked to fire.

Activity 4 Give an unprepared speech (LB pp. 65–66)

Oral: Unprepared speech: Choose suitable topic, organise information cohesively, identify correct vocabulary and language structure, suitable introduction and ending, use visual, audio-visual resources where applicable

Before speaking: It is important that your learners are given clear direction regarding your expectations of them. Explain to them that this is a practice activity. In order to speak without preparing, learners need to remember that the success of their speech is dependent on their ability to think fast and to arrange their thoughts in grammatically correct sentences. You may prepare a number of topics that you know your learners will be able to engage in. Fold them up, place them in a container and get each learner to select one. Your method must be very structured because you need to give every learner the same amount of preparation time. Three minutes is a fair amount of time for preparing. As soon as the first speaker, who has had his or her preparation time, is ready to speak, the second learner selects his or her topic and begins preparation while the first learner speaks, and so on. This method will allow the activity to flow without too much time wastage in between.

While speaking: Learners must indicate the title of their speech. They may make use of their preparations. They will be expected to structure their speech into the various components, maintain eye contact, vary tone, and so on. Encourage your learners to utilise their time to a maximum. They need to sustain their speech without repeating themselves. Refer learners to the hints provided in the Learner's Book.

After speaking: Always make a positive comment on your learners' performance, and then provide feedback on their strengths and weaknesses so that they can perform better the next time round. You may need to provide a considerable amount of support on this activity, because it can be a difficult exercise to speak without preparation.

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Informal assessment

Unprepared speech can be daunting exercise for learners. Assess the learners while they speak to see what kind of support they might need for future speaking activities. You could use the following checklist:

- Did the learner speak confidently or did he/she read from his/her notes?
- Did the learner engage with the audience or did he/she look down while speaking?
- Did the learner speak clearly and loudly enough?
- Did the learner use appropriate gestures?

Activity 5 Revise subject and predicate and learn about clauses (LB pp. 66–67)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Subject and predicate, subject verb agreement, main clause, dependent clause

Remind your learners that a subject answers to the question *Who?* or *What*? And the predicate tells us something about the subject. A good way of determining the subject is to isolate the verb. Thereafter, ask the question *Who?* or *What?* before it – the answer to your question is the subject. Refer learners to the detailed *Language box* in the Learner's Book for examples on subject, predicate and clauses. Learners to attempt the exercise individually to test their understanding.

Answers

2 a. When our neighbours house burnt down, we all went out to look at it. (2 clauses)

b. The fire brigade came and put out the fire then we all went back home. (3 clauses)

c. After the fire fighter left, a kind neighbour took the poor family into her house. (2 clauses)

3 Main clauses are:

a. The fire brigade arrived after somebody telephoned it.

b. While we watched TV, the fire broke out.

c. The neighbours, who were watching TV, ran out to watch the fire.

Week 8

Activity 6 Support: Subject-verb agreement (LB p. 68)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: Subject and predicate, subject verb agreement, main clause, dependent clause

Answers

1 The fire brigade rushes to put out the fire.

2 The neighbours watch the burning house.

3 The house next door catches fire from the spark that flies all over the place.

Activity 7 Read a short story (LB pp. 68–71)

Literary text such as short story, youth novel/novel/drama: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading comprehension (text from prescribed literature):** Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning

Before reading: Inform your learners that the purpose behind reading a short story for literature study is not only for literary analysis, but also, for enjoyment. The story they are about to read has an unusual twist which will certainly cause them to chuckle! The Learner's Book sets the context of the story. It also includes questions for discussion as well as a *Glossary*. It is important for learners to engage with the *Glossary* prior to reading. Learners skim the text so that they have a general idea of what it is about. In the process of skimming they will be able to identify setting, theme, characters.

While reading: Reading the text aloud with your learners will lend itself to maximum enjoyment. It is important for learners to be able to visualise the scene. They will also be able to make inferences about characters based on their actions. Learners must be able to determine the plot, climax, narrative style, and so on. Focus the attention of your learners on the specific questions in the Learner's Book, under the *While reading* section. You may decide to engage learners orally with those questions, or allow them to work out their responses individually.

After reading: Learners will work in a group to answer questions. The focus is their ability to draw conclusions, work out meanings of words in context, talk about the conclusion, comment on issues relating

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to character, and so on. Guide the discussion and ensure that all your learners participate. It is always a struggle with those learners who are shy or lack confidence. Try to bring them into the discussion so that they become comfortable with speaking.

Answers

1 **jockey**: a person who rides a horse; **chores**: housework; **mischievous**: naughty; **scold**; speak angrily to somebody.
2 The narrator is the writer of the story (Russell Kaschula).
3 *I didn't even see the rooster. I was riding too quickly.*
4 He was excited and happy.
5 The bike's brakes were faulty.
6 The boys who chased the rooster. Or; The rooster running into the road.
7 When he fell off the bike.
8 The chicken dinner cheered him up.
9 The rooster that ran into the road.
10 There was still crowing in the mornings because there was a new rooster.
11 a. Examples: *silly*; *scraggly*; *full* (speed)
b. Examples: *quickly*; *fast.*
c. *spectators*/*onlookers*
d. "Zama, you're going to fall, uzakuwa!"

Informal assessment

This activity can also be used as informal assessment and preparation for formal assessment of unprepared or prepared reading. You can ask learners to read paragraphs from the story in class. Be mindful of learners who struggle with reading in English and offer remedial help.

Activity 8 Listen to a dialogue (LB pp. 71–72)

Speaking and listening strategies: Listening comprehension (dialogue): Listen to dialogue, take notes: language and power, tone, mood, introduction and conclusion, answer questions

Before listening: Your learners have already listened to a dialogue in Unit 3. Remind learners that when they listen to a dialogue they have to follow the conversation very carefully, to determine who the speakers are. You may wish to engage them in a pre-listening activity by getting them into groups. One person makes a statement. The next person needs to start speaking using the last word/s of the previous speaker and develop another sentence. The third speaker does the same. This can be a very short activity whose purpose is to emphasise the need to listen carefully in order to continue the chain of sentences.

Tell your learners that at the end of this listening exercise that they will answer questions individually, not in a group. Draw the attention of your learners to the Learner's Book which outlines the procedure. The context has already been provided for your learners. They have an idea of what has just occurred.

While listening: Tell your learners to sit up straight and listen attentively. They need to maintain eye contact if the extract is being read, or focus on something specific if they are listening to a recording. They should never look around the class because this will distract them. Should they find that their minds are wandering, they will quickly need to re-focus their attention on the voice they are listening to.

Refer to the Learner's Book for pointers on what to listen for. Learners must be able to draw their own conclusions based on what they hear. They are listening for specific information as well as analysis. In a dialogue, tone often gives the listener a good indication about attitudes and feelings.

The dialogue is in the Listening text section at the back of the book.

After listening: Learners engage in individual responses to questions. Remind your learners to raise their heads once they have finished writing, so that you are able to determine when to move on to the next question. Provide feedback on the performance of learners after marking has been completed. Note the areas of concern and perhaps, you could spend a few minutes on raising these issues prior to your next listening exercise. In order to strengthen your learners' ability to listen, engage them in conversation with their peers. One learner provides an account of his or her personal experience (it can be anything in about four to five sentences). The other learner will have to summarise what his or her peer just told them. The roles are then reversed. This is actually reinforcing the ability to listen.

Answers

1 Informally, He says "Hi there".
2 Pieter has often warned Zama about the bad brakes.
3 He blames the rooster.

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4 He says "poor rooster".
5 He feels sorriest for himself.
6 He won't be able to do homework.
7 It is a disadvantage because his teacher makes him "say" his homework.
8 Example: *where*? *when*? *When did you break your arm?*
9 It tells you that he thinks the rooster is stupid but he feels a bit sorry for it.
10 A – carefree

✓ **Activity 9** Write and present a narrative essay (LB pp. 72–75)

Write an essay: Narrative/descriptive/reflective essay: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write an essay following the process approach to writing**; **Remedial grammar from learners' writing**

Refer your learners to the extensive teaching text in the Learner's Book that will assist them with the various stages of the writing process.

Plan: Revise direct speech with your learners in the event that they decide to write parts of their essay in the direct speech. Write the topic on the board. It is always a good idea to brainstorm ideas with the class so that you provide your below-average learner with some direction. A vocabulary list often helps as well, depending on the needs of your learners. Such a list with words most likely to be used, is put on the board. It is also a good idea to read a narrative piece of writing aloud to your learners so that they get the feel of an introduction, body and conclusion. Your short stories will work well here.

Draft: They need to focus on the development of their writing from the draft to the final presentation. Remind learners to keep their sentences short in order to avoid grammatical mistakes. You may need to spend some time advising and supporting your weaker learners as you move around the class.

Edit and revise: You may wish to arrange groups for purposes of editing. This will work well if you have a mixture of ability levels in each group. Peers edit each other's writing based on the checklist you have provided on the board. Your checklist will extend from paragraphing to grammar to narrative style of writing, and so on.

Proofread: Peers also engage in proofreading with the writer undertaking one final proofread prior to writing their final version. Teach your learners to take final responsibility for their work.

Present: Once learners are satisfied with any changes they have made to their draft essays, take in the work for formal assessment. Assess the essays using the guidelines below and the rubric for Formal Assessment of the learners' work in Section 3: Assessment Tools.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

✓ **Assessment guidelines** Use the rubrics provided in this Teacher's Guide to assess the learners' work. Record the marks for Formal Assessment.

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Activity 10 Challenge: Punctuation and spelling (LB p. 76)

Punctuation and spelling: Spelling patterns; acronyms

Answers

1 My friend, Rosie, is a very unhappy person. She always wants to look like other people. SOS, we can't all look the same! I said to her, "Why don't you be happy with the looks you've got?" But she answered that she feels ugly. She was going to get money asap from the ATM and book a manicure. She says she'll feel better then when she goes to the SADTU meeting. What nonsense! She is very pretty. FYI, she doesn't need to spend money to look pretty.
2 SOS: *Save Our Souls* (a call signal for help); asap: *as soon as possible*; ATM: *automatic teller machine*; SADTU: *South African Democratic Teachers Union*; FYI: *for your information*.
3 SADTU: *South African Democratic Teachers Union*.

Unit 5 What's up in the news?

Unit overview		
Term 1	**Week 9**	**Week 10**
Resources	Learner's Book pp. 77–85 Literature Anthology	Learner's Book pp. 85–92 Literature Anthology
Additional resources (optional)	• Newspapers and magazines • Examples of sports reports	• Poetry anthologies • Library books • Limerick examples
Listening and speaking	**Activity 1** • *Speaking and listening strategies: Listen to a newspaper sports report:* Structure, features, language use, tone, register, introduction and conclusion • *Discuss findings* **Activity 2** • *Oral presentation of report*: Language use, register, tone, body language, introduction and conclusion	
Reading and viewing	**Activity 4** • *Read a newspaper/magazine report: Reading strategies:* Intensive reading; text features e.g. plot, character, setting, narrator, mood, theme, narrators perspective; inferring meaning of unfamiliar words by word attack skills; direct and implied meaning • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading/viewing for comprehension (use newspaper report):* Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message); infer meaning of unfamiliar words by word attack skills: emotive language, answer questions	**Activity 9** • *Poetry:* Key features of poem; internal structure of a poem, figures of speech/imagery, rhyme, rhythm; external structure of a poem, lines, words, stanzas; typography, figurative meaning, mood, theme and message
Writing and presenting		**Activity 7** • *Long transactional texts:* Such as report/interview: Requirements of task and text type, format, style, point of view, target audience purpose and context, word choice, sentence structure, lengths and types, paragraph conventions • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • Write a report following the process approach to writing
Language structure and conventions	**Activity 1** • *Vocabulary in context* **Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Vocabulary in context*	**Activity 6** • *Sentence level work*: simple, compound, complex sentences **Activity 7** • *Remedial grammar from learners' writing* **Activity 8** • *Word level work:* Moods: Subjunctive, imperative, potential, indicative, conditional

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	• *Word meaning*: Idioms and proverbs: Literal, figurative, alliteration, assonance, personification **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Simple sentences, compound sentences, complex sentences, voice, tenses	• *Punctuation and spelling:* Spelling patterns, quotation marks, apostrophe **Activity 10** • *Vocabulary in context* **Activity 11** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Simple sentences, compound sentences, complex sentences, voice, tenses
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 9

Quick check (LB p. 78)

This *Quick check* activity is intended to bring all learners on board regarding the content of newspapers. Unfortunately there are many learners in our country who do not have daily or even monthly access to a newspaper. It will be a good idea to bring in copies of various newspapers to the classroom. Allow learners to interact with these papers for a few minutes before proceeding with the activity.

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Answers

1 **Examples**: cartoons/comic strips; notices; births/marriages/deaths; weather reports.

2 A weekly (newspaper).

Activity 1 Listen to a sports report (LB pp. 78–80)

Speaking and listening strategies: Listen to a newspaper report: Structure, features, language use, tone, register, introduction and conclusion; **Discuss findings**

Before listening: The focus of this listening exercise is completely different from those that have gone before. In this listening exercise, learners will listen to a newspaper report. They will then discuss their findings, following the guide in the Learner's Book and finally present the report orally. Talk about the newspapers and their articles on sport. Allow learners the freedom to speak about sport in general and then move the focus to rugby. You may be surprised at the extent of your learners' knowledge! Write down their contributions on the board. Encourage them to provide details about how the sport is played, the technical terms used, South Africa's status in world rugby. They will probably also be able to give you information on the provincial teams, their performance, the names of the players, their strengths, weaknesses, and so on.

Now, focus their attention on the *Information box* in the Learner's Book. This will prove very valuable for learners who do not know anything about rugby. Engage your class in the activities in the *Before reading* section in preparation for the next section.

While listening: The Learner's Book provides considerable detail on the steps to be followed in the listening process. You may wish to write down the steps on the board so that they are easily accessible to your learners as they listen. Learners will not only be listening for specific information, but also for evaluation. They will be expected to comment on the language of the report.

The newspaper report is in the Listening text section at the back of the book.

After listening: The class discussion is the most important part of this exercise because the information discussed here will be carried forward into the next oral activity. Encourage maximum participation and allow learners to speak freely in response to the various questions in the Learner's Book. Your learners are to be reminded of the rules pertaining to informal conversation/discussion. They are to remember the importance of turn-taking conventions, show respect, listen carefully as others speak, use good grammar, negotiate and defend a

position. In determining the tone of a sentence, revise the definition of *tone*. Learners have engaged with questions on tone in poetry – this is a mere transference of skills they have already learnt.

Answers

3

Match summary	
Type of sport	Rugby
Where match was played	New Zealand
Names of teams	England, New Zealand
What does the reporter describe at the start (introduction) of the report?	Which team won the first test match of the series
The information in the middle of the report tells you about the match. What was the half-time score? What was the final score?	Half-time score: New Zealand 6, England 0 Final score: England 8, New Zealand 19
What does the conclusion of the report imply?	That there are more matches to be played

3 a. The team was tired and not really playing at their best.

b. B – disappointed but hopeful.

c. The report starts with *And* because there has been other sports news before this report.

d.–e. Learners' own responses.

Informal assessment

Observe the learners as they listen to the report and note how well they listen. Ask the learners to assess each other's answers and take in the learners' work after class. Take note of any learners who have struggled with the answers and try to repeat the activity with these learners. Read the text slowly and check that the learners are taking appropriate notes to help them answer the questions correctly.

Activity 2 Conduct a survey and present your report (LB pp. 80–81)

Oral presentation of report: Language use, register, tone, body language, introduction and conclusion

Before speaking: In preparing a report, your learners will need to gather factual information. A report is based on statistics and it needs to be absolutely accurate. The language used in a report is formal. It is written in the third person and is in the present tense. Take your learners step-by-step through the detailed instructions in the Learner's Book. The details are very clear for each step of the process. However, you may find it necessary to reinforce certain aspects depending on the needs of your learners. Explain to your learners that in their introduction they will need to give a reason for the survey. They may, for example, say that the purpose is to determine the interest level of Grade 9 learners in sport or to determine whether Grade 9 learners are reading, and so on. The conclusion provides a final summary of the findings of the report. You could also encourage your learners to present their findings on a chart, or use any other visual aid. You may be surprised at the techno-literate generation you have and some may even want to do a powerpoint presentation!

While speaking: Encourage your learners to present their findings in a formal, organised way. They could imagine that they are presenting to an audience of distinguished people who are relying on the information they are about to present. They could for example, use a pointer to refer to their chart to avoid the clumsy use of their fingers! They need to demonstrate passion for what they are presenting and this can be done through both by the appropriate body language and tone. Draw the attention of your learners to the information in the Learner's Book that provides guidance on how to present.

After speaking: Encourage discussion on the presentations. Allow learners to assess each other and comment on what made certain presentations better than others. This will enable them to think about how they can improve the next time.

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Activity 3 Identify literal and figurative idioms (LB p. 81)

Reinforcement of language structures and conventions covered in previous weeks; Word meaning: Idioms and proverbs: Literal, figurative, alliteration, assonance, personification

Remind learners of the definition of literal and figurative meanings as a quick revision. Literal meanings are surface meanings and figurative meanings are underlying or hidden meanings. Learners engage in an individual exercise to test their ability.

Answers

1 figurative
2 figurative
3 literal
4 literal
5 literal

Activity 4 Read a newspaper report (LB pp. 82–84)

Read a newspaper/magazine report: Reading strategies: Intensive reading; text features e.g. plot, character, setting, narrator, mood, theme, narrators perspective; inferring meaning of unfamiliar words by word attack skills; direct and implied meaning; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading/viewing for comprehension (use newspaper report):** Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message); infer meaning of unfamiliar words by word attack skills: emotive language, answer questions

Before reading: Talk to your learners about the African wildlife. Explain that our wildlife is kept in massive game reserves and in zoos as well. The difference is that in the zoo the animal is caged and has to be fed while in the reserves, animals are free to roam and fend for themselves. Nature conservationists are working constantly to ensure that our species are protected from extinction. Your learners may be aware of the poaching of rhino horns and may probably contribute to your information. The poaching of rhinos has made news headlines regularly. The authorities are struggling to curb the problem which will soon result in the extinction of the rhino. It is a very difficult struggle but numerous people have combined their energies towards working towards capturing the poachers.
Refer your learners to the Learner's Book that includes numerous questions that will aid in directing your learners' thoughts. Allow discussion on each of the questions. Learners will be expected to skim and scan the text in order to contribute to the discussion.
While reading: Draw the attention of your learners to how journalists portray their points of view through the use of language. They are able to demonstrate their own prejudice/bias/frustration on the subject. A journalist who believes that animals serve no value to mankind is likely to say something like: *Police violently attacked an unfortunate poacher who was only trying to make a living.*
Engage your learners in a discussion of this statement and what it portrays about the journalist's attitude towards poachers. Focus their attention on the article and allow them to look for words/expressions that convey the journalist's feelings. Note the pointers given in the Learner's Book.
After reading: Your learners will answer questions individually to determine their comprehension ability levels. Then, they will participate in a general discussion. This will give them a well-rounded view on the subject of rhino poaching. Provide your learners with the correct answers to enable them to do their corrections and learn from their mistakes.

Answers

1 a. A – because rhino horn does not really cure cancer. ✓ (1)
b. They are medically useless ✓ and illegal. ✓ (2)
c. To fight/defend themselves. ✓ (1)
d. The journalist uses the word *bloodbath* because so many rhinos are being killed. ✓ (1)
e. "Medical research has shown that rhino horn is not a cure for cancer." ✓ (1)
f. A man called Trang Duc Ho. ✓ (1)
g. They grind the horns/make them into powder. ✓ (1)
h. That two people died who had been taking rhino horn. ✓ (1)
i. The city of Hanoi is in Vietnam. ✓ (1)
j. *sadly* ✓ (1)
k. It is written for South African readers because the reporter gives the cost in rands. ✓ (1)
l. They steal from museums. ✓ (1)
m. It is easy because the policing is not good. ✓ (1)
n. We may find that South African rhinos could become extinct. ✓ (1) **[15]**

Informal assessment

This activity provides the opportunity to test the learner's reading strategies. The *Before reading* discussion of the activity can also be used to assess learner's general knowledge and to emphasise the importance of being informed about the news.

Activity 5 Revise simple, compound and complex sentences (LB p. 85)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Simple sentences, compound sentences, complex sentences, voice, tenses

Refer learners to the *Language box* to refresh their memories on these types of sentences. Learners complete the exercise individually. Provide them with the correct answers to enable them to correct their work.

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Answers

There are several possibilities. These are examples:

2 a. The rhinos live in game reserves but they are not safe there. (compound)

b. Although some Vietnamese people believe in powdered rhino horn, which they think will cure their illnesses, they are wrong. (complex)

c. Rhinos cannot live without their horns because they use the horns to fight other animals. (compound)

d. Poachers, who are hired by criminals who make a lot of money, kill rhinos. (complex)

Week 10

Activity 6 Support: Identify simple and compound sentences (LB p. 85)

Sentence level work: simple, compound, complex sentences

Answers

1 Rhino horns are made of the same stuff that we have in our fingernails, but rhino horns sell for thousands of rands per gram in Vietnam.

2 Buying and selling of rhino horns is against the law in Vietnam, however, policing of the trade is not strict.

3 Some thieves will even steal rhino horns from museums and some South African museums have replaced the real horns with fake horns.

Activity 7 Write your own interview (LB pp. 86–87)

Long transactional texts: Such as report/interview: Requirements of task and text type, format, style, point of view, target audience purpose and context, word choice, sentence structure, lengths and types, paragraph conventions; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a report following the process approach to writing**; **Remedial grammar from learners' writing**

Plan: Start a discussion on who is usually interviewed and for what reason. You are bound to get responses ranging from people in the film industry, music industry, writers, and so on. Ask your learners whether they prefer to read an interview or watch one on television – they must be able to support their points of view. Ask for examples regarding the types of questions that interviewers usually ask. Explain the differences between an interview and a conversation. In a conversation two or more people participate or share equally in the process. In an interview, one person is attempting to get information from the other. Revise with your learners how to ask questions. The six question words are *who, what, where, when, why* and *how.* Ask learners to phrase questions with each of the above in an attempt to get them thinking about how to phrase questions.

Refer your learners to the Learner's Book for guidance on what is expected of them.

Draft: The Learner's Book provides a detailed account of how to go about gathering and writing down the information obtained. Make sure that all your learners are aware of your expectations. Your learners should constantly bear in mind the topic, as they formulate their questions. This will ensure that their questions are all content focused. After learners have brainstormed and written down their questions, they will need to sift the questions and use the best ones. Questions must be simple and concise. A long question can cause confusion and the response may not always provide the answer the interviewer is looking for.

Edit and revise: Learners are to edit and revise their pieces. Use the information provided in the Learner's Book to assist you with the procedure.

Proofread: It is important for learners to proofread their work for any spelling, grammar and punctuation errors, before presenting their final version.

Present: It is only when the learner is absolutely certain that he or she has included only relevant points, that the final version of their interview should be presented.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 8 Use the conditional mood of verbs (LB pp. 88–89)

Word level work: Moods: Subjunctive, imperative, potential, indicative, conditional; **Punctuation and spelling**: Spelling patterns, quotation marks, apostrophe

You may wish to commence this exercise by writing down a range of questions, statements and commands taken from your learners. For example: *Don't eat in the classroom! If I should see him, I'll tell him. Do you want to go outside?* Each of these is indicative of a different mood. Allow learners to interact with the *Language box* in the Learner's Book and ask them to indicate the mood of each of the sentences you wrote

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on the board. Once your learners can come to grips with each of the three moods, they will easily be able to answer the questions both individually and in groups.

Answers

2 a. Can't we catch the poachers?
b. Tourists want to see rhinos in our game reserves.
c. Catch the thieves!

3 **Examples**:
a. Rhino horns cannot cure illnesses.
b. Do they grind the rhino horns into powder?
c. Give me that powder!

4 Learners must make up their own endings but use verbs correctly, for example:
a. If the poachers kill rhinos, we will not have any more rhinos.
b. If people believed that dogs' tails cured diseases, they would cut off dogs' tails.
c. If the police had caught the poachers, they would have put them in prison.
d. If you want to buy rhino horn, it will be very expensive.
e. If you had bought rhino horn and were caught by the police, you would have gone to prison.

5 Learners must make up their own answers but must use *I would* in a. and b. *I will/I'll* in c. and *I would have* + past participle in d.

Activity 9 Identify figures of speech and rhyme and rhythm in poetry (LB pp. 89–91)

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

Before reading: Before engaging with the content of the limericks, talk your learners through the meaning of syllables. A syllable is a combination of a vowel sound with one or more consonant sounds. For example, in the word, *computer* we have three vowel letters and three vowel sounds – *computer*. This means it is a three syllable word. The word *bite* is a one syllable word. Explain the difference between stressed and unstressed syllables. Explain that stressed syllables are louder and longer. Stressed syllables tend to occur in content words such as nouns and verbs; structure words such as articles and prepositions are usually unstressed. Provide a few examples of where stress in a word is placed, such as *contain*, *enough*, *deliver*, *decide*, and so on.

Revise the basic figures of speech such as simile, metaphor, personification, alliteration. Ask learners to identify rhyming words. Now focus the attention of your learners to the information in the Learner's Book.

Answers

1 *though*; *so*; *low*.

2 **Examples**: *sort*; *fort*; *caught*; *bought*; *taught*; *naught*; *taut*; *wart*; *port*; *quart*; *wrought*.

3 *unlucky* (3 syllables); *school* (1 syllable); *princess* (2 syllables).

While reading: Draw the attention of learners to the characteristics of a limerick. The focus of the reading will be the learners' ability to identify figures of speech and their effectiveness, as well as, the rhyme scheme. Pay attention to the tone. Emphasise the fun aspect of limericks. Learners will engage in the activities in the Learner's Book.

After reading: Learners will work individually. You may need to assist learners who have still not come to grips with figures of speech and identifying syllables. Encourage your learners to attempt to write their own limericks. They will either realise how much fun it is to do so, or how difficult it is!

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Answers

1 The mood of the limerick is playful and humorous.

2 An exclamation mark is used because it is a surprising ending.

3 a. a (Ryger); a (tiger); b (ride); b (inside); a (tiger)
b. The second and fifth lines.

4 Second line: who/went/for/a ride/on/a/tig/er
Third line: they/re/turned/from/the/ride
Fourth line: with/the/la/dy/in/side
Fifth line: and/a/smile/on/the/face/of/the/tig/er

5 Alliteration: *danced* (the *ced* is pronounced as *t*) *cat*; *tea*; *hat*
Assonance: *Border*; *disorder*; *cat*; *hat*

Activity 10 Challenge: Vocabulary in context (LB pp. 91–92)

Answers

1 a. 3 bedrooms.
b. b/room
c. post meridiem (Latin meaning *afternoon*)

2 a. Because it says *ono* (*or nearest offer*).
b. It is not a private person because *X-Mart* is a shop

or business.
d. *4* means *for*.

Activity 11 Use different forms of past tenses (LB p. 92)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Simple sentences, compound sentences, complex sentences, voice, tenses

The Learner's Book contains detailed definitions with examples of the various forms of the past tense. If necessary, write additional examples on the board to ensure that all learners understand the various forms. In addition, you may wish to revise irregular verbs on page 64 of the Learner's Book so that your learners are absolutely clear about the differences between regular and irregular verbs.

Answers

2 And from New Zealand we bring you news of the first test match of the series. The English visitors came to defend the title they won last year. They had travelled a long way to play this match and looked jet-lagged when they came onto the field. The rain had poured down all night and the pitch was soaked. At half time, New Zealand was beating England but in the second half, Brian Smith scored a wonderful try for England and the game is set for an exciting finish.

3 Past perfect form of *score*, *beat* and *win.*

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Term 2

Unit 6 Voices from Africa

Unit overview		
Term 2	**Week 1**	**Week 2**
Resources	Learner's Book pp. 97–106 Literature Anthology	Learner's Book pp. 106–112 Literature Anthology
Additional resources (optional)	• Books on names • Autobiographical books • Library books	• Poetry anthologies • Examples of a last will and testament
Listening and speaking	**Activity 1** • *Listening for comprehension: Listen to a story:* Identify main and supportive ideas, language use, register, answer questions **Activity 2** • *Forum/group discussion: Culture:* Indicate roles, speakers take turns, explain viewpoints and reach consensus, use appropriate language, style and register	
Reading and viewing	**Activity 5** • *Read a literature text e.g. Drama/short story/folklore/novel: Reading strategies:* Intensive reading; text features e.g. plot, character, setting, narrator, mood, theme, narrators perspective; inferring meaning of unfamiliar words and images by word attack skills; language structure and style • *Reading process:* Pre-reading (Introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)	**Activity 10** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Read/view text for information: Will and testament:* Intensive reading and viewing, purpose of text, language use, characters and caricatures, background and setting, message and theme, summarising the text **Activity 11** • *Summary:* Format, language use, structure
Writing and presenting		**Activity 7** • *Transactional texts: Diary entry/constitution/policy:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a diary entry/constitution/policy following the process approach to writing*

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Language structure and conventions	**Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, pronouns **Activity 4** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, pronouns **Activity 5** • *Vocabulary in context* **Activity 6** • *Sentence level work:* Sentence types, generalisations, direct/indirect speech, voice, tenses • *Vocabulary in context*	**Activity 7** • *Remedial grammar from learners' writing* **Activity 8** • *Sentence level work:* Sentence types, generalisations, direct/indirect speech, voice, tenses **Activity 9** • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message • *Vocabulary in context* **Activity 10** • *Vocabulary in context* **Activity 12** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Sentence types, generalisations, direct/indirect speech, voice, tenses **Activity 13** • *Punctuation and spelling:* Quotation marks, spelling patterns, abbreviations
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 1

Quick check (LB p. 98)

Listening for comprehension: Listen to a story: Identify main and supportive ideas, language use, register, answer questions

Spend a few minutes working through the *Quick check* with the learners and check their answers to the work.

Answers

1 Definition 2
2 *agriculture*
3 *–al*: *cultural event*
4 *un–*: *uncultured*

Activity 1 Listen to a story about names (LB pp. 98–100)

Listening for comprehension: Listen to a story: Identify main and supportive ideas, language use, register, answer questions

Before listening: The activity emphasises the concepts of the topic sentence and supporting sentences in paragraphs. Learners have already been introduced to these concepts in their writing exercises. Now there is opportunity for learners to experience this in reverse – to recognise the topic sentence and it's supporting sentences in a piece that has already been written. The introduction about former president Nelson Mandela, as well as, the diagram gives learners a visual run up to the listening activity. Learners also have the opportunity to apply the concepts to their own lives by drawing their own diagram showing the different names they are known by.

Answers

2 a. eight names
b. Meg; Maggie

While listening: Ask learners to read the three points listed under this section in the Learner's Book. Ask them to be mindful of these points when listening to the extract. As further support, ask learners if they remember the difference between formal and

informal register. Also, how to tell the difference between the two registers. Now that learners have been prepared, they are ready to listen to the extract. The speech extract is in the Listening text section at the back of the book.

Answers

1 a. Learners' own experiences.
b. Learners' own stories.
c. B – cultures have some common baby-naming practices that most people follow
d. South Africans have different ways of choosing babies' names, depending on the language groups they belong to.
e. English speakers choose names in this way.
Afrikaans speakers choose names in this way.
The Jewish community do not choose living relatives' names.
African language speaking communities have very different ways of giving names.
2 a. Their little girl may be called Hendrina by Hendrik and Christina.
b. The parents often give the baby two or three first names.
3 a. The volunteer said, "I have lived in South Africa for a while and I have learned a lot about names."
b. The volunteer said, "In the Afrikaans speaking community, a first son often gets the name of his father."

Activity 2 Speak about cultural differences (LB p. 101)

Forum/group discussion: Culture: Indicate roles, speakers take turns, explain viewpoints and reach consensus, use appropriate language, style and register

Before speaking: This activity continues with the theme of names, and that learners may be called various different names by different people in their lives, for example: to their parents, a son or daughter; to their teachers, a learner; to their siblings, a brother or sister; and to their friends they may be known by a nickname. This section focuses on nicknames. This is a great opportunity to discourage the use of hurtful names among learners.

While speaking: This activity allows learners to express their feelings and or opinions with regard to nicknames. In the *Before speaking* section, learners are given the opportunity to discuss the pros and cons of nicknames. Once they have concluded that part of the activity, they are prepared to voice their thoughts. Draw their attention to the correct ways of speaking in discussion (as listed on page 101 of the Learner's Book), as well as using a topic sentence and then supporting sentences to back up their opinion.

Activity 3 Use prefixes and suffixes (LB p. 102)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, pronouns

Learners now investigate the concept of stem words and how prefixes and suffixes can be used to build new words. Emphasise that it is necessary to understand how prefixes and suffixes work in order to improve vocabulary, as well as, to break down difficult words that they may not understand.

Answers

1 a. *un-forget-able*
b. *un-happy-ness*
c. *semi-circle-ar*
(Note: Explain that spelling can change when prefixes and suffixes are added.)
2 a. adjective; b. adverb; c. adjective

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Activity 4 Understand the pronouns *his*, *her* and *its* (LB pp. 102–103)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, pronouns

English additional language speakers often struggle to understand the difference between these three pronouns and use them incorrectly. In *isiXhosa*, for example, differentiation is not made between *his*, *her* and *its*. Hence *isiXhosa*-speaking learners will translate directly into English and not use the correct gendered pronouns as they do not exist in their first language. For this reason it is imperative to emphasise that learners need to learn the correct pronouns to improve their written and spoken English. Another common mistake is for learners to write *it's* when they really mean *its*. Explain the difference between *it's* (the shortened form of *it is*) and *its* (the pronoun for animals and things.)

Answers

2 a. Learners must have <u>their</u> own dictionaries.
b. We do not use relationship words for speaking to <u>them</u>.
c. "I like your cat. What is <u>its</u> name?"

d. "I want all learners to bring their homework tomorrow.
e. The books on the table belong to them.

Activity 5 Read part of an autobiography (LB pp. 103–105)

Read a literature text e.g. Drama/short story/folklore/novel: Reading strategies: Intensive reading; text features e.g. plot, character, setting, narrator, mood, theme, narrators perspective; inferring meaning of unfamiliar words and images by word attack skills; language structure and style; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Vocabulary in context**

Before reading: Learners are asked to reflect on how they learnt to speak in preparation for the extract they will read. Encourage them to always make use of the scan, skim and glossary technique before they start reading. Discuss the meanings of *decolonising*, *vividly*, *ovation*, *composition* and *regime* before allowing the class to do the reading.
While reading: The extract has some helpful notes in the margin of the Learner's Book. Ask learners to pay careful attention to these notes while they are reading as it will help them understand the text better. Remind them that certain reference books will have something similar in the form of footnotes or endnotes and they should read these extra pieces of information when doing research.

Answers

1 a. Ngugi wa Thiong'o is the narrator. ✓ (1)
b. The setting is in Kenya. ✓ (1)
c. A story written about one's own life. ✓ (1)
d. The narrator spoke Gikuyu. ✓ (1)
e. grown-ups, children; landlords; teachers. ✓✓ (2)
f. They were beaten or they were made to wear an embarrassing card. ✓ (1)
g. "And then I went to school." ✓ (1)
h. personification ✓ (1)
i. They were losing their own culture ✓ because they were having to learn another language and culture. ✓ (2)
j. The writer thinks children should be taught in their home language. ✓✓ (2)
k. Learners may agree or disagree ✓but must give a good reason. ✓ (2) **[15]**

Informal assessment
This activity provides the opportunity to assess how well learners can apply different reading strategies. Look out for learners who struggle with reading and offer remedial help. The features of the autobiography text can be used to teach Activity 7 in writing own personal recounts, the personal diary entry.

Activity 6 Recognise generalisations (LB pp. 105–106)

Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses; **Vocabulary in context**

Ask learners what the meaning of *generalisation* is. Ask them if they like it when people make assumptions about who they are and what they like based on their race or language or gender. Because generalisations are often statements that are unfair as well as hurtful, it is important for learners to avoid using generalisations in their everyday speak, as well as in their writing. This activity prepares learners to be able to identify generalisations in the content of newspapers, magazines and books that they read.

Answers

1 First cartoon: Women are bad drivers.
Second cartoon: Men can't look after babies.
2 "All teenagers think …; "like other young people"; "All young people think …".

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Week 2

Activity 7 Write a personal diary entry (LB pp. 106–108)

Transactional texts: Diary entry/constitution/policy: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a diary entry/constitution/policy following the process approach to writing**; **Remedial grammar from learners' writing**

Plan: Learners now have the opportunity to practise their writing once again – this activity asks them to write a diary entry about their lives. It follows on from the extract they read in Activities 5 and 6. These extracts can be looked to as examples of people writing from their own point of view. Encourage the use of visual aids such as the diagram on page 107 of the Learner's Book to assist learners in clearly thinking through what they will write and include in their diary entry. Again, the main idea with supporting ideas is emphasised.

Draft: Ask students to refer to page 107 and the four-step instructions listed there. Remind learners that there are different types of writing activities and that each of these has a different format. For example a formal and informal letter will have different formats to each other as well as to a personal diary entry. Also refer learners to page 108 and to read the requirements listed under *Edit and revise*.

Edit and revise: Once the draft has been completed, learners should re-read their diary entry and make sure it fulfils the requirements listed under *Edit and revise*.

Proofread and present: Learners should recheck their written work and correct any grammar or spelling errors. Remind them to use a dictionary for the spelling of words they are not certain of. Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Answers

Learner's must follow the rules for personal diaries given in the Learner's Book.

Activity 8 Challenge: Sentence types (LB p. 108)

Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses

Encourage learners to attempt this activity to test their knowledge and confidence in using different sentence types.

Activity 9 Read a poem about Africa (LB pp. 108–110)

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

Before reading: Refer learners to the text and ask them to scan the text for the names of different places mentioned in the poem. Ask learners to identify these places on either the map provided on page 109 or if you have access to a large map in your classroom, to make use of that.

While reading: Refer, as a reminder, learners to page 108 and the discussion about poetry. Ask them to be mindful of the way that punctuation and the lines are used in the poem. Ask learners to consider the title and its meaning while reading the poem.

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Answers

1 "words, like cattle …" ✓ (1)

2 "Karoo and Kalahari." ✓ (1)

3 "… conversations began to focus …" ✓ (1)

4 "words to gather sense" ✓ (1)

5 The poem is called *Word-miles* because with each mile that he travelled he hears words that become more familiar. ✓ (1)

6 If there is no punctuation at the end of the lines, the lines seem longer ✓ because there is no pause. ✓ (2)

7 four stanzas ✓ (1)

8 A, B or C ✓ with a reason for the relevant choice. ✓ (2) **[10]**

Activity 10 Read for information (LB pp. 110–111)

Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Read/view text for information: Will and testament:** Intensive reading and viewing, purpose of text, language use, characters and

caricatures, background and setting, message and theme, summarising the text; **Vocabulary in context**

Before reading: Learners are introduced to the concept of a will. The vocabulary in this text is difficult. Spend a fair amount of time discussing the meanings of the words that are listed in the *Glossary*. Possibly ask learners to use the new vocabulary in sentences before reading the extract of a will.

While reading: Similar to Activity 5, learners are supported with notes in the margin. Ask them to be mindful of these notes as they read the will. Also to look out for the words in the *Glossary* that were discussed before reading the will. Remind them that the notes and *Glossary* will increase their understanding of the text.

Answers

1 Simple present tense.
2 It must be kept in a safe place because it might get lost or changed by other people.
3 You or a lawyer can make a will.
4 Any adult who is not in the will.
5 To prove that he or she made the will before he or she died.

Activity 11 Summarise a text (LB p. 112)

Summary: Format, language use, structure

In this activity, learners are introduced to the point-form summary and how to write one. Discuss the different types of summaries that there are. Highlight the requirements for a point-form summary and remind learners that they will need to do summaries throughout their school career and that it is very helpful to master the point-form summary as soon as possible. The activity allows them to practise writing such a summary.

Answers

1 Marina Elizabeth Jones wrote the will.
2 She lives at 18 Woodlands road in Southwell.
3 Her son David Andrew Jones is the executor.
4 She leaves all her assets equally to her three children.
5 There is a bequest of a gold and diamond necklace to Anne Smith.
6 Two adults had to witness the will. (52 words)

Activity 12 Support: Indirect speech (LB p. 112)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses

This activity follows on from Activity 10 by giving learners the opportunity to practise changing sentences from the direct into the indirect speech.

Answers

1 Marina Jones said that she wanted everything to go to her children.
2 Marina Jones said that she wanted the children to divide everything equally.
3 Marina Jones said that she wanted David to be her executor.
4 Marina Jones said that she wanted Anne Smith to have her necklace.

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Unit 7 Do you believe it?

Unit overview		
Term 2	**Week 3**	**Week 4**
Resources	Learner's Book pp. 113–122 Literature Anthology	Learner's Book pp. 122–130 Literature Anthology
Additional resources (optional)	• Dictionaries • Magazine articles	• Library books • Examples of folk tales • Examples of reviews • Poetry anthologies
Listening and speaking	**Activity 2** • *Speaking and listening strategies: Listening for comprehension:* to a recording of a speech role play: Explain strategies of the listening process, answer questions in writing	**Activity 7** • *Unprepared reading:* Appropriate use of voice, tone and pace, punctuation in reading, body language, contact with audience
Reading and viewing	**Activity 3** • *Read/view text e.g. newspaper articles/magazine articles for information and comprehension:* Reading strategies: Comprehension passage in text book, skimming and scanning, intensive reading, purpose and target group, inferring meaning and conclusions, fact and opinion, give own opinion, meaning of unfamiliar words, identify manipulative language **Activity 4** • *Summarise the text*	**Activity 8** • *Read a text e.g. Drama/short story/folklore:* Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) **Activity 12** • *Reading process:* Pre-reading (Introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		**Activity 9** • *Writing: Text review (unprepared text read)/documentary:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a review/documentary following the process approach to writing*

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Language structure and conventions	**Activity 1** • *Vocabulary in context* • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Verbs (finites; infinitives), stems, prefixes and suffixes **Activity 2** • *Vocabulary in context* **Activity 5** • *Vocabulary in context*; *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Verbs (finites; infinitives), stems, prefixes and suffixes **Activity 6** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Complex sentences, generalisations, direct/indirect speech • *Vocabulary in context*	**Activity 9** • *Remedial grammar from learners' writing* **Activity 10** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Complex sentences, generalisations, direct/indirect speech **Activity 11** • *Word meaning:* Idioms and proverbs **Activity 12** • *Vocabulary in context* **Activity 13** • *Sentence level work:* Complex sentences, generalisations, direct/indirect speech **Activity 14** • *Sentence level work:* Generalisations; Bias
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 3

Quick check (LB p. 114)

Remind learners that they need to allow everyone to contribute to this discussion. Also remind learners that they need to be respectful of other people's superstitions

Answers

Learners' own answers. Guide your learners in the things they are superstitious about.

Activity 1 Read a dictionary entry (LB pp. 114–115)

Vocabulary in context; Reinforcement of language structures and conventions covered in previous weeks; Word level work: Verbs (finites; infinitives), stems, prefixes and suffixes

The importance of dictionary work cannot be underestimated. In this activity learners are introduced to the concept of superstition. They are also given the opportunity to practise changing a noun into an adjective by adding a suffix to the stem word. Remind learners of Activity 3 in Unit 6. They are also encouraged to identify words with positive and negative connotations – referred to in the Learner's Book as words that are praiseworthy and words that are critical.

Answers

1 a. No, because the word has a negative connotation.

b. That it is unimportant or untrue.

c. *–ious*: *superstit<u>ious</u>*

2

Word	Positive	Negative
superstitious		✗
rational	✓	
logical	✓	
senseless		✗
intelligent	✓	

Activity 2 Listen to a speech (LB pp. 115–116)

Speaking and listening strategies: Listening for comprehension: to a recording of a speech role play: Explain strategies of the listening process, answer questions in writing; **Vocabulary in context**

Before listening: By now, learners should be familiar with the listening process. Instead of reminding learners of the necessity of following the correct phases of the listening process, ask learners to remind each other and then to report back. Scan, skim and read the *Glossary* are three important points learners should mention. Draw learners' attention to the introductory text and how introductions prepare the listener for the body of the text they will listen to.
While listening: Ask learners to refer to the questions on page 115 that they would have scanned before listening. Ask them to be mindful of these questions while listening and to make notes the second time that they listen to the text. Remind them that they will not have time to write full sentences but to jot down a few words as they listen to the text.

The speech is in the Listening text section at the back of the book.
After listening: Learners to answer the questions individually.

Answers

1 a. The language is formal as in a lecture, for example, "some travellers were not robbed" (passive voice).
b. He or she knows about the past in India and the way "thugs" behaved.
c. A – Only some people are superstitious.
d. birds; lizard; crow; tiger; hare; snake; jackal, owl; dog; sheep; cow.
e. Lucky omens: crow or lizard making a noise on a tree at the left-hand side of the road; a tiger on the road; a blue bird on the right-hand side of the road.
f. Unlucky omens: a hare or snake crossing the road; a crow, a jackal and an owl.
g. It was lucky when it was making a noise in a tree on the left-hand side of the road.
h. The robbers would not find anyone to rob.
i. Women, blind people and a man with a cow.
j. They went with one of the people mentioned in (i) above.

Informal assessment

This activity provides the opportunity to reinforce the listening process. Listen to learners as they report back to each other and check that they have understood the text.

Activity 3 Read two magazine articles (LB pp. 116–119)

Read/view text e.g. newspaper articles/magazine articles for information and comprehension: Reading strategies: Comprehension passage in text book, skimming and scanning, intensive reading, purpose and target group, inferring meaning and conclusions, fact and opinion, give own opinion, meaning of unfamiliar words, identify manipulative language

Before reading: Ask learners to read the questions listed and then discuss them in class. What do these questions tell about the articles to be read? Tell learners to skim the captions and scan the text before reading the extracts. Ask learners to explain why skimming and scanning text can be of benefit when they are reading.
While reading: Now learners are given the opportunity to make deductions about the magazine articles. Based on the writing style, content and illustrations, learners can deduce who the intended reader of the magazine is. Furthermore learners are encouraged to identify the differences between fact and opinion and to recognise facts and opinions in the texts that they come across. Ask learners to pay attention to the notes in the margin of the second extract as this will be discussed in Activity 5.

Answers

1 There are photographs ✓ with captions. ✓ (2)
2 A sports magazine or a general magazine about well-known people (Accept either answer.) ✓ (1)
3 a. Not following her routines exactly. ✓ (1)
b. He wore those shorts because he had won the universities' championship when he wore those.✓ (1)
c. He wore long team shorts to cover his university shorts ✓ so other people started wearing longer basketball shorts. ✓ (2)
d. No ✓ (1)
e. Bulls (Chicago bulls). ✓ (1)
4 a. They change the superstitions a bit. ✓ (1)
b. These are in inverted commas because he doesn't believe these things are lucky. ✓ (1)
c. Indirect statement. ✓ Learners' own answers. ✓

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(2)

d. To bring good luck ✓ and to drive away bad luck. ✓ (2)

e. *muti* ✓ *sangoma* ✓ (2)

f. The *sangoma* is important because he does things which help the team to win. ✓ Or; because the players believe that what he does helps them to win. ✓ (2)

g. *slaughtered* ✓ (1)

h. The South African team does not always win. ✓ (1)

i. B – The writer thinks that using *muti* is just a superstition. ✓ (1)

j. Learners' own answers but they must say *Yes* or *No* ✓ and give a rational reason, for example: No, because the writer does not know African players and African culture well. Or; Yes, because teams that do not have the superstitions win matches and the South African team does not. ✓ (2)

k. This is a rhetorical question. The use of this question makes the reader think about the answers. ✓✓✓ (3)

l. Learner's own answer. (The evidence from the article suggests that the use of lucky charms and the belief in superstition did not affect the results.) ✓✓✓ (3) **[30]**

Activity 4 Summarise the text (LB pp. 119–120)

Summarise the text

In Unit 6, learners were introduced to different types of summaries and specifically how to write a point-form summary. Ask learners if they remember the requirements of a point-form summary. Learners now have the opportunity to write a paragraph summary. Discuss the differences between a point-form summary and a paragraph summary. Ask learners to pay careful attention to the requirements of a paragraph summary as listed on page 120. Remind learners to refer to this list when they write their summary; paying special attention to the word count.

Answers

Learners' answers may vary. They must include the title given in the Learner's Book and include a word count. Example:

Superstitions in sport don't bring success

There is no evidence that superstition in sports bring success. Some sportspeople believe that special clothes or shoes or carrying out personal routines are lucky. Other sportspeople use medicine or traditional ceremonies to make them win. However, our South African team has such superstitions and they both win and lose. (50 words)

Activity 5 Use finite and infinitive forms of the verb (LB pp. 120–121)

Vocabulary in context; Reinforcement of language structures and conventions covered in previous weeks; **Word level work**: Verbs (finites; infinitives), stems, prefixes and suffixes

Ask learners to refer to page 120 and to look at the difference between the finite and infinitive forms of the verb. Before reading the *Language box* on page 120, ask learners if the can define finite verbs as well as the infinitive forms of the verb. Ask learners to read the information in the *Language box*. As a class discuss the differences between the two forms of the verb and tabulate the differences.

Answers

2 a. Every cricket team has a captain <u>to</u> direct the players.

b. He had no money <u>to</u> buy new sports shoes.

c. There are twelve people in the team (for us) <u>to</u> feed.

d. The thief took out a knife <u>to</u> frighten the group of people.

e. She went to the stadium <u>to</u> see the match.

Activity 6 Use complex sentences (LB pp. 121–122)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Complex sentences, generalisations, direct/indirect speech; **Vocabulary in context**

Following on from the work in Unit 5, learners now focus on complex sentences. Ask learners if they remember what the definition of a complex sentence is. Refer learners to the *Language box* that gives a broader definition of complex sentences. Ask them to pay attention to the meaning of the word *subordinate*

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that is listed in the *Glossary* as well as the explanation of what a relative pronoun is.

Answers

2 a. The thugs, who are very superstitious, steal from travellers.

b. Travellers sometimes went with blind people who protected them from the thugs.

c. The thugs saw a lizard that was making a noise by the side of the road.

d. A very unlucky omen was a hare that was crossing the road.

e. The gang members believed in omens which told them if they were going to be successful.

3 Learners must recognise the more complicated nature of complex sentences.

Week 4

✓ Activity 7 Present a piece of unprepared reading (LB pp. 122–123)

Unprepared reading: Appropriate use of voice, tone and pace, punctuation in reading, body language, contact with audience

Before reading: Remind learners that throughout their school career and after school they will need the skill of reading aloud. Tell learners to apply the principles that they have been taught about reading to this unprepared reading. Remind them to emphasise verbs and adjectives.

While reading: Refer learners to the focus points on page 122: namely to pay attention to the punctuation and observe the punctuation marks by pausing and stopping at appropriate places. Remind students to read with feeling when they read the direct speech of a character in the text. This allows the listener to better understand what is happening in the text and also to differentiate between who is saying what. Ask learners to refer to page 123 where the requirements for assessment are listed and to keep these in mind when delivering the unprepared reading.

✓ **Assessment guidelines:** Use the rubrics provided in this Teacher's Guide to assess the learners as they present their unprepared reading. Record the marks as part of the Formal Assessment mark.

Activity 8 Read a San folk tale (LB pp. 123–126)

Read a text e.g. Drama/short story/folklore: Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)

Before reading: Ask learners if they understand what a folk tale is? Refer to the diagram and ask learners to discuss what the diagram tells them about how features in folklore texts came to be. Tell learners that folk tales often use figurative language to express the story.

While reading: Bring learners attention to the figurative language in the story. Remind them that figurative language is a way to describe something by comparing it with something else. Discuss similes and metaphors as examples of figurative language. Point out to learners that in this text they need to look at how personification is used. Learners should note the descriptions of the characters.

Ask learners to identify the figurative language used as they read the text.

After reading: Learners can work with a partner to answer comprehension questions based on the text.

Answers

1 a. It is an oral story because it starts with "Listen my children!" ✓ (1)

b. Children of the San community. ✓ (1)

c. They are written with capital letters because they are used as proper names ✓ of the characters. (1)

d. *unkind* ✓ (1)

e. " walks"; "cries"; "stabs"; "stumble"; is jealous; decides; is sorry (Accept any one.) ✓ (1)

f. Sun stabbed Moon because Sun was jealous. ✓(1)

g. That the moon changes shape (waxes and wanes). ✓ (1)

h. *painfully*; *sadly* ✓ (1)

i. Sun tells the moon that they will not fight anymore. ✓ (1)

j. That the moon and the sun do not appear in the sky shining together.✓; that the moon changes shape. ✓ (2)

k. That we should share things (not fight).✓ (1)

l. "Sun is the one which gives most light during the

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day while Moon lets us have a little light during the night ✓ (1) **[15]**

Activity 9 Write a review of a magazine article (LB pp. 126–127)

Writing: Text review (unprepared text read)/documentary: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a review/documentary following the process approach to writing**

This activity builds on previous activities. Specifically on Activity 3 where the magazine article was introduced, as well as the opportunity to differentiate between fact and opinion.

Plan: Ask learners to read the article on page 118. What do they agree with? What do they disagree with? What opinions have they formed after reading the article? Ask them to jot down notes answering these questions and important quotes they wish to refer to.

Draft: Ask learners to refer to both the writing frame as well as the checklist on pages 126 and 127. Remind them to adhere to these guidelines when writing their review. Once they are sure of the writing frame, they may use the notes they jotted down in the planning phase to draft their reviews.

Edit and revise: Ask learners to ensure that their reviews match up to the checklist on page 126 and that they have not left out any important details. They should specifically pay attention to the word count.

Proofread: Learners should be quite familiar with the writing process by now. Nonetheless, emphasise how important the proofreading phase is and that errors can easily creep into pieces of writing.

Present: Ask learners to neatly rewrite their review so that others may read and learn from their reviews.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment

While the learners work on this writing task assess how they apply themselves to the different writing processes. They need to be clear on what they plan to write before they begin drafting their text. Ensure that the learners use the writing frame to guide their first draft and that they refer back to their planning notes while they write. You can assess the learners' work against the checklist to see where possible interventions and remediation might be necessary.

Activity 10 Challenge: Indirect speech (LB p. 127)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Complex sentences, generalisations, direct/indirect speech

This activity once again allows learners the opportunity to change speech from the direct to the indirect form. This builds on Activity 12 in Unit 6.

Answers

- The moon said that the sun was unkind and asked the sun to leave his curved back bone for his children to find.
- The sun said that they should light up the sky together and said that they would not fight any more.
- They both suggested that they should take it in turns to walk in the sky.

Activity 11 Support: Idioms and proverbs (LB p. 128)

Word meaning: Idioms and proverbs

In Activity 8, learners were asked to identify figurative language while they were reading the San folk tale. In this activity learners are encouraged to make use of common idioms and proverbs in their writing and speaking. However, emphasise the need to use these proverbs and idioms correctly. This activity allows learners the opportunity to match common idioms and proverbs with their correct meanings.

Answers

1 – e; 2 – c; 3 – a; 4 – f; 5 – b; 6 – d

Activity 12 Read a poem (LB pp. 128–129)

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

Before reading: Ask learners what the standard procedure is they should use before reading a text: scan, skim and read the *Glossary box*. Ask learners to

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pay careful attention to the title and first line of the poem. Ask learners what this reveals about the poem.
While reading: Ask learners to read the poem twice: once quietly to themselves and then once loudly while clapping their hands to the rhythm. Ask learners what the clapping reveals about the poem (the rhyming and rhythm). Ask learners what they think the question was that this poem was written to answer. (The poet was answering the question to: *Who are you?* or *What's up?*)

Answers
Learners' own ideas. **Examples**:
1 A rap song
2 In the middle of lines, for example: *cool*/*school* and *We* at the end of lines (technically, repetitions).
After reading: Learners can work in small groups to discuss the questions based on the poem.

Answers
1 Every line ends with *we* because the young men think they are the most important people so they repeat the word "we".
2 To sound informal.
3 The young men are the narrators (except for the first two lines). Yes, because they use informal language.
4 They are probably not working because they spend their time singing, doing wrong things (sin); drinking alcohol and chatting up girls.
5 They will probably die young because they are living dangerously.
6 Assonance: *pool*/*school*/*cool*; *late*/*straight*; *sing*/*sin*/*thin*/*gin*
Alliteration: *jazz*/*June*; *strike*/*straight*; *sing*/*sin*

Activity 13 Learn about and correct generalisations and bias (LB pp. 129–130)

Sentence level work: Complex sentences, generalisations, direct/indirect speech

Learners need to identify generalisations and bias in texts. The guidance in the *Language box* will help them to complete the activities that follow.

Activity 14 Challenge: Recognise generalisations and bias in a review (LB p. 130)

Sentence level work: Generalisations; Bias

The learners need to recognise the following generalisations that the author has used: "this awful movie"; "actors are all young men"; "all young people want to chill"; "the movie gives a terrible picture of New York"; "criminals are losers".

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Unit 8 Past, present and future

Unit overview		
Term 2	**Week 5**	**Week 6**
Resources	Learner's Book pp. 131–142 Literature Anthology	Learner's Book pp. 142–150 Literature Anthology
Additional resources (optional)	• Examples of short stories • Library books	• Poetry anthologies • Library books • Examples of notices, agendas and minutes of meetings • Comic strips
Listening and speaking	**Activity 3** • *Speaking and listening strategies*: Listen to oral text such as interview/speech/story telling for comprehension: Take notes during listening, listen critically **Activity 4** • *Group discussion/forum discussion:* Undertake a discussion based on the oral text, turn taking, discourse markers, conventions	
Reading and viewing	**Activity 2** • *Read a literature text e.g. Drama/short story/folklore:* Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background/milieu/role of narrator, theme, conclusion and ending • *Reading process*: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) **Activity 6** • *Reading process:* Pre-reading (Introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message	**Activity 12** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips):* Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language **Activity 13** • *Revise structure of summary*
Writing and presenting		**Activity 11** • *Write a transactional text: notice, agenda and minutes:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a notice, agenda and minutes following the process approach to writing*
Language structure and conventions	**Activity 1** • *Word level work:* Stems, prefixes and	**Activity 8** • *Sentence level work:* Definition paragraph,

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	suffixes, adjectives, prepositions **Activity 2** • *Vocabulary in context* **Activity 3** • *Vocabulary in context* **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, adjectives, prepositions **Activity 6** • *Word meaning:* Idioms and proverbs **Activity 7** • *Punctuation and spelling*: Spelling patterns	introductory paragraph, concluding paragraph; tenses, sentence structure, sentence types **Activity 9** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, adjectives, prepositions **Activity 10** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, adjectives, prepositions **Activity 11** • *Remedial grammar from learners' writing* **Activity 14** • *Sentence level work:* Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types **Activity 15** • *Sentence level work:* Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 5

Quick check (LB p. 132)

Encourage the learners to share their understanding of the different idioms that are reflected in the illustrations.

Answers

1 To leave something that you did for future generations to see, for example, a book you have written/a building you have constructed, and so on.
2 You will find something good/valuable to do or be if you look around you.
3 Look at what the future may be like rather than concentrating only one the present.

Activity 1 Use prepositions correctly (LB pp. 132–133)

Word level work: Stems, prefixes and suffixes, adjectives, prepositions

In the last unit, idioms were discussed. Learners now have the opportunity to continue with the theme of idioms but to focus more on the correct use of prepositions in sentences. Ask learners what the definition of a preposition is? Most common definition is that it is a "joining word". Learners are introduced to three different kinds of prepositions: prepositions of place (*in*, *on*, *under*, *over*), prepositions of time (*in*, *on*, *at*) and prepositions with verbs (*in*, *for*, *to*, *with*). Emphasise that words like *in* can be used as all three different types of prepositions. Tell learners that it is very important to read as much as possible so that they can practise seeing how these prepositions are used correctly.

Answers

1 Use actions to demonstrate these prepositions for learners.

2 Months: *in*; Days: *on*; Time: *at*.

3 a. He was waiting for his mother.

b. The old woman cared for her daughter.

c. She succeeded in passing the exam.

d. My father objects to dogs.

e. I agree with him.

Activity 2 Read a story about time travel (LB pp. 133–136)

Read a literature text e.g. Drama/short story/folklore: Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background/milieu/role of narrator, theme, conclusion and ending; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Vocabulary in context**

Before reading: Ask learners to name different types of stories – fiction (novels, short stories, graphic novels/comic books) and non-fiction (biographies). Ask learners what category short stories fall into and how they differ from longer books. Draw learners' attention to the process of reading – the questions they must ask themselves before and while reading any text. Questions such as:

- *Is this text fact or opinion?*
- *Who is the writer of the text?*
- *What is the purpose of the text?*
- *What are the meanings of the difficult words?*

These questions should be asked for both fiction and non-fiction. Ask learners to skim the text before doing an in-depth reading of the text. Ask learners to look out for clues as to what the text is about (look at the pictures and the headings). This pre-reading activity helps the learner to anticipate what they will learn in the text.

While reading: Now that learners have been prepared, they can do an in-depth reading of the text. Ask learners to pay careful attention to the way the story begins and ends. Remind them that the technique of visualisation (where you imagine what the story is about) is a helpful technique to employ while reading. Learners should also consider the questions they will need to answer after they have read the text. It is helpful for them to read through these before reading and be mindful of them while reading.

Answers

1 a. The world looked different because the world had been changed by a tourist stepping off the walk way.

b. It shows that small changes at the beginning of an action can have large effects later in time or space.

2 a. A person who went back to the day he was born but killed his mother before she could give birth. ✓ (2)

b. In 2013, we do not have time machines ✓; people cannot travel backwards in time ✓ (2)

c. The huge creatures were dinosaurs. ✓ (1)

d. She was pushed by the leader. ✓; She stumbled. ✓ (2)

e. The ending is a surprise because we expected the tourists to return to the world they knew. ✓ They were told that they would come back to the same town. ✓ (2)

f. The story ends with an ellipsis because the writer wants us to imagine what the tourists felt ✓; what happened next ✓ (2)

g. Planet "Earth" is spelled with a capital "E" because it is a proper noun. ✓ (1)

h. an enormous, terrifying head ✓✓ (2)

i. The time travellers ended up in a completely different place again. ✓ (1) **[15]**

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Activity 3 Listen to an interview (LB pp. 136–137)

Speaking and listening strategies: Listen to oral text such as interview/speech/story telling for comprehension: Take notes during listening, listen critically; **Vocabulary in context**

Before listening: Introductory reading texts are designed to prepare the learner for the extract of text they will listen to. Furthermore, the class discussion of the questions listed add to this preparation by encouraging learners to consider the content prior to hearing it. Refer learners to the *Glossary* and discuss the difficult words they will come across in the listening activity. Ask them to read the questions on page 137 as listed under *After listening* so that they have a good idea of the information they should listen for and record with their pen and paper.

Answers

2 These are suggested answers:

a. Mars, Venus, Saturn and so on (Note: the moon is *not* a planet.)

b. No
c. To see what is there; to view Earth.
d. Because there is no oxygen to breathe.

While listening: Encourage learners to jot down short notes as they listen to the extract. Remind them not to write notes that are too long as this will distract the them from listening to the text!

The interview is in the Listening text section at the back of this book.

Answers

1 A very rich person.
2 It costs too much because the rockets, space capsules, and so on are very expensive and you have to travel to Kazakhstan/ USA.
3 He spent ten days in space.
4 He went to the space station (Mir).
5 He helped the staff with some scientific experiments.
6 He did not see flames at take-off because they were behind and under the capsule.
7 To check that he had not brought back any germs from space; to check that he was healthy after the trip.
8 *Cosmonaut*

Informal assessment

Observe learners while they are doing this activity. First Additional Language learners might struggle with listening. Determine if some learners need vocabulary development in order to listen more effectively.

Activity 4 Hold a forum discussion (LB pp. 137–138)

Group discussion/forum discussion: Undertake a discussion based on the oral text, turn taking, discourse markers, conventions

Before speaking: Following on from Unit 7 where learners were asked to write a review of a magazine article and give their opinion, they are now asked to do a spoken discussion forum. Remind learners to carefully follow the instructions as they are set out on pages 137 and 138 as this is very important for their preparation. Draw attention to the different roles that can be taken on during a class forum discussion. These are: the speakers, who speak from three different perspectives; the chairperson who keeps all speakers in order; and the floor who listen to the forum discussion. Ask them why it might be important to have a chairperson.

While speaking: This activity allows learners to stage a discussion forum once they have prepared adequately. Remind them that they cannot start speaking until they have a set plan and that they must adhere to the requirements of a discussion forum. It is imperative that learners not be allowed to speak for longer than their allocated time, or to stray off topic. Learners must also *not* interrupt each other. Remind them that the chair is the person who decides who is allowed to speak.

After speaking: At the end of this activity, learners are given the opportunity to reflect on the discussion and to decide what their own opinion is about time travel. This is expressed through a vote.

Informal assessment

Learners who struggle with listening in the additional language, might also struggle in speaking. Observe learners carefully and evaluate their participation in the discussion. Offer remedial exercise to learners who may need support.

Activity 5 Use suffixes to make abstract nouns (LB p. 139)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, adjectives, prepositions

Once again, this unit looks at how suffixes and prefixes are used to create new words. In this activity learners are introduced to how words are turned into abstract nouns by using the correct suffixes. Ask learners if they remember what the definition of an abstract noun is and ensure they understand the concept before moving onto the practical part of the activity.

Answers

2 a. imagination; b. kindness; c. pretence; d. honesty; e. development; f. friendship/friendliness; g. extinction; h. hopelessness.
3 Learners' own sentences.
4 dishonesty; unkindness; underdevelopment; unfriendliness

Activity 6 Read and discuss a poem (LB pp. 140–141)

Reading process: Pre-reading (Introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative

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meaning, mood, theme and message; **Word meaning:** Idioms and proverbs

Before reading: Refer learners to the title of the poem. Ask students to consider the illustrations on page 140 and what these illustrations reveal about the poem. Ask them if they think the poem is a serious poem or not. Why do they think so? Ask your learners to glance over the poem to see if they recognise a rhyming scheme before reading the poem.

Answers

2 a. They are using a sieve as a boat.
b. It is not realistic because you would not be able to float in a sieve!

While reading: Ask learners to look out for words they do not recognise and that may be old fashioned. Ask them to consider the punctuation, as well as the use of capital letters. Is there a rhyming scheme? What does the punctuation communicate about the poem?

After reading: Encourage learners to make use of the public libraries in their area and to read poetry as often as they can.

Answers

1 a. a, b, c, c, b, e, e, f, f, b, g, h, g, h
b. It makes the poem move quickly and reflects the movement of the waves (up and down – repetition).
c. So that he will have only one syllable.
d. It is written with a capital letter because the Jumblies regard the sieve as their ship so they give it a proper name.
2 a. It is full of holes.
b. For amusement and to test your imagination.
c. "don't care a button; don't care a fig".
d. Yes, because the poet uses the past tense: "they went to sea …".
e. Learners' own imaginary drawings.

Activity 7 Learn when to use "i" before "e" (LB pp. 141–142)

Punctuation and spelling: Spelling patterns

This activity teaches the spelling rule of "i" before "e" except after "c" when the word is pronounced as "see". Write a few words on the board that illustrate this spelling concept. Words like *pier*, *sieve*, *relief*, *believe*, *field*, *friend* and *fiend* do not have a "c" letter in them so they are spelled "ie". Words like *deceit* and *conceit* follow the reverse of the rule as in these words the "ee" sound is preceded by a "c". Draw learners attention to some of the exceptions such as *seize*, *weird* and *protein*.

Answers

2 *Science* is spelled "ie" and not "ei" because science is not pronounced as "see-unce", hence the rule does not apply to it!
3 The sports team which visited our school was very conceited. They believed their team would win everything but we achieved a win by fielding only our best players. We received all the prizes that day.

Week 6

Activity 8 Use future forms of the verb (LB pp. 142–143)

Sentence level work: Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types

English additional language speakers often struggle with tenses and using them correctly. Prior to this activity, learners have practised and revised the use of present and past forms of the verb. (Refer learners back to Units 4 and 5.) In this activity, learners have the opportunity to learn about the future forms of the verb and how to use this correctly. Discuss the three different future verb forms and ensure that learners understand the examples listed before learners attempt the practical part of the activity.

Answers

2 Learners' own paragraphs. They must use at least three forms in the future; see *Language box* on page 142).
3 For all spaces in the dialogue, "–ll" or *going to* + verb can be used. Present forms cannot be used because there are no adverbs (except in the last sentence).

Activity 9 Use adjectives correctly (LB pp. 143–144)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, adjectives, prepositions

Ask learners to define an adjective. The most common definition is that adjectives are describing words. This activity allows revision of Unit 1 where adjectives were discussed. Remind learners that their writing and speaking can be improved by making use of adjectives correctly. Also ask them also to avoid using "boring" adjectives such as *nice* or *pretty*. The

Review Copy

rules on pages143 and 144 for the use of adjectives are very comprehensive. Work through the rules slowly and clearly, drawing special attention to the syllable rules, as well as, the use of *the* for the superlative form.

Answers

2 a. Learners' own sentences using any five of the following: *stormy*; *big*; *far*; *few*; *green*; *blue*.
b. Answers will depend on the adjectives chosen in 2a.

Activity 10 Support: Use adjectives correctly (LB p. 144)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, adjectives, prepositions

This activity builds on Activity 9 and gives learners the opportunity to put into practice the rules learnt in the prior activity.

Answers

1 The hugest dinosaur appeared in the forest.
2 The male tourists were all more frightened than the women.
3 It is hotter in the forest than in the time capsule.
4 The journey in the time capsule was quicker than they had expected.
5 The worst shock was when the tourists arrived home again.

Review Copy

✓ **Activity 11** Write an agenda and minutes (LB pp. 145–147)

Write a transactional text: notice, agenda and minutes: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a notice, agenda and minutes following the process approach to writing**; **Remedial grammar from learners' writing**

In this activity, learners are given an opportunity to write a notice, an agenda and the minutes of a meeting. Discuss in which real-life situations it would be necessary to write these up. Examples they may suggest are: when a school has a parents' meeting or when big company has their Annual General Meeting or AGM.

Answers

2 a. A teacher or the principal of St Christopher's school.
b. The teacher would be the chairperson because he or she is organising the trip.
c. The same teacher as in 2b above.
d. Learners who are not in Grade 9 or learners in Grade 9 who are not interested in the trip.
3–5 Guide your learners through the rest of the activity.

A notice and an agenda

Plan: Referring to the writing frames included on page 145, ask learners to plan to write their own examples of a notice and an agenda. Remind them to jot down notes or make use of a diagram such as a mind map to plan what they would like to write.
Draft: Once learners have properly planned their notices and agendas, they may start writing a draft. Ask learners to pay careful attention to making the main idea clear and that the supporting ideas follow logically from the main idea. Remind them to make use of a formal tone and to include all important details so that readers will know what the meeting entails.
Edit and revise: After learners have completed their drafts, learners should be encouraged to look over their draft and make any improvements and include any details that were left out. Ask learners to refer to the guidelines for assessment at the end of the section and to ensure that they include the criteria in their drafts.
Proofread: Remind learners that once they have edited their drafts, they should ensure that all spelling and grammar are correct.
Present: After all mistakes have been corrected and learners are sure that their examples of a notice and agenda match the requirements, ask learners to rewrite it neatly and submit it for assessment.

Minutes of a meeting

Plan: Following on from the first part of the activity, learners are now given the opportunity to write a set of minutes for the agenda that they have already created. In the planning phase, learners should refer back to the agenda they wrote and ensure that they cover all the points listed in the agenda.
Draft: Ask learners to refer to the writing frame on page 146 and to ensure that they follow the instructions listed under this section. Remind learners

that they are reporting what was said in the meeting; hence they should use indirect speech.
Edit: After learners have completed their drafts, learners should be encouraged to look over their draft and make any improvements. They should be sure that all relevant details have been included and that these details are accurate. Also, it is imperative that formal tone is used throughout their drafts.
Revise: Two important points that learners should look out for when revising their drafts: have they numbered the minutes correctly and do these numbers correlate with the agenda? And secondly, have all important points that were discussed at the meeting been included in the minutes?
Proofread: By now learners should be familiar with the writing process and that once they have completed their drafts, they should do a spelling and grammar check. Ask learners to make use of a dictionary to check words they may not know how to spell.
Present: Remind learners that part of the activity is produce a neatly written set of minutes. Minutes that are poorly written with bad handwriting will be difficult for others to read.
Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

✓ **Assessment guidelines:** Assess the learners and record the marks as part of the Formal Programme of Assessment.

Activity 12 Read a comic strip (LB pp. 147–148)

Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips):** Skimming, scanning, intensive reading, make inferences (characters, setting, milieu, message), infer meaning of unfamiliar words by word attack skills, emotive language

Before reading: The learners need to refer back to the illustration on page 134. The lines next to the butterfly show the movement of air as the butterfly beats its wings. The lines on the other side of the water show a storm brewing and waves breaking from the effect of the butterfly flapping its wings.
While reading: Ask learners to consider the concept of the butterfly effect and to be mindful of this concept while reading the comic strip. Remind students to think about the butterfly effect and how it is represented by the comic strip.

Answers

2 a. He is dropping a lighted match. ✓ (1)
b. A fire is starting around the braai. ✓ (1)
c. The boy in the first frame. ✓ (1)
d. "It was that boy who dropped a match." ✓
"Perhaps the wind blew it from somewhere." ✓ (2)
e. The fire spread because of the wind and it grew bigger as there was more grass to burn up. ✓ The butterfly effect tells us that natural phenomena ✓ and distance can change an initial event. ✓ (2)
f. They do not know how the fire started because they are a long way away ✓ and cannot see the boy ✓ (2)
g. *braai*; *veld* ✓ ✓ (2)
h. Learners must use a suitable title. ✓ ✓ (2)
i. "The person said that he wondered ✓ how the fire had started. ✓ (2) **[15]**

Informal assessment
Learners need to recognise the key features of comic strips and cartoons. Check that they know the difference between the presentation of these two types of texts.

Activity 13 Revise summary writing (LB pp. 148–149)

Revise structure of summary

This activity is a revision exercise examining both the kinds of summaries that learners wrote in Units 6 and 7. Ask learners if they remember the differences between a point-form summary and a paragraph summary. Tabulate the differences on the board and discuss. Ask learners to pick one of the summary types and to use this as the format for a summary about the comic strip.

Activity 14 Write short paragraphs (LB pp. 149–150)

Sentence level work: Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types

Topic sentences and supporting sentences have been explored earlier in the Learner's Book. Learners can use this activity to practise inserting an appropriate topic sentence in an already constructed paragraph.

Review Copy

Answers

Suggested topic sentences:

1 Fires can start in different ways.

2 I am going to go to Cape Town for my holidays.

3 Mary hated the sea when she saw it for the first time.

Activity 15 Challenge: Practise writing paragraphs (LB p. 150)

Sentence level work: Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types

This activity follows on from Activity 14. In this activity learners are given the opportunity to write the supporting sentences and hence a paragraph about an already chosen topic sentence. Remind them to use full sentences and the correct punctuation when writing their paragraphs.

Answers

Suggested details:

Want to practise my soccer skills. Want to visit friends. Want to relax.

Informal assessment

Reinforce the steps of process writing. Filling in forms is an integral skill throughout Senior Phase. Try to scaffold all kinds of writing activities for learners in order to help them in developing basic writing skills. Make the links for them: if they understand and practise paragraph writing, they will also be able to write longer pieces of texts.

Review Copy

Unit 9 The future

Unit overview		
Term 2	**Week 7**	**Week 8**
Resources	Learner's Book pp. 151–162 Literature Anthology	Learner's Book pp. 162–168 Literature Anthology
Additional resources (optional)	• Multimedia texts and advertisements	• Poetry anthologies • Library books
Listening and speaking	**Activity 5** • *Speaking and listening strategies:* Listen to a recorded advertisement/advertisement on the radio: Language use, tone, pace, conventions, take notes	**Activity 7** • *Oral presentation: analysis of an advertisement:* Explain visual cues like font, print size, picture shots, explain manipulative use of the language, explain how omissions, contractions and language use are employed to manipulate the target audience
Reading and viewing	**Activity 1** • *Read/view visual text e.g. advertisement/cartoon/graphs:* Use reading/viewing strategies for comprehension and information; skimming and scanning, intensive reading, purpose and target group, inferring meaning and conclusions, identify manipulative language, influence of selection and omission on the meaning of text, how language and images reflect and shape values and attitudes, impact of use of font types and sizes, headings and caption on meaning **Activity 2** • *Summary:* Revision	**Activity 10** • Literature: Revision
Writing and presenting		**Activity 9** • *Shorter transactional/visual texts e.g. Advertisement review:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write an advertisement review*
Language structure and conventions	**Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level*: subject and predicate, subject-verb agreement, main clause, dependent clause **Activity 4** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Nouns – concrete and abstract, compound and complex; pronouns – reflexive, relative,	**Activity 7** • *Vocabulary in context* **Activity 8** • *Word meaning:* Paronyms, metonymy, neologism, synonyms, antonyms **Activity 9** • *Remedial grammar from learners' writing* **Activity 10** • *Vocabulary in context* **Activity 11** • *Word meaning:* Paronyms, metonymy, neologism, synonyms, antonyms **Activity 12**

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	interrogative, indefinite **Activity 6** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Nouns – concrete and abstract, compound and complex; pronouns – reflexive, relative, interrogative, indefinite • *Punctuation and spelling*: Spelling patterns; abbreviations	• *Word meaning:* Paronyms, metonymy, neologism, synonyms, antonyms
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 7

Quick check (LB p. 152)

The learners can complete this *Quick check* activity to prepare themselves for reading different text types in the unit.

Answers

Both the activities in the box to be done by learners on their own and then exercise 2 learners can do with a partner.

Review Copy

Activity 1 Read different multimedia texts (visual texts) (LB pp. 152–156)

Read/view visual text e.g. Advertisement/cartoon/graphs: Use reading/viewing strategies for comprehension and information; skimming and scanning, intensive reading, purpose and target group, inferring meaning and conclusions, identify manipulative language, influence of selection and omission on the meaning of text, how language and images reflect and shape values and attitudes, impact of use of font types and sizes, headings and caption on meaning

Before reading: This activity is fairly lengthy and so adequate preparation is key to learners gaining all they can from it. Ask learners to name different types of visual texts – advertisements, information texts from a website and cartoons. Ask learners if they think these modes of communication are effective? Are they a better way of communicating then plain text? Why? Ask learners to skim the three texts (A, B and C) taking note of how these texts address the same topic but in different ways. Discuss the questions listed on page 152 in a group class discussion. Remind learners what the meaning of *target market* is.

While reading: Now that learners have been prepared, they can do an in-depth reading of the visual texts. Ask learners to consider their answers in the pre-reading discussion while reading the different texts. Learners should also consider the questions they will need to answer after they have read the text. It is helpful for them to read through these before reading and be mindful of them while reading.

Answers

1 Go over the illustration for synthetic food carefully with learners before they read the texts in Exercise 2, 3 and 4.

4 C – to be ironic.

After reading

Answers

1 a. *artificial/unreal* ✓ (1)

b. Learners' own suggestions, for example: Yes, for health reasons/for feeding children, and so on. (Accept any reasonable answers.) ✓✓ (2)

2 a. The logo is an *F* with a line through it. ✓ (1)

b. Doctors and dieticians. ✓✓ (2)

c. The name of the product is suitable because all the foods are in one pill. ✓ (1)

d. Uses phrases like *standing over a hot stove*; *hunting for food in shops*; *heavy shopping* (any two). ✓✓ (2)

e. *old-fashioned* ✓ (1)

f. Housewives, women, anybody who cooks and shops for food. ✓ (1)

g. The name of the product is in a different font. ✓ The final command is in a different font to draw attention to itself. ✓ (2)

h. The group must look at each of the criteria in the AIDA formula and get a mark for each one that has been given a good reason. ✓✓✓✓ (4)

3 a. C – about 115 years ago ✓ (1)

b. She was excited because she would be freed from cooking. ✓ (1)

c. The writer and the people reading the article nowadays. ✓ (2)

d. The writer says this because we think of meals as having several different foods in them. ✓ (1)

e. It was set in New York. ✓ (1)

f. He was not correct because we did not have food pills by 1980. ✓ (1)

g. The audience would laugh because we laugh at the idea of tasting the beef separately in a single pill. ✓ (2)

4 a. They are wearing hard hats. ✓ (1)

b. They have packets of pills. ✓ (1)

c. One looks happy ✓ and the other looks sad. ✓ (2) **[30]**

Informal assessment

Ensure that learners start to distinguish between different features of the various media texts they are reading in this activity. They need to be able to recognise the purpose and target group of the media text; be able to inferring meaning and deduct conclusions, identify manipulative language, and how the writer is influencing the reader by the selection and omission of information.

Activity 2 Write a point-form summary (LB pp. 156–157)

Summary: Revision

In this activity, learners build on their knowledge of summaries – particularly point-form summaries. In this activity learners are given the opportunity to practise writing a point-form summary of either Text A (advertisement) or Text B (information article from a website). Highlight that the summary has a word count of 60 words; must be written in full sentences and sentences must be numbered. Discuss the necessity of identifying the main ideas of the text so that learners do not exceed the word limit by writing unnecessary points. Remind learners of the writing process (draft, edit, revise, proofread and present) and that these principles should apply to all pieces of writing, even a summary!

Answers

Learners must write the title and word count, but these are not counted in the final word count!

Suggested seven points:

1 Life is easier with Unifoods.
2 Unifoods are healthy, cheap and easily available.
3 The idea of food pills has been around for a long time.
4 Food pills free people from cooking.
5 They solve the world food problem.
6 They solve the problem of rising food prices.
7 People argue pills are not real meals. (58 words)

Activity 3 Practise subject-verb agreement (concord) (LB pp. 157–158)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level: subject and predicate, subject-verb agreement, main clause, dependent clause

Subject-verb agreement can be a difficult concept for English First Additional Language speakers to master. This activity builds on the work begun in Unit 1, by showing that singular subjects and collective nouns always have singular verbs attached to them. Emphasise that the collective noun represents one group and hence needs a singular and not a plural verb. Discuss the examples listed in the *Language box* to cement the concept before learners do the practical part of the activity.

Answers

3 As our group walks through the jungle, we look out for the pack of wild dogs which live there. We know not to go near the dogs because they are very dangerous. Soon the path narrows and we form a single queue. The queue inches forward because the ground is very muddy. Suddenly, a group of people appear ahead. "Be careful!" they shout to us, "A herd of elephants is crossing the path!"

Activity 4 Identify and use concrete, abstract, complex and compound nouns (LB pp. 158–159)

Reinforcement of language structures and conventions covered in previous weeks; **Word level work:** Nouns – concrete and abstract, compound and complex; pronouns – reflexive, relative, interrogative, indefinite

Review Copy

Ask learners to return to Unit 1 where the definitions of the different types of nouns (concrete, abstract, complex and compound) were introduced. Ask learners what the definition of an abstract noun is? Discuss how the abstract noun and the concrete noun are opposites. The activity gives learners the opportunity to differentiate between the different types of nouns through the practical exercises.

Answers

1 convenience; cleanliness; waste; cleverness (any three).
2 a. electric + oven
b. shopping + bag
c. swimming + pool
d. cell + phone
e. wash + basin
3 Learners' own sentences (making meaning clear).
4 a. A suite of furniture
b. A set of cups and saucers
c. A herd of cattle
d. A flock of sheep
e. A bunch of flowers

Activity 5 Listen to and speak about a radio advertisement (LB pp. 159–160)

Speaking and listening strategies: Listen to a recorded advertisement/advertisement on the radio: Language use, tone, pace, conventions, take notes

Before listening: Allow learners time to discuss the different kinds of advertising they have been exposed to. Ask them to think of times when they have been approached creatively by companies who were not using visual texts to advertise their products. Perhaps they received a text message, a phone call, a Facebook invitation or perhaps someone approached them directly in a shop to tell them about their product. These are all examples of advertising that is not reliant on pictures, photographs or other visual texts. Another way of advertising without images is to use the radio. In this activity, learners will listen to a radio advertisement. Ask learners to scan the questions in the *After listening* section so that they are aware what information to listen out for.

Answers

1 For example: radio adverts; classified adverts; TV adverts.

While listening: Encourage learners to jot down short notes as they listen to the extract. Remind them not to write notes that are too long as this will distract the learners from listening to the text! Ask learners to pay careful attention to the tone of the advertisement; listen out for words that are emphasised and take note of the words that are used in the advertisement. Refer learners to the summary of the questions on page 160 and to use those as a guideline when making notes.

The radio advertisement is in the Listening text section at the back of this Teacher's Guide.

Answers

1 Grade 9 learners.
2 No uniforms; no more study of boring subjects.
3 False
4 Hairdressing; tourism; computers; engineering; plumbing; fashion; business.
5 That they are recognised by the National Qualifications Board.
6 By telephone or email.
7 It is important because if an email address is spelt or punctuated wrongly it will not reach the addressee.
8 ID and latest exam results.
9 Uses commands (imperatives) and informal language (*Go for it!*).

Review Copy

Activity 6 Use different pronouns correctly (LB pp. 161–162)

Reinforcement of language structures and conventions covered in previous weeks; **Word level work:** Nouns – concrete and abstract, compound and complex; pronouns – reflexive, relative, interrogative, indefinite; **Punctuation and spelling:** Spelling patterns; abbreviations

Learners should at this stage be familiar with the use of personal and possessive pronouns. Remind learners of the importance of pronouns – that they make our speech and writing less boring as we do not have to keep on repeating proper nouns as in, "Jack is going to Jack's school to practise Jack's rugby kicking." Show them that it is far better (and less tedious to say), "Jack is going to his school to practise his rugby kicking." Similarly, speech and writing can be improved by making use of other pronouns correctly. In this activity the knowledge they have of pronouns is extended to include reflexive, relative, interrogative and indefinite pronouns. The *Language box* gives a comprehensive explanation of the pronouns but since it is a chunk of new information, work through it slowly so that learners can gain the most from being introduced to these different pronouns.

Answers

2 MARIE: I'm not going to visit my uncle today. The weather is too dreadful.
BEN: People shouldn't take any risks in this snow. You/they can't be too careful.
MARIE: I've just heard someone/somebody say there's going to be more snow.
BEN: Well, I think they/someone/somebody should clear the roads more quickly.

3 a. Be careful with that sharp knife, you might cut yourself.
b. Children, here's a mirror, look at yourselves.
c. I'm lending her my house key so that she can unlock herself/let herself in.
d. The spectators looked at the photographs and saw themselves.
e. Nobody helped me, I did it myself.

4 Learners' own sentences using three different interrogative pronouns, for example: *Who? Which? Whose?*

Week 8

Activity 7 Analyse an advertisement orally (LB pp. 162–163)

Oral presentation: analysis of an advertisement: Explain visual cues like font, print size, picture shots, explain manipulative use of the language, explain how omissions, contractions and language use are employed to manipulate the target audience; **Vocabulary in context**

Before speaking: This activity builds on work begun in Unit 1, Activity 1. Refer learners back to this activity so they can refresh their memories regarding the language of advertising. Ask learners to form groups to work together in. Refer learners to the advertisement on page 163 and ask them to read very carefully. Ask learners to read the *Glossary* and discuss the meanings of the difficult/new words listed there. Now that learners have been prepared, ask them to plan their review by referring to the content of the advertisement and analysing it by using the questions on page 162 as a guideline. Ask them to write down their response to the advertisement.

While speaking: This activity once again encourages learners to make use of the AIDA (Attention, Interest, Desire and Action) formula. Ask learners to define the AIDA formula and to make use of this formula in their review. Discuss some of the elements of a good speaker and a good speech. Refer learners to the golden rules for speaking on page 163 and ask them to be mindful of these rules while making saying their review to the class.

Answers

Help your learners with the guidelines given in Learner's Book, especially with the bulleted list at the beginning. Then learners work in groups to analyse the advertisement. Thereafter learners work individually to prepare their oral presentations.

Informal assessment

Reinforce learners' understanding of media texts and activate prior knowledge from previous activities. This activity is an opportunity to assess the learner's understanding of the text type as well as their speaking skills.

Activity 8 Identify metonymy, neologisms, paronyms (LB p. 164)

Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms

This activity introduces three new literary terms: metonymy, neologism and paronym. As these words will be challenging for some learners to pronounce, it would be helpful if you can practise saying the words with the learners before or after discussing the meanings. Again, this is a chunk of new information so it would be helpful to move through the explanations of the terms slowly. A practical part of the activity is included to help cement these literary terms in the minds of learners.

Answers

1 a. **crown** – metonym (M)
b. **mahalala-day** – paronym (P)
c. **tank** – neologism (N)

2 a. The monarch (king or queen).
b. *IsiZulu/isiXhosa*
c. The newer meaning is the one that means a sleeveless T-shirt.

Activity 9 Write a review of an advertisement (LB pp. 164–165)

Shorter transactional/visual texts e.g. Advertisement review: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write an advertisement review**; **Remedial grammar from learners' writing**

Preview Copy

Before writing: Ask learners to read the advertisement they reviewed orally in Activity 7. Ask learners to think back to the discussion they had in their groups in the *Before speaking* section. What did they think of the advertisement? What was their opinion – was it a good or a bad advertisement? Why?

Plan: Once learners have completed the pre-writing phase, they are ready to plan what they would like to write in their reviews. Ask learners to write down key points about the advertisement. Remind them that these need not be long sentences – just short key phrases – as they are in the planning phase. Also they must choose a pattern of logic for their review. This may be writing about the advertisement from top to bottom or discussing the advertisement in different categories.

Draft: Learners should be quite familiar with topic sentences and supporting sentences by now. Remind them to apply these principles: identifying the main idea and writing supporting sentences of this idea in each paragraph. Ask them to use their notes that they made in the planning phase as the basis of their drafts (this time making use of full sentences). Refer learners to the outline listed on page 165 to help them write their review.

Edit: Ask students to adhere to between seven and nine sentences per paragraph. If their paragraphs are too long they should shorten them or create more paragraphs so that the paragraphs are not long-winded. Remind learners that it is important that their review follows a logical pattern which they planned so that the reader can follow the opinion of the learner.

Proofread: Remind learners to check their reviews for spelling and grammar errors and to make use of the dictionary for words that they are not sure of the spelling.

Present: Ask learners to neatly write out their review and make it available to others in the class to read and learn from.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment

Assess the learners' planning and drafting stages as they work. Check that they use appropriate sentence types and choice of words. Provide feedback to the learners after they have completed the activity and encourage discussion of the advertisements once they are pinned up around the classroom. Ensure that learners give constructive criticism if they comment on other learner's work.

Activity 10 Read a poem and revise literary terms (LB pp. 166–167)

Literature: Revision; Vocabulary in context

Before reading: Refer learners to the *Glossary* and ask them to discuss the terms introduced there. Discuss the language of poetry – stanza, rhyming scheme, alliteration, metaphor, simile and personification. Ask learners to define these terms and give examples they can remember from previous poems.

While reading: Ask learners to look at the questions listed in the *After reading* section and to consider these questions while reading the poem. While reading the poem, learners should pay careful attention to the rhyming scheme of the poem – particularly the last two lines and how these lines differ from earlier lines in the poem.

Review Copy

Answers

1 a. One stanza. ✓ (1)

b. *short*/*thought* ✓ (1)

c. free verse ✓ (1)

d. *unsure*/*short* ✓ (1)

e. B – a metaphor ✓ (1)

f. The crowd is compared to running water (river or stream) ✓ verb: *flowing* ✓ (2)

g. The writer has had a short life so far. ✓ (1)

h. Not happy. ✓ "Into rocks and doom they flow"/"Why? Is my last thought." ✓ (2) **[10]**

2 Literary terms are: *imagery*, *mood*, *theme*, *rhyme*, *rhythm*; *alliterate*; *stanza*; *simile*; *plot*; *poet*.

3 Learners must make up their own examples.

4 The "e" on the end of *rhyme* makes the vowel long.

Activity 11 **Support**: Use synonyms and antonyms (LB p. 168)

Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms

This activity encourages learners to make use of both a dictionary and a thesaurus to search for the synonyms and antonyms of the words listed in parts 1 and 2 of Activity 11.

Answers

1 a. healthy/body-building
b. chemist (chemist's shop)
c. not difficult
2 a. unsafe
b. unexciting/dull/boring
c. to gather
3 Accept any suitable synonyms. The following is a suggestion:
Life is a jump from bank to bank
Despondent in the lack of a plank
The flowing crowd beneath.

Activity 12 **Challenge**: Understand metonymy (LB p. 168)

Word meaning: Paronyms, metonymy, neologism, synonyms, antonyms

Earlier in this unit, learners were introduced to metonymy and in this activity they are given the opportunity to explain how metonymy is used. Before learners tackle this challenge, ask learners if they remember the meaning of metonymy and have a brief class discussion about it.

Answers

1 From babyhood/infancy till death/after death.
2 *The Bench*: The judge or judges.
3 Writing is more powerful than fighting. (The written word is more powerful than war.)
4 We are reading plays by Shakespeare.

Review Copy

Term 3

Unit 10 The road ahead

Unit overview		
Term 3	**Week 1**	**Week 2**
Resources	Learner's Book pp. 178–186 Literature Anthology	Learner's Book pp. 186–192 Literature Anthology
Additional resources (optional)	• Examples of a last will and testament	• Poetry anthologies • Library books • Visual texts (comic strips, cartoons, advertisements)
Listening and speaking	**Activity 1** • *Listening for comprehension: Listen to a story:* Identify main and supportive ideas, language use, register, answer questions **Activity 2** • *Forum/group discussion: Culture:* Indicate roles, speakers take turns, explain viewpoints and reach consensus, use appropriate language, style and register	
Reading and viewing	**Activity 5** • *Read a literature text e.g. Drama/short story/folklore/novel: Reading strategies:* Intensive reading; text features e.g. plot, character, setting, narrator, mood, theme, narrators perspective; inferring meaning of unfamiliar words and images by word attack skills; language structure and style • *Reading process:* Pre-reading (Introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)	**Activity 10** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Read/view text for information: Will and testament:* Intensive reading and viewing, purpose of text, language use, characters and caricatures, background and setting, message and theme, summarising the text **Activity 11** • *Summary:* Format, language use, structure
Writing and presenting		**Activity 7** • *Transactional texts: Diary entry/constitution/policy:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a diary entry/constitution/policy following the process approach to writing*

Review Copy

Language structure and conventions	**Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, pronouns **Activity 4** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Stems, prefixes and suffixes, pronouns **Activity 5** • *Vocabulary in context* **Activity 6** • *Sentence level work:* Sentence types, generalisations, direct/indirect speech, voice, tenses • *Vocabulary in context*	**Activity 7** • *Remedial grammar from learners' writing* **Activity 8** • *Sentence level work:* Sentence types, generalisations, direct/indirect speech, voice, tenses **Activity 9** • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message • *Vocabulary in context* **Activity 10** • *Vocabulary in context* • *Punctuation and spelling*: spelling patterns **Activity 12** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Sentence types, generalisations, direct/indirect speech, voice, tenses
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Review Copy

Teaching guidelines

Week 1

Quick check (LB p. 178)

The purpose behind a *Quick check* activity is to allow learners to engage with each other in such a way that it makes the transition into the next activity easier for them. The focus needs to be on the individuality of each child. It is also an opportunity to interact and understand how different people think. Encourage as much interaction as possible but do not allow this activity to last for longer than ten minutes.

Activity 1 Listen to a negotiation scene (LB pp. 178–179)

Listening for comprehension: Listen to a story: Identify main and supportive ideas, language use, register, answer questions

Before listening: Use the introduction in the Learner's Book to revise the concept of a dialogue and its purpose. Explain how people negotiate with each other in order to reach an agreement. Provide examples of various types of negotiation that learners probably engage in, on a daily basis. Use examples such as negotiating with parents for pocket money, purchasing of personal items, permission to go out with friends, and so on.

While listening: You may play the recording at least twice to ensure that your learners have grasped the content. Remind learners that the point of this listening exercise is to focus on how people negotiate and reach agreement (consensus). In general, listening exercises require learners to listen for specific information, for interaction and in order to evaluate what they have heard. However, this exercise requires learners to listen to a dialogue in which negotiation takes place so that they will in turn be able to use these skills in an activity that follows. They will not be answering specific questions on what they have heard. The sole purpose is to collect and synthesise information.

The recorded negotiation scene is in the Listening text section at the back of the book.

After listening: Engage learners in a discussion that focuses their attention on how the negotiation took place. They need to focus on tone as well as use of language. They will also need to discuss their personal response to each speaker. It is important that learners note how the use of polite language is important during negotiation.

Informal Assessment

Assess learners' ability to listen for and recognise main and supporting ideas, language use, and register. This listening activity can also be used in preparing learners for oral activities where they need to negotiate something in dialogue with fellow learners or in preparation for Activity 4. Emphasise the importance of good argumentation, use of tone and register and polite language.

Activity 2 Read an abridged will and testament (LB pp. 180–181)

Forum/group discussion: Culture: Indicate roles, speakers take turns, explain viewpoints and reach consensus, use appropriate language, style and register

Before reading: Initiate a discussion on why people need to make wills. Death is a reality and a will ensures that a person's assets are divided in accordance with their wishes. Explain that making a will is a precaution that people take to ensure that their wishes are carried out. It can be made by anyone at any time in their life. The drawing up of wills is not only for the aged but for young people too. The language used in a will and testament consists of legal terminology but once a person understands the specific meanings of specific words, it is very easy to understand. Ideally, learners should skim the text on their own first, followed by your reading of the article with the class.

While reading: Draw the attention of learners to the *Glossary box* that assists them with the meaning of unfamiliar words. Focus on the specific kind of language used in a will and testament. Explain that a text of this nature is filled with information. Draw their attention to the manner in which people are named and the specific assets that are allocated to them. Numerous individual readings of the text may be necessary for learners to grasp the content prior to engaging with the questions.

After reading: Assist learners who may experience difficulty in comprehending specific questions while they write out their answers. Learners will also be answering language questions as part of their revision of language structures and conventions. In order to prepare them for the *Language structures and conventions* questions, revise nouns, adjectives, conjunctions, transition words, direct and reported speech, sentence types, and types of paragraphs.

Answers

1 Miriam Vilakasi

2 Nouns: *will*, *house*, *watch*, *necklace*, *earrings*, *carvings*, *estate.*

Adjectives: *unmarried*, *gold*, *pearl*, *African*, *trusted*.

3 The person writing the will is doing so at this point in time whilst he or she is alive.

4 *Simple:* I hereby bequeath my estate as follows/I, the undersigned, Miriam Vilakasi, unmarried, do hereby declare this to be my last will and testament.

Complex: I hereby revoke all previous wills made by me and declare this to be my last will and testament/I hereby nominate my attorney, Mr Jeff Howard, to be the executor of this will.

5 Prudance Nosilela – house in the Eastern Cape

Grace Tshabalala – gold watch

Vincent Nthuli – collection of African carvings

Gardener – R5 000

Port Elizabeth Child Welfare Society – remainder and residue of estate.

6 To ensure that all the relevant parties are present and that they sign the document of their own free will. A witness is saying that he or she was present at the time of the signing and that everyone acted in good faith.

7 A will ensures that a person's property and assets will be distributed in accordance with his or her wishes after death.

8 A person will choose his executor based on trust.

9 No. She comes from a family with some money. This can be determined from the kind of assets she has – gold and pearl jewellery, collection of carvings, leaving money to a charity, and so on.

10 *that*, *which*, *as well as*.

11 Miriam Vilakasi had to revoke all previous wills she had made before she could declare this to be her last will and testament.

12 Classification – paragraph 2

Concluding – paragraph 3

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Activity 3 Use conjunctions and transition words (LB p. 181)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, pronouns

Remind learners that conjunctions and transition words help to make their text flow. Encourage learners to use conjunctions and transition words to take their writing to a more complex level.

Answers

The boy offered to cut wood but the lady was not sure he was strong enough. However, he assured her that he was used to cutting wood so she should not worry. The lady decided therefore to let him do some work for her although she said he needed to be finished by the evening.

Activity 4 Discussion based on a will and testament (LB p. 182)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Stems, prefixes and suffixes, pronouns

Before speaking: Remind learners about the purpose and content of a will and testament, as well as the specific language that is used.

Identify words from the *Glossary box* and any other words learners may have had problems with, and define them.

Use each discussion question provided in the Learner's Book to direct the discussion around wills, drawing on the personal experiences of learners.

Remind learners that while they are engaging in a group discussion, they will be allocated individual marks. This means that you will be listening very carefully to them in order to determine the mark they will receive. Although this is not a formal assessment activity, it is a practice exercise and you may allocate marks so that learners have an idea of their performance levels. This will provide good feedback to them in areas that need improvement when they participate in the actual formal assessment.

While speaking: Learners must be reminded of the importance of turn-taking conventions and the need to give everyone an equal opportunity to speak.

After speaking: Conclude the discussion by providing feedback on areas of the discussion that went well, and areas in need of attention.

Point out instances, if any, where learners failed to listen to the speaker, or failed to engage in turn-taking conventions, or failed to encourage a speaker, and so on.

It is essential that learners learn from this experience and are aware of their shortfalls so these can be addressed in the future.

Informal assessment

You can assess learners informally for their participation in the discussion and the correct conventions for discussions. It is important to provide feedback so that learners can improve on their speaking skills. This activity serves as preparation for Activity 8 where learners will write a will and testament.

Activity 5 Identify phrases and clauses (LB p. 183)

Vocabulary in context

In teaching the definition, as well as the examples of phrases and clauses, use the information provided in the *Language box* in the Learner's Book. Write down phrases and clauses: main and subordinate clauses on the board. Explain the definitions of phrases and clauses. Use the board to write down examples of phrases and clauses that learners are able to provide. Ensure that every learner has grasped the definition and is able to provide an example. It is only then that you can be assured that learners have understood the concepts. Let learners provide examples of sentences with main and subordinate clauses. Write these down as well. Only after an extensive lesson based on learner examples has been completed, should learners attempt the exercise. You may even encourage learners to open to a page in their literature text and identify phrases and clauses; main and subordinate clauses. This will further enhance the teaching of language in context.

Answers

Main clause	Subordinate clause	Phrase
1 The girl was sitting in the hall.	whose name was Sibongile	the girl whose name/in the hall.
2 The parents made a will when they were young.	who were concerned about their children	about their children
3 While they were singing, the man entered the classroom.	the man with the straw hat	with the straw hat
4 We eagerly awaited his arrival	as the sun rose	at the camp

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at the camp.		
5 The children hurried home because it was raining.	and they were afraid of catching a cold	the children

Activity 6 Read and enjoy a poem (LB pp. 184–186)

Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses; **Vocabulary in context**

Before reading: Engage learners on the subject of life, choices and decisions. Explain to learners that the poem that follows focuses on life and choices. Ask learners to narrate the kind of choices they have had to make, for example: their choice of school, friends, subjects, and so on. Generate discussion by listening to various viewpoints and experiences. Allow learners to skim the poem on their own in order to determine the general idea.

While reading: Read the poem aloud. Teach skills of skimming and scanning for details, for example, during scanning learners will be expected to make sense of the text, determine the theme, focus on the use of various figures of speech and their impact. A good tip to give to learners is that a figure of speech is intended to add value and colour. Its purpose is to emphasise something. Focus on the *Glossary box* so that learners become accustomed to using it. Revise tone, theme, rhythm, rhyme, use of rhetorical questions as part of the general discussion of the poem. It is advisable to give learners notes as you discuss the poem so that they have something concrete to learn from.

After reading: Allow learners to write their individual responses to the questions. This will enable you, as well as the learner to gauge ability levels and areas of concern. Once learners have answered the questions, make sure that you give them the correct responses and teach them answering techniques. It is important to focus on examiners' terminology such as *identify*; *explain*; *what* and so on. Learners need to know what such questions expect of them.

Answers

1 Life is full of challenges but it is important for a person to look within themselves in order to make important decisions – it is something that only an individual can do for themself.

2 Ups and downs/Difficult and easy times.

3 "And always the question remains ... why?"; "Do we turn to the right ... or the left?"; "Do we take the high road ... or the low road?"; "Do we take the easy path ... or the difficult one?"

4 The poet uses a range of different punctuation which has different effects. The ellipses (…) suggest that the poet's thoughts are unfinished.

5 It is a time for making a decision/choice. A person needs to think for themself in order to determine the path that their future will take.

6 There is rhyme in the first stanza but most of the poem is written in free verse.

7 When faced with decisions, it is natural for a person to take the easiest way out.

8 Positive: The poet makes reference to the choices we have in life and the difficulty in making them but he emphasises our ability to make the correct choices by thinking for ourselves.

9 The challenges of life must often be borne by us. The future will be embraced by us.

10 It is important for a person to look within themselves to make the correct choice/decision.

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Week 2

Activity 7 Challenge: Write a poem (LB p. 186)

Remedial grammar from learners' writing

Encourage the learners to apply everything they have learnt about the key features of poetry when they attempt this activity.

Activity 8 Write a will and testament (LB pp. 186–187)

Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses

Plan: Discuss ideas with the class pertaining to items that people include in a will and testament. List these items on the board. List the names of possible beneficiaries. Use a mind map to demonstrate to learners how to brainstorm and organise their ideas using the list of items and the beneficiaries. Write down the format of a will and testament on the board with explanations about what is to be written in each paragraph.

Draft: Explain to learners that they will now need to take the items from their mind map and develop sentences and paragraphs. Teach learners how to use their mind maps in order to formulate coherent

sentences. Use the example from the board to demonstrate this important skill. Use the notes from the Learner's Book to direct the writing of learners. Learners to pay particular attention to their language as well as the specific language in a will and testament. Refer learners back to the will and testament they have read earlier.

Edit and proofread: Teach your learners how to edit – this can be done in a group with one learner as a leader. Group members swap books, edit and pass on to the leader for the final editing. In effect then, a learner's work is edited by two people. It is essential that learners are given direction about what is expected in the editing process, for example, a checklist must be provided on the board with items such as language, content, format, style, and so on. Discuss your expectations regarding each of these components so that all learners have an idea of what is expected of them during the editing process.

Present: The final effort will be rewritten incorporating the changes made in the editing process. This means that your learners must include a mind map and a draft with their final version.

Informal assessment

Monitor that learners apply the different writing processes to this task. They need to plan their writing and then apply the planning during the drafting step. Offer remediation to learners who still need support to ensure they apply all the process writing steps.

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Activity 9 Identify paronyms, polysemes, homonyms, homophones (LB p. 188)

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

Use the notes/definitions/examples provided in the Learner's Book to revise these terms. Allow learners to provide as many examples as possible from their own experience in order to ensure that they have grasped the concepts. Write down these examples on the board so that learners are able to see them as they work through the exercise. Perhaps, you may also be able to draw examples from the current literature text that your learners are studying.

Answers

1 Endless – endlessly; sorrow – sorrowful; easy – easily; difficult – difficulty; right – righteous; low – lowly; signs – signage; path – pathway, clarity – clarify; wise – wisdom; adventure – adventurous.

2 *bear*: the tree will bear apples in the new year.
bear : the man will have to bear the loss of his friend.
The meaning of *bear* in both sentences is linked in that they both mean *to carry*.
turn: turn on the tap now.
turn: turn around so that I can see the back of your dress.
The meaning of *turn* in both sentences is a physical act. (Consider other examples.)

3 *coaster*: coasting vessel; small mat for drinking glass.
forks: eating utensil; division in road; agricultural implement used for digging.
low: not high; cry of cattle. (Consider other examples.)

4 *right*: direction
rite: religious or solemn observation
route: path
root: part of plant below earth
for: because
four: number. (Consider other examples.)

Activity 10 Spelling patterns (LB p. 189)

Vocabulary in context; Punctuation and spelling: spelling patterns

Learners need to become familiar with a range of different spelling patterns. Before the learners complete this activity introduce them to the concept that American English has some slightly different spelling from British English but that in South Africa we need to use British English spelling.

Answers

Learners' own sentences. Examples:

1 *catalog – catalogue*: A library catalogue is a list of all the books available in the library.

2 *monolog – monologue*: The actor in the play gave a monologue that lasted ten minutes.

3 *prolog – prologue*: A prologue is a piece of writing that introduces a play, novel or poem.

Activity 11 Read cartoons for comprehension (LB pp. 189–192)

Summary: Format, language use, structure

Before reading: Teach your learners to look out for the following three skills:

- They need to have knowledge of what is happening during a specific period (that is the time when the cartoon was drawn).
- They need to see and understand the different things/elements in the cartoon.
- They need to think about the cartoonist's motives. This means that their brains are going back and forth and attempting to make meaning of what is in front of them.

In teaching cartoon interpretation, the best method is to provide learners with as many visual examples as possible. The focus of the teaching is the illustration and inferences that can be made from the visual.

While reading: Teach learners how to read a visual by focusing on the picture, making links between characters, reading body language to help them interpret the words that will follow. Thereafter, learners focus on the written text in order to help them draw a link between the visual and the written. They need to be taught to scan a text for details. Expose learners to a variety of texts including political cartoons. While they will be taught how to interpret these cartoons, it is not advisable to set political cartoons, or any cartoon that is sensitive in an exam. Due consideration should be given to gender, politics, religious affiliations, and so on, when choosing a cartoon.

After reading: Learners can complete the activities based on the cartoons, individually.

Answers

1 Cartoon A:

The man sitting on the bench is in need of a job. However, the classified advertisements have a big hole in the centre, suggesting that there are no jobs available. Yet the newspaper on the bench has a picture of the Minister of Finance and his budget. It is ironical that the country is drawing up a budget and allocating funds for spending when there are thousands of people who have no jobs and no money.

2 Cartoon B:

The cartoonist has drawn a picture of a graveyard with tombstones denoting where smokers and non-smokers are buried. The side allocated to smokers is crowded while the non-smoker side is rather empty. The point being made is that smokers are dying quickly.

3 Cartoon C:

a. *Literal*: grass that grows on the ground and on which the characters are seated.

Figurative: a drug that is smoked.

b. The speaker is indicating his addiction to the drug and his inability to get off it.

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Activity 12 Support: Paragraph types (LB p. 192)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Sentence types, generalisations, direct/indirect speech, voice, tenses

Learners need to understand the different paragraph types that they should use in different writing tasks. The purpose of this activity is to support learners in their understanding and application of the different paragraph types they need to know.

Unit 11 Looking ahead

Unit overview		
Term 3	**Week 3**	**Week 4**
Resources	Learner's Book pp. 193–200 Literature Anthology	Learner's Book pp. 200–206 Literature Anthology
Additional resources (optional)	• Poetry anthologies • Library books • Novels; autobiographies	• Examples of CVs and covering letters
Listening and speaking	**Activity 2** • *Speaking and listening strategies: Listen to interview*: Role clarification, language use, language and power	**Activity 7** • *Discuss CV as one of the requirements for appointment/ admission*: Information, relevance, referees, link to covering letter
Reading and viewing	**Activity 1** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message **Activity 4** • *Read a literature text e.g. Novel/youth novel/short story:* Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background/milieu/role of narrator, theme, conclusion and ending • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)	**Activity 9** • *Reading comprehension (strategies): (Use visual and written texts):* Strategies: Skimming for main ideas, scanning for supporting details, making predictions, inferring the meaning of unfamiliar words and images, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, impact of visual techniques
Writing and presenting		**Activity 8** • *Transactional text: e.g. Covering letter and CV:* Requirements of format, style, target audience purpose and context, word choice, figurative language, symbols, colour, placement, sentence structure, lengths and types, selection of visual and design elements • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a covering letter and CV* • *Remedial grammar from learners' writing*
Language structure and conventions	**Activity 1** • *Vocabulary in context* **Activity 3** • *Sentence level work:* Speech, tenses, sentence types, paragraph types; voice; clauses and phrases • *Punctuation and spelling:* Spelling patterns, vocabulary in context **Activity 4**	**Activity 6** • *Sentence level work:* Speech, tenses; sentence types, paragraph types, voice, clauses and phrases **Activity 8** • *Punctuation and spelling:* Spelling patterns, vocabulary in context • *Remedial grammar from learners' writing* **Activity 9**

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	• *Vocabulary in context* **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Adjectives	• *Vocabulary in context* **Activity 10** • *Word meaning:* Synonyms, antonyms, homophones, homonyms, polysemy
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 3

Quick check (LB p. 194)

Engage learners in a discussion around their choice of the point at which they see themselves in the future. Encourage learners to dream big and do everything in their power to realise their dreams. It is important to get learners to think about their future.

Activity 1 Read a poem (LB pp. 194–195)

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

Before reading: Focus discussion around a typical day in the life of a learner. Encourage learners to indicate all the activities they engage in from the time they get up in the morning until they go to bed. List the activities on the board. Note whether any time is dedicated to leisure or the beauty around them. This will form the basis of the discussion about people and life and the lack of time spent appreciating their surroundings.

While reading: Allow learners to skim the poem on their own. Get them to identify the speaker and the situation. Read the poem aloud and tell learners to look out for the literal meaning of the poem. The figurative meaning will follow at a later point. Read each line and point out unusual words and associations. The two line stanzas are unusual. They provide a powerful message in emphasising the poet's viewpoint on life. Two line stanzas can provide reassurance and symmetry. The repetition of *no time* emphasises the theme – we are too preoccupied in pursuing our worldly pleasures. Focus the attention of learners on the purpose of rhetorical questions. They emphasise the points that the poet is making about man. Allow learners to explore a range of situations in which rhetorical questions are used and their value in context. This will serve as a good foundation for them to appreciate the rhetorical questions in this poem. They may, for example, allude to the fact that rhetorical questions used in a debate are for purposes of effect and of making the audience think about the point being made.

After reading: Ensure that all learners have grasped the essence of the poem by asking general questions on the message, the tone and the manner in which the poet has conveyed his thoughts. After learners have answered the questions, provide them with the correct answers and explain what was expected of them in each answer. Talk about the need to answer for the mark scheme, for example a two-mark question will require two points in the answer.

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Answers

1 *boughs*; *broad* ✓✓ (2)

2 Polysemes:

pass – You will *pass* a hospital on your way to town./The boy will *pass* Grade 9 this year and will be in Grade 10 soon.

The word *pass* in both sentences refers to moving onward or proceeding.

watch – The boy will watch his little sister play./At night in the jungle, you need to keep watch for wild animals.

Both meanings of *watch* refer to keeping vigilant or looking out. Note other examples as well.

Homonyms:

pass – The mountain pass was covered in snow./Please pass me the salt.

watch – I do not know the time, because my watch is broken./Do you watch television every day?

can – The child can do his work on his own./The watering can has a hole in it. ✓✓✓✓ (4)
3 Staring at the beauty around us, beautiful streams, the hiding place of squirrels, a beautiful woman. ✓✓ (2)
4 Our lives are so full of our daily activities that we have no time to stop and enjoy our surroundings. ✓✓ (2)
5 A young attractive woman. ✓ (1)
6 Regret/sadness because we are failing to enjoy the beauty in our world. ✓✓ (2)
7 *care*/*stare*; *boughs*/*cows*; *pass*/*grass*. ✓✓ (2)
8 activity/action. ✓✓ (2)
9 Simile. It emphasises the natural beauty of the streams. The sun is reflected in the ripples of the stream and it sparkles like stars. ✓✓✓ (3)
10 The poet laments the way the pressures of modern life prevent us from enjoying the wonders of nature. ✓✓ (2)
11 The repetition of *no time* in four stanzas succeeds in slowing down the movement. ✓✓ (2)
12 Learner response to be considered on merit. ✓✓ (2)
13 Learner response to be considered on merit. ✓✓ (2)
14 Learners' answers will vary. ✓✓ (2) **[30]**

Informal assessment

By this stage of their Senior Phase studies learners should be confident to read poetry and understand the key features of this text type. Check that learners understand the term 'rhyming couplets' and also the meaning of rhetorical questions. After the learners have completed the work take it in and mark it to see that the learners have understood the poem.

Activity 2 Listen to an interview (LB p. 196)

Speaking and listening strategies: **Listen to interview**: Role clarification, language use, language and power

Before listening: Engage learners in a discussion around an interview, its purpose, participants in an interview, and so on. Discuss various interview scenarios. Ask learners for examples of interviews they may have heard of or been invited to. Ask learners about the kinds of interviews they imagine scholars are subjected to, for example, application for admission to schools/tertiary institutions, bursaries, positions of importance in sport, and so on. Impress upon them that they will attend numerous interviews in their lives starting at school, as the interview that they will listen to, will reveal.

While listening: Remind learners that the purpose of the exercise is not for them to answer questions, but to listen to the content of the interview. They will need to pay attention to the kinds of questions as well as the responses, the need to communicate using formal language, demonstrate good manners, be polite, and so on. It is imperative that they listen carefully since this exercise will be followed by two activities that are directly linked to the content of the listening exercise. Their ability to listen well will help them with the activities they are going to engage in.

The interview is in the Listening text section at the back of this book.

After listening: Encourage learners to talk about what they have heard. What is their opinion of the kind of learner Sibongile is. Are they impressed with her? What did they find impressive? Comment on the manner in which she speaks – her use of language, her form of address, and so on.

Activity 3 Change direct speech into indirect speech (LB p. 197)

Sentence level work: Speech, tenses, sentence types, paragraph types; voice; clauses and phrases; **Punctuation and spelling:** Spelling patterns, vocabulary in context

Revise the concept of indirect (reported) speech with your learners. Remind learners that reported (or indirect) speech is when we tell somebody else what someone has said or written.

Answers

1 Mr Khumalo told Sibongile that her achievements were impressive and he asked her what contribution she could make to Ariah Girls High School.
2 Sibongile told Mr Khumalo that she participated at Provincial level in Netball and Hockey and that she is the captain of the school's debating team.
3 Mr Khumalo wanted to know why Sibongile was interested in Ariah Girls High School.
4 Sibongile told Mr Khumalo that she had done a lot of research on the schools in the area and that his school had the best pass rate and excellent sports results.

Activity 4 Read an autobiography (LB pp. 197–199)

Read a literature text e.g. Novel/youth novel/short story: Specific focus on literary text features, show comprehension of development of plot and conflict, characterisation, turning point, background/milieu/role of

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narrator, theme, conclusion and ending; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Vocabulary in context**

Before reading: Engage learners in a discussion on Oscar Pistorius. Explain to them that he uses blades to run because he has no legs. He is the first athlete to compete against able-bodied athletes and at first there was fear that he may have an unfair advantage over them. Later this theory was disproved. There may be learners in your class who will be able to add additional information about him. Encourage as much discussion as possible. Learners will also perhaps recall his participation in the 2012 London Olympics. Allow learners to talk about their personal feelings about him. Learners will skim the text so that they have a basic idea about its content.

While reading: The focus during reading will be literature. Read the text aloud and at the end of the first reading focus attention on the value of the *Glossary box*. Learners to attempt to determine the theme, setting, characters, tone, and so on. Remember that tone demonstrates the writer's feelings. Involve them in a discussion of these key elements of literature to ensure that no learner is left behind and they all share a common understanding. Thereafter select a word such as, *nutrition.* Get learners to attempt to guess at the meaning of the word based on the information that follows the use of the word. This means that learners are attempting to gauge the meaning of a word in context. Focus on other words and allow learners to infer meanings orally. This will serve as a practice exercise. This skill comes with lots of practise. In some instances learners may need to read what has gone before in order to get clues about the possible meaning of a word.

After reading: Encourage learners to talk about what they have read. They will need to formulate their own opinions about the text. Teach them to do so, by asking questions such as: *What do you think of Oscar Pistorius? What is your opinion of the role that his mother played in his life?* and so on. The idea is to get learners thinking for themselves – these are open-ended questions but they need to be justified with evidence. Revise the following aspects of language structures and conventions: adjectives, tenses, direct and reported speech, types of sentences, types of paragraphs, phrases and clauses. Revision questions on these aspects have been included.

Answers

1 a. bilateral amputation ✓ (1)
b. He won three races in Beijing. ✓ (1)
c. Making the right choices in order to excel; Good nutrition to enhance performance.✓ (1)
d. Learners' own answers. **Example**: A person who does not participate in an activity. ✓✓ (2)
e. He eats large quantities of protein like chicken and fish because he needs to burn energy quickly. ✓✓ (2)
f. He was extremely excited at his achievement, and at peace with his performance. ✓✓ (2)
g. He did not allow the loss of his legs to stop him from participating in numerous fields of sport. He knew that he had limits but he also had talent like everyone else. ✓✓ (2)
h. He has very great respect for him and therefore he describes him as exceptional. ✓✓ (2)
i. A positive tone which gives hope to people and courage to attain their personal dreams. ✓✓ (2)
j. Yes – he did not sit back after the loss of his limbs. He was determined to succeed and he realized his dreams despite the odds against him. ✓✓✓ (3)
k. Learners' answers will vary. ✓✓ (2) **[20]**

Informal assessment

This activity provides the opportunity to teach different reading strategies. Look out for learners who struggle with reading and offer remedial help. Make sure that learners know the features of the autobiography text as a literary text.

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Activity 5 Revise grammar (LB pp. 199–200)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Adjectives

Spend time with your learners revising the grammar concepts mentioned in the Learner's Book. Use the board to write down examples that learners are able to provide. Only once all the concepts have been grasped, can learners can complete the exercise individually. If necessary, move around the classroom and assist those learners experiencing difficulty with the exercise.

Answers

1 a. *bilateral*; *ordinary*; *everyday*; *running*; *early*; *celebrated*; *personal*, and so on.

b. When the Beijing Paralympics will arrive, I know that I will be better equipped for the 400 metres but not the 100 and 200 metres. I missed the gold in the 100 metres in Athens but I will make sure that this time it will be mine.

2 a. Compound sentence, because it contains more than two verbs. It consists of two simple sentences joined by *and*.

b. Definition paragraph: It describes Oscar Pistorius's programme in an objective way.
Choice paragraph: It focuses on Oscar Pistorius's personal view of his performance.

c. It sums up the general idea of what has been discussed and may even provide a personal viewpoint.

Week 4

Activity 6 Support: Identify phrases and clauses (LB p. 200)

Sentence level work: Speech, tenses; sentence types, paragraph types, voice, clauses and phrases

Give learners a lot of practise identifying main and subordinate clauses using examples on the board. Learners can complete the exercise individually.

Answers

1 never the person; finishing line last; even try to compete; in a letter, and so on.

2 Main clause: In my life I have always tried to make the best of a situation.
Subordinate clause: look for the positive and go forward with a smile.

3 Main clause: *I feel so lucky to work with Sebastian.*
Subordinate clause: *because, as a professional athlete, he understands the pressures of training to be the best in your field.*

Activity 7 Discuss a CV and a covering letter (LB p. 201)

Discuss CV as one of the requirements for appointment/admission: Information, relevance, referees, link to covering letter

Before speaking: Learners will participate in a discussion that will last 15 to 20 minutes. Use the points provided in the Learner's Book as the focus of the discussion. Explain the reference to referees and provide examples of people that are usually selected as referees. These are usually people very well known to you professionally – they are not personal friends.

While speaking: Guide the discussion in terms of the format of a letter of application, language use, content of the letter, and so on. Be sure to give every member of the discussion group an opportunity to speak. Allow a free flow of thoughts and ideas and guide the discussion should learners decide to include irrelevant material in their CVs. Remind learners that this discussion is actually a preparation for the writing activity that will follow. Learners are to listen carefully to each other because this is a learning exercise and they will be learning from each other.

After speaking: Conclude the discussion by drawing together and tying up all the points. Ensure that every learner in the class is familiar with the content of a letter of application and a CV. Do a final revision for the benefit of those who may not have made any contributions to the discussion.

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Informal assessment

This activity must serve as preparation for the formal assessment in Activity 8. Ensure that learners understand the format of a covering letter and CV and that they will be able to apply this knowledge to their own writing.

✓ **Activity 8** Write a covering letter and CV (LB pp. 202–203)

Transactional text: e.g. Covering letter and CV: Requirements of format, style, target audience purpose and context, word choice, figurative language, symbols, colour, placement, sentence structure, lengths and types, selection of visual and design elements; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a covering letter and CV**; **Punctuation and spelling:** Spelling patterns, vocabulary in context; **Punctuation and spelling:** Spelling patterns, vocabulary in context; **Remedial grammar from learners' writing**

Plan: Draw the attention of learners to the Learner's Book which has a structure of a CV and a letter of application. This will enable them to use the correct format. Focus your teaching on the importance of formal language, concise content, style as well as audience and purpose. A CV is personal and hence no two learners will have the same information. Ask learners to draw a mind map of all their achievements from primary school up to the present

day. They need to separate their sporting achievements from their academic achievements and include any other achievements/special awards they may have received. Learners will use their own experiences/activities to embellish their CVs.

Draft: In the drafting stage, tell learners to write out their CVs and letter of applications in full. Move around the class while the writing is in progress to determine whether all learners are complying with the instructions. Provide immediate support and feedback where needed. Learners need to be told to categorise their achievements and ensure that they are placed under the correct headings. The letter of application should include all the points mentioned in the Learner's Book. Their writing must be free of grammatical errors.

Revise and edit: Engage learners in revising and editing: Editing is to be conducted within groups with a group leader and peers swapping books for the first round of editing. The group leader then edits what constitutes round two of the editing process. Remind learners by putting a checklist on the board about what they are looking out for in the editing process. These will include the format of the letter, format of the CV, language that is concise and formal, pertinent information in the letter (refer learners back to the Learner's Book) as well as all details in the CV including referees, and so on.

Present: Upon completion of the editing, learners write the final version of their CV, incorporating all the recommendations made and making the necessary corrections. Remember to engage learners in a remedial exercise once you return their written work to them. They must correct their errors and you will need to put down sentences with common errors on the board so that learners can learn from their mistakes.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

✓ **Assessment guidelines**: Use the assessment rubrics provided in this Teacher's Guide to assess the learners and record their marks as part of the Programme of Formal Assessment.

Activity 9 Read a visual and written text (LB pp. 204–206)

Reading comprehension (strategies): (Use visual and written texts): **Strategies:** Skimming for main ideas, scanning for supporting details, making predictions, inferring the meaning of unfamiliar words and images, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, impact of visual techniques

Before reading: Define a visual text as any text that has a picture/map/photograph, and so on, as well as words. It would be ideal to get learners to bring visual texts of their own to class. Use the examples brought by learners, as well as material of your own to demonstrate how to read for meaning. Advertisements will work very well in this regard. Thereafter move on to a discussion of written texts. Discuss the essential differences between the two kinds of texts. Explain the difference in purpose and examples of when visuals are more appropriate as opposed to written texts – for example, cartoons, advertisements, comic strips, and so on. These communicate immediately with the reader and convey a swift message. Allow learners to interact orally with a range of visual texts before they attempt the exercise. Allow learners to skim the advertisements. They will need to determine the specific audience for which each advertisement is intended as well as the purpose.

While reading: For the visual that follows, draw the attention of learners to what is contained within a frame. Explain the meaning of a speech bubble and how the arrow points to a specific speaker. Teach aspects of body language, for example, a frown can suggest frustration, an open mouth suggests shouting, open arms can suggest frustration, a smile suggests happiness, large font can suggest shouting, and so on. Discuss the role of the visual as well as the content in conveying messages. Emphasise the impact of body language and the importance of interpreting it in order to determine the message. During the reading of the advertisements, encourage learners to pay particular attention to the content. They will later be expected to draw comparisons between advertisements, language usage, and so on. Make them aware that there are variations in the quality of the adverts they will be reading. A good advertisement provides details about the employer, salary scale, title of post, requirements, duties, contact details, and so on.

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After reading: Remind learners that while they will be answering questions on a visual and written text, the purpose of the exercise is to test comprehension. As such, they will need to answer specific questions on content, the meanings of words in context, make inferences, draw conclusions, and so on. The *Glossary box* is part of the support that has been provided and learners need to use the information provided to help them.

Answers

1 He is frustrated because there are so many choices and he does not know what to choose. ✓✓ (2)

2 It emphasises their frustration because they lack the knowledge that is needed to make the decisions. ✓✓ (2)

3 Making a choice about subjects requires a person to make his or her own decision based on his or her ability and interest. It has no link to a test which requires a person to study and answer questions to test knowledge. ✓✓✓✓ (4)

4 *options – choices*; *job – career*; *response – answer* ✓✓ (2)

5 Teacher, marketing manager, human resources manager, tour guide. ✓✓ (2)

6 Advertisement 2: specifies that it requires a male/female for specific positions. ✓✓ (2)

7 Advertisement 2: *Should have adequate experience of secretarial job and full command on computer operations.* This is grammatically incorrect and should read: *Should have adequate experience as a secretary and ought to be computer literate.* ✓✓ (2)

8 Advertisement 4: this is an advertisement for a tour guide. ✓✓ (2)

9 The salary will be determined by the experience and skills that a person brings to the job. ✓✓ (2)

10 Learners' own answers. ✓✓✓ (3)

11 All certificates of qualifications will have to be certified as proof that they are copies of the original. ✓✓ (2)

12 Learners' own answers. Accept any well-reasoned response. ✓✓ (2)

13 *complete – incomplete*; *inadequate – adequate*; *closed – open* ✓✓✓ (3) **[30]**

Activity 10 Challenge: Homophones, homonyms, polysemes (LB p. 206)

Word meaning: Synonyms, antonyms, homophones, homonyms, polysemy

Answers

Homophones	Homonyms	Polysemes
• I eat *cereal* every morning • The man in prison is a *serial* killer. • The *bear* moved out of the forest. • The trees are *bare* in winter.	• My wound has turned into a *sore*. • The girl's arms are *sore* after the exercise. • Please *lift* up the lid of this box. • The *lift* in that building travels very fast.	• The *cook* in the restaurant makes wonderful pastries. • We use gas to *cook* food in our home. • The *fly* is always circling our food. • I will *fly* on South African Airways tomorrow

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Unit 12 Making choices

Unit overview		
Term 3	**Week 5**	**Week 6**
Resources	Learner's Book pp. 207–216 Literature Anthology	Learner's Book pp. 216–224 Literature Anthology
Additional resources (optional)	• Portable radio • Comic strips, magazines, newspapers • Novels, biography	• Poetry anthologies • Library books • Comic strips • Novels
Listening and speaking	**Activity 1** • *Speaking and listening strategies: Listen to the debate on the radio/television:* Role players, use of voice, pacing, presenting a motion and defending it, presenting a rebuttal, resolution, take notes, discuss and share notes **Activity 2** • *Participate in a debate:* Debating conventions, language use, present a motion and defend it, present a rebuttal, role players, resolution	
Reading and viewing	**Activity 3** • *Reading/viewing for comprehension: (Visual and written texts): Strategies:* Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar words and images, main and supporting ideas, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, the writer's inferences and conclusions **Activity 4** • *Read a literature text e.g. Novel/Short story/Folklore e.g. legends, myths, fables:* Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Summarising the text*	**Activity 7** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message **Activity 9** • *Reading/viewing for comprehension: (Visual and written texts): Strategies:* Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar words and images, main and supporting ideas, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, the writer's inferences and conclusions **Activity 10** • *Read a literature text e.g. Novel/Short story/Folklore e.g. legends, myths, fables:* Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) •

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Writing and presenting		**Activity 8** • *Write an essay: Narrative/descriptive/reflective essay:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write an essay following the process approach to writing*
Language structure and conventions	**Activity 2** • *Vocabulary in context* **Activity 4** • *Word level work:* Conjunctions and transition words • *Vocabulary in context* **Activity 5** • *Word meaning:* Literal, figurative, alliteration, assonance, consonance, personification, onomatopoeia, pun	**Activity 6** • *Punctuation and spelling*: Spelling patterns **Activity 7** • *Word meaning:* Literal, figurative, alliteration, assonance, consonance, personification, onomatopoeia, pun • *Vocabulary in context* **Activity 8** • *Sentence level work:* Speech, sentence types, sentence structure, voice, tenses, paragraph types • *Punctuation and spelling:* Spelling patterns • *Remedial grammar from learners' writing* **Activity 10** • *Reinforcement of language structures and conventions covered in previous weeks* • *Vocabulary in context*
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 5

Quick check (LB p. 208)

Talk to your learners about debates. Encourage discussion on the types of debates they may have heard on television or radio or even at school. Ask questions such as: *What is the purpose of a debate? When do people engage in debates and why?* The whole point is to get learners talking around the subject in preparation for the activity that follows.

Activity 1 Listen to a debate on the radio (LB p. 208)

Speaking and listening strategies: Listen to the debate on the radio/television: Role players, use of voice, pacing, presenting a motion and defending it, presenting a rebuttal, resolution, take notes, discuss and share notes

Before listening: Engage learners in a discussion on the differences between listening to a live debate as opposed to listening to a debate on the radio. A live debate allows the listener the advantage of looking at body language, expression, and so on, while a recording consists merely of voices. However, a recording can also be advantageous because the person who recorded the material may speak more clearly or may pronounce words more clearly than the speakers in the live debate. In addition, learners have to listen very attentively to a radio debate and follow the various speakers based purely on their voices.

While listening: Remind learners to pay particular attention to the content because the activity that follows will require them to imitate not only the content of what they have heard but also the language, tone, and so on in their preparations for a debate. The purpose of a debate is to convince not

only the opposing team of their points of view but also the audience.

The radio debate is in the Listening text section at the back of this Teacher's Guide.

After listening: Ascertain from learners what they have learnt about debating. List these points on the board and use them in the activity that follows. Ensure that every learner understands what is expected of them when they engage in a debate.

Activity 2 Participate in a class debate (LB pp. 209–210)

Participate in a debate: Debating conventions, language use, present a motion and defend it, present a rebuttal, role players, resolution; **Vocabulary in context**

Before speaking: Refer learners to the structure of the debate provided in the Learner's Book. Discuss language, tone and the content of speeches. Teach learners how to undertake research on the given topic. Explain to them how they should gather information from books, websites, and so on. This information needs to be processed and only the relevant material selected for use in their speech. In order to sound convincing, learners need to provide statistics pertaining to research undertaken on the subject. It is also important that learners use their own words so that they speak in a language that is familiar to them. Explain the function of the learner who will sum up. The entire team needs to make notes as the opposing team speaks so that they are able to assist their team member who will later rebut points made. The last speaker collates all the points that he or she will use in his or her rebuttal so that he can disprove whatever the opposing team said.

While speaking: Learners are to remember to speak clearly, use gestures where appropriate, use rhetorical questions in order to convince the audience, and so on. Learners must be encouraged to use their allotted time to the maximum, use cue cards and never read out their speeches.

A**fter speaking**: Participants to ensure that they make notes as the members of the opposing team speaks so that they are able to assist their team member with arguments for the rebuttal. They need to make a contribution to the closing arguments because the strength of the closing arguments usually determines the outcome of the debate.

Informal Assessment

Assess learner's ability to listen to a debate and interpret the following: use of voice, pacing, presenting a motion and defending it, presenting a rebuttal, resolution, take notes, discuss and share notes. This listening activity serves as preparation for the next speaking activity and can also be used in preparing learners for oral activities such as the prepared speech formal assessment activity in Unit 13.

Activity 3 Read a comic strip for comprehension (LB pp. 211–212)

Reading/viewing for comprehension: (Visual and written texts): **Strategies:** Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar words and images, main and supporting ideas, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, the writer's inferences and conclusions

Before reading: Encourage your learners to bring their own comic strips for discussion. Revise terms such as *frames*, *speech bubbles*, *body language*. Use the information in the Learner's Book to define comic strips, purpose, content, and so on. Allow learners to come to the front of the class and share their interpretation of their own comic strips with the class. The idea is to get learners to practise as much as possible and refine their vocabulary.

While reading: Revise skimming and scanning of the text. Learners are to put into effect all the skills they have been taught such as linking the words to the characters, noting the body language, paying attention to the tone and language usage. Interpreting comic strips is a skill that comes with a lot of practise.

After reading: Learners are to answer the questions that follow. Remind learners that they will need to read the question as many times as is necessary to ensure that they understand exactly what is being asked of them. They are also to be reminded to write for the mark scheme. This means that a two-mark question requires two points, and so on.

Answers

1 a. Speech bubble 1 – Peter's mum; Speech bubble 2 – Peter's dad; Speech bubble 3 – Peter. ✓✓✓ (3)

b. You need not worry, mom. I know exactly what I am doing. ✓✓ (2)

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c. wreck: have a big problem/going to suffer ✓✓ (2)

d. She is very angry – her mouth is open, her shoulders are raised and her open palms suggest she is frustrated and doesn't know what to do. ✓✓ (2)

e. Learners' own answers. Accept well-reasoned responses. ✓✓ (2)

f. His wide open arms indicate his frustration and irritation with Peter. He was obviously sarcastic when he told Peter that his plan was brilliant. ✓✓ (2)

g. The cartoonist wants to emphasise/make a point. ✓ (1)

h. Inverted commas/quotation marks ✓ (1) **[15]**

2 a. Peter told his mom to relax as he had it all figured out.

b. Peter also told his mom that his dad thought it was brilliant.

3 a. "Why are you still in bed? Peter's mom asked.

b. Peter answered, "By next Monday I will be waking up at 6.30 right on schedule."

Informal assessment

Check that the learners have taken the marking scheme into consideration when they have answered the questions. They need to know how to allocate their time and efforts during the exams and it is critical that they understand how to interpret the marking schemes correctly.

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Activity 4 Read an extract from a biography (LB pp. 212–216)

Read a literature text e.g. Novel/Short story/Folklore e.g. legends, myths, fables: Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Summarising the text**; **Word level work:** Conjunctions and transition words; **Vocabulary in context**

Before reading: Encourage discussion on the differences between a visual for comprehension purposes and a written text. Discuss the kind of content contained in each and explain why a biography cannot be written in the form of a visual due to the nature of its content. Explain the purpose of biographies – allow learners to provide examples of biographies they may have read. A biography tells the story of a person's life.

While reading: Revise skimming and scanning techniques. Remind learners about the use of the *Glossary box*. Encourage learners to attempt to determine the meanings of words in context. Learners also need to formulate their opinions about what they have read. Revise types of sentences, conjunctions, transition words, types of paragraphs and passive voice. Draw the attention of learners to specific examples in the text where possible.

After reading: Allow learners to write their responses to questions individually. In the event that you find learners struggling to answer specific questions, assist them individually and if need be, discuss areas of concern you may have noted with the entire class. Once learners have completed the exercise and you have marked it, provide them with feedback. Learners must be given the correct answers and they need to see their mistakes and correct them. This is a vital aspect of teaching and learning.

Answers

1 a. Jewish and Russian. ✓✓ (2)

b. "She was expelled from Sylvia Young Theatre School in Marylebone."✓✓ (2)

c. She moved from one success to another. She obtained fame and was very rich. She was very famous and loved by her fans. She became addicted to drugs and suffered mental health issues and from then on her life went downhill. ✓✓ (2)

d. She overdosed on drugs. ✓✓ (2)

e. She had an international hit on the US charts. She was the first British female to have sold over a million copies of her album *Back to Black*. She made it onto the cover of magazines as well. ✓✓ (2)

f. Yes, she lost control because of substance abuse. She was unable to record new albums, her personal life fell apart, she drank heavily, became abusive in public, and so on. It was her inability to control her problem that saw her finally die of an overdose. ✓✓ (2)

g. Learners' own answers. They should have some references to the glitz and glamour and wonderful homes, cars, clothes, and so on. Also some reference to the pressures, loneliness, tension, and so on. ✓✓ (2)

h. Conjunctions: *and*; *with*; Transitions: *following*; *even though*; *just as*. ✓✓ (2)

i. i) Simple: one verb and one idea. ✓✓ (2)

ii) Compound: two verbs and two sentences joined

by a conjunction. ✓✓ (2)
iii) Complex: main clause and subordinating clauses which provide additional information. ✓✓ (2)
j. Yes, there are vivid descriptions of Amy's appearance, ancestry and her personal success. ✓✓ (2)
k. It provides an objective description of Amy's success and achievements. ✓✓ (2)
l. i) A string of highly successful performances was given by Winehouse in 2008. ✓ (1)
ii) Her body was tattooed and her nose was pierced at that time by her. ✓ (1)
m. i) past progressive tense ✓ (1)
ii) simple past tense ✓ (1) **[30]**

Summary
Before writing: Revise summary writing skills with learners. The text is already familiar to them. Learners, however, will be expected to answer the specific question posted tracing the development of Amy's life.
While writing: Impress on learners the need to constantly bear the topic in mind when summarising. The crucial part in teaching learners skills is for them to be able to summarise what they have read in their own words. Learners to also bear in mind the word limit so that they economise in the manner in which they write their sentences. It is essential to write down a correct word count at the end of the summary.
After writing: Provide learners with the following essential points which should have been included in the summary. Learners need to compare their responses with what ought to have been included, thereby learning from their mistakes. In addition, during the correction/remedial exercise period they also need to have noted whether they succeeded in capturing the main points in their own words.

Answers
2 The following are the main points of this summary:
- Amy grew up in a working class family.
- She enjoyed jazz music and became a professional singer at 16.
- She won numerous nominations with her debut album.
- She was a hit in the United States and in Britain.
- She was the first female to win five Grammy awards.
- She was a success.
- Later she became a substance addict and her marriage ended.
- She died of a drug overdose at 27.

Activity 5 Support: Spelling patterns (LB p. 216)

Punctuation and spelling: Spelling patterns

Some learners may still rely on trying to spell words phonetically but this will not help them with the types of words that they find in this activity. Encourage the learners to keep lists of words like these that they need to learn how to spell.

Answers
1 ancestry; 2 pharmacist; 3 earned; 4 exception; 5 successful; 6 hospitalised; 7 disappointment; 8 assault

Week 6

Activity 6 Identify word meanings (LB pp. 216–217)

Word meaning: Literal, figurative, alliteration, assonance, consonance, personification, onomatopoeia, pun

Before learners engage with the text, teach your learners definitions and examples of figures of speech. Use the guidelines in the Learner's Book to define the figures of speech. Encourage learners to come up with examples of their own and provide as much support and examples as you can, depending on the needs of your learners. It would be ideal to put up examples of figures of speech on the board and talk your learners through how to identify them. You may for example, ask learners for examples of personification. Personification is the giving of life like qualities to non-living things, for example, *The forest mourned the loss of the tree*; *The wind howled in the night*, and so on. This will help learners to come up with their own examples and when they are able to do this, you know that they understand! Pun is particularly difficult to grasp and this may take a considerable amount of time. Explain the use in context of alliteration, consonance, assonance, and so on.

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Answers

2 a. personification; b. pun; c. alliteration; d. onomatopoeia

3 a. hot; monotonous

b. light; fire

4 a. struck; streak; luck

b. earthworm; storm

After learners have completed the exercise and after marking, engage them in correcting their errors. In the event that large numbers of learners have performed poorly in any particular question, revise this area of weakness as often as possible in the coming weeks. The teaching of figures of speech is a long process and one you will need to engage in on a weekly basis.

Activity 7 Read a poem (LB pp. 217–218)

Reading process: Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Poetry:** Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Word meaning:** Literal, figurative, alliteration, assonance, consonance, personification, onomatopoeia, pun; **Vocabulary in context**

Before reading: Focus the discussion on the plight of young children in South Africa. Engage learners in a discussion of homeless children and their hopes for the future. Ask questions such as: *Whose fault is it? Do you blame children for becoming thieves and doing drugs?* and so on.

While reading: Allow learners to peruse the poem on their own first. Thereafter, read the poem aloud. Remind learners about looking out for rhythm, tone, theme, figures of speech, and so on. Learners should be able to draw conclusions about the events being described. They must be able to take a stance on their attitude towards what they are reading.

After reading: Engage learners in the answering of the questions individually. While learners answer the questions, walk around the class so that you have an idea of what the problem areas are. Address these issues immediately or when you give learners feedback on their answers. It is important that learners constantly learn from their mistakes.

Answers

1 One stanza. ✓ (1)

2 run-on lines ✓ (1)

3 "lips stuck together glued by the glue he smokes." ✓ (1)

4 The lack of concern of people for the plight of a boy lying on the ground. ✓ (1)

5 Sorrow that he is in such a bad way and no help is forthcoming. ✓✓ (2)

6 green grass; roaring still river; bubbles of boiling; glued by the glue. ✓✓ (2)

7 throbbing footsteps; hiss of water; roaring steel river. ✓✓ (2)

8 It was probably given to him by someone. ✓✓ (2)

9 Dirt is not a living thing. It has been linked with scream which is animate. Hence an inanimate object has been given life-like qualities. ✓✓ (2)

10 He is lying on his stomach with his face in the grass. ✓✓ (2)

11 He is oppressed by society and cannot escape the horror of his life. ✓✓ (2)

12 Learners' own answers. ✓✓✓ (3)

13 Learners' own answers. ✓✓✓ (3) **[24]**

✓ Activity 8 Write a narrative essay (LB pp. 219–220)

Write an essay: Narrative/descriptive/reflective essay: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write an essay following the process approach to writing**; **Sentence level work**: Speech, sentence types, sentence structure, voice, tenses, paragraph types; **Punctuation and spelling:** Spelling patterns; **Remedial grammar from learners' writing**

Plan: Read excerpts from short stories, magazine articles, newspaper articles that are narrative in style, and so on, in order to give learners a feel of what a narrative piece sounds like. This is an important exercise, not only in terms of style, but also because it can focus on introductions and conclusions – learners often struggle with writing good introductions. This exercise will focus their minds on how to begin – which we know is a very difficult process! Attempt to get learners out of the rut of mundane and boring introductions. Teach learners how to conclude, to sum up, to take a stance – read examples of good conclusions to give them an idea

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of what constitutes a good conclusion. Teach learners how to sustain the interest of readers in their writing.
Draft: Remind learners to develop their ideas, by using transitional words/phrases between paragraphs and sentences. Provide learners with these skills by providing them with concrete examples of such words and their importance of linking with events before and events to follow. Paragraphing is crucial – every new idea is in a separate paragraph. There is no prescribed length for paragraphs. Planning is crucial to ensuring a well-constructed essay. Therefore, the importance of planning cannot be over-emphasised. Teach learners how to translate their ideas/points/plans into a coherent essay. It is very important for learners to adhere to the length requirements that are prescribed. Go through each of the topics provided. Provide learners with assistance in terms of ideas. Get the class to brainstorm ideas for each of the topics. This will provide the weaker learner with some ideas to assist him or her in his or her planning for the essay.
Edit, revise and proofread: Learners will engage in the editing and proofreading process. Provide learners with a checklist on the board. Indicate what they will be looking for, when editing, for example: *Is there a story? Is there transition between sentences and paragraphs? Does each paragraph contain a new idea? Is the grammar absolutely correct? Is the punctuation correct?*
Present: Once learners have edited each other's work, they can write their final versions. After you have marked this effort, provide feedback to your learners on areas of concern or weakness.
Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

✓ **Assessment guidelines:** Use the rubric provided in this Teacher's Guide to assess the learners' work and record their marks as part of the Programme of Formal Assessment.

Activity 9 Challenge: Read a comic strip (LB p. 220)

Reading/viewing for comprehension: (Visual and written texts): **Strategies:** Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar words and images, main and supporting ideas, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, the writer's inferences and conclusions

Answers
Earl lies to his wife about the pain he is experiencing with his arm. He does so in order to escape mowing the lawn. His wife catches him out because the previous day his arm cast was on his left hand and now it is on his right hand. He obviously forgot which arm was supposed to be injured! He is sent out to get on with the garden work – hence his use of the term "busted" suggesting that he has been caught out.

Activity 10 Read an extract from a novel (LB pp. 221–224)

Read a literature text e.g. Novel/Short story/Folklore e.g. legends, myths, fables: Literary text features such as structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reinforcement of language structures and conventions covered in previous weeks**; **Vocabulary in context**

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Before reading: Use the background information provided in the Learner's Book to set the context for your learners. It is only then that they will be able to actively engage with the text. Set the scene for your learners by asking them to visualise a group of schoolboys stranded on an island. Let the learners describe what they imagine will happen to the boys. Revise subject verb and object as well as tenses because revision questions on these aspects have been included.
While reading: Refer learners to the support provided regarding background terminology pertaining to the novel. It is imperative that learners familiarise themselves with the terminology so that they are able to respond appropriately to questions that make reference to milieu, characters, protagonist and so on. Spend time on these terms to ensure that all learners have grasped their meanings. Remind learners to bear in mind the theme, tone, characters they will read about. They will also need to make inferences about characters based on what they have read.
After reading: Learners will answer the set questions individually to determine their level of understanding. Provide learners with the correct answers at the end of the exercise so that they are able to correct their mistakes.

Answers

1 a. A leader. ✓ (1)

b. Ralph inspired confidence, he was big in build, he was attractive and he had the conch in his hand which was a sign of power. ✓✓✓ (3)

c. The freckles on Jack's face disappeared under a blush of mortification. ✓✓ (2)

d. The selection of a chief and the division of responsibilities. ✓✓ (2)

e. A mood of camaraderie, everyone is getting along well and appears to be working towards a common goal. ✓✓ (2)

f. It symbolises authority. The person in possession of the conch has the right to speak. ✓✓ (2)

g. They like each other at this point in time. They are prepared to share leadership to an extent. There is no selfishness and desire for power evident. ✓✓ (2)

h. No. No one voted for him as chief except the choir who voted for him because they were afraid of him and it was expected of them. ✓✓ (2)

i. Subject: Ralph; Verb: held up ; Object: conch. ✓✓✓ (3)

j. Present tense. This enables the reader to become part of the action and to identify with occurrences in the story. ✓✓ (2)

k. Present tense: Even the choir applauds; and the freckles on Jack's face disappears under a blush of mortification.

Future tense: Even the choir will applaud; and the freckles on Jack's face will disappear under a blush of mortification. ✓✓ (2) **[23]**

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Unit 13 Talk through your differences

Unit overview		
Term 3	**Week 7**	**Week 8**
Resources	Learner's Book pp. 225–233 Literature Anthology	Learner's Book pp. 233–242 Literature Anthology
Additional resources (optional)	• Short story examples • Information texts, library books	• Examples of different invitations and acceptance letters • Poetry anthologies • Library book
Listening and speaking	**Activity 1** • *Speaking and listening strategies:* Listen to a speech by a prominent member of the society: Language use, bias and prejudice, stereotypes, tone, language and power, answer questions	**Activity 8** • *Prepared speech:* Learners to undertake research or investigation as a preparatory activity; presentation conventions, body language, introduction and conclusion, language use
Reading and viewing	**Activity 2** • *Literary text such as short story, youth novel/novel:* Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) **Activity 5** • *Reading/viewing for comprehension: (Visual and written texts):* Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar, words and images, main and supporting ideas, own opinion, summary, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, impact of visual techniques, the writer's inferences and conclusions **Activity 6** • *Reading/viewing for comprehension:* (Visual and written texts): Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar, words and images, main and supporting ideas, own opinion, summary, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, impact of visual techniques, the writer's inferences and conclusions	**Activity 13** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		**Activity 10** • *Transactional text e.g. invitation card, acceptance:* Requirements of format, style, point of view, target audience purpose and context, word choice, vivid description, sentence structure, lengths and types

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		• *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Design an invitation card and an acceptance thereof* **Activity 11** • *Transactional text e.g. invitation card, acceptance:* Requirements of format, style, point of view, target audience purpose and context, word choice, vivid description, sentence structure, lengths and types • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Design an invitation card and an acceptance thereof*
Language structure and conventions	**Activity 1** • *Vocabulary in context* **Activity 2** • *Sentence level work:* Description paragraph, choice paragraph, classification paragraph • *Vocabulary in context* **Activity 3** • *Reinforcement of language structures and conventions covered in previous weeks* **Activity 4** • *Vocabulary in context* • *Word meaning*: One word for a phrase **Activity 5** • *Vocabulary in context*	**Activity 7** • *Word level work:* Adjectives (attributive) **Activity 9** • *Remedial grammar from learners' writing* **Activity 10** • *Remedial grammar from learners' writing* **Activity 11** • *Punctuation and spelling*: Spelling patterns **Activity 12** • *Word meaning:* One word for a phrase • *Vocabulary in context* **Activity 14** • *Vocabulary in context*
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 7

Quick check (LB p. 226)

Your learners will probably be able to initiate a conversation on Nelson Mandela on their own because he is such an iconic character. Guide the discussion and allow all your learners to participate in the activity. This will serve as a forerunner to the activity that follows.

Activity 1 Listen to a speech (LB pp. 226–227)

Speaking and listening strategies: Listen to a speech by a prominent member of the society: Language use, bias and prejudice, stereotypes, tone, language and power, answer questions; **Vocabulary in context**

Before listening: Engage learners in a discussion of the euphoria surrounding the election of President Mandela. Talk to them about what his election meant for the people of South Africa. Talk at length about the kind of passion Nelson Mandela exuded as well as the circumstances preceding his election. Impress upon learners your expectations of them whilst they listen.

While listening: Inform learners that they may take notes but not during the first listening. Ideally,

learners should be given an opportunity to listen to the text at least three times. The questions may be read after each reading. Learners are expected to listen for various purposes – for information, critical analysis, evaluation, and so on. Teach learners how to listen for each of these – it is expected that numerous listening exercises have been conducted to date and that listening for each of these aspects have already been taught.

The speech is in the Listening text section at the back of this book.

After listening: Read each question and allow learners to write down their responses. You may want to read the question twice. The method you employ is entirely up to you and the needs of your learners. Be sure to provide feedback to learners in the form of the correct answers so that learners are able to judge their performance.

Answers

1 It is a praise to liberation. Justice for all and hopes for a wonderful life is a reality. Old wounds of the past will now have to be healed. It is envisaged that there will be a better life for all. ✓✓ (2)

2 It was a life of conflict, isolation from the world, racism, discrimination, poverty, etc. ✓✓✓ (3)

3 A tone of hope, excitement, joy at the prospect of freedom. ✓✓ (2)

4 No. Nelson Mandela addresses every one as equals who share the beautiful country. He speaks of everyone as being equal with equal opportunities and rights. He talks about healing the divisions of the past and building the future. ✓✓✓ (3) **[10]**

Informal Assessment

Listen to learners when they discuss the *Before listening* activity. Assess their understanding of the listening text informally and provide remedial help were necessary.

Activity 2 Read and analyse a short story extract (LB pp. 227–230)

Literary text such as short story, youth novel/novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Sentence level work:** Description paragraph, choice paragraph, classification paragraph; **Vocabulary in context**

Before reading: Engage learners in a discussion of traditional remedies. Allow learners to make contributions in terms of their own personal experiences. There will be considerable debate between the believers in traditional remedies and the non-believers. Allow learners to engage with each other in preparation for the reading text that follows.

While reading: Explain to learners the importance of analysing the content of what they read. Teach them how to make inferences based on what characters say. They need to have their own opinions about events/characters, and so on. Focus on the theme, tone and characters. Identify the climax of the story. Revise types of paragraphs.

After reading: Allow learners to interact with the questions individually. Each learner is to write his or her own responses. During the review of answers impress upon learners the need to write in full sentences and for the mark scheme. Failure to do so, can see learners lose a large number of marks in the Literature exam.

Answers

1 A home in Africa. ✓ (1)

2 "Shrieking with pain." ✓✓ (2)

3 Gideon is a servant in the household of Mrs Farquar. ✓✓✓ (3)

4 "Do not be afraid missus." ✓✓✓ (3)

5 His eyes were swollen and they were the size of fists. In addition they were surrounded by purple bruises. ✓✓✓ (3)

6 There is value in traditional remedies. ✓✓ (2)

7 She was afraid that Teddy would go blind. ✓✓ (2)

8 Her own remedies failed and she eagerly awaits his return because she had heard of the excellence of native herbs. ✓✓✓ (3)

9 Teddy had been playing on his scooter. He stopped near a tub of plants where a snake hanging from the roof, spat in his eyes. ✓✓ (2)

10 He is very caring – this is demonstrated when he runs to Teddy to see what had happened. He rushes into the bush to get herbs. He shows concern for Mr. Farquar and consoles her. He takes charge once he returns with the herbs. ✓✓✓ (3)

11 Open-ended. Learners' answers will vary. ✓✓✓ (3)

12 Descriptive: all the paragraphs provide details of what occurred. They are filled with adjectives and the descriptions are so vivid that they make the scene come alive in the reader's mind. ✓✓✓ (3) **[30]**

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Activity 3 Support: Identify structure in a short story (LB p. 230)

Reinforcement of language structures and conventions covered in previous weeks

Exposi-tion	Set-ting	Charac-ters	Compli-cation	Climax	Resolu-tion
Teddy came staggering into the kitchen with his fists to his eyes.	A home	Teddy, Gideon and Mrs Farquar	Teddy is on the verge of losing his sight.	Gideon's spitting in Teddy's eyes.	The swellings were gone and Teddy's vision restored.

Activity 4 Write a phrase as one word (LB p. 230)

Reinforcement of language structures and conventions covered in previous weeks; Word meaning: One word for a phrase

Revise one word for a phrase by providing learners with one or two examples: *Ten years* – decade; *on a previous occasion* – previously; *the future generation* – posterity.

Learners engage with the task only after you are certain that they have grasped the necessary skills to respond to the questions.

Answers

2 a. divorce; b. annually; c. deceased; d. midnight; e. sunset; f. repeat

Activity 5 Read a written text for comprehension (LB pp. 231–233)

Reading/viewing for comprehension: (Visual and written texts): Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar, words and images, main and supporting ideas, own opinion, summary, the effect of selections and omissions on meaning, the effect of figurative and rhetorical devices, impact of visual techniques, the writer's inferences and conclusions; **Vocabulary in context**

Before reading: Engage learners in a discussion of healing plants. Allow them to provide examples of their own that they may have experience with. You may get some cynicism from some of your learners but allow the discussion to take a neutral course! Revise the differences between visual and written texts. Since learners are reading for comprehension, they will need to pay attention to the content as well as the use of language in context.

While reading: Remind learners to use the *Glossary box* to assist them. They are to attempt to make sense of the meaning of words in context. They also need to be able to draw their conclusions about what they have read and make comments where appropriate. Read the text aloud and explain the meaning of sentences/words/phrases that you anticipate your learners will struggle to understand.

After reading: Allow learners to answer the questions on their own. Only after marking, should you provide feedback, as well as the correct answers to enable learners to do their corrections. If learners are experiencing difficulty with a specific question-type, set additional questions on that specific question-type as a remedial exercise. This will help learners come to grips with answering these types of questions.

Answers

1 It is probably because people in rural areas do not have easy access to scientific medical care. They use only traditional remedies. ✓✓ (2)

2 Western medicine is misinterpreted when things go wrong. If a child is vaccinated too late against a potential disease and dies as a consequence, Western medicine is blamed. The circumstances surrounding the death are not considered – just the final outcome. ✓✓✓ (3)

3 However, although some disease can be treated in a traditional way, others can be cured only by scientific medicine. ✓✓ (2)

4 There are too many people interested in healing plants and as a consequence many of these plants are being removed and lost to the future. ✓✓✓ (3)

5 In order to get as much information as possible on the healing plants the *muthi* garden was established. It would also ensure the preservation of the various plants. ✓✓ (2)

6 They provide the *isiZulu* names of plants as well as their use in healing. ✓✓✓ (3)

7 No. There are traditional healers all over the world. There are recordings of their activities as far back as the 16th century. Reference is made to the use of the sunflower in curing many ailments. ✓✓✓ (3)

8 Learners' own answers giving reasons to support their choices. ✓✓ (2) **[20]**

Activity 6 Read a visual text for information (LB pp. 233–236)

Reading/viewing for comprehension: (Visual and written texts): Skimming for main ideas, scanning for supporting details, intensive reading, making predictions, inferring the meaning of unfamiliar, words and images, main and supporting ideas, own opinion, summary, the effect of selections and omissions on meaning, the effect of

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figurative and rhetorical devices, impact of visual techniques, the writer's inferences and conclusions

Before reading: Lead a discussion on visual texts and their immediate impact on the reader. Learners should scan the visual as well as the accompanying text in order to comprehend the message. It is imperative that they pay attention to the specifics in the visual, which will assist them in answering the question.

While reading: Draw the attention of learners to the fact that with a visual text, they will be expected to engage with the text on their own. They need to link the visual to the words where applicable in order to determine the message being conveyed.

After reading: Learners respond to each question on their own in order to determine their level of understanding. Engage learners in a discussion on their preferences – either visual or written texts, and the reasons for their choice. It is important that learners are able to select a viewpoint and substantiate their point of view.

Answers

1 Text A: *Myrtaceae*- scientific name
Heteropyxis natalensis – family name
Lavender tree – common name
umKhuze – distribution. ✓✓✓ (3)

2 Visitors do not understand these unfamiliar words and therefore find the plants inaccessible. ✓✓ (2)

3 SANBI came up with various plant label designs which are more interpretive than traditional botanical garden labels. ✓✓ (2)

4 a. It is very important for plants to spread their seeds to new places. ✓✓ (2)
b. The plant is called an asparagus fern but it is not a fern. ✓✓ (2)
c. No. There are no references to its healing properties or its Latin and Zulu names. ✓✓ (2)
d. Open-ended. Learners' answers will vary. ✓✓ (2) **[15]**

Week 8

Activity 7 Identify attributive adjectives (LB p. 236)

Word level work: Adjectives (attributive)

Use the *Language box* provided in the Learner's Book to introduce attributive adjectives. Use as many attributive adjectives in sentences as possible, to enable learners to familiarise themselves with their use. They will then be able to realise that these are adjectives they have used before but had no idea of the name given to them!

Answers

2 a. Traditional healers in KwaZulu-Natal spend many years learning about indigenous plants that are used for medicines.
b. Nowadays some useful plants have disappeared altogether.
c. Many of Africa's plants are in danger.
d. Plant labels in botanical gardens have traditionally been limited to scientific names.
e. People have different opinions about traditional medicine.

✓ Activity 8 Prepare a speech (LB p. 237)

Prepared speech: Learners to undertake research or investigation as a preparatory activity; presentation conventions, body language, introduction and conclusion, language use

Before speaking: Since traditional remedies have been discussed at length, engage learners in a discussion of what constitutes modern medicine. Allow learners to describe their own experiences with modern medicine. The content of their speech will compare and contrast the two. Explain to learners the importance of researching the topic to lend credibility to their presentations. Teach them about researching skills, selection of relevant material, use of their own language, and so on. It is far easier to speak in language that is familiar to you rather than attempt to use textbook language.

While speaking: Impress upon learners the importance of planning, development of an argument, use of rhetorical questions, and so on. Good presentation skills are essential in ensuring a good mark. Special attention to be paid to posture, gestures, eye contact, intonation, and so on. Learners are not to read their speeches.

After speaking: Remind learners to thank the audience for their attention. The speaker needs to pay attention to other speakers who may be speaking after them. It is important to listen attentively to other speakers so that you can learn good practices.

✓ **Assessment guidelines** Assess the leaners and record their marks as part of the Formal Programme of Assessment.

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Activity 9 Challenge: Practise writing different paragraphs (LB p. 238)

Sentence level work: Description paragraph, choice paragraph, classification paragraph

Learners should practise writing paragraphs as a step towards writing good essays. Learners could team up to write composite paragraphs and help to correct each other's sentences and linking words as they write.

Activity 10 Write an invitation and acceptance (LB pp. 238–239)

Transactional text e.g. invitation card, acceptance: Requirements of format, style, point of view, target audience purpose and context, word choice, vivid description, sentence structure, lengths and types; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Design an invitation card and an acceptance thereof**; **Remedial grammar from learners' writing**

Before writing: Talk to your learners about different kinds of invitations for various purposes. Ask learners for examples of invitations they may have received or sent. Focus on the language used in different types of invitations. Engage in a discussion on what learners imagine a traditional healers' association does. It is a body to which traditional healers belong. The association could hold regular meetings to keep members abreast of the latest occurrences, and so on. Also discuss the purpose of a workshop. It is to share ideas, to debate, to brainstorm issues, to find solutions, and so on.

Plan: Use the information provided in the Learner's Book to explain the content of an invitation, which is usually very specific. Revise as per the Learner's Book, all the information that will need to be included in the invitation.

Draft: Point out the writing frame on page 238, which learners can use to help guide them when drafting their invitations. Learners must pay attention to register, which needs to be appropriate for the choice of formal or informal language.

Edit, revise and proofread: Allow learners to edit their writing pieces. Provide a checklist on the board about what learners need to look out for in the editing process. They need to pay attention to format, style, language usage, grammar, spelling and punctuation, and so on.

Present: Once learners have edited their work, they can write their final versions. After you have marked this effort, provide feedback to your learners on areas of concern or weakness.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment

Reinforce the steps of process writing. Writing forms an integral skill throughout Senior Phase. Try to scaffold all kinds of writing activities for learners in order to help them in developing basic writing skills. Make the links for them: if they understand and practise how to plan and write short texts, they will also be able to write longer pieces of texts.

Activity 11 Acceptance of an invitation (LB pp. 239–240)

Transactional text e.g. invitation card, acceptance: Requirements of format, style, point of view, target audience purpose and context, word choice, vivid description, sentence structure, lengths and types; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Design an invitation card and an acceptance thereof**; **Remedial grammar from learners' writing**

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Plan: Remind learners to write their ideas in logical order so they make sense. Their writing must be concise. Learners should use the guidelines in the Learner's Book for the information that needs to be included in the invitation.

Draft: Learners may get artistic if they so choose. The response to the invitation must be concise and clearly state whether the invitation is being accepted or not.

Edit: Remind learners that even for short sections of text they need to edit their work to see if they can make improvements.

Revise: Learners should apply changes that they have identified during the editing process.

Proofread: Remind learners that they should always proofread everything they write. Even though they are writing a short section of text here they still need to proofread it for grammar and spelling mistakes.

Present: Once learners have edited their work, they can write their final versions. After you have marked this effort, provide feedback to your learners on areas of concern or weakness.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action.

During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 12 Support: One word for a phrase (LB p. 240)

Word meaning: One word for a phrase

Learners will probably use single words for complete phrases without realising it. Draw their attention to the fact that using a single word instead of a phrase can help to make their language more focussed and succinct but they need to use the correct words to make their meaning clear.

Activity 13 Read a poem (LB pp. 240–241)

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

Before reading: Revise the differences between literal and figurative meaning. Explain to learners that while some texts are meant to be read at a literal level, others need to be read from a figurative perspective as well. Engage learners in a discussion of the symbolic significance of a rose – the idea of it being associated with beauty, a woman, something pure, and so on.

While reading: Draw your learners' attention to specific words which may be interpreted literally and figuratively. Learners should identify the theme and tone. Encourage the use of dictionaries for finding the meaning of unfamiliar words.

After reading: Learners to attempt to answer questions on their own. Provide guidance and support wherever possible. Ensure that learners are given the correct answers at the end of the exercise so that they can learn from their mistakes.

Answers

1 It is written in rhyming verse. ✓ (1)

2 Learner's own answer. ✓ (1)

3 Both the bee and the butterfly need the rose and rely on it, in the same way that family and friends need and rely on a person. ✓✓ (2)

4 A tone of sadness for the rose whose life may end and its passing may go unnoticed. ✓✓ (2)

5 While you are alive you are cherished by a few people who will miss you when you die. To others, you mean nothing. ✓✓ (2)

6 They signify that the poet has more to say but leaves it unsaid. ✓✓ (2)

7 He has picked the rose. ✓✓ (2)

8 On a literal level the poem is about the death of a rose and how its loss will not be mourned except by a few of Nature's creatures. On a figurative level, the rose symbolises a person and how a person is usually surrounded only by those who love you and on passing it is only these few people who will miss you. ✓✓✓ (3) **[15]**

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Activity 14 Learn and use old English words (LB p. 241)

Vocabulary in context

In this activity learners work with common words that they will come across in poetry. This activity should help learners with their acquisition of important vocabulary in context.

Unit 14 Tell your story

Unit overview		
Term 3	**Week 9**	**Week 10**
Resources	Learner's Book pp. 243–250 Literature Anthology	Learner's Book pp. 250–256 Literature Anthology
Additional resources (optional)	• Poetry anthologies • Library books	• Drama/play scripts
Listening and speaking	**Activity 1** • *Speaking and listening strategies: Storytelling:* Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures, conventions and features of a story **Activity 4** • *Dialogue: Role play a dialogue:* Language use, turn taking, body language, text features	
Reading and viewing	**Activity 2** • *Poetry:* Key features of poem: internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message • *Reading comprehension: (text from text prescribed literature):* Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning **Activity 3** • *Poetry:* Key features of poem: internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message	**Activity 6** • *Read literary text such as drama:* Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate)
Writing and presenting	**Activity 5** • *Transactional text e.g. dialogue:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting	**Activity 7** • *Transactional text e.g. dialogue:* Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting
Language structure and conventions	**Activity 2** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Verbs, interrogative, demonstrative indefinite pronouns • *Vocabulary in context* **Activity 5** • *Punctuation and spelling*: Spelling patterns • *Vocabulary in context* • *Remedial grammar from learners' writing*	**Activity 6** • *Word level work:* Verbs, interrogative, demonstrative indefinite pronouns • *Word meaning:* One word for a phrase • *Vocabulary in context* **Activity 8** • *Sentence level work:* Procedure, spatial order, order of importance, concluding paragraph **Activity 9** • *Punctuation and spelling*: Spelling

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		patterns
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 9

Quick check (LB p. 244)

Learners will need to feel comfortable about talking about their feelings. Food is something that everyone has in common and therefore it is hoped that the subject will generate as much discussion as possible. It is hoped that this freedom to speak and air opinions will be carried into the storytelling activity that follows. Draw out your learners and try to give everyone an opportunity to say something.

Activity 1 Tell a story (LB p. 245)

Speaking and listening strategies: Storytelling: Give attention to: speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures, conventions and features of a story

Before speaking: It would be ideal to tell your learners a story – any story will do. Perhaps you would like to share a folk tale or the plot of a novel you might have read or even a film you might have seen. Once you have gained their attention, talk about the elements of a good story. Focus on setting, characters, suspense, language usage, and so on.
While speaking: Explain to your learners how the story session will work, and what each speaker will have to do. Remind learners to end with a sentence that will help the next learner to continue. They must avoid ending with a concluding sentence because the speaker that follows will then have nothing to say.
After speaking: The purpose of this activity is to reinforce the idea that everyone can tell a story and all that is needed is an imagination!

Activity 2 Read a poem for comprehension (LB pp. 246–247)

Poetry: Key features of poem: internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message; **Reading comprehension: (text from text prescribed literature):** Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning; **Reinforcement of language structures and conventions covered in previous weeks**; **Word level work:** Verbs, interrogative, demonstrative indefinite pronouns; **Vocabulary in context**

Before reading: Talk to learners about narrative writing, which is a form of storytelling. Explain to them that they will see a narrative style in the poem that they are about to read. It is narrative in nature because events are described in an orderly manner. The writing is also descriptive in nature.
While reading: Read the poem aloud. Define the word *rough* so that learners are able to understand the meaning in context. In addition, allow learners to define *kept me*. They must be able to understand the idea that it means something to do with *alienation* or *prevention from association with.* Engage in revision of figures of speech as you progress through the reading. You may also use this opportunity to reinforce your definition of figures of speech. Learners must be able to determine the effect of the figures of speech. Perhaps, you could remind them that a figure of speech usually emphasises something – that is its essential purpose. Identify words that contribute to the tone, for example, *feared* suggests the feelings of the writer and the word *longed* suggests his desire to do something that he could not. In this case, it was forgiveness. Ask learners to identify words that reinforce the speaker's fear, such as, *jerking hands*, *knees tight*, *muscles like iron*, and so on.
After reading: Allow learners to engage in a discussion of their feelings towards the narrator. Talk about society today and whether their parents also try to protect them from undesirable children/people. Learners will respond to questions individually. Do impress upon them that their answers are to be given in the context of the poem – not from their personal experience. Revise verbs and pronouns in preparation for questions.

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Answers

1 a. Children who were rude, nasty and came from different socio-economic backgrounds. ✓✓ (2)

b. "Their thighs showed through rags." ✓✓ (2)

c. He describes his extreme fear of these boys who were very strong and who probably physically hurt him. ✓✓ (2)

d. He describes the boys as lithe, as dogs barking in order to show how vicious and dangerous they were. ✓✓ (2)

e. Class differences /The frustration of children – those from the lower classes resent the upper class and those from the upper class cannot understand their frustration. ✓✓ (2)

f. Fear/frustration/disappointment. ✓✓ (2)

g. The narrator tried to ignore their taunts, for example, "And I looked another way, pretending to smile." ✓✓ (2)

h. Simile: It emphasises that they said very hurtful things. ✓✓✓ (3)

i. The word suggests that there is more and more additional information to be given and this results in slowing the pace. ✓✓ (2)

j. They did not want him to mix with children from other classes because they were socially lower and undesirable as friends. Consider alternative responses. ✓✓ (2)

k. Learners' own answers. ✓✓ (2)

l. Learners' own answers. ✓✓✓ (3)

m. Interrogative pronouns: *what*, *how*, and so on. ✓
Demonstrative pronouns: *they*, *those*, *their*, and so on. ✓
Indefinite pronoun: *who*, *you*. ✓
Verb: *threw*; *ran*; *climbed*; *jerking*, and so on. ✓
(4) **[30]**

Activity 3 Support: Understanding the poet's choice of words (LB p. 247)

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

Learners need to recognise grammar structures in all their reading including poetry. This activity will help learners to appreciate the use of specific language structures in the poem they have just read.

Activity 4 Participate in a dialogue and role play (LB p. 248)

Before speaking: Draw the attention of your learners to the link between the writing of the dialogue and the role play that they will now engage in. Learners may use their ideas from the writing activity to prepare a dialogue that they will role play. They need to decide on who will play each of the characters. Remind learners that now that the focus is role play, they need to bear this in mind in their preparations. For example, they will need to ensure that each of the role players are given an equal opportunity to speak. Thorough preparation is essential.

While speaking: Each speaker will need to engage thoroughly with the text so that he or she is absolutely familiar with it. Thereafter they will present their role play to the class. Remind learners about body language and how meaningful it is in conveying feelings, character, and so on. It is imperative that learners become the character they are playing in order to lend credibility to the activity. There should be no reading of material. Learners need to know exactly what to say. Use the information provided in the Learner's Book to reinforce what is expected of learners during speaking.

After speaking: Impress upon learners to conclude appropriately. The dialogue cannot end abruptly. There need to be appropriate concluding lines to signal the end of the conversation.

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Informal assessment

Assess learner's ability to participate in the dialogue and role-play. Check that the learners engage in appropriate turn-taking conventions and that they use appropriate discourse markers to keep the dialogue flowing.

Activity 5 Write a dialogue (LB pp. 249–250)

Transactional text e.g. dialogue: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Punctuation and spelling:** Spelling patterns; **Vocabulary in context**; **Remedial grammar from learners' writing**

Encourage learners to get into an impromptu conversation with each other for one minute on any subject they wish to share with their partner. In so doing, they need to note the actual words that they say to each other.

Plan: It is these actual spoken words that form the essence of the dialogue. Use the teaching text in the Learner's Book to explain the requirements and the format. Learners are to start with a mind map. Once they have jotted down the main points and are

satisfied with their ideas, then only will they move to the drafting stage.

Draft: Remind learners to write out their draft pieces using the points they have in the mind map. The dialogue is a formal piece of writing and although it is a dialogue between friends, the language must remain formal. They may not use slang in their writing. In addition, language used must be appropriate. Their language may demonstrate their frustration without being abusive. They need to think about how best to negotiate a position so that their advice is valuable and not biased in any way. They need to adopt an objective stance for this purpose. You may if you wish, mark a few draft pieces to determine whether learners are on track. This will enable you to give immediate feedback to your learners. They could rectify their errors before writing out the final piece.

Revise, **edit and proofread**: Learners will edit each other's writing. Put a checklist on the board of what you want learners to look out for when editing, for example, format, tone, language usage, punctuation, and so on.

Present: Once the writing has been edited, learners will write their final versions and submit to you for marking. After you have marked, provide feedback to your learners on areas of concern. If needed, engage them in a remedial exercise during which common errors may be discussed and corrected.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment

Check that the learners apply all the writing process steps as they complete this work. Check that they have used the correct format and the correct punctuation for dialogue.

Week 10

Activity 6 Read a dialogue from drama (LB pp. 250–253)

Read literary text such as drama: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Word level work:** Verbs, interrogative, demonstrative indefinite pronouns; **Word meaning:** One word for a phrase; **Vocabulary in context**

Before reading: Use the support and teaching text in the Learner's Book to teach terminology associated with a drama. Remind learners about the differences between novels/short stories and a drama. The latter is presented in a format that is completely different. The dialogue format is used. Explain the concepts of stage directions – their purpose is purely to tell actors where to stand, how to speak, what furniture is required on the stage, the direction from which characters enter, and so on. Learners are going to read a dialogue from a film script. Explain that a film script is exactly the same as a drama – it is written for the purpose of enacting on a set.

Explain to your learners the difference between reading for literature and reading for comprehension. Reading for comprehension focuses on understanding the meaning of specific words in context, understanding the content of what is being described, making inferences, making links between events, and so on.

While reading: It is imperative that learners read all the information in the text. Impress upon them the need to read the stage directions because it provides valuable information on the setting, provides background information on the characters and provides details which allow the reader to picture the scene. Explain to learners that they will have to visualise the scene from the information given. They need to picture the action. It may be a good idea to allocate roles to learners for reading aloud in class. This will give them a feel of the different characters. Learners will also focus primarily on Literature conventions during this reading – note the information in the Learner's Book.

Focus your learners' attention on content, relationships, links between events and use of language.

After reading: Learners will answer the questions on their own to determine their levels of comprehension. It is always a good idea to move around the class during this activity so that you can ascertain areas in which learners are experiencing difficulty. This then becomes an ideal opportunity to clarify issues, correct misconceptions and ensure that all learners have an equal understanding of the text.

Upon completion of your marking, discuss the correct answers so that learners are able to correct their mistakes. They must be given an opportunity to

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understand the areas in which they fared poorly. This review and correction exercise is extremely valuable in that learners learn from their mistakes, and it is hoped, will not repeat them in the future.

Answers

1 a. A hut in Sierra Leone. ✓✓ (2)
b. "So you can become a doctor." Soloman wants his son to be educated, not work the fields like him. ✓✓ (2)
c. To emphasise that the father is shouting – it is urgent. ✓✓ (2)
d. The destruction of the lives of innocent people by rebels. ✓✓ (2)
e. All the women and children from the village escape into the bush whilst the men are rounded up by the rebels. ✓✓✓ (3)
f. He is caring and considerate. He knows how difficult it is for a child to wake up early in the morning. ✓✓ (2)
g. Yes. Dia resists his mother's tugging at him. He does not want to leave his father. ✓✓ (2) **[15]**

2 a. A colon. ✓ (1)
b. He wants to become President. ✓✓ (2)
c. "Not walk behind an ox like your father." ✓✓ (2)
d. They are typical siblings who tease each other. ✓✓ (2)
e. He is aware of the rebels approaching and he wants them to escape. ✓✓ (2)
f. He is torn between following his father's instructions and remaining with his father. He does not want to leave him. ✓✓ (2)
g. He speaks better English than his father. ✓✓ (2)
h. Soloman notices that the roosters are moving silently without crowing and that the oxen are skittish. These are signs of impending trouble. ✓✓ (2) **[15]**

3 a. escapes; b. terrified; c. daily; d. follow; e. immobile

4 Demonstrative pronoun: *that*; Indefinite pronoun: *you*.

Activity 7 Challenge: Write a short dialogue (LB p. 253)

Transactional text e.g. dialogue: Word choice, personal voice and style, vivid description, tone, main and supporting ideas, mind-maps to organise coherent ideas, present essay for assessment; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting

Learners should have mastered the correct format conventions for this kind of text from the work they have completed. Encourage them to write an interesting extension of the text they have read.

Activity 8 Write different types of paragraphs (LB pp. 254–255)

Sentence level work: Procedure, spatial order, order of importance, concluding paragraph

Before engaging in the activity, use the information provided in the Learner's Book to focus the attention of learners on the various types of paragraphs. Allow learners to provide examples, orally, of each of the paragraph types. It is imperative that each one understands the essential differences and can contribute examples before they attempt to write their own paragraphs.

During the exercise, you will need to move around the class to assist learners experiencing problems with the various paragraph types. Stop the writing process whenever you find it necessary to do so in order to reinforce definitions, examples, and so on. It is anticipated that this activity will require constant reinforcement to ensure that learners come to grips with it.

After learners have completed the activity encourage them to read out their pieces to the class. Peer reading is always encouraged because it gives learners an opportunity to hear what their peers have written and perhaps, also to learn from the exercise.

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Activity 9: Support: Spelling patterns (LB p. 256)

Punctuation and spelling: Spelling patterns

Answers

Adjective	Comparative	Superlative
rough	rougher	roughest
tidy	tidier	tidiest
rainy	rainier	rainiest
sharp	sharper	sharpest
bright	brighter	brightest

Term 4

Unit 15 Go green!

Unit overview		
Term 4	**Week 1**	**Week 2**
Resources	Learner's Book pp. 260–268 Literature Anthology	Learner's Book pp. 268–274 Literature Anthology
Additional resources (optional)	• Newspapers and magazine articles • Short story examples	• Examples of application letters • Poetry anthologies • Library books
Listening and speaking	**Activity 1** • *Listening comprehension:* Reacts critically to a variety of texts, listen for specific information, listen and enjoy fables and titles, answer questions	**Activity 6** • *Meeting procedure:* Role players, meeting conventions, turn taking, language use, disagreeing in the meeting, introduction and conclusion
Reading and viewing	**Activity 3** • *Literary text such as short story, youth novel/novel:* Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading comprehension: (Text from text prescribed literature):* Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning	**Activity 9** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and presenting		**Activity 8** • *Long transactional text e.g. Letter of application (formal):* Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write a letter of application*
Language structure and conventions	**Activity 2** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Direct and indirect	**Activity 7** • *Reinforcement of language structures and conventions covered in previous weeks* • *Sentence level work*: Direct and indirect speech, active and passive voice

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	speech, active voice and passive voice **Activity 3** • *Vocabulary in context* **Activity 4** • *Word meaning:* Ambiguity, cliché, redundancy, tautology, slang, jargon	**Activity 8** • *Remedial grammar from learners' writing* **Activity 10** • *Punctuation and spelling*: Spelling patterns
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 1

Quick check (LB p. 260)

Guide your learners in their discussion of the picture. Provide them with background information such as: global warming is causing the polar ice caps to melt and polar bears live in the polar regions. The message being conveyed in the picture is that the polar bears will not be able to survive due to the melting of the ice caps and they are taking their final steps on earth. This will ultimately lead to the extinction of the polar bear.

✓ **Activity 1** Listen to an article (LB pp. 260–261)

Listening comprehension: Reacts critically to a variety of texts, listen for specific information, listen and enjoy fables and titles, answer questions

Before listening: Engage learners in a discussion around the issues of the need for us to go green and the importance of saving the environment. Explain the impact on the earth and our people if we fail to do something to save the environment. Allow learners to provide examples of what can be done to save the environment. Use the information provided in the Learner's Book to support your teaching.

While listening: Inform learners that they will need to listen very attentively to each of the readings.

After the first reading, they may jot down notes. Read the extract followed by the questions two or three times. The number of readings you do will be dependent on the needs of your learners. Do not provide learners with written questions either on a worksheet or the board because this will defeat the purpose of a listening exercise. Read deliberately so that your learners are able to follow the content.

The article is in the Listening text section at the back of this book.

After listening: Instruct learners to pick up their pens. Read each question at least twice. Learners write down their responses. It would be ideal if learners wrote their answers in full sentences.

Questions

1 What can we do to ensure that our earth stays green?
2 Describe one advantage of walking and cycling for people.
3 How do you know that a product is ozone friendly?
4 Name two ways in which people contribute to water pollution.
5 Why is recycling the best way to save the environment?
6 Why is bulk buying advantageous?
7 Do you agree that we can make a change to the way we live and help save the environment? Give a reason for your answer.

Answers

1 We can plant trees.
2 It is good for a person's health./It is good for the environment.
3 The labels on the product will indicate that it is ozone friendly.
4 They dump garbage down drains./They spill food and dump waste on the beach./They dump garbage in rivers.
5 If we recycle we reuse material over and over again. This reduces the amount of waste we have.
6 It saves a lot of packaging material. This means less waste material.
7 Open-ended. Accept any well-reasoned answer.

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✓ **Assessment guidelines:** Assess the learners and record their marks as part of the Formal Programme of Assessment.

Activity 2 Revise active and passive voice (LB pp. 261–262)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Direct and indirect speech, active and passive voice

Before commencing with teaching, speak to your learners about what *language in context* means. Explain to them that while they will be looking at definitions and examples of specific terminology in isolation, they will be expected to identify such terminology in context. This means that in the course of their reading they should constantly be aware of language conventions.

Use the definitions and examples provided in the Leaner's Book to teach the meaning of the various terms. Encourage learners to engage orally and get as many other examples on each definition as possible from the learners themselves. It is essential that learners grasp the definition and can come up with examples of their own.

Allow learners to engage with the questions on their own. While you move around the room, engage with learner efforts in an effort to determine whether there are issues that need your immediate intervention. If there are, it would be best to stop work and focus on problem areas so that learners are able to correct themselves immediately.

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Answers

2 a. An interesting environmental programme is being watched by the boy.
b. An article on the advantages of recycling is being written by all learners.
3 a. Logging companies are cutting down large quantities of trees daily.
b. Teachers are using trees as classrooms.
4 Learners' own sentences.

Activity 3 Read for comprehension (LB pp. 262–264)

Literary text such as short story, youth novel/novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading comprehension: (Text from text prescribed literature):** Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning; **Vocabulary in context**

Before reading: Engage learners in a discussion of polar bears and the ice regions which are their natural habitat. Describe how polar bears are kept in captivity and the need for zoo keepers to ensure that there are pools of water available for them to dip in because their bodies cannot withstand hot conditions. Allow learners to talk about their own personal sightings of bears in zoos and whatever their experiences might have been. For those who may not have seen a polar bear, refer them to the picture in the Learner's Book.
Focus the attention of learners on the fact that they will engage in a reading for comprehension.
While reading: Emphasise that during this reading, the focus is literature. Revise definitions such as plot, theme, tone and climax. It is always advisable to use the correct literary terms when you teach your learners so that they are well grounded in the terminology when they enter the next phase of their schooling.

Explain the concept of first person narrator – in this extract, the story is told by the polar bear himself who is narrating what is happening to him and his kind. He uses pronouns such as *I* and *we*.

Pay attention to language usage, the meanings of words in context, the relationship/links between events that will assist learners in grasping the main points. Teach learners how to read and re-read an extract as many times as they wish in order to come to grips with the main ideas. It may be useful to jot down the main ideas so that they can have a sense or picture of what the extract is about.
After reading: Allow learners to respond to the questions on their own. Emphasise the importance of answering precisely what the question requires of them. Teach learners about how to respond to open-ended questions. All answers must be confined to the information they have gleaned from the text. Learners sometimes think that with an open-ended question they have the opportunity to answer from their own personal experience without basing their response on the text. Correct this misconception – the text forms the base and is often combined with a personal opinion. Allow learners to engage with the exercise.

Answers

1 In the polar regions/ice regions. ✓✓ (2)

2 Temperatures are rising and the ice is melting. ✓✓ (2)

3 The polar bear said that they had heard rumbles of global warming and that the effects were already evident to them. ✓✓ (2)

4 There are some people who are actively trying to save the environment by introducing ozone-friendly products./Taught school children about saving the environment./Introduced re-cycling. ✓✓ (2)

5 That man is responsible for global warming and the possible extinction of the polar bear. ✓✓ (2)

6 Sad, a plea for man to stop destroying the world of the polar bear with his thoughtless actions. ✓✓ (2)

7 A polar bear is the narrator. Yes/No – consider learners' responses. ✓✓✓ (3)

8 He is appealing to young people to realise the impact that they can make with the decisions they take now. They need to consciously begin to save the environment in whatever small way they can. ✓✓ (2)

9 He is afraid of the impact that the actions of humans will have on them. He may be feeling a bit angry about the fact that many humans are doing nothing to save the planet. However, on the other hand, he is positive that some humans are making an effort to help save the environment. ✓✓ (2)

10 Open-ended. For example: He enjoys rafting in the icebergs/It is a world he feels comfortable in. ✓✓ (2)

11 Our weather is not suitable for the polar bear. He needs cold conditions and therefore those that are to be found here have to be protected. The zoos and reserves have to maintain proper temperatures for them to survive. ✓✓ (2)

12 It is covered in snow/ice. ✓✓ (2)

13 Open-ended. Learners should make some reference to the personalised style of the first person narrator. The narration makes it appear as if the polar bear is speaking directly to you. ✓✓✓ (3)

14 Learners' answers will vary. Accept any well-reasoned answers. ✓✓ (2) **[30]**

Activity 4 Explain word meaning (LB pp. 265–266)

Word meaning: Ambiguity, cliché, redundancy, tautology, slang, jargon

Work through the *Language box* on word meaning with the learners. The examples should help the learners to understand the differences between the different terms. Explain to the learners that ambiguity can often lead to misunderstanding and that tautology is something they should always check for when they edit and revise their writing.

Answers

2 a. Some people used a cane to hit the man.
Some people hit the man who was carrying a cane.
b. Some people are looking for dogs (they are hunting them).
Those are dogs that are used for hunting.

3 a. Living a life of indulgence.
b. Very fit.
c. Do not cause unnecessary disturbances.

4 a. Both words mean the same thing. Use either one.
b. Anniversary means every year therefore the use of annual is redundant.

5 a. Both equalised and draw means that the score was equal. Both equalised and draw are therefore unnecessary – one will suffice.
b. *Over again* and *once more* are the same. (Either expression is sufficient.)

6 a. *acceptable* b. *guy* c. *fashionable*

7 a. *Panado* b. *give* c. *flu*

8 a. A human baby swallows a fly (insect).
A young (baby) swallow (bird) is able to fly.
b. The man has fleas.
The dog has fleas.
c. He fed the cat.
He gave someone (person) cat food.
d. The lady used an umbrella to hit the man.
The lady hit the man who was carrying an umbrella.
e. Peter drove Joan to the banking institution.
Peter drove Joan to the bank of a river.

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Activity 5 Challenge: Use different verb tenses to explain a cartoon (LB p. 267)

Word level work: Verbs

Answers

The cartoonist has portrayed a polar bear on a tree which is not his natural habitat. This means that the polar bear will eventually die/become extinct. The ground is dry and scattered with skeletons of all the living creatures who have died as a consequence of global warming.

Week 2

Activity 6 Engage in a meeting (LB pp. 268–269)

Meeting procedure: Role players, meeting conventions, turn taking, language use, disagreeing in the meeting, introduction and conclusion

Before speaking: Learners are to be taken through the teaching text provided in the Learner's Book, which provides considerable detail about meetings, terminology, procedure, and so on. This aspect will need a lot of attention because this is the first time that meeting procedures are being introduced.
While speaking: Impress upon your learners that this is a formal meeting. The language used is formal and free from colloquial expressions, slang, and so on. Everything is very structured and a person may only speak once he has obtained permission from the chairperson to do so. Everything that is said at the meeting goes via the chairperson. There should never be any personal attacks on individuals.
After speaking: Once the learners have completed this activity, engage them in issues surrounding their feelings about the procedure. Allow them to assess the meeting by talking about aspects that went well and those that didn't. This will help them improve for the next time they engage in a meeting. It is important that learners identify for themselves areas of weakness and perhaps the class could discuss how best it could be improved. The idea is for learners to constantly critique whatever they undertake with a view to improving in the future.

Informal assessment
Check that the learners have conducted the meeting appropriately and that they have used suitable language structures and vocabulary to express themselves. Assess the learners on their tone and register and check that their body language and gestures are appropriate to the speaking task.

Activity 7 Revise direct and indirect speech (LB p. 270)

Reinforcement of language structures and conventions covered in previous weeks; Sentence level work: Direct and indirect speech, active voice and passive voice

Revise the concept of indirect (reported) speech with your learners. Remind learners that indirect (or reported) speech is when we tell somebody else what someone has said or written.

Answers
1 The chairperson called the meeting to order.
2 The secretary confirmed that these were the minutes of the last meeting.
3 The timekeeper stated that the time was up and concluded the meeting.

Activity 8 Write a letter of application (LB pp. 270–272)

Long transactional text e.g. Letter of application (formal): Correct format, purpose, main and supporting ideas, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write a letter of application**

Plan: Since learners have already written a letter of application, you will merely need to revise the format and the content. Talk to learners about the purpose of committees, for example: they are set up specifically to deal with particular projects. A committee consists of a chairperson, secretary, treasurer. They conduct regular meetings to discuss various issues such as fund raising, community outreach projects, social activities, and so on.
Draft: Learners are to provide details that are relevant. The idea is to provide as much information as possible to show why they are suitable for consideration. Use the information provided in the Learner's Book to guide your learners' writing. This will assist them in creating a well-structured letter. The language used is formal and the tone is polite.

Whenever you feel the need to do so, mark a few draft efforts so that you can provide immediate feedback and rectify common errors prior to the completion of the final effort. This will save you a lot of frustration when you are marking the final pieces!
Revise, edit and proofread: Put a checklist of all the items you want learners to look out for when editing the writing of their peers up on the board. The checklist will include items such as format, tone, style, contents for each paragraph, language, punctuation, and so on. Learners swap books with their peers and edit.
Present: Once the editing has been completed, learners can write out their final versions.

Review Copy

Informal assessment

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 9 Read a poem (LB pp. 272–273)

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

Before reading: You may wish to draw the attention of learners to the fact that the theme of global warming is continuing and that the poem that follows is also based on this theme.

While reading: Ask learners to identify the theme, tone, figures of speech as well as literal and figurative meaning. Learners should be familiar with all these terms because they have been engaging with them regularly. Should you find it necessary to stop at any point during the teaching of the poem to reinforce any of the above, please do so. You may for example, find that learners find it difficult to come to grips with *personification* – provide as many examples from outside the poem as you can to reinforce this figure of speech.

After reading: Allow learners to respond to questions individually. This gives them an opportunity to test their own understanding and it gives you feedback on areas that you may need to emphasise or revisit in your teaching. This also serves as a revision activity for learners who will be writing a literature paper.

Answers

1 The poet uses capital letters for emphasis. ✓ (1)

2 The destruction of earth by Man which may in turn lead to self-destruction. ✓✓ (2)

3 Sadness/disappointment/warning. ✓✓ (2)

4 The poet appears to be writing down his thoughts and feelings./He uses lots of rhyme and therefore he doesn't need to punctuate./The style is conversational. ✓✓ (2)

5 It is a harsh word suggesting a violent act./It emphasises how badly we treat our earth./It emphasises how ungrateful we are. ✓✓ (2)

6 Personification: Emphasises the destruction of our earth which is a mother-like figure. It is associated with pain./Metaphor: Emphasises that the death of earth is similar to the death of a mother – it is very painful. ✓✓ (2)

7 Simile: Emphasises our failure to appreciate the beauty we have been given. ✓✓✓ (3)

8 Open-ended. Accept any well-reasoned answers. ✓✓ (2)

9 Yes. Our actions in failing to protect our environment is similar to condemning our environment to death. ✓✓ (2)

10 The language that the poet uses is clear and to the point. The poet's message is very clear and easy to understand. ✓✓ (2) **[20]**

Activity 10 Support: Punctuation and spelling patterns (LB p. 274)

Punctuation and spelling: Spelling patterns

Answers

1 Exclamation mark, comma, apostrophe

2 It emphasises how serious the situation is (resulting in death).

3 a. 'cause death of Earth means death of us.

b. apostrophe

c. *because*

4 Accept any suitable rhyming words, for example: *freeze*; *please*; *unease*; *tease*, and so on.

5 The words *seas* and the root word *disease* would sound the same if the prefix *di–* was not there.

Review Copy

Unit 16 Talk about it

Unit overview		
Term 4	**Week 3**	**Week 4**
Resources	Learner's Book pp. 275–283 Literature Anthology	Learner's Book pp. 284–288 Literature Anthology
Additional resources (optional)	• Examples of short stories • Library books • Multimedia texts, cartoons	• Poetry anthologies • Library books • Example emails
Listening and speaking	**Activity 3** • *Speaking and listening strategies: Listening comprehension (use recorded dialogue):* Listen to dialogue, take notes – language and power, tone, mood, introduction and conclusion; answer questions	**Activity 6** • *Forum discussion/panel discussion/group discussion:* Role players, forum/discussion conventions, turn taking, language use, disagreeing in the discussion, introduction and conclusion, groups talk about subjects of current interest
Reading and viewing	**Activity 1** • *Literary text such as short story, youth novel/novel:* Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) **Activity 5** • *Reading/viewing comprehension: (Visual or multimedia text like cartoon or advertisement):* Skimming, scanning, visualisation; intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning	**Activity 7** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood and message, theme and message **Activity 8** • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood and message, theme and message
Writing and presenting		**Activity 8** • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting **Activity 9** • *Transactional texts e.g. e-mails:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* planning, drafting, revision, editing, proofreading and presenting
Language structure and conventions	**Activity 1** • *Sentence level work:* Procedure, spatial order, order of importance, concluding paragraph • *Vocabulary in context* **Activity 2** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Proper nouns, gerund, complex nouns	**Activity 7** • *Vocabulary in context* **Activity 9** • *Remedial grammar from learners' writing* **Activity 10** • *Punctuation and spelling:* Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau **Activity 11** • *Punctuation and spelling:* Spelling patterns, abbreviations – initialism, acronym,

Review Copy

	Activity 4 • *Word meaning:* Stereotypes, prejudice, biasness, emotive	clipped, truncation, aphesis, portmanteau
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 3

Quick check (LB p. 276)

The purpose of this *Quick check* activity is to encourage learners to talk. A range of pictures have been provided to encourage them to talk on any subject of interest to them. Ensure that every learner in your class has an opportunity to say something. It is hoped that learners will be able to realise the value in sharing thoughts and ideas, as well as, fears instead of internalising their problems.

Activity 1 Read and analyse a short story extract (LB pp. 276–278)

Literary text such as short story, youth novel/novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Sentence level work:** Procedure, spatial order, order of importance, concluding paragraph; **Vocabulary in context**

Before reading: Engage learners in a discussion around food and the way in which they relate to eating. There will probably be lots of discussion around healthy food, diets, and so on. This discussion will then lead into the story they are going to read on eating disorders.

While reading: Remind learners to focus on the elements of a short story, such as plot, theme, character, climax. The story is told from the perspective of the first person narrator. This style of writing brings the story closer to the reader because the reader feels as if he or she is part of the experience. Learners should be able to talk about the theme, the setting, plot, and so on. Encourage this sort of discussion and also get learners to talk about their personal responses to what they have read. You will probably get two streams of thought – those against the narrator and those who sympathise with her. It is always healthy to generate discussion so that we can get our learners to think and express their viewpoints.

After reading: Learners answer the questions individually. Provide them with the correct answers once you have completed the marking so that they can correct their work.

Answers

1 It focuses on a school girl's eating disorder. ✓ (1)

2 In the home of the narrator. ✓ (1)

3 A school girl. ✓ (1)

4 She has not become fat overnight/put on weight. ✓✓ (2)

5 She is obviously very worried and depressed about what is happening to her. ✓✓ (2)

6 She is obsessive about being thin. She needs to see her ribs and weigh herself every day. She is disgusted that her classmates can eat such large quantities of junk food that contain so many calories. She thinks that they are crazy. She also thinks that everyone is jealous of her because she looks like a model. It is obvious that she cannot see the harm that she is doing to herself. ✓✓ (2)

7 She is always weighing herself and therefore the scales do not have a chance to rest. ✓✓ (2)

8 Open-ended. Accept any well-reasoned answers. ✓✓✓ (3)

9 The paragraph provides a logical sequence of events moving from the least to the most important event. ✓✓✓ (3)

10 No, it sounds incomplete as if there is more to come. It fails to tie together and make a final statement, as a good concluding paragraph ought to. ✓✓✓ (3) **[20]**

Review Copy

Activity 2 Revise and use different nouns (LB pp. 279–280)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Proper nouns, gerund, complex nouns

Use the information provided in the Learner's Book to teach a range of language structures. While the learner book provides definitions and examples that you will use, it is always a good idea to get examples from learners as well. These examples can be put up on the board. The purpose is to reinforce the concept that you are teaching. For example, in teaching gerunds use additional examples such as: *the swimming of the dolphins; the weakening of the branches; the solidifying of the earth's crust*, and so on. When teaching complex nouns, provide additional examples such as: *a window pane; a door lock; a tiled floor*, and so on. While revising emotive language it is always good to provide learners with, for example, an advertisement. You may even ask your learners to bring an advertisement of their own. Identify how the advertiser plays on the emotions of a person. Focus their attention on language usage in order to teach this very valuable concept.

Answers

Proper nouns	Gerunds	Complex nouns
Durban	feeling	holidays to Durban
Kentucky		
Coke		

Review Copy

Activity 3 Listen to a dialogue (LB pp. 280–281)

Speaking and listening strategies: Listening comprehension (use recorded dialogue): Listen to dialogue, take notes – language and power, tone, mood, introduction and conclusion; answer questions

Before listening: Remind your learners that the focus of this unit is the importance of talking about their feelings. Failure to talk about issues can have terrible consequences. The content of the listening extract focuses on eating disorders and its effect on the lives of young people. It is important to engage with the definitions provided in the Learner's Book of anorexia and bulimia. Your learners need to understand the differences between the two, prior to listening.

While listening: Allow your learners to take down notes but only after they have listened to the extract once. Learners will be listening for a range of information: such as for specific information, critical analysis and evaluation. Draw their attention to the fact that they may be expected to provide their personal responses to individuals/situations. Allow learners to listen to the recording a maximum of three times in total. You may read the questions as well immediately after they have listened to the recording.

The dialogue is in the Listening text section at the back of the book.

After listening: Read each question twice and allow learners to write down their responses. Since this is a practise activity, you need not mark every learner's response. Learners may swap books and mark each other's work in pencil. This correction/review is important in getting learners to understand the areas in which they performed poorly.

Answers

1 Megan is waiting in a queue to spew and it is making her tired. ✓ (1)

2 Megan is anorexic and Lesedi is bulimic. ✓✓ (2)

3 Everyone rushes to the toilets to spew after eating lunch. ✓✓ (2)

4 If Lesedi digests her food before she has a chance to spew, then she is worried that she will gain weight. ✓✓ (2)

5 To make sure that she has not gained any weight. She constantly needs to reassure herself. ✓✓ (2)

6 She wears a size 32. This is a small size already, so she shouldn't need to lose more weight. ✓✓ (2)

7 Learners' own answers. Accept any suitable response. ✓✓ (2)

8 Learners' own answers. Accept any well-reasoned answers. ✓✓ (2) **[15]**

Informal assessment

Assess learners' listening skills informally. This speaking activity serves as reinforcement of listening skills and to listen for the following: language and power, tone, mood, parts of a dialogue (introduction and conclusion). This listening activity will prepare learners to participate in the panel discussion in Activity 6.

Activity 4 Revise and recognise stereotype, bias and emotive language (LB pp. 281–282)

Word meaning: Stereotypes, prejudice, biasness, emotive

Use the definitions and examples provided in the *Language box* in the Leaner's Book to revise the meaning of the various terms. Encourage learners to engage orally and get as many other examples on each definition as possible from the learners themselves.

Answers

2 a. Stereotype
b. Emotive language
c. Bias
d. Bias
e. Emotive language

Activity 5 Read a cartoon (LB pp. 282–283)

Reading/viewing comprehension: (Visual or multimedia text like cartoon or advertisement): Skimming, scanning, visualisation; intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning

Before reading: Talk to learners about how cartoonists make meaning through the use of illustrations. Learners need to focus carefully on the illustration, note the characters, the body language and link the illustration to the words in order to make sense of the cartoon.

While reading: Pay attention to all the little details. Scan the text for details. Attempt to link the events in the cartoon. Pay careful attention to what is expected in the question/s and provide focused answers. Remind learners about what a quotation is. Learners need to write down the exact words in inverted commas.

After reading: Allow learners to answer questions individually. This exercise may require you to provide immediate support. Note the responses of your learners as you move around the room and pay special attention to those learners who are struggling to respond. Cartoon and comic strip interpretation need lots of practice exercises before they can be perfected.

Answers

1 A school classroom. ✓ (1)
2 A rural area. ✓ (1)
3 "Nelson Mandela, the early years." ✓✓ (2)
4 The teacher and the Principal/another teacher. ✓✓ (2)
5 It is written on the chalkboard: "What will I be?" ✓✓ (2)
6 They are poor – they are not wearing shoes. They are very obedient and attentive. There are no desks – suggesting that their school lacks equipment. ✓✓ (2)
7 Yes, he made into a reality all the dreams that he had listed from a lawyer to a 20th-century icon. ✓✓✓ (3)
8 She is very confused/disbelieving. She is perhaps also thinking that Mandela is a confused child who is unable to select one option. ✓✓ (2)
9 Yes. He is the role model not only of South Africa but also the world. He has become iconic because of his humble, caring nature and the tremendous change and guidance as well as the freedom that he brought to the people of South Africa. ✓✓ (2)
10 Learners' own answers with reasons. ✓✓✓ (3)

[20]

Informal assessment

Learners like cartoons and it can be used as a fun tool for all kinds of language teaching. Assess learners' ability to read and understand the following aspects of the cartoon: making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning.

Review Copy

Week 4

Activity 6 Participate in a panel discussion (LB p. 284)

Forum discussion/panel discussion/group discussion: Role players, forum/discussion conventions, turn taking, language use, disagreeing in the discussion, introduction and conclusion, groups talk about subjects of current interest

Before speaking: Encourage your learners to prepare for the panel discussion. They need to focus on the given topic and jot down points they would like to make. This will help them to raise issues, contribute to the discussion and serve as a meaningful team player. Give your learners the opportunity to select a chairperson. Brief the chairperson on his or her role during the discussion. Select the panel members or perhaps allow your learners to nominate their candidates.

While speaking: Remind your learners to speak politely. Refer them to the kind of polite phrasing that is used when engaging in a discussion (some of these have been included in the Learner's Book).

Learners must be able to make meaningful contributions and justify their viewpoints. It is bad manners for one or two members to dominate the discussion.

After speaking: Give feedback to your learners on their performance. Be sure to provide constructive feedback. It is important to commend learners and appreciate the strong points made. Point out issues that need attention so that learners are able to work on these prior to the next discussion.

Activity 7 Read a poem (LB pp. 285–286)

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

Before reading: The poem that follows reflects a poet's personal desires. Explain to your learners that whilst some people may choose to talk about their feelings, others prefer to write about their feelings in various ways. The poet has managed to capture his thoughts in the form of a poem.

While reading: Draw the attention of your learners to how the poet attracts and sustains the reader's attention – the repetition of phrases/the conversational style/vivid descriptions, and so on. During the course of reading the poem aloud, ask learners to stop at unfamiliar words and refer to the *Glossary box*. If there are unfamiliar words that have not been glossed, assist them to determine the meaning of such words in context. This means that they should look at what has gone before, what follows and attempt to work out the meaning of the word.

After reading: Learners answer the questions individually. Remind learners about open-ended questions that require an opinion with substantiation but within the context of the poem. It is important that your learners understand exactly what the question expects of them and should the need arise, you could possibly go through each of the questions and provide direction prior to them answering. Remember to give learners the correct answers so that they can engage in individual corrections.

Answers

1 Vagrant gypsy life/laughing fellow-rover. ✓ (1)
2 Personification. ✓ (1)
3 "I must down to the seas again." ✓ (1)
4 A mood of longing/intense desire to enjoy what the poet loves most. ✓✓ (2)
5 The poet's love of the sea/sailing. ✓✓ (2)
6 Gypsies roam around the country with no fixed abode. This is what the poet desires – the freedom to roam whenever and wherever he pleases. ✓✓ (2)
7 It emphasises the poet's needs which are simple – a ship and a star as well as the wind and the wheel which will help steer the ship. The emphasis lies in making the lines sound catchy and appealing. ✓✓ (2)
8 Personification. It emphasises the general grey colour of the surroundings at dawn with everything shrouded in mist. ✓✓✓ (3)
9 Learners' answers will vary. Accept any well-reasoned answers. ✓✓✓ (3)
10 Open-ended. The answer ought to focus on the concept of a fever – in this case the poet demonstrates a burning desire to go to the sea. ✓✓✓ (3) **[20]**

Review Copy

Activity 8 Challenge: Write a poem (LB p. 286)

Poetry: Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood and message, theme and message; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting

Encourage the learners to write as emotively as possible. They should use imagery and figurative language in their poems.

Activity 9 Write an email (LB pp. 286–287)

Transactional texts e.g. emails: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** planning, drafting, revision, editing, proofreading and presenting; **Remedial grammar from learners' writing**

Plan: Explain to your learners how an email works. The length and depth of your explanation will depend on the needs of your learners. We cannot assume that all learners have access to emails. Allow learners to talk about the advantages of email and its possible use by various people.

Learners plan by using a mind map.

Draft: Draw the attention of your learners to the Learner's Book, which includes examples of the

format. Focus on the topic given and discuss each aspect step-by-step so that all learners have an idea of the requirements of the topic. They jot down the points that they intend to write. It is important that these points are then translated into complete sentences. The email is brief and concise. There is no need for unnecessary details.

Edit and revise: Allow learners to swap books for the editing process. Remember to put down your checklist for editing on the board. Include in your checklist all the points learners ought to have included in their email. Editors are to ensure that all aspects have been covered. Learners must pay attention to language and tone.

Present: Once learners' writing has been edited, learners present their final versions. If it is possible, during the writing process, spend some time with learners in need of support. You may be able to provide individual support to these learners.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Activity 10 Support: Revise and apply abbreviations (LB p. 288)

Punctuation and spelling: Spelling patterns, abbreviations – initialism, acronym, clipped, truncation, aphesis, portmanteau

Revise the concepts covered in the *Language box* with learners. To ensure that learners fully understand the different types of abbreviation, write additional examples up on the board, and ask learners to supply their own examples too.

2 a. Acquired Immune Deficiency Syndrome
b. Road
c. Short message service
d. Example
e. Republic of South Africa
f. English
g. Please turn over
h. Post office box
i. Society for the Prevention of Cruelty to Animals
j. African National Congress

Review Copy

Unit 17 Unheard voices

Unit overview		
Term 4	**Week 5**	**Week 6**
Resources	Learner's Book pp. 289–297 Literature Anthology	Learner's Book pp.297–302 Literature Anthology
Additional resources (optional)	• poetry anthologies • Library books • Novels	• Examples of diary entries
Listening and speaking	**Activity 2** • *Conversation:* Decide on suitable situation and topics, speaking conventions, language and power, discourse markers	**Activity 6** • *Speaking and listening strategies:* Role play a situation: Situation is clearly shown, characters are clearly differentiated, language is appropriate to the situation portrayed, role play shows a possible course of action in a particular situation
Reading and viewing	**Activity 1** • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Poetry:* Key features of poem, internal structure of a poem, figures of speech/imagery, rhyme, rhythm, external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message **Activity 3** • *Literary text such as short story, youth novel/novel*: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • *Reading process:* Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate) • *Reading comprehension: (Text from text prescribed literature):* Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning **Activity 4** • Write a point or paragraph summary	
Writing and presenting		**Activity 8** • *Transactional text e.g. obituary/diary entry/invitation card:* Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures • *Focus on process writing:* Planning, drafting, revision, editing, proofreading and presenting • *Write obituary/diary entry/invitation card*

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		following the process writing approach
Language structure and conventions	**Activity 1** • *Vocabulary in context* **Activity 3** • *Vocabulary in context* **Activity 5** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word meaning*: Shift of meaning, using language for special purpose, one word for a phrase	**Activity 7** *Sentence level work:* Explanation: cause and effect **Activity 8** *Remedial grammar from learners' writing* **Activity 9** *Word level work*: Verbs, nouns *Punctuation and spelling*: Spelling patterns **Activity 10** *Word meaning:* Shift of meaning, using language for special purpose, one word for a phrase **Activity 11** *Punctuation and spelling*: Spelling patterns
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

Teaching guidelines

Week 5

Quick check (LB p. 290)

You may perhaps choose to begin this activity by focusing on the definition of *unheard voices*. These could be the voices of abused people, children, poverty-stricken people, people living in countries that are at war, animals, and so on. Your learners may come up with their own definition of *unheard voices*. Steer the discussion towards animals and allow learners to respond to a picture or draw on their own experiences to talk about animals. This exercise will serve as a preparation for the activity that follows.

Activity 1 Read a poem (LB pp. 290–292)

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

Before reading: Engage learners in a discussion of feelings that are evoked when a pet or an animal of value is lost. Allow learners to talk about the concept of grief and how different people react to loss. It is also important that learners are given the background to the loss they are about to read about. This is a rural family who depends on its animals and the land for their sustenance. The loss of a cow under these circumstances is the loss of a supply of daily milk that the family relies on to survive. Use the information in the Learner's Book to assist learners to understand the meaning of the title.

While reading: Read the poem aloud. Draw the attention of your learners to theme, tone, figures of speech as you read. Be sure to explain that figures of speech enhance meaning and contribute to a better understanding of the poem. The poet makes use of simile and metaphor throughout the poem and describes *Wetu* in terms of nature imagery. She is compared to a *blue shadow*; *isipingo berry*; *horns of the new moon*; *mountain pool* and so on. Talk to learners about empathy and what their feelings are towards the descriptions in the poem.

After reading: Allow your learners to answer individual questions. As you walk around the room, note their ability to answer and write answers that are specific. You need to emphasise the importance of responding to the question only. Unnecessary detail must be avoided at all costs. Be sure to give learners the correct answers so that they can correct their errors.

Answers

1 She will not banish flies with her tail; she will not face barking dogs; her shadow will no longer provide comfort for the veld; she will no longer low thus providing delight for the hills.

2 Wetu's milk.

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3 Her coat was black and glossy and her eyes showed love and kindness.
4 The terrible pain that the family is experiencing due to the loss of their cow.
5 The death of Wetu, the family cow.
6 A mood of pain and suffering, for example: "Our kraal is desolate; Our calabashes are dry; And we weep".
7 The rhythm is slow and mournful and in keeping with the idea of a lament.
8 Simile. It emphasises Wetu's beautiful blue colour. She blends in with her surroundings.
9 She is surprised and also confused about their barking at her.
10 Literal: A rain-bearing cloud has vanished from the sky.
Figurative: Wetu was like a dark cloud because of her colour and she brought the people milk (white rain).
11 If the rain does not come there will be a drought.
12 The repeated word emphasises how serious the situation is and the consequences for the poet in the future.

Activity 2 Participate in a conversation (LB pp. 292–293)

Conversation: Decide on suitable situation and topics, speaking conventions, language and power, discourse markers

Before speaking: Remind learners about the "unheard voices" you had spoken to them about at the beginning of the unit. The focus of the discussion will be on an aspect of unheard voices that the learners would like to speak about. It is important that learners plan for this discussion by researching the topic. It is always good to have facts and figures on hand to support your viewpoint and lend credibility to an argument. Remind the chairperson of his or her duties which include: keeping order, managing time, keeping to the agenda, remaining neutral, and so on.
While speaking: Learners are to listen attentively and respond to points of view. It is essential that your learners engage in turn taking conventions. The language and tone used must be appropriate. Your learners must ensure that they do not interrupt other speakers. It would be ideal if each speaker focuses on a different aspect so that healthy discussion can ensue on a range of topics.
After speaking: Allow learners to provide a commentary on the discussion. It is important for learners to talk about those aspects that went well and those that didn't. Every activity is to be viewed as a learning experience so that learners are able to improve on their areas of weakness. You will also need to give feedback to your learners on areas that need attention. Give praise where it is due.

Activity 3 Read an extract from a novel (LB pp. 293–296)

Literary text such as short story, youth novel/novel: Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme; **Reading process:** Pre-reading (introduce text), during reading (features of text), post-reading (answer questions, compare, contrast, evaluate); **Reading comprehension: (Text from text prescribed literature):** Skimming, scanning, visualisation, intensive reading, making inference, meaning of words, viewpoint of writer, fact and opinion, implied meaning; **Vocabulary in context**

Before reading: Inform learners that they will engage in a reading of a literature text; reading for comprehension. This means that learners will need to pay attention to issues of content, relationships, language in context as well as draw personal conclusions.

Use the information provided in the Learner's Book to give your learners information about the novel *Animal farm.* The idea is merely to contextualise the novel for them. There is no need to spend too much time on the historical background. Your learners need to engage with this text for enjoyment as well as for the literary features that you have taught them such as plot, theme, characters, and so on.
While reading: Draw the attention of learners to the plot background provided in the Learner's Book. It is important for them to look at the relationships between the animals, draw inferences based on tone and style so that they are able to draw their own conclusions about characters. Learners may even attempt to make parallels between the behaviour of animals and those of people today.

Focus the attention of learners on literal and figurative meaning, for example, in paragraph 1 Napoleon decides to take charge of the milk. The literal implication is that the milk will be removed but on a figurative level the implication is that it will be used for the benefit of the pigs alone. Encourage your learners to look beyond what is actually said and in so doing they will gain insight into various characters as well as the underlying forces that are at work.
After reading: Learners will respond to questions individually. Perhaps, you may want to give them

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more information on this outstanding novel with its universal themes. It would be wonderful to generate interest in the novel and encourage your learners to borrow it from the school or public library.
Allow learners to interact with the questions individually. Encourage discussion on the text so that learners are given an opportunity to assess the text. It is always healthy to generate such a discussion because listening to different ideas and opinions can allow learners to see things from varying perspectives.

Answers

1 The events that had taken place in Russia during the Russian Revolution in 1917. ✓ (1)
2 On a farm. ✓ (1)
3 He does not give the animals an opportunity to speculate on the milk and instead takes control of the situation. ✓✓ (2)
4 The pigs are abusing the other animals and offering excuses for their actions. They also use threats to keep the animals in check. ✓✓ (2)
5 He tells them that they have more important matters to worry about, such as the harvest and this ought to be their main area of concern. ✓✓✓ (3)
6 "Many of the animals looked with great interest." ✓✓ (2)
7 He tells the animals that the pigs are eating and drinking out of necessity for their health and the overall well-being of all the animals. These food items are brain food and essential for them. Their sole concern is the welfare of the animals. ✓✓ (2)
8 The threat of Jones's return. ✓✓ (2)
9 He is a brilliant speaker. He has great powers of persuasion. He inspires confidence and uses threats wherever appropriate in order to win the animals over. He is an opportunist and a quick thinker who has a reason and answer for everything. ✓✓ (2)
10 They did not want Jones to return and this is the threat that hangs over them. They would therefore prefer to accept everything that Squealer tells them. ✓✓ (2)
11 They looked forward to having a share of the apples because this was one of the promises made to them when Jones was chased out. ✓✓ (2)
12 Yes. Only a handful of pigs make all the decisions and enjoy all the privileges whilst everyone else does the hard work. This is exactly the case in society with the working class doing all the work whilst their bosses enjoy the benefits of an easy life. ✓✓✓ (3)
13 Examples: Yes: '"Jones used sometimes to mix some of it in our mash," said one of the hens.'
No: "surely there is no one among you who wants to see Jones come back?" "Now if there was one thing that the animals were completely certain of, it was that they did not want Jones back." ✓✓✓ (3)
14 Learners' own answers. ✓✓✓ (3) **[30]**

Activity 4 Summary (LB p. 296)

Write a point or paragraph summary

Revise summary writing techniques with your learners. For the purpose of this exercise, learners will focus on only two paragraphs. These paragraphs need to be read and re-read as many times as possible in order to understand the content. Learners are to jot down the main points. These must then be incorporated into a coherent paragraph using full sentences. Learners must indicate the word count.

Emphasise the importance of learners' paying close attention to the topic. They must bear the topic in mind when jotting down the main points. Failure to do so can result in no marks for this exercise. During the process of eliminating unnecessary phrases, and so on. Learners are to be mindful of the fact that their sentences must make sense and are not disjointed or fragmented in any way.

Learners are to read and re-read their paragraph to ensure that they have included all relevant material. An accurate word count is essential. Learners are to be penalised for exceeding the word count as well as for providing an incorrect word count. Subtract one mark for each of these transgressions.

Answers

Suggested paragraph:

Taking control

The pigs decide that all the apples will be reserved for them. Squealer is a convincing speaker who informs the animals that the pigs need the apples and milk for their brains. They are doing this not because of selfishness but for the welfare of the animals. They are ensuring that Jones does not return. The pigs mumble amongst themselves but do nothing. (63)

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Activity 5 Discuss language for specific purposes (LB p. 297)

Reinforcement of language structures and conventions covered in previous weeks; Word meaning: Shift of meaning, using language for special purpose, one word for a phrase

Discuss language for specific purposes with the learners and ask them to identify specific language from different subjects. Draw up lists to put up in the classroom so learners have a record of different types of specific language that they can refer to.

Learners can work with a partner to complete the exercises in the Learner's Book.

Week 6

Activity 6 Role play an animal character (LB pp. 297–298)

Speaking and listening strategies: Role play a situation: Situation is clearly shown, characters are clearly differentiated, language is appropriate to the situation portrayed, role play shows a possible course of action in a particular situation

Before speaking: Encourage your learners to be as ambitious as possible in their choice of an animal they are going to role play. Allow them the opportunity to research their choice so that they know enough about the animal they choose. This will assist them in their content. They will of course, use their imagination and create scenarios that are interesting and entertaining. Provide extra support and encouragement to your weaker learners.
While speaking: Learners must be able to engage completely with the role they have selected. They need to know exactly what they want to say. Being fully prepared will also help overcome inhibitions and shyness. You may decide on how long each speaker should present for (one minute will suffice).
After speaking: Remind learners to listen very attentively to their peers. Encourage discussion with all learners at the conclusion of the activity. Allow them to assess each other as well as identify areas in which they could improve on in the future.

Activity 7 Identify cause and effect (LB p. 298)

Sentence level work: Explanation: Cause and effect

In the course of teaching specific language structures and conventions, use the information in the Learner's Book to define the new terminology and provide examples. When explaining the cause and effect use of conjunctions allow learners to provide an example of their own using the word *because*. You may start them off by providing elementary examples of daily activities they experience for example: *I completed my homework because I am afraid of my teacher*; *I am hungry because I did not have breakfast*, and so on. It is important to draw learner examples into your teaching so that you are able to reinforce concepts using examples from the experiences of your learners. Do the same for transitions and prepositions.

When teaching shift of meaning as well, allow learners to come up with their own examples of how shift of meaning causes confusion. Provide your own additional examples, such as *Young people should study hard for the exams so that you don't fail.* Learners should be able to identify the incorrect use of *you* because it does not agree with the subject. Shift in verb tense is a common error. An additional example you may use with your learners is as follows: *He attended the party and runs away at 22.00*. The use of the tense form in *runs* is incorrect.

Answers

2

Cause	Effect
a. Because he was suffering from abdominal pains	He went to the hospital.
b. The homeless man was so hungry	That he went to the shelter
c. Due to the terrible fire	Many people lost their homes.

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Activity 8 Write a diary entry (LB pp. 299–300)

Transactional text e.g. obituary/diary entry/invitation card: Correct format, purpose, main and supporting ideas, language use, register, logical order of sentences, use conjunctions to ensure cohesion, use a variety of sentences types, lengths and structures; **Focus on process writing:** Planning, drafting, revision, editing, proofreading and presenting; **Write obituary/diary entry/invitation card following the process writing approach**; **Remedial grammar from learners' writing**

Plan: Use the information in the Learner's Book to define and explain the purpose and style of diary entries. Encourage your learners to discuss items they would consider important enough to diarise. It is important for learners to plan very carefully and jot down their ideas. You may even choose to read to your learners an entry from a diary such as *The Diary of Anne Frank.* This is the diary of a young Jewish girl, which she wrote during the two years she was in hiding from Nazis in World War II. . Perhaps, you may even want to get learners to call out sentences they think they would include in a diary entry and record these on the board. These may help your weaker learners get started.

Draft: Remind learners that a diary entry is about diarising thoughts and emotions and not a mere narration of events. Teach them how to pen their thoughts by writing down exactly what they are feeling. Learners are to use their plan to formulate their sentences in the draft piece of writing. There ought to be enough detail in the entry so that even if the entry is read many years later, it will still make sense.

Revise, **edit and proofread**: Learners edit each other's pieces. Remind learners, by way of a checklist, what your expectations are. There needs to be evidence of linking devices between sentences, the style of writing is the first person narrator, the language should be simple and the tone is in keeping with the content.

Present: Once learners have edited, they write the final version of their diary entry. It is always a good idea to encourage your learners after you have marked their efforts. Positive feedback in individual books does provide encouragement.

Throughout the year, when the learners undertake the writing activity, take note of any weaknesses in their grammar that may require remedial action. During each two-week teaching cycle, give learners remedial grammar homework where appropriate.

Informal assessment

Check that the learners apply their planning when they work on their drafts. Check that they include a variety of sentences in their writing and that they use good linking words.

Activity 9 Challenge: Punctuation and spelling (LB pp. 300–301)

Word level work: Verbs, nouns; **Punctuation and spelling:** Spelling patterns

Answers

1 Mickey's; Mickey; Los Angeles

2 *Aimed*; *raising*; *marketing*; *bring*; *socialise*; *get together*; *write*, and so on.

3 a. *congregate*

b. *weekly*

4 Cause: Parties for dogs have become so popular

Effect: That she decided to write a guide to throwing healthy ones.

5 Italian designer, Gucci sells a leather pet carrier for R19515 and markets bone-shaped brass dog pendants embossed with logos for R662.

Activity 10 Learn about "shift in meaning" (LB pp. 301–302)

Word meaning: Shift of meaning, using language for special purpose, one word for a phrase

The *Language box* provides detailed guidance to the learners about "shift in meaning". Explain to the learners that it is important to pay attention to concord to avoid confusion when they write.

Answers

2 a. A student must study often so that <u>he/she</u> will get good grades.

b. The chef thoroughly mixed the eggs and cream, and then <u>added</u> butter to the mixture.

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Unit 18 Preparing for the exams

Unit overview		
Term 4	**Week 7**	**Week 8**
Resources	Learner's Book pp. 303–313 Literature Anthology	Learner's Book pp. 314–316 Literature Anthology
Additional resources (optional)	• Poetry anthologies • Library books • Novels	• Information texts
Listening and speaking	**Activity 2** • *Speaking and listening strategies*: Revision	
Reading and viewing	**Activity 1** • *Reading and viewing:* Revision of key features, conventions and structures **Activity 3** • *Reading and viewing:* Revision of key features, conventions and structures **Activity 5** • *Reading and viewing:* Revision of key features, conventions and structures	
Writing and presenting	**Activity 4** • *Writing*: *Revision of writing texts:* Revision of the process approach	
Language structure and conventions		**Activity 6** • *Reinforcement of language structures and conventions covered in previous weeks* • *Word level work*: Revision • *Sentence level work*: Revision • *Word meaning*: One word for a phrase • *Punctuation and spelling*: Spelling patterns • *Remedial grammar from learners' writing* **Activity 7** • *Vocabulary in context*
Informal assessment	See suggestions for informal assessment within this unit.	
Links with others subjects	Life Orientation, Social Sciences, Arts and Culture	
Inclusivity	The contents of this unit meet the needs of all students through the recognition of diversity within the classroom. The selection of text types, activities, challenge and support work is intended to appeal to a wide range of individual learners.	

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Teaching guidelines

Week 7

Quick check (LB p. 304)

It may be a good idea to give this exercise to learners without any prior revision to test how much they remember. However, should you feel that you need to revise the concepts first and then give learners the exercise, that is also an option.

Answers

theme	general idea of what the poet wants to express or a message
tone	attitude of the poet towards his subject
diction	choice of language used by a poet
image	language that evokes one or all five senses
rhyme scheme	rhymed words at the end of the line
stanza	unified group of lines
simile	direct comparison using words such as *like* and *as*
metaphor	indirect comparison
hyperbole	exaggeration

Activity 1 Revise poetry (LB pp. 304–306)

Reading and viewing: Revision of key features, conventions and structures

Before reading: Now that the focus is revision for exams, you will need to empower your learners about how to approach the answering of poetry questions. Encourage your learners to read the poem a few times first. In their minds they should be able to decide on the theme and the tone.

While reading: Learners will now engage with each question. A question usually focuses on a specific issue. Learners therefore, will need to ensure that they understand the question prior to attempting an answer. The length of an answer is often determined by the mark scheme. Every point is equal to one mark. This means that a three mark question requires three points. In addition, you might need to revise figures of speech in general, their purpose in enhancing meaning through emphasis, meanings of words in context, and so on.

After reading: Encourage your learners to write concise answers to the questions posed.
They need to be as specific as possible. It is important that they write enough for the mark scheme.

Answers

1 "When will I grow?"
2 To emphasise that the poet has many memories of rain and each repetition brings forth one memory.
3 Sadness/pain/concern for the people in the world who are suffering.
4 At the beginning of the poem the poet's descriptions focused on childhood pleasures and conveniences associated with rain. Later the focus is on bigger concerns such as the suffering of people.
5 The hardships in life/trials and tribulations in life.
6 Homeless people have no protection in the squatter camps especially in cases where mothers give birth with no protection from the elements.
7 To suggest free-flowing thought/to capture her thoughts exactly the way they occur.
8 Water is fetched from a river. There is no running water.
9 Personification. Emphasises the destruction caused by the hail.
10 Simile. When a person shows his teeth, it is usually because he is smiling or laughing. The poet here is emphasising the pain in so many people's lives resulting in their failure to smile.

Activity 2 Participate in a conversation (LB pp. 306–307)

Speaking and listening strategies: Revision

Before speaking: Note the information contained in the Learner's Book which will serve as an introduction to this activity. You may need to talk about a wide range of topics that learners could choose for this activity. Giving as much information as possible will help your weaker learner come to grips with what is expected of them. You need to provide as much support as possible thus ensuring that every learner has an equal chance.

While speaking: Ensure that every learner has an opportunity to speak. Remind your learners that they all need to be respectful and listen attentively while others speak. Never permit your learners to mock other speakers. Such actions can destroy confidence and ruin a child for life. Be sure to speak to your learners prior to the commencement of the conversation and lay down your rules.

After speaking: Provide feedback on the general performance. Do give praise where it is due but also remember to talk about areas that could be improved on.

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Activity 3 Revise novels (LB pp. 307–309)

Reading and viewing: Revision of key features, conventions and structures

Before reading: Revise features of novels in general. Discuss the meaning of theme, climax, characters, setting, and so on. It is imperative that your learners are familiar with the terminology so that they will be able to interpret questions based on the novel correctly. Focus your learners on the information in the Learner's Book pertaining to the background of the story. Without this, they will be lost.

While reading: Learners are to read the questions a few times to ensure that they understand exactly what is expected of them. They will also need to formulate their opinions about events. The best way to teach this is to get learners to ask themselves basic questions, for example, *Do I like Kino? Why?* Or; *Do I feel sorry for Kino? Why?*.

After reading: Learners will answer questions bearing in mind the mark scheme. After completion of the exercise, impress upon learners the need for them to check every answer prior to submission of their answers. This means that they will need to read the question again and then read their answer to

ensure that their answer is a direct response to the question.

Answers

1 The sea/beach/an island. ✓✓ (2)

2 They believed in prayer through songs. They were traditional. They believed in God and in luck. ✓✓✓ (3)

3 She was praying very intently because they desperately needed luck to find a pearl. ✓✓✓ (3)

4 They are very hard-working. They both believe in the power of prayer. They work closely together because they both go out on a pearl diving exhibition. ✓✓✓✓ (4)

5 He could hold his breath under water for two minutes. ✓✓ (2)

6 Personification. ✓ (1)

7 He describes the big oyster with the gleam in it. Kino just saw the gleam and then the oyster closed. He pulls free the oyster but he isn't sure if there really is something in it. This heightens the suspense. ✓✓✓ (3)

8 The very large oyster with a gleam in it that may or may not be a pearl. ✓✓ (2)

9 He is feverishly hoping that it is a pearl that he has glimpsed in the oyster and he holds it close so that he doesn't lose it. ✓✓ (2)

10 Learners' answers will vary. Accept any well-reasoned answer. ✓✓✓ (3) **[25]**

Activity 4 Types of writing (LB pp. 310–311)

Writing: Revision of writing texts: Revision of the process approach to writing

Revise the purpose, styles and key features of writing that learners have been exposed to from the beginning of the year. Learners can complete the table in the Learner's Book to test their knowledge of the different types of writing.

Answers

TYPES OF WRITING	DESCRIPTION
Narrative essay	Presentation of a series of events in a meaningful order using a storyline that is convincing.
Descriptive essay	Use descriptions to create atmosphere and mood. Create a picture in words.
Reflective essay	Present the writer's views, feelings, thoughts in a personal way. Recollect feelings and emotions.
Formal letter of application	Formal communication requesting information or applying for something. Contains a personal address as well as the recipient's address.
Dialogue	A conversation between two or more people. Record the exchanges exactly as they occur with the names of characters on the left side of the page.
Review	Reflect an individual's response to a work of art, film, book, and so on. Project judgement on the work.
Will and testament	This document determines what happens to a person's property and possessions after death. It ensures that the wishes of the deceased are fulfilled after death.
Letter of appreciation	Informal communication expressing an emotion such as appreciation, thanks, and so on. Language may be informal to semi-formal. Contains specific format.
Covering letter and CV	Formal communication applying for a specific position together with personal details, work record, qualifications, referees, and so on.
Poster	Uses a visual design element in order to make it eye-catching and memorable. May make use of slogans and logos.
Diary entry	A portrayal of daily events. Written in the first person narrator.
Advertisements	Pay attention to the target market. Create a desire to own the product through visual images, appeal, use of language, and so on.
Invitation and acceptance	Send out an invitation to a meeting, function, and so on and prepare a response to the invitation
Notice/Agenda/Minutes	Serve a notice, prepare items for discussion at the meeting and record occurrences at the meeting.
Advertisement review	Write a critical response to advertisements
Email	Fill in the recipient's address, subject line, message and sender's name.
Report	Provide exact feedback on a situation. Include introduction, body, conclusion, recommendations, and so on.

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Activity 5 Read a comprehension text (LB pp. 312–313)

Reading and viewing: Revision of key features, conventions and structures

Before reading: Focus the attention of your learners on the need to read and re-read the extract as many times as they need to in order to understand. It is essential that they are able to sum up in their minds what the extract is about. They need to determine the meanings of unfamiliar words in context.

While reading: Focus on the question and its requirements by reading the question a few times. Learner responses must be concise and answers must take into consideration the mark scheme. A two-mark response will require two points. Questions that require a personal response must provide an opinion as well as justification from the text wherever possible. Learners need to think about their responses very carefully and write in complete sentences.

After reading: Respond to each individual question bearing in mind the points made in the learner book. Learners must learn to re-read the question as well as their responses in order to ensure that they have done justice to the question.

Answers

1 Fizzy drinks damage children's behaviour and concentration at school. ✓✓ (2)

2 A machine that contains a variety of treats such as chocolates, chips, cool drinks, etc. It is usually coin operated. ✓✓ (2)

3 Concentration/focus ✓✓ (2)

4 Something done nine times ✓ (1)

5 They are attracted by the advertising surrounding fizzy drinks and it could also be pressure from their peers or a desire to be part of the crowd that makes them want to drink fizzy drinks. ✓✓✓ (3)

6 When children stopped drinking fizzy drinks, their behaviour and concentration improved. ✓✓ (2)

7 The study found that children who drank only water for a week, had greater levels of concentration. They claimed to feel more alert, energised and calmer. Their concentration levels were greater than normal. The study found that there is a link between what learners eat and drink and their behaviour and ability to concentrate. Fizzy drinks need to be discouraged and replaced by water. ✓✓✓ (3)

8 The teachers must have been very excited to have children who behaved well and concentrated on their work. It would have made teaching a pleasure. ✓✓ (2)

9 Learners' answers will vary. Accept any well-reasoned answers. ✓✓✓ (3)

10 Learners to write a summary of the findings using the correct format, and including the word count at the end. (10) **[30]**

Week 8

Activity 6 Answer questions on grammar (LB pp. 314–315)

Reinforcement of language structures and conventions covered in previous weeks; Word level work: Revision; Sentence level work: Revision; **Word meaning**: One word for a phrase; **Punctuation and spelling**: Spelling patterns; **Vocabulary in context; Remedial grammar from learners' writing**

Before engaging with the revision activity, remind learners that grammar is not to be seen in isolation. It is an inherent part of everything they read. The grammar that will be tested as part of the revision activity is all the grammar they have studied for this year. Perhaps, you may wish to revise all the grammar components orally so that your learners are able to recall all the definitions of the various components. This will then ease them into the vast revision exercise they are going to engage in.

Encourage as much learner participation as possible so that your learners are able to recall and provide examples of their own of the various language structures. In cases where learners are struggling to remember, do refer them back to the relevant chapter in the Learner's Book so that they are able to refresh their memory.

Provide as much support as you can while your learners engage with the exercise. This is the last opportunity you will have to ensure that every one of your learners is on board and understands all the language structures and conventions that you have taught this year. Whilst you move round the class, you will be able to pick up areas of concern and spend some time individually with your learners or alternatively use this as an opportunity to do remedial teaching on the board.

Answers

1 a. school, water, classroom, learners, drinks, machines, water, and so on.

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b. concentrating, behaviour, energetic, calmer, and so on.
c. fizzy, filtered, massive, powerful, health, and so on.
d. their, they, those.
e. after, and, while, and so on.
f. which, such, instead, half, after, and so on.
g. replaced, improved, leaving, dispense, and so on.
h. with, for, in, of, and so on.
2 Past: Their behaviour in the classroom had also improved.
Future: Their behaviour in the classroom will also improve.
3 It contains a main clause and a subordinate clause joined by a subordinating conjunction: *while.*
4 a. massive – large/great
b. evidence – proof
5 a. increase – decrease
b. available – unavailable
6 a. divided
b. initially
7 a. powerful
b. increasingly
c. drinkable/drinking
8 a. replace
b. misbehaviour
c. unavailable
9 a. Out of place.
b. It is raining heavily.
c. To begin all over again/start afresh.
10 a. Literal: everyone is together in a boat; Figurative: we are all in the same circumstances/misfortunes together.
b.Literal: the learners had glue on their seats and therefore they were stuck.; Figurative: the learners were so interested in the lesson that they did not move.
11 a. They are words spelt and pronounced in the same way but have different meanings: lie could mean to tell a lie about someone or to lie as in resting on a bed.
b. Date: to invite a member of the opposite sex to go out on a date with you or a date is a fruit.
12 a. main
b. son
13 a. righteous
b. bountiful
14 a. hunt: The man will hunt for animals in the forest; The child will hunt for his or her lost book in the classroom.
b. Service: The woman spent her life in service as a domestic worker. I will never forget the wonderful service I received at the store.
15 A man took a pair of shoes to the cobbler. Next day, he was arrested and sent to prison for robbery. Twenty years later he was released, found the cobbler's ticket in his pocket, and, just in case, took it to the cobbler's shop.
"You should," said the old man as he examined the ticket closely, "come back next week."
16 a. A scarf was stolen by a well-dressed woman at the department store.
b. A knife is being carried by the man with the beard.
17 a. Many children read books.
b. Many people made mistakes.
18 a. He said, "I have passed the examination."
b. She said, "I am hungry."
19 a. Yash said that he did not have to go to school on that day.
b. Niccola said that she had an appointment with the dentist on Friday.

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Activity 7 Vocabulary in context (LB p. 316)

Vocabulary in context

This revision activity is intended to help learners to recognise and understand key examination terminology. The correct answers are provided for you below:

Answers

identify: find examples
describe: give details from the text
state: give the relevant points briefly
outline: give a general summary of the main ideas
compare: look at similarities and differences
relate: show the links of something
discuss: describe with examples analyse and evaluate your findings
analyse: look at the different parts of something in detail; find the main ideas and how they are related
evaluate: similar to discuss but give your opinions on your findings

SECTION 5 Resources

Listening texts

Unit 1

Radio advertisement (Activity 1)

VOICE 1: Is popular dance thing? Celebrate Valentines' Day at Rini Community Hall with hot sounds. That's 7 pm, Saturday 14 February. Ladies, your entrance is free!

VOICE 2: Is only the best good enough for your family? Brama's Bread has all the vitamins you need. It's cheaper too! Available countrywide.

VOICE 3: Have a free TB check-up at your clinic. Be sure, be safe. Clinics open from 9 am till 3 pm daily. This message comes from the Department of Health.

VOICE 4: Pay your TV licence for 12 months upfront and get one month free. It's the right thing to do!

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Unit 2

My home (Activity 1)

by Phyllis Ntantala Jordan

My parents built a modern, three bedroomed square house, with two rondavels on each side, and stables for their horses. There were trees at the back and a vegetable and flower garden in the front. Beyond them were the fields all fenced in.

This is my home and that of my brothers and sisters. It was to this house that visitors of all sorts came. Here came relatives, on short and long visits, sometimes bringing their children with them. Some to ask for blankets or clothes to see them through the next winter. Some came because of some fight or argument with a husband or a son and they came to ask **Tata** to help. Others came because they had not seen us for a long time. None of them could be sent away empty-handed. Many of them were a great help at our home: they helped in **harvesting** beans, sun-drying the pumpkins, ploughing the fields, **plastering** the rondavels and gardening around the house.

Then there were travellers who stopped to ask for a drink of water or to rest under the trees. They would also be given tea and food before they went on their journey. Some of the travellers were selling things. They were usually women from **Mndundu** or **Rhamrha** who were selling tobacco, baskets and pottery.

Unit 3

Conversation about a contract (Activity 5)

Please note that all calls are recorded for security purposes.

AGENT: Hello, Supercell. You are speaking to Celeste. How may I help you?

CUSTOMER: Good morning. I want to talk about my SIM card.

AGENT: Yes. Please give me your cellphone number and ID number.

CUSTOMER: My cellphone is 073 123 1234. My ID is 890509088084.

AGENT: Thank you. How can I help you?
CUSTOMER: I bought a cellphone on contract at the Supercell shop three days ago. Now it does not work. I took it back to the shop and was told that SIM card was damaged.
AGENT: Did you put in or remove the SIM card?
CUSTOMER: No. The person in the shop put it in while I was there. I didn't touch it. Now they are saying that I must pay 150 rand for a new card.
AGENT: Yes, that's our charge for a new …
CUSTOMER: I already paid 120 rand and I'm sure the person in the shop damaged it with her long fingernails. I cannot pay for another one …
AGENT: The replacement charge is 150 rand …
CUSTOMER: I am not paying for the damage …
AGENT: Sir, we have to check up on this and we will get back to you …
CUSTOMER: You cannot get back to me because my cellphone does not work … I must say Supercell is NOT easy NOR convenient!

Unit 4

Dialogue (Activity 8)

Introduction: After the accident with his bicycle, Zama was badly bruised and his arm hurt a lot but after a day at home he went back to school. One afternoon he met his friend Pieter. Listen to what they said to each other.
PIETER**:** Hi there! What happened to you? Why have you got that big bandage on your arm?
ZAMA**:** Well … it happened the other day... I fell off my bike …
PIETER: Oh! Oh! Yes that bike is very dangerous. No wonder you hurt yourself. I'm not surprised! I told you that the brakes are useless …
ZAMA: But it wasn't my fault. A stupid rooster ran into the road and into my bike and knocked me over. The wheel of my bike is completely bent.
PIETER: But still you'd have been able to stop if your brakes had worked. What happened next to the poor rooster?
ZAMA**:** Nonsense … poor rooster … the silly bird was killed. Who cares? I'm the one with the problem. I can't even write with this sore arm.
PIETER: Lucky you. That means you won't have to do your homework.
ZAMA: That's what you think … no ways! My teacher makes me *say* the homework to the class.

Review Copy

Unit 5

Sports report (Activity 1)

And from New Zealand we bring you the news that the home side have beaten England in the first test match of the series. The English visitors looked jet-lagged when they came on the field and they never really got going. All teams that travel to New Zealand struggle to get back to form after the long flight and it was evident the English team was not playing up to their usual standard. The rain poured down and soaked the pitch. At one stage it looked as if the match would be postponed but luckily the weather cleared and by half-time the score was New Zealand 6, England 0. There must have been strong words in the change rooms because in the second half there was some good rugby with a wonderful try for England by forward Brian Smith. It wasn't converted though and England only managed one penalty after that. New Zealand scored one try which was converted and the remaining points came from penalties. An injury in the second half brought on a substitute for New Zealand. The final score: England 8, New Zealand 19. Not a great day for rugby, but there is more to come.

Unit 6

A story about names (Activity 1)

Introduction: The speaker, who is an English volunteer at a rural school, is telling his story about names in South Africa.

I have lived in South Africa for a while and I have learnt a lot about names. In South Africa, very often what you call a baby depends upon the family's language or cultural group. For most English first language speakers, the baby is called any name that the parents like but often the baby is given two or three first names: the first one, say Rosemary, is a name they like and the second and third names may honour other relatives. In the Afrikaans speaking community, a first son often gets the name of his father.

Sometimes a girl baby will have a name that is a mixture of her parent's names so the parents, Hendrik and Christina, may call their little girl Hendrina. By comparison, the Jewish community never name a child after a relation who is still alive. Some African language speaking people do not name the baby at all for a certain time. Then they may call the baby a name which tells us about their feelings, for example Sipho (a gift) or things that were happening when the baby was born, for example, Nomvula (rain). As babies grow up, they learn their clan name.

Unit 7

Superstitious robber gangs (Activity 2)

Ladies and gentlemen. I will be giving a speech about superstitions and the research I conducted during my visit to India. Superstitions can be found in all cultures. The robber gangs of India, called "the thugs", believed strongly in omens for good luck and bad luck. Before they went out, some of the gang members would watch which way the birds flew or they would listen to the sounds of lizards. If the omens were bad, the gang would not go out that day.

Certain things were lucky: a crow or a lizard making a noise on a tree at the left-hand side of the road; a tiger appearing on the road or a blue bird on the right-hand side of the road. If any of these lucky omens appeared, the robbers would take that road.

Other things were unlucky. A hare or a snake crossing the road was very unlucky and so were a crow and a jackal and an owl. If the robbers saw a dog eating a sheep, they thought this meant they would not find anyone to rob.

It was also unlucky to steal from a woman, a blind person, or a man with a cow, so some travellers were not robbed if they were lucky enough to have one of these persons with them.

Review Copy

Unit 8

Interview (Activity 3)

Introduction: Space tourism is the latest craze. The Russian space programme offers trips to the space station, Mir. So, if you can afford it, see Earth from outer space and feel what it is like to be an astronaut. South Africa's Mark Shuttleworth, a 28 year old Internet millionaire, returned to Earth on 5 May 2002 after ten days in space. I interviewed him on his return home.

REPORTER: Mr Shuttleworth, congratulations on being the first African space tourist.

MARK SHUTTLEWORTH: Thank you. It was a great adventure.

REPORTER: How much did you have to pay?

MARK SHUTTLEWORTH: 20 million US dollars (about 140 million rand) but it was really worth it!

REPORTER: Can you tell us what you did?

MARK SHUTTLEWORTH: I went to the international space station and I helped the staff there with some scientific experiments. It was magical.

REPORTER: What was the most exciting part of the flight?

MARK SHUTTLEWORTH: Landing was more exciting than the take-off because we saw the flames and sparks.
REPORTER: What did you do when you landed back on Earth?
MARK SHUTTLEWORTH: We flew to Moscow for medical tests at Russia's cosmonaut training centre to make sure that we hadn't brought any diseases back from space.
REPORTER: Have you anything to show South Africans?
MARK SHUTTLEWORTH: Yes, I brought back the space capsule and my space suit: they will go into a museum in South Africa.

Unit 9

Radio advertisement (Activity 5)

So you're in grade nine! What's your future going to be like? Why not think of enrolling at Malibongwe Further Education and Training College? Think of it: no more school uniforms, no more studying subjects that *you* find boring. At Malibongwe you can, of course, choose to study for your matric but you can also study for diplomas and certificates in Computer studies, Business, or Tourism. Prepare yourself for a career in engineering, plumbing, hairdressing or fashion. The College offers courses in all these fields and all our courses are nationally accredited. We offer courses to school leavers from Grade 9 upwards, and depending on the field that you wish to study our courses last from one to five years. The fees are reasonable and there are many bursaries and study loans available to students who are accepted. Courses start in January each year. Applications for entry will be collected and assessed before 10th January.

Interested learners should contact the college for application forms. Contact details are by telephone at 071 1245 336, or by email at applications@malibongwe.ac.za (that's m-a-l-i-b-o-n-g-w-e). Send a copy of your ID and your latest examination results with the application form.

Go for it! Do yourselves a favour! Come to Malibongwe FET College and ensure a bright future!

Review Copy

Unit 10

Negotiation scene (Activity 1)

(A dialogue between Joan and Ethan Hardy regarding the content of the will they are drawing up.)
ETHAN: Joan, I believe that it is time for us to draw up our will and testament.
JOAN: I agree, Ethan. A will and testament is necessary to ensure that all three of our children are equally provided for, after our death.
ETHAN: Right – we do not want family disagreements when we are gone.
JOAN: Fortunately, I **accumulated** three properties over the years for each of them.
ETHAN: Great! That's the division of our property sorted out.
JOAN: What are your feelings regarding leaving some money for our domestic workers?
ETHAN: What did you have in mind?
JOAN: Is R5 000 for each of them too little?
ETHAN: I have been thinking around the figure of R10 000.
JOAN: Wonderful, they deserve a reward for their loyalty over the years. R10 000 for each of them will see them live comfortably.
ETHAN: Have you thought about the family jewellery?
JOAN: Yes. The boys have no **sentimental value** for jewellery, but my niece, Sara, will treasure them. What do you think?
ETHAN: I had hoped to leave something to my niece, Eliza as well. Is that all right with you?
JOAN: That's a good idea. I will make a list of the jewellery and leave an equal share for each of the girls.
ETHAN: That was **amicably** settled, Joan – thank you.

Unit 11

Interview (Activity 2)

MR KHUMALO: Good morning and welcome Sibongile.
SIBONGILE: Thank you, sir.
MR KHUMALO: Sibongile, tell me a bit about yourself.
SIBONGILE: I am in Grade 9 at Sebotso Junior School in KwaMashu. My academic record throughout school has been outstanding. I have consistently obtained an average of over 80% from Grade 1.
MR KHUMALO: That is impressive, Sibongile. What contribution can you make to Ariah Girls High School?
SIBONGILE: Well, sir, besides contributing to the excellent record your school holds for outstanding results, I participated at Provincial level in Netball and Hockey I am the captain of the school's debating team, the editor of the school's magazine and I stand on the Representative Council of Learners.
MR KHUMALO: I am glad to hear that in addition to your excellent academic performance, you also engage in many extra-curricular activities. You could have selected any high school, yet you have chosen Ariah. Can you tell me why you are interested in my school?
SIBONGILE: I have done a lot of research on the schools in the area, sir, and your school is not only performing at a 100% pass rate annually but also excelling in all codes of sport at a Provincial level.
MR KHUMALO: I am glad that you have a vision for the future Sibongile.
SIBONGILE: Thank you sir, for affording me this opportunity and I look forward to hearing from you.

Unit 12

Radio debate (Activity 1)

Review Copy

MS OZIEL: Good morning Mr Sele.
MR SELE: A very good morning to you too.
MS OZIEL: Sir, I am interested in hearing your views on learners making subject choices in Grade 9 for the FET phase.
MR SELE: While I must admit that Grade 9 sees the average age of learners at approximately 15, we unfortunately have no alternative but to get learners to make subject selections at this point in their lives due to their entry into the FET phase.
MS OZIEL: I am of the opinion that learners at 15 are too young and immature to make such an important decision about their future. Incorrect choices can see them ruin their lives because they will not be able to follow their chosen career at a later point if they do not have the appropriate subjects.
MR SELE: You must remember though, that we in the education sector, have provided a great deal of support to learners by assisting them in choosing subjects, for example, through the teaching of subjects like Life Orientation. This gives learners an idea of what is available in the work place in terms of jobs, and so on.
MS OZIEL: While that is excellent – what about the subjects themselves? Do the content of the subjects help learners later when they enter jobs or universities?
MR SELE: What are you suggesting? Do you think that our subjects at schools are of no value? We have undertaken years of research and have updated subject packages regularly to keep in line with changes in the job market. We offer a range of technical subjects as well as Information Technology.
MS OZIEL: I am not suggesting that you are offering subjects that are of no value. My concern is whether the subjects are of value later on in life, and whether learners are given proper guidance in their selection of these subjects.
MR SELE: Subjects like IT, as well as Maths, Science and Technology all serve as grounding for the job market. Learners in Grade 9 choose subjects based on their performance – this guides their choice.
MS OZIEL: Do you really think so? What about peer pressure or friends having an impact on what learners choose

MR SELE: What do you mean? I have not heard of such a thing.

MS OZIEL: That is probably because you are out of touch with young people and the way they think. We need something concrete to measure their ability levels and help them make correct subject choices.

MR SELE: What do you have in mind?

MS OZIEL: Psychometric tests to measure each learner's ability and range of interest.

MR SELE: With all due respect to your wonderful idea mam – do you have any idea what these tests cost? We have thousands of Grade 9 learners, so where will that sort of money come from?

MS OZIEL: Well, Sir, why not start budgeting right now for the future? We have the future of millions of lives in our hands, so act NOW!

Unit 13

Inaugural presidential speech – Nelson Mandela (Activity 1)

Your Majesties, Your Highnesses, Distinguished Guests, Comrades and Friends:

Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, **confer** glory and hope to new-born **liberty**. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will **reinforce** humanity's belief in justice, strengthen its confidence in the **nobility** of the human soul and sustain all our hopes for a glorious life for all. To my **compatriots**, I have no hesitation in saying that each one of us is as **intimately** attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.

That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it **spurned**, **outlawed** and isolated by the peoples of the world, precisely because it has become the universal base of the **pernicious ideology** and practice of racism and racial oppression.

We, the people of South Africa, feel **fulfilled** that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

The time for the healing of the wounds has come. The moment to bridge the **chasms** that divide us has come. The time to build is upon us. We have, at last, achieved our political **emancipation**. We pledge ourselves to liberate all our people from the continuing **bondage** of poverty, **deprivation**, suffering, gender and other discrimination.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the **skunk** of the world. Let freedom reign. The sun shall never set on so glorious a human achievement! God bless Africa!

Thank you.

Review Copy

Unit 15

Saving the environment (Activity 1)

In order to contribute to saving our environment, we need to start with the simple things that we can do in our everyday lives.

Planting trees is an easy way of ensuring that our earth stays green. It is a simple process and ne that you can easily do in the company of your friends.

If people walk more and drive less, we will save our environment. If walking is difficult, use a bicycle. Walking and cycling are not only good for your health, but also good for your environment.

Use ozone friendly products to prevent harm to the environment. Pay attention to the labels on the products because they will give you an indication of whether the product is ozone friendly or not.

This includes the television set and music systems as well as your computer.

Water is a very important natural resource. We are responsible for polluting it by dumping garbage down drains, spilling food and dumping waste on the beach and even dumping garbage in rivers.

Recycle and reuse whatever you can. This is the best measure to save the environment. A simple way to do this is to reduce the use of rubber and plastic. Instead, use paper bags and cardboard containers. Even the practice of buying in bulk can help save a lot of packaging material, thus contributing to saving the environment. Buy products that you can reuse.

Create awareness by putting up posters in your school and your environment**.** Organize an environmental awareness campaign, create an awakening in the masses about how grave environmental problems are and what we can do to solve them.

Review Copy

Unit 16

Schoolgirl figure (Activity 3)

MEGAN: What's the hold up? How long does it take these girls?

LESEDI: Everyone has just had lunch but if I wait any longer, I'll digest my food.

MEGAN: All this waiting around is making me tired. Do you have to do this?

LESEDI: Oh shush already. You're just tired because you don't eat enough. What is your body supposed to live off?

MEGAN: I'm heavier than I look. If you saw me without my clothes ...

LESEDI: I see you without your clothes all the time. You weigh yourself naked four times a day.

MEGAN: I'm trying to get an accurate reading. It's important that I don't put on any weight.

LESEDI: Well, you know what? When I look at you all I see is bones.

MEGAN: No ways! I'm a size 32 and I'm so fat it's depressing.

LESEDI: Well, you should look in a mirror. I think you look fine. I'm the one who needs to lose weight. Come on, promised Sue's mom we'd go and see her this afternoon.

MEGAN: I'm so jealous of Sue. She's managed to lose a lot of weight. I wish I could look like her.

LESEDI: Why? She's so sick now. She really went overboard.

MEGAN: Well you can't talk can you?

LESEDI: I'm different, at least I eat.

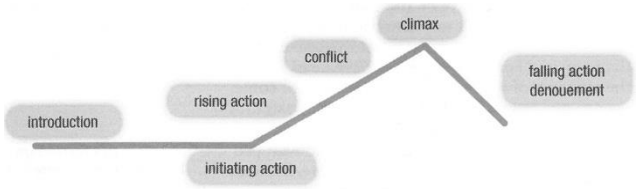
Core Reader Memoranda

FOLKLORE

1 A mother-in-law becomes a thief

After reading

1 a. Let the learners work in groups and guide them by showing them this diagram so that they can indicate the details of the two plots in the story according to this diagram.



b. The two plots are related as follows: in the first part of the story the woman's relations are not grateful to her; she cannot drink milk and she is sent away from her son in law's house. In the second part she rescues people from a snake's stomach and these strangers are very grateful and good to her and let her drink milk every day. The theme of gratefulness is the golden thread through these two stories.

c. The narrator does not blame the woman for stealing milk. We can see that by her words, "after all, she had milked the goats and she had filled the calabash". The narrator knows the woman is stealing the milk but does not think she is a thief.

2 The learners are encouraged to read the plots and the role of the narrator carefully so that every learner fully understands the story. This part of the activity is to reinforce the oral features of folktales. Choose one person from each group to tell the story using the actions which are annotated in the Core Reader. Others in the group must follow the story in their readers and remind the speaker when to use the annotated actions. The teller should try to learn the story, retelling it in his/her own words, so that the actions can come naturally and that he/she does not have to keep looking at the book like an instruction manual.

2 A spadeful of Earth

After reading

1 This activity allows the readers to skim the story for details and to revise synonyms. Learners should work by themselves.

a. Huge; enormous; gigantic; biggest; great.

b. Spiteful; mean; cruel.

c. Rumble; grumble; groan.

2 Work with a partner to extend knowledge of sayings. The learners can also be asked if they have similar sayings in their home languages.

- "Don't cut off your nose to spite your face." This is a warning against doing some harmful thing which might end up in you, yourself, being harmed.
- " He who laughs last, laughs longest." This means that the person who is most successful wins in the end – like the shoemaker in the myth.

3 In this activity, learners are revising their knowledge of myths. The teacher must prepare the learners well for this writing exercise. Perhaps the teacher could make up a story about how a particular landscape feature appeared. The myth that the learners will write can be either a real myth known to people in the area OR they can make one up. Follow the steps given in line with number 4 in the Core Reader. There must be a magical or supernatural explanation but the myth must also contain real facts like real place names etc. This is the essence of a myth.

As an extra fun activity and to revise details of the myth, the learners can draw the meeting between the giant and the shoemaker.

Review Copy

3 Legends about Madzikane of the amaBhaca

After reading

1 The teacher must explain that legends are a mixture of historical and unreal events. The learners must re-read the legends to decide which is which. Then copy and complete the table in pairs. They can use X in the correct column as indicated.

Events	Histo-rical	Legen-dary	Reason
1 Madzikane was a chief.	X		We know this from history books and from older people.
2 Madzikane proved he was a chief by not being burnt in the fiery pit.		X	A person cannot live after being thrown into a pit of fire.
3 The army of the amaZulu came to fight near Mount Ayliff.	X		Known from history books and it is a real place name.
4 The people of Madzikane told their wives to hide in the valleys.	X		History tells us that women did not take part in the fighting.
5 The snow storm was started by Madzikane's fire.		X	Snow is not formed from smoke or fires.
6 Very few of the amaZulu survived the battle.	X		Known from history books.
7 Madzikane could only be killed with his own spear.		X	No human being can be killed by only ONE thing.
8 Madzikane caused an eclipse of the sun.		X	Eclipses are not caused by humans but by the rotation of the sun, moon and earth.
9 There was an eclipse in 1824.	X		Known from scientific records.
10 Madzikane could see into the future.		X	No human being can do this with certainty.
11 Madzikane was a giant.		X	He may have been very tall but no human being is really a giant.
12 Madzikane died in 1824.	X		Known from historical records.

2 Learners complete these sentences to revise relevant details from the legend. They should work alone.

a. People did not want to believe that Madzikane was a chief so they put him in a fiery pit. When he arose from it, unhurt, they believed he was a chief.

b. Madzikane's people had to face a battle on Mount Intsizwa so cries were shouted form every mountain so that the women and children could hide.

c. Madzikane knew he could not be killed by other people's spears so he gave an enemy soldier his own spear to kill him.

3 Talk about modern day heroes with the learners and why the learners look up to these people and think that these heroes may become legends. Discuss the qualities they think a legendary person should have and why this is appropriate to these modern day heroes.

4 The learners should copy the circle diagrams and fill it out. Here are single sentences as suggested answers, but you should re-read the story to include all the possible references that should go underneath these headings:

Physical description of the character

Son of a chief.

What the character says

He promised that he would save his people from the huge enemy army.

What the character does

Went into a fiery pit, did not burn and rose out of it, unharmed.

He learnt how to use magical medicines.

What the others say about the character

He had many enemies who did not want to believe that he was the chief.

Review Copy

4 A lesson about Elephant and Hyena

After reading

1 Learners to work on their own. This will ensure that the learners will re-read the fable closely. These questions revise the features of a story.

a. **Setting:** Learners can draw or write the following: Name "Shona"; "King's Great Place"; hyena; elephant; fences made of thorn trees; "dry season"; "buck".

b. **Narrator:** The reason why the grandma narrates this fable to a child is E: Both B and C which means it is because it is a traditional fable and grandmothers often tell us about folklore and also to show us that fables are passed down by older people.

c. **Characterisation:** The fable tells us about the Hyena's howl "through his sharp, yellow teeth"; "red eyes shining"; "walked with his head hanging down" and also about the Elephant's build "big enough and

strong enough"; "head hanging down so that his tusks nearly touched the ground".

d. **Figurative language:** "Mary's name is mud" means that Mary has a very bad reputation and "He that has a bad name is half-dead" means that the person who has a bad reputation is not regarded as a full living person by the community. The teacher should ask the learners for similar saying in their own home languages and then discuss their meanings in the class.

An additional activity for fun:

Use the word ELEPHANT to make up as many English words as you can. All your words must have at least three letters and you can only use the number of letters that are in ELEPHANT. You cannot write "all" because there is only one "l" in elephant.

5–8 words: good; 8–10 words: very good.

5 Heroic Ilya Muromets

After reading

1 Learners should work by themselves to re-read the folktale for details, copy and complete the table. They must only tick either yes or no.

What people tell Ilya Muromets	Yes	No
1 "Bring us a jug of water."	√	
2 "Fight Russia's enemies."	√	
3 "Stay on the mountain."	√	
4 "Breathe in my breath."		√
5 "Stay and be our protector."		√
6 "Don't go through this forest."		√
7 "Come and marry me."		√
8 "Be rich."		√
9 "Look after the poor."	√	

2 Ilya obeyed the three holy pilgrims all his life. He believed them because they had cured him.

3 Learners must make a graphic sequence to show plot development for one of the stories. They should not illustrate the one about the pilgrims as it has already been done. Go over the different stories in the folk tale with the learners. These are: 1. With giant, Svatogor; 2. The fight at Chernigov; 3. The journey to the Prince's palace in Kiev; 4. The journey to the first crossroads; 5. The house of the beautiful woman (witch) 6. The journey to the rock. Learners' graphics only needs to be four or five boxes but must show the story in the correct sequence.

An additional activity for fun: Let the learners work in groups to convert part of the folktale into a drama and then to role-play and present one of the stories in the folktale.

6 The myth of Lake Galve

After reading

1 The teacher must explain that myths are often based on real events or phenomena. With the learners, look at the diagram in the Core Reader and emphasise that these are historical dates. Learners can then work in groups to do number 2 where the learners must copy and complete the diagram.

2 The learners must copy the diagram and write short notes on the myth fitting into the specific timeframe on the diagram. This activity will show learners the real phenomena in the myth as well as demonstrating plot development. These paragraphs contain the information that should go into the diagram:

About 500 years ago enemies attacked Galve. Soldiers stole a treasure chest from the Grand Duke's castle and threw it in the lake. It sank to the bottom of the lake but a few gold pieces washed up on the shore. Many people tried to dive for the treasure chest.

In 1900 Jan, a fisherman, lived by the lake. His family was poor and the grandfather said Jan should look for the Grand Duke's treasure. Jan dreamt about the treasure. He did not catch fish any more but he spent all the time fishing for the treasure chest. Jan got sick and his granddaughter said that it was easier to work and earn money than to look for treasure. Jan realised the child was right.

In 2013 some mad people still hunt for the treasure but now people say that the ghost of Grand Duke pulls the chest down to the bottom of the lake again. They say that if a coin, that you throw in, floats, you will be able to pull up the chest. Many people throw coins into the lake but the treasure chest is still on the bottom of the lake.

3 Learners can work on their own or in pairs to revise the characters in the myth and to see how the main character develops.

a. selfish, kind, hard-working; stubborn; loving, obsessive; greedy; stupid; superstitious.

b. First Jan was kind, hard- working and loving. Then he became superstitious, stupid and greedy. After that he became more and more selfish, stubborn and obsessive. At last he became kind, loving and hard-working again.

c. Jan's grandfather, who tells him about the treasure, influences him and that changes his character; then, the dream he had about the treasure

Review Copy

changed his character and finally, the oldest granddaughter who changed his mind about hunting for the treasure is the reason his character changes again.

4 Work as a class to consider the role of the narrator. Revise a narrator's role in a folktale and if the credibility of a folktale is influenced by the narrator's style and the words chosen to tell the story. Ask the question who the learners think the narrator is – is he or she Lithuanian? Is he or she still alive? etc. As if the children think that the narrator believes in the myth and why they would say so. The answer is no, because the narrator says "a mad man arrives and tries to pull up the chest".

An additional activity for fun where the learners can extend their knowledge of this story's setting.

Use your geography atlases and find out:

a. which countries are near or next to Lithuania? (Answers: Poland, Ukraine, Latvia, Belorussia, Estonia,)

b. What is the capital of Lithuania? (Answer: Vilnius)

7 The girl who disregarded the custom of i-ntonjane

After reading

1 This activity is to consider the structure of the folktale and its oral nature. Let the learners work with a partner.

a. The lines are "You all know…… people." – the first paragraph. And "the story does not tell us….. ended." – the last three lines. The narrator says them to introduce the story and to remind the listeners about the custom and at the end makes it clear that it is not known what happened to the girl and her husband and also shows us that the story is finished.

b. The learners must re-read the story carefully to answer this question and then give their personal opinions. They must back up their answers by referring to the story.

2 This activity is to get the learners to re-read the story closely, re-tell it, listen carefully and convert the story into a different method of storytelling – drawing. The learners should work in pairs where one person must re-read the part of the story dealing with a, b, or c. (Choose one). Then, using his or her own words must retell it to a partner. The partner must draw what the speaker says. Then they must check if everything the speaker said was included in the drawing. They then swap roles so that the previous speaker is now the learner who was drawing. The new speaker must choose a different event from a, b or c.

3 Learners work in groups to find the climaxes in the story.

These are the different climaxes in this story:

- The snake bit the girl and she was covered with dark blotches.
- The chief sent the girl with men and cattle into a far country.
- The girl was healed by the milk rock.
- A young chief fell in love with the girl and married her after getting permission from her father.

8 The legend of Sundiata's boyhood

After reading

1 This activity is to remind learners of the features of legends. All legends, wherever they are set, contain a mixture of true (historical) facts and of unreal or supernatural events. The learners should re-read both legends then copy and fill in the table by themselves. Below are some suggestions, but the learners may find more:

How the legends are different	How the legends are alike
They are set in different countries. There are more main women characters in the Mali legend. The character's names are typical of their settings. The South Africa legend mainly deals with battles; the Malian legend deals with personal conflicts.	They tell us about real people Both are set in Africa Both contain real place names Both deal with rulers or chiefs Both have unreal events In both, the central character is a hero who has a difficult beginning (childhood or youth).

The next two activities will equip the learners to summarise and retell the legend. They can do them in pairs:

a.

Setting of the legend
Name of the country: Mali **Places mentioned in the town:** King's court; Sogolon's house; Sogolon and Sundiata's small dark room; palace; iron works; huge baobab tree at the edge of the town. Plants in the legend: silk cotton trees; baobabs (tree and

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leaves).
What work people in the legend do: praise singer; cook; doctor, magician; iron worker.
Who rules people in this country? A king (King Maghan)

b.

Characters in the legend
Named characters: King Maghan; Sogolon; Sundiata; Sassouma; Farakourou. **Other characters who are not named:** praise singer, gossips; other children; doctors, magician; a wise old man; people of Mali; townspeople; iron workers; Fakourou's father; boys; old man singing. **a. Sundiata:** slow; clumsy; ugly; silent; strong; long-legged; mother-loving. **b. Sogolon:** sad; worried; hopeless; ashamed. **c. Sassouma:** jealous; mean; unkind; cruel; rude.

2 Hold a group discussion so that the learners can discuss events in the story. Below you will find suggested answers, but the learners may have different ideas to add. The teacher must make sure that their opinions and ideas are backed up from the text.

a. At first he is very weak (cannot walk) and very immature (cannot talk) but he grows up into a mighty and strong man, just like the silk-cotton tree starts out as a tiny seed, but grows into a silk-cotton tree.

b. The wise old man, Farakourou's father and another old man who sings can see into the future.

POETRY

1 I have come to look for a job

After reading

1 a. The tone of this poem is: B hopeful

b. Three phrases to create the poem are: "I hope I'll get one.", "I told her I'll come back one day" and "Well worth that suffering?"

c. Personal answers: For example: I found the mood of the poem quite sad. The poet is so hopeful and optimistic but people in the country he has travelled to do treat him well.

2 Accept all relative answers that the learners wrote down by using information from the poem. It could be something like this: I'm so tired and hungry today. Was this long journey really worthwhile? People said there were opportunities here, but so far I can see none. Nobody wants to help me. Maybe it's because I look dirty and scruffy that they are afraid of me? Wish I had another set of clothes to wear.

3 The first picture reflects the poem better. The man is thin, because he hasn't' eaten anything for days and he looks tired.

2 Hints on pronunciation

After reading

1 a. The tone of this poem is: B playful

b. It tells us that English pronunciation is quite tricky or difficult sometimes, because words that look the same don't always sound the same. It gives us hints on the pronunciation of some difficult words.

c. The learners should share with each other some difficult words that they have had difficulty pronouncing and learn from each other how to pronounce these words.

d. The learners should share with each other which words they find difficult and help each other with the pronunciation of these difficult words.

e. It is 'dreadful' because it is hard to pronounce. It looks like the word "beard" but we pronounce it like the word "bird", which is spelled differently.

2 These are the answers for the pairs that sound the same: tough/rough; dough/though; dead/bed; bead/seed; bright/rite bridge/dig; threat/debt; sweet/suite

3 The teacher should facilitate the game played between the learners. The whole class must participate and the group with the most correct pronunciation points win the game.

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3 African sky blue

After reading

1

Example	Device or technique	Effect
African sky blue	repetition	Emphasises the subject of the song Adds to the rhythm
Oh will you bless my life?	refrain	Gives a beat to the poem/song Allows people to sing along because they are familiar with the words
African river water, will you bless my life?	rhetorical question	Adds to the rhythm Adds to the tone of the poem (like the poet is praying for something)

2 a. "your children wait for the dawn" The sky is being personified. Here the sky is given the human

qualities of a mother where the mother (sky) waits for a new day will be born.

b. The lines refer to miners who work underground. The 'he' is a miner who is using an explosive (cordite) to blow away rock under the ground so that gold can be extracted. The rock bleeds when it explodes and the gold comes out (or when the gold can be seen).

3 Play the song in the class and allow the learners to discuss their feelings towards this poem in pairs. They must substantiate their feelings with words from the song.

4 I asked the little boy who cannot see

After reading

1

Colour	How the little boy "sees" this colour	How you "see" this colour (mere suggestions)
red	like a trumpet sound	like a strawberry
green	the rustle when the wind blows through the forest	like mint chewing gum
blue	like running water	like the ocean
pink	like the smell of roses	like candyfloss
purple	like a thunderstorm	like big grapes
yellow	like something soft and warm	like a soft teddy bear
white	a pleasant stillness when you lie	crackling glass

2 Assist learners in writing their own colour poems. Encourage them to not only write down the first thoughts they have, but to think of exciting and interesting ways of describing the colours.

5 Homeland Haiku

After reading

1 All the verses or parts of this poem have the same number of syllables
(line 1 = 5, Line 2 = 7, line 3 = 5)

The headlights of cars (5)
prowl and roar through moonless nights. (7)
The lions are dead. (5) (Note that in this verse the word 'lions' should be read as two syllables.)

2 The sound of cattle, the cattle kraals, the graves of chiefs, the new moon, lobola, stories about ancestors, cars at night, no more lions, an old woman using cow dung as fuel to cook over an open fire, someone wearing a blanket and sitting next to a fire are all elements that the poet describes as "homeland".

6 Communication evolution

After reading

1 a. According to the poet, formal English is slow and clumsy to use, it's old fashioned, people don't understand it, it stops people from thinking and communicating freely.

b. The poet thinks that informal English is quick and easy to use, helps us to communicate and form bonds with other people.

2 Below you can find the completed table comparing the first and second verses:

	First verse	Second verse
language style	formal	informal
reason for style	to reflect the message	to reflect the message
word choice	long, difficult, formal words that many people wouldn't understand	short, abbreviated words and SMS language
images used	metaphors: dinosaurs, shell-shocked (from bombs)	simile: as quick as thoughts
meaning and message	formal English hinders communication	informal English helps communication

3 The learners should write the second verse in formal English. Here is an example of what they could write down:

Not so the words
of the
new generation.
They flow as quickly as
thoughts
creating bonds.
Evolved language,
New English.

Learners can answer how they feel about the two versions of this verse. One might say that the informal version is better because it reflects what the poet is saying so its content and language forms a coherent unit that delivers a message. When this verse is written in formal English it does not have the same impact or meaning.

4 Assist the learners in writing an informal poem using abbreviations and SMS language.

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5 Guide the learners in writing a paragraph about their thoughts of formal and informal English. The learners should express their feelings and the message could be conveyed by using formal or informal (or both) English.

7 Sonnet to a Sk8r girl

After reading

1 Learners should mention/show these things, extracted from the poem, in their paragraphs or drawings:

on a skateboard, wearing baggy pants and a nose-ring, has curly hair that is coloured pink and blue. The teacher can help the learners by instructing them to first right down all the words in the poem describing the girl and then start drawing or writing the paragraph.

2 a. The poem has 14 lines

b. Yes. The teacher should discuss the features of a rhyming couplet with the class and then indicate why this poem is a rhyming couplet

c. Yes, the rhyming scheme matches the rhyming scheme of a sonnet: pants/ants; blue/few; noise/boys; air/flair; girl/curls; atmosphere/wear; heart/apart

Rhyme pattern	Lines in poem	Words that rhyme
a	lines 1, 3	pants, ants
b	lines 2, 4	blue, few
c	lines 5,7	noise, boys
d	lines 6,8	air, flair
e	lines 9, 11	girl, curls
f	lines 10, 12	atmosphere, wear
g	lines 13,14	heart, apart

d. A sonnet often praises or shows admiration for a person and this poem praises the girl on the skateboard.

3 The language is quite formal, for example: “Her friends are many and her worries few”

After reading

1 a. The poet uses informal language like the word “Sk8R” in the title and last line of this poem.

b. The poet uses rhetorical questions to get an emotional response from the reader and to try to make the reader agree with his/her point of view that this girl is very special.

c. We would normally expect to read words like Sk8R in SMS/text messages.

d. Learners could rewrite almost all the words into SMS language, but here are a few examples: replace “smile” with a ☺, replace “people” with ppl, replace “enters” with entrs, replace “heart” with a ♥.

8 Shall I compare thee to a summer’s day?

After reading

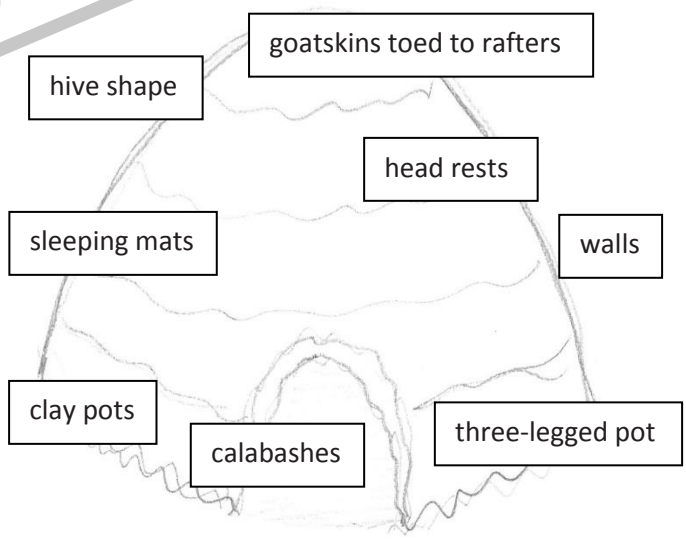
1 Divide the class into groups and let them read the notes about the poem. They should then discuss what each line of the poem means and make additional notes. At the end, the teacher can have a class quiz where the groups compete against each other when the teacher asks for the meaning of the different lines.

9 Inside my Zulu hut

After reading

1 Learners should show the following and use these labels:

2



2 The shape of the beehive is similar to that of a hut because both the beehive and a hut have an entrance; both are homes and there is also a lot of activity inside a beehive as there is inside this hut.

Review Copy

10 The sound of the stars

After reading

1 a. The stars say Tsau!

b. No, the stars don't actually speak but they can tell us things (about the seasons for example). The poet tells us this because it creates an atmosphere of mystery and old beliefs.

c. The stars are cursing the springbok's eyes.

d. The stars help people to hunt because they "curse" the animals eyes, making it difficult for the animal to see and therefore easier for the hunter to catch the animal.

e. In summer. Summer may be an important time for hunting perhaps.

2 This poem is about a young boy who listened to traditional stories/myths that his grandfather told him about the stars and hunting when he was young. When he was older he still listened to the stars.

3 a. Diverse people unite

b. These words have been included in the coat of arms because South Africa is a diverse country in which many different cultures live and work together in unity.

11 The best restaurant

After reading

1 The learners should compile a list of why the poet says her kitchen is the best place to eat. It's exclusive, the food tastes good, you can eat at any time, you don't have to pay too much, it can serve any kind of food and in any order.

2 Ask learners to read the poem aloud and listen carefully if they are pausing at the right moments.

3 A "five-star" restaurant is a restaurant where the food is very good and very expensive. The restaurant has been awarded the highest ranking possible (5 stars) for the quality of the food and the service and décor in the restaurant.

4 The teacher should revise the writing frames of a poem, a formal letter or an email with the learners to enable them to write a response to this poem. The learners could give their own reasons why they agree or disagree with the poet.

12 Don't

After reading

1 a. The poet is describing the relationship between a child and a parent.

b. The poet feels it was an unhappy relationship because the parent did not give the child (the poet) enough attention and because the parent has not acted as a parent should.

c. It is hard to say, but if the child (the poet) is very unhappy then perhaps the parent has not been a good parent to the poet. Also allow the learners' personal answers.

d. Yes, I think it is brave to say how you feel about a relationship that is very close.

e. The poet repeats "Don't" a lot. This emphasises the negative feelings in the poem and the fact that the poet doesn't seem to want to accept another point of view.

2 The learners should complete the framework in the Core Reader.

3 Accept all reasonable answers with clear structure.

Review Copy

SHORT STORIES

1 The foreign teacher

After reading

1 The learners should write 5–8 lines describing the scene in the story. Make sure that they write about a few things that are mentioned in the story.

These are mere examples – learners have the freedom to come up with whatever they want, provided it is within the confines of the story.

Interviewer	Character	Response
1 Why do you want to send for the inyanga?	Mr Maswangyani	I believe the teacher has an evil spirit.
2 Why are you so afraid?	Mrs Chauke	The teacher will kill us if she is set free.
3 Why are you calling Nyleti?	Mrs Maluleke	She needs to help her teacher by climbing through the window.
4 Why are you horrified?	Mrs Chauke	Mrs Maluleke is sending her daughter to a witch.
5 Why did you ignore Margaret when she smiled and spoke to you?	Mrs Chauke	I am afraid of her because she is a witch.

3 a. Whenever they see something strange, they immediately think of calling the witch doctor and that can mean that they respect their witch doctor and think he can cure anyone from anything.

b. Mr Maswanganyi immediately assumes that Margaret has an evil spirit and realises that they need to get Margaret out of the room.

c. She is afraid of witchcraft and is concerned only for her own safety, for example, she does not want Margaret to be let out in case she kills them. She is a negative person – she tells Mrs Malukele that her daughter will be killed and she ought to be afraid.

d. Even though she is afraid when she sees her teacher, she does not hesitate to do what she believes is the right thing to do in order to save her teacher.

e. People sometimes have no faith in foreigners because they are not of their own kind and do not follow their own tradition and culture.

f. They still do not trust the foreigner despite seeing the evidence of her illness. They are too conservative and afraid to move away from their traditional beliefs.

2 A pound of flesh

After reading

Learners should answer these questions on their own. They will have to re-read or scan the story a second time to be able to answer the questions that follow.

1 Accept answers more or less in line with the ones below.

Person	What they say or do	The attitude it shows
Narrator	Yes! Yes! I can see them all.	Joy/happiness/satisfaction
Mom	Two forlorn, red-rimmed eyes return my greeting – two pained, tired, tortured eyes	Tired/exhausted/sad/unhappy
Dad	No! It's not OK!"	Frustrated/angry/upset/mad/concerned

2 a. Accept answers in line with the following: The introduction sets the theme of the story and introduces the reader to the story. After reading the introduction, the reader will know that the story has got something to do with the narrator's obsession with food and weight loss.

b. The narrator is sick and needs help because she presumably has bulimia – a very serious weight obsession illness. Her parents are worried and frustrated and this then unfolds into an argument.

c. The narrator struggles with conflict within herself and she tries to deal with it by not eating properly and becoming extremely skinny. She convinces herself that she's happy and that she looks beautiful, but that's not the case – she is too thin and looks sick.

d. The learners have to suggest a theme related to teenagers and eating disorders and how it disrupts their lives.

e. Frantic in this case means that the girl is excited to see herself in the mirror, but it also suggests that she is anxious and "on edge". And that is probably caused by malnutrition.

f. The words in brackets are the narrator's thoughts.

g. The learners will write their own responses, but suggestions are to let it end in a sad way saying that the narrator was terminally ill or that she passed away or, for a happier ending, the ending could be where the narrator realises that her parents were right all along and that she needs to do something about her health and her sickness. The last three lines should be a clear message to the reader where the theme becomes clear.

h. No, because she constantly needs affirmation about how skinny she is to feel good. Any other support from the poem should also be accepted.

Review Copy

3 Forget about Jackson

1 The teacher should remind the learners how to act out a play and how to transform a short story into a play so that they can act out the play after school.

2 The learners should re-read the story and answer the questions on their own.

a. The story is set mainly on a farm in Botswana.

b. The narrator describes Jackson as always being the wise and clever one, knowing everything. The narrator thought Jackson was older than him. The narrator puts Jackson on a pedestal and thinks the world of him. Apart from these descriptions of Jacson, both the narrator and Jackson are just normal young boys.

c. The story is written in parts to indicate change of places and times. The three different parts of the story are set in three different times in the narrator's life.

d. The climax of this story is where the narrator eventually meets Jackson again after all the years. It is a let-down for the narrator to see what the

circumstances did to Jackson and his dreams. The climax is a disappointment to the narrator.

e. Learners can write down their own opinions, but it might be that Modisa's father doesn't want them to be educated because then they can spend all their time on the farm, working.

f. Modisa's new friend, Pheto is also prejudiced. His words "I didn't know your big friend Jackson was a bushman," indicates that he is also prejudiced and doesn't think too much of the Mosarwas.

g. The way Jackson greets Modisa can imply that Jackson was excited because he recognised Modisa and was eager to greet him. Other answers with reasonable support from the story should also be accepted.

h. The learners can motivate why they like or why they don't like the way in which Modisa acted by turning away in the end. The learners can provide either positive or negative responses, but they should motivate it properly.

3 Here is a suggestion ideas for describing Jackson's interests and actions: following hare,; tracks and catching them; building powerful slingslots; edible and inedible fruits, caring, protective over Modisa, strong, clever, wanted to go to school and learn, was a farmer, later on he became a drunk with torn clothes.

4 Next term we'll mash you

After reading

Character	What they say or do	The attitude it shows
Mrs Manders	Judges people based on appearance	She's very superficial
Mr Manders	Doesn't mind having a drink at noon	Carefree or early signs of a bad drinking habit
Charles Manders	He doesn't say much, but is very observant	Many of his observations are based on the fears of an unknown or foreign environment
Headmaster Spokes	Was late for his meeting because he had a schoolmaster emergency	The well-being of the school takes priority over potential clients
Magaret Spokes	Called a student a wretch	She does not share her husband's enthusiasm for the school

2 a. Their social status is a high priority

b. The story is narrated from Charles' perspective. He is anxious and overwhelmed, so the tone and setting is rushed and not always coherent.

c. The climax of the story is when the meaning behind the title is revealed. Charles, should his parents opt to enrol him, will be the victim of bullying, as his impending peers threatened to make mash of him

d. Mrs Manders is very superficial. She judges people based on the clothes they wear.

e. Satirical; the narrator uses Charles as the main character to emphasise the character flaws of his parents.

f. "His large hand rested for a moment on the child's head ... It was as though he had but to clench his fingers to crush the skull." Charles found Headmaster Spokes intimidating.

g. Yes. Charles' parents only want to enrol him to improve their social status, and do not have their son's best interests at heart.

h. The title is based on the only thing that Charles will really remember about the visit, because he was told that he would be mash "next" term.

Review Copy

5 Obed, secret agent

After reading

1 The interview should be based on the learners' understanding of the different roles the good and bad characters play in society. The presentation should clearly portray the differences in the characters core qualities.

2 a. The story is set on the streets of Cape Town. Yes, it's appropriate because it adds a realistic and modern element to a folktale

b. The answer should be based on the learner's interpretation of humour, but the example should be appropriate. For example, "Realising it was time to scream, the women did so" or "The minotaurs were three times his size, which meant that their legs were three times as long, which meant that they could run three times as fast."

c. The answer should be based on the learner's preferred scene, and supported by a relevant description of the learners' interpretation of the scene. For example, Obed brings the sculptures to life. I found the miniature British settlers, who assumed they had just discovered Africa, to be most fascinating, especially the way the spoke in an old English dialect, etc.

d. The answer should be based on the learner's interpretation of Obed's character. The answer must however list the characters core traits. For example, old, special agent tokoloshe; quirky midget that loves Marie biscuits; wishes he could be taller; doesn't like incompetence, like the crow not doing a thorough survey, etc.

e. The story is intended to settle any fears people may have tokoloshes, as it portrays the tokoloshe as the hero that saves humans instead of the villain that steals children.

6 We gotta number there

After reading

1 a. Jennifer and Richard were overly cautious when it came to intruders, especially when they were poor

b. Jonas crunched his cap into a knot, in an effort to calm his nerves

c. The cooks are compassionate and will do what they can to assist their employees.

d. The answer will be based on what the learner discerned as the turning point in the story. The answer provided must however be relevant

e. The answer will be based on the learner's personal views, the argument or motivation must however be relevant. For example; Yes, Cyril crossed the line and should have asked Richard, or no, Richard should have given him a warning and understood that Cyril just wanted to help with his cousin's funeral.

f. The story starts with Jonas and his family waiting on Richard's porch for help, and it ends with a very similar concept.

g. Its realistic approach to modern-day events and evokes emotion within the reader by creating an objective understanding of the characters involves

h. Jealousy

2 The explanation provided in "The attitude it shows" column, must align with the character and their actions.

Character	What they say or do	The attitude it shows
Jonas	Crunching his cap	Humble, yet motivated
Lucky	Standing on the porch	She supports her husband by standing by his side, but allows him to speak for the family
Jennifer	We should help them, Rick	She will do whatever she can to assist another person, even more so when she believes in them
Richard	Richard waited a month before he spoke to the Mbuli's again.	Richard has good intentions, but he takes caution when making big decisions.
Bertie "Haircut"	Will you have use for it now that you have such a grand one?	Uses guilt as a weapon to score compassion-motivated hand-outs.

3 The answer will be dependent on the learner's interpretation of the stories events. The answer should however possess the following concept:

- How many "Jonas'" and "Richard's" exist in today's society, and what are the similarities and differences

7 Lady in the dark

After reading

1 Example of a crime report

Victim: Mrs Walter Courtenay

Accused: Grierson; no alibi for the night of the burglary. Worked closely with the jewellery

Crime: Jewel theft, by burglary and culpable homicide

Motive: Grierson believed that stealing jewels will give him financial freedom.

Witnesses: Mrs Courtenay, by means of her Braille note.

Albert Munster; owner of the jewellery store Ruled out as a suspect, as he does not match the description of the intruder, as provided by the deceased.

Mrs Courtenay's maid found the deceased and reported the crime. Ruled out as a suspect, as she has never seen the jewellery.

Report could contain any information relevant to the case, e.g. coroner's report, the notes, etc.

2 The answer will be dependent on the learner's interpretation of the stories events, and can only be based on conflict between Mrs Courtenay and Grierson. The conflicts identified must also follow a logical sequence when being motivated i.e. somebody→wanted→but→so or action/reaction; cause and effect.

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3 a. The story progresses at a rapid pace before climaxing at the end. Each scene is full of suspense.

b. Learner must provide relevant examples and characteristic explanations. For example, Mrs Courtenay is a blind, yet capable and observant, old woman who's a good judge of character. "A young man, about five feet ten...also has the grace to be nervous – for you are constantly tapping at the top of your bowler hat..."

c. When it is revealed that what Grierson assumed to be Mrs Courtnay's nervous fiddling, was in fact a Braille note describing him and his whereabouts.

d. Learner's answer, but be supported by a logical explanation. For example; No, he was not. He stalked and planned this crime for two years before committing it.

e. Grierson thought he had the perfect crime, by targeting an old, blind woman. Her blindness was the very weapon she used to entrap him

f. Yes, because a blind person lives in complete darkness, yet she was able to "shed the light" on solving the crime

g. Learner's answer, but must be supported by a logical explanation

DRAMA

SHOOZZZ

Review Copy

After reading

1 The teacher should remind the learners to prepare their props well in advance because it can take up a lot of time. Make sure that each team is responsible for some part of the play. Help the learners with the preparations and give them guidelines and tips on how to prepare for acting in and producing a play.

2 Remind the learners about the framework for a formal letter to enable them to write a letter to a character in the play. Encourage the learners to be as specific as possible about the things the character said or did that inspires them or that created admiration.

3 The learners should do this activity on their own so that they can re-read the play in order to better understand it and then they will be able to successfully fill out the table with the characters and the types of conflict present. The learners can choose any four characters so the teacher must make sure that they don't get confused between the different characters and that they understand the characters and their respective conflicts correctly.

It is expected that learners are able to identify whether the conflict is within the character or between characters. They will then be expected to describe the conflict. They may for example, refer to the conflict between Leroy and Junior as well as Flippie when the gang bullies them. The conflict between Dikeledi and her father. The conflict within Dikeledi when she decides to stay away from school because she believes it has no value, etc.

4 a. Dikeledi is not very welcoming. She makes Junior uncomfortable in the way in which she speaks to him. She is careless and gives him cold food. She also does not help him as he tries to eat whilst standing. She is rude when she tells him that he will eat them out of their house.

b. Dikeledi is unhappy. Her father is a difficult man. He is constantly shouting at her and her mom and sister. He is always angry. He is demanding and never speaks properly to her.

c. She is from India and they have been tasked with the responsibility of watching over her.

d. When he speaks to his mother, he consoles her and tells her not to worry because he is fine. He reminds her to tell his siblings to make her tea. He advises Dikeledi on the importance of going to school. He encourages her when he says that everyone is good at something in life. He addresses his uncle about the unfairness of him being given Dikeledi's room. All of these things tells us that Junior is mature.

e. Usually bullies suffer from personal problems at home. Often they are abused, for example, Leroy, and for this reason need to be violent towards others. Since bullies are feared, they have one or two of the weaker boys who follow them and hence they form a gang or a team. The gang members follow the instructions of the bullies without question.

f. They belonged to his father who was a dancer and his mom hopes that they will make him feel closer to his father. In addition, the shoes are also symbolic of his father's ability to change roles and become the character he needs to be depending on the circumstances.

g. Junior confronts his uncle Tsholofelo. He tells him that he should put himself in the shoes of his daughter and wife and then he will understand what it is like to be abused. He needs to take responsibility for his own actions and stop blaming everyone else.

h. She has shed herself of the confined, miserable life she was leading. She feels liberated and has returned to school. She is more confident now. She has dreams of joining a soccer team and has something to look forward to.

i. He buys her new soccer boots.

j. Any reasonable answers can be accepted as long as they are properly motivated.

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Term 1 Revision Memorandum

COMPREHENSION

2 a. Any team sport: cricket, netball, rugby and so on (mention one) ✓ (1)

b. four ✓ (1)

c. B – a rented place to live in ✓ (1)

d. She liked the place. ✓ (1)

e. "I had heard of vegetarians before" (must be copied correctly). ✓ (1)

f. She calls herself this because she is eating less meat. ✓ (1)

g. The vegetarians. ✓ (1)

h. She is panicking because she does not want to stop eating meat. ✓ (accept similar answers) (1)

i. She won't become a true vegetarian because she doesn't believe in it/because she likes meat. ✓ (1)

j. T ✓ (1)

k. the environment ✓ (1)

l. Animals are transported ✓ and killed. ✓ (2)

m. Yes ✓ because vegetables are easy to grow/cheaper/more of them. (any one) ✓ Or; No ✓ because people in towns cannot grow vegetables easily. (or any sensible answer) ✓ (1)

n. That everything eats something else. ✓ (1)

o. Yes ✓ because she doesn't care about animals/the environment. ✓ Or; No ✓ because she is supporting animal farmers and butchers. (any sensible reason) ✓ (2)

p. Learners' own answers but they must give a sensible reason and say why they support/don't support it. ✓ ✓ (2)

3 a. a bun ✓ (1)

b. 2265 litres ✓ (1)

c. Go to the website/contact www.fao.org/nr/water. ✓ (1)

d. Learners' own answers but they must give good reasons, for example: that the graphic clearly shows how much water is used or that passage A gives good reasons about poor people/animals. ✓ ✓ (2) **[25]**

LANGUAGE

1 The writer wrote <u>that she guessed (that) she was</u> selfish. ✓ (1)

2 a. *cruelty* ✓ (1)

b. *truth* ✓ (1)

3 *semi–* ✓ (1)

4 I like my vegetarian friends <u>but /however/although</u> I'll never follow their beliefs. (any one) ✓ ✓ (2)

5 *lodgings* ✓ (1)

6 KFC ✓ (1)

7 They asked me <u>if/whether I was</u> okay with that. ✓ (1)

8 B – a metaphor ✓ (1)

9 If they had been meat eaters, they <u>would have chosen chicken to eat</u>. (any sensible conclusion using the verb form.) ✓ (1)

10 Cows are transported to slaughterhouses by farmers. ✓ (1)

11 Main clause: "I don't think I'll ever become a vegetarian." ✓ (1)

12 Here's a book. Its aim is to educate families about the benefits of eating tomatoes. ✓ ✓ (2) **[15]**

[Total marks for Revision test: 40]

Review Copy

Term 3 Revision Memorandum

COMPREHENSION

1 It was named after the man who founded it, Walt Disney. ✓✓ (2)

2 He was at a park with his daughters, watching them play when he thought it would be wonderful to have a park for both adults and children to enjoy together. ✓✓ (2)

3 Rides, life-size cartoon characters, visit Tomorrowland, look for hidden Mickies. ✓✓✓ (3)

4 There is a constant smell of vanilla and peppermint being pumped into the area to attract people to buy the products. ✓✓ (2)

5 There were numerous problems – the tar had not dried and ladies had their heels sinking into the tar, due to counterfeit tickets there were many more guests than had been expected, the food and drink ran out, rides broke down and there was a gas leak. ✓✓✓ (3)

6 It refers to what the creators imagine the future will look like, with for example, edible fruit on all trees. ✓✓ (2)

7 Children love playing hide-and-seek. In addition, if they find a hidden Mickey, they will have the opportunity of keeping it. ✓✓✓ (3)

8 Open-ended. Consider valid responses. ✓✓✓ (3) **[20]**

LANGUAGE

1 *tails* ✓ (1)

2 These are words pronounced and spelt in the same way but with different meanings. For example: *The children are playing in the park./Please park your car under the tree.* ✓✓ (2)

3 How did the idea for Disneyland begin? ✓✓ (2)

4 The magic of Disneyland lay in the fact that both children and adults could enjoy a day full of fun combined with fantasy. ✓✓ (2)

5 *attractive/beautiful/lovely*, and so on. ✓ (1)

6 *increasing/increasingly*. ✓ (1)

7 *unopened* ✓ (1) **[10]**

[Total marks for Revision test: 30]

Sample Mid-year examination: English Additional Language Paper 2 Memorandum (Learner's Book)

SECTION A: COMPREHENSION

QUESTION 1

1.1 "He is not the first to give in to peer pressure." ✓✓ (one mark for sentence, one mark for correct copying.) (2)

1.2 It is a brand name because it is written with a capital letter/is proper noun. ✓ (1)

1.3 In the hostels. ✓ (1)

1.4 He thinks they deserve fun because they work hard and earn money (or something similar). ✓ (1)

1.5 C – having brand-named clothing ✓ (1)

1.6 Perhaps they steal/do criminal things to get money. ✓ (1)

1.7 Parents/guardians/caregivers (accept any one). ✓ (1)

1.8 It is better to wait for good things than to try to get them when you are not ready (or something similar). ✓ (1)

1.9 A – A general interest magazine like *Bona* or *Life and Living.* ✓ (1) **[10]**

TOTAL SECTION A: 10

SECTION B: LANGUAGE USAGE

QUESTION 2

2.1 brand/label ✓ (1)

2.2 More influential. ✓ (1)

2.3 Perhaps because not everyone has Internet/can use Internet. ✓ (1) **[3]**

QUESTION 3

3.1 Discusses ✓ (1)

3.2 decided ✓ (1)

3.3 are ✓ (1)

3.4 bake ✓ (1)

3.5 manages ✓ (1) **[5]**

Review Copy

QUESTION 4

- Is the cellphone still for sale? ✓ (1)
- Can I pay R100?/Can you take R100? ✓ (1)
- Do you want all the money now?/Do you want all the money together? ✓ (1)
- Thank you, that's fine/All right I can do that. ✓ (1)

(Or similar answers but they must correspond grammatically.) **[4]**

QUESTION 5

5.1 George said (that) he was ✓ sorry and said that he must have R250. (1)

5.2 "If you pay me half now, I'll keep it for you and you can pay the rest at the end of the month." ✓ (1) (Note: This must be a complex sentence.)

QUESTION 6

6.1 B – She ran over the Science exam paper with me.✓ (1)

TOTAL SECTION B: 15

SECTION C: SUMMARY

QUESTION 7

Seven full sentences are:

1 Do not give out any personal details on the Internet.

2 Do not give out banking details like your PIN number.

3 Do not send or receive photographs.

4 Do not go alone to meet anybody from the Internet.

5 Do not believe messages from strangers that promise you something.

6 Do not pass on gossip.

7 Do not open attachments. (62 words) **[35]**

TOTAL SECTION C: 35

GRAND TOTAL: 80

Sample End-of-year examination: English Additional Language Paper 2 Memorandum (Learner's Book)

SECTION A: COMPREHENSION

QUESTION 1

1.1 A person who follows all the latest fashion trends. ✓✓ (2)

1.2 He displays his wares on the street and manages his stall every day. Vendors sell a range of items and work out in the open. ✓✓ (2)

1.3 It is a piece of material worn like a necklace, to which can be attached keys or cellphones, and so on. ✓✓ (2)

1.4 It is having a great impact on the fashion industry and is very popular. ✓✓ (2)

1.5 The idea was copied from the soldiers who often wore cords around their necks to carry a knife or whistle. ✓✓ (2)

1.6 Companies advertise their products on the lanyard. Lanyards are used extensively at meetings, conferences, and so on, so the product is given a great deal of exposure. ✓✓✓ (3)

1.7 Proplast noted the popularity of lanyards overseas and decided to market them here. ✓✓(2)

1.8 The products could be advertised in a new and clever way. ✓✓ (2)

1.9 Open-ended. However, there must be a reference to the title in the context of the article. A *yes* response is most likely because the focus of the article is on lanyards and where they are worn. ✓✓✓ (3) **[20]**

TOTAL SECTION A: 20

SECTION B: LANGUAGE USAGE

QUESTION 2

2.1 Noun: *slave*/*outfit*; Verb: *find*/*match*; Adjective: *fashion*/*every* ✓✓✓ (3)

2.2 He/She said that it was a lanyard and it was fast becoming a fashion accessory. ✓✓ (2)

2.3.1 *wood*

2.3.2 *warn*

2.3.3 *buy* ✓✓✓ (3)

Review Copy

2.4 Phrase: "Blue ones, yellow ones, pink ones"/ "from the street vendor to the office executive". Clause: "Almost everyone has one." ✓✓ (2)

2.5 "Companies use them to advertise their products and they are also used at conferences, meetings and other events as a source of identification." ✓✓ (2)

2.6 Proplast is aware at all times of changes in trends internationally. ✓✓ (2)

2.7 One wears a lanyard around one's neck. ✓ ✓ (2)

2.8 It denotes an abbreviation/stands in place of *it is.* ✓✓ (2)

2.9.1 *unpopular*

2.9.2 *uneven* ✓✓ (2)

2.10.1 *continuous/continually*

2.10.2 *matching* ✓✓ (2)

2.11.1 *ID*

2.11.2 *yrs* ✓✓ (2)

2.12.1 *fashionable*

2.12.2 *permanent* ✓✓ (2)

2.13.1 Stereotype

2.13.2 Bias

2.13.3 Bias ✓✓✓ (3)

2.14 *begin/start* ✓ (1) **[30]**

TOTAL SECTION B: 30

SECTION C: SUMMARY

QUESTION 3

The following points will form the basis for the summary:

- The youth are obsessed with brand-name clothing.
- Wearing brands give them a sense of confidence.
- They are easily able to fit in with their peers.
- Wearing brands give the youth a sense of identity and belonging.
- Labels makes them feel good and make them feel a part of the "in crowd."

TOTAL SECTION C: 30

GRAND TOTAL: 80

Sample End-of-year examination: English Additional Language Paper 3 Memorandum (Learner's Book)

SECTION A: ESSAY

QUESTION 1:

Use the rubrics supplied in this Teacher's Guide to assess the learners' writing.

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 4 – FORMAL LETTER

- The correct format should be used.
- The tone and language needs to suit a formal letter.
- There needs to be evidence that the learner has applied appropriate paragraph conventions.

QUESTION 5 – REPORT

- The language register should be objective. Learners should state the facts briefly, but accurately.
- Learners should give a concise headline.
- Learners should start with the most important facts: the who, what, when, where and why.

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 6 – BOOK REVIEW

- Check the learners have included the title and the reviewer's name.
- Check the learners have included brief details of the storyline.
- Make sure the learners have used topic sentences and supporting sentences in their paragraphs.
- Make sure the learners have used an appropriate register and tone.

Review Copy

Sample mid-year examination: English Additional Language Paper 2

MARKS: 60

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:
   SECTION A: Comprehension (20)
   SECTION B: Language usage (30)
   SECTION C: Summary (10)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.

Review Copy

SECTION A: COMPREHENSION

QUESTION 1

Read TEXT A and answer the set questions.

TEXT A

SMS SCAM BUSTED

1 "CONGRATULATIONS! Your mobile no has won R450 000.00 on a Nokia promotion with ticket no 0166P. For claim call Mrs Lucia Khumalo on 0789848586 from 8 am to 5 pm."

2 Have you received an SMS such as this? Then you've been the target of a cellphone scam which, rather than making you money, could cost you dearly.

3 This sort of con is commonly known as a 419 or advance scam because the so-called lucky winner always has to cough up a little in advance before it apparently starts raining money.

4 And this is exactly how crooks still succeed in conning plenty of unsuspecting South Africans.

5 Many believe these scams originate in Nigeria, hence the description 419, which is the number of the criminal procedure law article that applies to fraud in Nigeria. But don't believe it: a special *YOU* investigation has revealed our fellow South Africans are also defrauding us – and making pots of money doing so.

6 Most of us have learnt to ignore these SMSs, but what happens if you actually phone the number and try to claim your prize?

7 A *YOU* writer set out to find out.

8 The phone rings three times before a female voice replies. In the background are the faint sounds of a TV programme and people talking.

9 I explain I've received an SMS about prize money and read her the ticket number.

10 Lucia pages through a stack of papers (or that's what it sounds like on the phone) then confirms I'm indeed a winner.

11 "Congratulations," she says calmly.

12 I play along. "Good heavens, I can't believe I've really won! I've never won anything in my life," I yell excitedly.

13 The next morning I receive an SMS containing my name: "E Kalili, HSBC Bank UK wish to inform you that you're money, R450 000.00, has been approved for transfer, you are to pay R3 500 for transfer/insurance charges. Call Mrs Susan on 0786143161 for payment details, your money will be transferred to your account once charges is paid. Regards Mr Marcus HSBC Bank UK."

14 At this point we decide the game is up. I phone Lucia back and admit I'm a *YOU* journalist. At first she denies trying to con me, until I confront her with the facts: Nokia South Africa and HSBC Bank in England have confirmed they're not involved in an SMS lottery and say the so-called promotion is a scam.

15 I explain we're doing a story to warn readers of similar scams and she's immediately on the defensive. "Why should I help you? What I do is my job. It's my bread and butter.

1.1 Refer to paragraph 1.

1.1.1 What is the SMS encouraging the writer to do? (2)

1.1.2 What is a "mobile no"? (2)

1.1.3 Why do you think people should call between 8 am and 5 pm? (1)

1.2 Refer to paragraph 2.

1.2.1 Rewrite the abbreviation SMS in full. (1)

1.2.2 Choose the correct word to complete the following sentence: (1)

In a cellphone scam people …

A win a prize.

B are being ripped off.

C are not alert.

D contact the police.

1.2.3 What do you understand by the words "cost you dearly"? (1)

1.3 Refer to paragraph 3.

1.3.1 Write down a synonym for the word *con*. (1)

1.3.2 Explain why this sort of *con* is commonly known as a 419. (2)

1.3.3 State whether the following is TRUE or FALSE. Quote ONE WORD to support your answer. (2)

The writer believes it will start "raining money".

1.4 According to the writer, are Nigerians solely responsible for SMS scams? Give a reason for your answer. (2)

1.5 How does Lucia create the impression that the writer is one of many entrants in the competition? (1)

1.6 Do you think the writer has made a wise decision to play along with the fraudsters? Discuss your views. (2)

1.7 Refer to paragraph 15. Lucia says this job is her "bread and butter".

If you were in her shoes, would you choose to work for this employer? Give a reason for your answer. (2)

TOTAL SECTION A: 20

Review Copy

SECTION B: LANGUAGE USAGE

QUESTION 2: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT B) below and answer the set questions.

TEXT B

AMAZING DEALS

YOU CAN SAVE UP TO 70% NOW WHILE STOCKS LAST!!!

Handicel 2480i

- **Nanotechnology – the phone will reassemble itself if thrown against a brick wall.**
- **Touchscreen**
- **Wireless power charging mat**
- **Slimline with long-lasting battery**
- **Infrared and Bluetooth connectivity**

With over 2 billion users worldwide, you CAN'T go wrong!

Handicel

Keeping you in touch

Review Copy

2.1 How does the advertiser attempt to draw the reader's attention to this advertisement? State TWO points. (2)

2.2 What reaction is the advertiser hoping to stir up in the reader with the words: "You can save up to 70% now while stocks last!!!" (1)

2.3 Write down ONE opinion found in this advertisement. (1)

2.4 What do the words "With over 2 billion users worldwide, you can't go wrong!" suggest about the product? State TWO points. (2)

2.5 Do you think the slogan "Keeping you in touch" is suitable for this advertisement? Give a reason for your answer. (2)

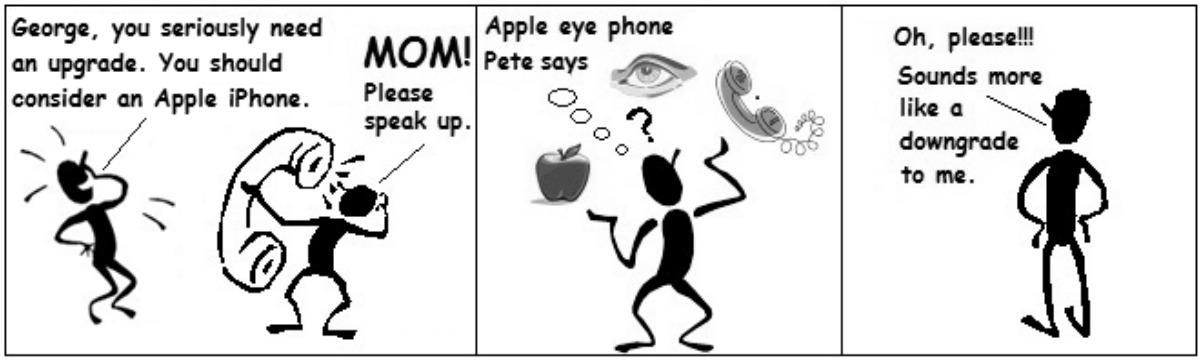
2.6 Does this advertisement appeal to you as the reader? Motivate your answer. (2)

[10]

QUESTION 3: ANALYSING A CARTOON

Read the following cartoon (TEXT C) and answer the set questions.

TEXT C



FRAME 1 **FRAME 2** **FRAME 3**

3.1 Refer to frame 1.

3.1.1 Choose the correct word to complete the following sentence: *Pete's body language illustrates that he is …*

A shocked.
B disgusted.
C amused.
D confused. (1)

Give a reason for your answer to question 3.1.1 (2)

3.1.2 Why is the word *MOM* written in bold capital letters? (1)

3.1.3 Rewrite the following sentence as a polite question: *Mom, please speak up.* (1)

3.2 Refer to frame 2.

Punctuate this sentence: *Apple eye phone Pete says* (2)

3.3 Refer to frame 3.

3.3.1 What do the words "Oh, please!!!" tell us about how George feels about Pete's suggestion? (1)

3.3.2 Do you agree that Pete's suggestion would be a downgrade? Give a reason for your answer. (2) **[10]**

Review Copy

QUESTION 4: LANGUAGE AND EDITING SKILLS

Read the following passage (TEXT D), which contains a few grammatical errors, and answer the set questions.

TEXT D

The next morning I receive an SMS containing my name: "E Kalili, HSBC Bank UK <u>wish</u> to inform you that you're money, R450 000.00, has been approved for transfer, you are to pay R3 500 for transfer/ insurance charges. Call Mrs Susan on 0786143161 for payment details, your money will be transferred to your account once charges <u>is</u> paid. Regards Mr Marcus HSBC Bank UK."

4.1 Correct the underlined verb in line 2. (1)

4.2.1 Correct the word *you're* in line 2. (1)

4.2.2 Use the incorrect word in a sentence of your own to illustrate its meaning. (1)

4.3 Choose the correct word to complete the following sentence.

The comma in line 3 has been used incorrectly and should be replaced with a …

A semi-colon
B full stop
C colon
D apostrophe (1)

4.4 Rewrite R3 500 in words. (1)

4.5 Rewrite the following sentence in reported speech: (3)

The journalist said, "The next morning I

receive an SMS containing my name."

4.6 Correct the spelling mistake in line 4. (1)

4.7 Correct the underlined verb in line 5. (1)

[10]

SECTION C: SUMMARY

QUESTION 5

Read the following passage (TEXT E) carefully and in NO MORE THAN 60 WORDS, list SEVEN ways to identify a 419 scam.

INSTRUCTIONS

- List at least SEVEN facts in full sentences.
- Number your sentences from 1–7.
- Write down only ONE fact per sentence.
- Use your OWN WORDS as far as possible.
- Indicate the number of words you have used in brackets at the end of the summary.

TEXT E

SMS scams are often presented as promotions. They refer to a cash prize you've won. The name of a contact person and a reference number are supplied. The prize notification usually contains a well-known trade name but the contact number the SMS was sent from and the one you should phone are always ordinary cellphone numbers.

Emails usually say you've won the lottery, you've inherited money from a distant family member or someone overseas needs your help to get money out of the country and you'll be paid if you assist.

A careful read should reveal plenty of spelling and grammatical errors in the letter. Note the email address. It could look as if it comes from a well-known company but always contains a spelling error. The email address of major banks such as HSBC contains their name and you'll never find them using a Yahoo or Gmail address, for instance.

Phone the police commercial crime unit on 10111. They can force cellphone providers to block the relevant cellphone numbers. Or email the police at hq.commercial@thedti.gov.za or call 086-184-3384.

If the name of a well-known company such as Nokia is mentioned in the SMS or e-mail and you still believe your sudden stroke of luck could be real, contact the company's head office to find out if such a promotion exists.

Inform your cellphone provider about the scam so it can list the number on its home page to warn consumers.

Review Copy

TOTAL SECTION C: 10

Sample mid-year examination: English Additional Language Paper 2 Memorandum

SECTION A: READING COMPREHENSION

QUESTION 1

1.1.1 To call Mrs Lucia Khumalo ✓ and to claim the prize. ✓ (2)

1.1.2 A cellphone/ mobile phone ✓ number ✓ (2)

1.1.3 It is office hours. ✓ (1)

1.2.1 Short message service ✓ (1)

1.2.2 B – are ripped off ✓ (1)

1.2.3 The victim will lose a huge sum of money. ✓ (1)

1.3.1 *scam* ✓ (1)

1.3.2 This sort of scam originated in Nigeria. 419 is the number of the criminal procedure law that applies to fraud in Nigeria. ✓✓ (2)

1.3.3 False. He says it will "apparently" start raining money. ✓✓ (2)

1.4 No. Our fellow South African are also involved in SMS scams. ✓✓ (2)

1.5 She pages through stacks of papers while speaking to the writer on the phone. ✓ (1)

1.6 Open ended – Accept a well-substantiated response, for example:
Yes, he needed to play along in order to uncover the scam.
OR
No, playing along with the fraudsters is dangerous. He could be risking his life. ✓✓ (2)

1.7 Open ended – Accept a well-substantiated response, for example:
No, it doesn't pay to be involved in illegal activities, even if it is the only means to make a living.
OR
Yes, she was desperate. Employment opportunities are scarce in this country. ✓✓ (2)

TOTAL SECTION A: 20

SECTION B: LANGUAGE USAGE

QUESTION 2: ANALYSING AN ADVERTISEMENT

2.1 The large, bold font ✓
The picture ✓ (2)

2.2 A sense of urgency/to hurry not to miss out on the "amazing deals". ✓ (1)

2.3 Amazing deals; With over 2 billion users worldwide, you can't be wrong.
(Accept any one of the above.) ✓ (1)

2.4 This cellphone is very popular, worldwide. ✓ It must be a very good phone. ✓ (2)

2.5 Open-ended – Accept a well-substantiated response, for example:
Yes, because this cellphone will help you to keep in touch with people.
OR
No, there are others ways of keeping in touch with people. One doesn't have to purchase a cellphone. ✓✓ (2)

2.6 Open-ended – Accept a well-substantiated response, for example:
Yes, the cellphone has many useful features. It is inexpensive.
OR
No, if it was really that inexpensive, the price would have been given. ✓✓ (2)
[10]

QUESTION 3: ANALYSING A CARTOON

3.1.1 C – amused ✓ (1)

3.1.2 He is laughing. ✓ (1)

3.1.3 He is saying it loudly. ✓ (1)

3.1.4 Mom, could you please speak up? ✓✓ (2)

3.2 "Apple eye phone," Pete says. ✓✓ (2)

3.3 He doesn't believe it is a good suggestion. ✓ (1)
Open-ended, accept a well-substantiated response, for example:
No, George doesn't know what an Apple iPhone is. It is an expensive cellphone.
OR
Yes, a suitable substantiation. ✓✓ (2)
[10]

QUESTION 4: LANGUAGE AND EDITING SKILLS

4.1 *wishes* ✓ (1)

4.2.1 *your* ✓ (1)

4.2.2 For example: Tell me where you're going. ✓ (1)

4.3 B – full stop ✓ (1)

4.4 Three thousand five hundred Rand ✓ (1)

4.5 The journalist said <u>he</u> <u>received</u> an SMS containing <u>his</u> name the next morning. ✓✓✓ (3)

4.6 *transferred* ✓ (1)

4.7 *are* ✓ (1)
[10]

TOTAL SECTION B: 30

Review Copy

SECTION C: SUMMARY

QUESTION 5

Any SEVEN of the following points form the answer to the question:

FACTS		QUOTATION	
1.	SMS scans are often disguised as promotions or competitions.	1.	SMS scams are often presented as promotions./They refer to a cash prize you've won.
2.	They provide the name of a contact person and a reference number.	2.	The name of a contact person and a reference number are supplied.
3.	The contact numbers are ordinary cellphone numbers.	3.	The contact number the SMS was sent from and the one you should phone are always ordinary cellphone numbers.
4.	Emails inform you that you've won the lottery/ You've inherited cash/ you need to help someone to get money out of the country.	4.	Emails usually say you've won the lottery/ you've inherited money from a distant family member/someone overseas needs your help to get money out of the country and you'll be paid if you assist.
5.	The letter contains numerous spelling and language errors.	5.	plenty of spelling and grammatical errors in the letter
6.	There are spelling errors in the email address.	6.	the email address … always contains a spelling error.
7.	The large bank has a Yahoo or Gmail email address.	7.	major banks such as HSBC … you'll never find them using a Yahoo or Gmail address

The summary should be marked as follows:
Mark allocation:

- 7 marks for 7 points (one mark per main point)
- 3 marks for language.

Total marks: 10
Distribution of language marks:

- 1–3 points correct: award one mark
- 4–5 points correct: award two marks
- 6–7 points correct: award three marks.

Word count:

- Do not deduct any marks if the number of words used is not indicated, or if the number of words are indicated incorrectly.
- If the word limit is exceeded, read to a maximum of five words above the stipulated length and ignore the rest.

TOTAL SECTION C: 10

GRAND TOTAL: 60

Review Copy

Sample mid-year examination: English Additional Language Paper 3

MARKS: 80

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. Answer only ONE question from EACH section.
2. Number each question you have chosen exactly as it appears on the question paper.
3. Start each response to each question on a NEW page.
4. Pay special attention to spelling, grammar and sentence construction, as well as punctuation.
5. Do not use capital letters unnecessarily.
6. We recommend that you plan your work and make rough drafts. Neatly cross out all plans and rough drafts before handing in your answer paper.
7. Re-read your work to check for errors before you hand in your answer paper.
8. Your responses will be assessed on content, language and layout (for example, paragraphing and format.)
9. Pre-learnt or memorised work will be penalised.
10. Write neatly and legibly.

SECTION A: ESSAY

INSTRUCTIONS

- Spend approximately 40 minutes on this section.
- Respond to only ONE of the following questions.
- Number the question you have chosen exactly as it appears on the question paper.
- Your essay should be 180 to 210 words (4 to 7 paragraphs) in length.
- Your essay must have a title. You should supply your own if no title has been given.

QUESTION 1: DESCRIPTIVE ESSAY

Write an essay entitled: "The most beautiful sight I've ever seen."
Your essay should clearly capture the event(s), the sights as well as your intimate feelings. **[40]**

OR

QUESTION 2: NARRATIVE ESSAY

Write a story which includes the following words:
"That was the best news I have ever received."

Give your essay a suitable title. **[40]**

OR

QUESTION 3: ARGUMENTATIVE ESSAY

Parents should show their affection by giving their children sufficient pocket money. Do you agree? Discuss your views in an essay.

Give your essay a suitable title. **[40]**

Review Copy

TOTAL SECTION A: 40

SECTION B: LONGER TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Spend approximately 20 minutes on this section.
- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your answer should be 120 to 140 words in length.
- If you choose a letter, the address(es), salutation and ending must NOT be included in the required number of words.

QUESTION 4: FRIENDLY LETTER

Write a letter to one of the staff members at school thanking him or her for everything he or she has done during the course of the year. In your letter you should express your feelings of gratitude and appreciation. **[20]**

OR

QUESTION 5: NEWSPAPER ARTICLE

Your class has decided to participate in the "67 Minutes for Mandela Day". Write an article for your school newspaper based on this event.

Remember to include a catchy headline, the five *Ws* (Who*? What? Where? When? Why?*) in the first paragraph, important details and any other interesting facts. **[20]**

OR

QUESTION 6: DIALOGUE

You've had a nasty argument with your best friend. It was all a misunderstanding. You decide to visit him or her and apologise.

Write down the conversation which takes place, in dialogue form. **[20]**

TOTAL SECTION B: 20

SECTION C: SHORTER TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Spend approximately 20 minutes on this section.
- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your answer should be 80 to 90 words in length.

QUESTION 7: DIARY ENTRY

You have recently been on a school camp with classmates. This has been your first experience away from home without your parents.
Write out diary entries for two days expressing how you feel about it.
NOTE: Each entry should start with a date.
Some ideas:
Your feelings about being away from your family
How you feel about the activities at the camp
Your thoughts about what you've learnt at the camp. **[20]**

OR

QUESTION 8: POSTER

Your school has decided to host Emo Adams' Comedy, Brother Love at the Cape Town International Convention Centre to raise funds for the hockey team who will be touring Europe next year.
The poster should include AT LEAST the following:

- Date and time of the event
- Entrance fee
- A brief description of the event.

Note: NO marks will be awarded for illustrations. **[20]**

OR

QUESTION 9: GIVING DIRECTIONS

You have recently moved into a new house. Your parents decide to have a housewarming party.
Write down the directions guests have to follow to your house. In your directions you may provide information about landmarks, approximate distance, name of streets, and so on. **[20]**

TOTAL SECTION C: 20

Review Copy

Sample mid-year examination: English Additional Language Paper 3 Memorandum

SECTION A: ESSAY

QUESTION 1: DESCRIPTIVE ESSAY

Learners should give a vivid description of the event(s), the sights and the intimate feelings experienced.

QUESTION 2: NARRATIVE ESSAY

- The words given in the topic must appear in the essay. Subtract one mark from the total if the words do not appear, but the topic is addressed in the essay.
- Learners are expected to relate an event in which they receive the best news they have ever received.

QUESTION 3: ARGUMENTATIVE ESSAY

- Candidates are expected to express an opinion on the topic and to motivate their point of view.

TOTAL SECTION A: 40

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 4: FRIENDLY LETTER

The correct format should be used:

- An introduction, a body and a conclusion
- One address, the writer's, with a date below it
- An informal/ semi-formal salutation

The language register should be mainly informal, but could be semiformal to formal as the recipient would be a staff member.

QUESTION 5: NEWSPAPER ARTICLE

- The language register should be objective. Learners should state the facts briefly, but accurately.
- Learners should give a concise headline.
- Learners should start with the most important facts: the who, what, when, where and why.

QUESTION 6: DIALOGUE

The correct format should be used, for example:

- Colons after the names of the characters
- A new line to indicate each new speaker
- Advice to characters on how to speak or present the action must be given in brackets before the words are spoken.

Sketch a scenario before starting to write.
The tone used by the interviewer should be polite.
The dialogue should have a clear beginning and end.

TOTAL SECTION B: 20

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 7: DIARY ENTRY

- Each entry should start with a date.
- Candidates should use an appropriate tone, style and register.
- The following ideas may be explored, among others:
  - Feelings on leaving home.
  - How the candidate feels about the camp he or she has attended.
  - The candidate's thoughts about what he or she has learnt at the camp.

QUESTION 8: POSTER

- The title must be written out in full.
- The font used must draw the reader.
- Significant points about the event must be given.
- The date, time and venue on which the event will take place must be given.
- The contact person and details must be provided.

QUESTION 9: GIVING DIRECTIONS

- Directions should be concise and clear.
- Directions must be in chronological order.
- Refer to a specific direction.
- Indicate the approximate distance
- Give the approximate number of streets.
- Provide information about landmarks along the way.

TOTAL SECTION C: 20

GRAND TOTAL: 80

Review Copy

Sample end-of-year examination: English Additional Language Paper 2

MARKS: 60

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.
2. Start EACH section on a NEW page.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Pay special attention to spelling and sentence construction.

SECTION A: COMPREHENSION

QUESTION 1

Read the following extract carefully and answer the questions that follow:

Texting may be taking a toll

They do it late at night when their parents are asleep. They do it in restaurants and while crossing busy streets. They do it in the classroom with their hands behind their back. They do it so much their thumbs hurt. Encouraged by the unlimited texting plans offered by various cellphone providers, teenagers send and receive an average of 2000 text messages per month.

The phenomenon is beginning to worry physicians and psychologists who say it is leading to anxiety, distraction in school, falling grades, repetitive stress injury and sleep deprivation. Dr Martin Joffe, a paediatrician who recently surveyed students at two local high schools said that he found that many were routinely sending hundreds of texts every day. "That's one every few minutes," he said. "Then you hear these kids are responding to texts late at night. That's going to cause sleep issues in an age group that's already plagued with sleep issues."

Terry Turkle, a psychologist from Boston who has studied texting, said that it might be causing a shift in the way adolescents develop. The main focus of adolescents is to separate from your parents and find the peace and quiet to become the person you want to be. However, if adolescents continue to text their parents all the time to help them make ordinary decisions like the colour of shoes to buy, they will not be able to develop into their own personalities. Neither will they enjoy peace and quiet with their phones vibrating all day.

Michael Hausauer, a psychotherapist, said teenagers had a "terrific interest in knowing what's going on in the lives of their peers, coupled with a terrific anxiety about being out of the loop." For that reason he said, the rise in rapid texting has potential for great benefit and harm. Whilst it offers companionship and the promise of staying connected, it can also make a teenager feel frightened and exposed.

There is no research evidence to prove that texting is physically dangerous. However, a professor of health sciences indicated that repeated use of thumbs can lead to muscular disorders. He is concerned that that too much texting could lead to temporary or permanent damage to the thumbs. Teachers, unfortunately are oblivious to texting in classrooms because of the ease with which teenagers engage in it.

Review Copy

1.1 Identify two places in which teenagers text. (2)

1.2 What encourages teenagers to send a large number of text messages every month? (2)

1.3 Account for the concern of physicians and psychologists regarding texting. (3)

1.4 Explain the meaning of the following sentence in your own words: *That's going to cause sleep issues in an age group that's already plagued with sleep issues.* (3)

1.5 Explain how texting prevents the development of an adolescent? (3)

1.6 Why does Michael Hausauer regard texting as both beneficial and harmful? (2)

1.7 *Teachers, unfortunately are oblivious to texting in classrooms because of the ease with which teenagers engage in it.* Explain the meaning of this sentence in your own words. (2)

1.8 Do you think that the title, *Texting is taking its toll* is appropriate? Support your point of view. (3) **[20]**

TOTAL FOR SECTION A: 20

SECTION B: LANGUAGE IN CONTEXT

QUESTION 2

2.1 Rewrite the following sentence in reported speech.
They do it late at night when their parents are asleep. (2)

2.2 Rewrite the following sentence in direct speech.
Dr Martin Joffe, a paediatrician who recently surveyed students at two local high schools said that he found that many were routinely sending hundreds of texts every day. (2)

2.3 Identify one concrete noun, one abstract noun, one verb, one conjunction and one pronoun in the following sentence.
The main focus of adolescents is to separate from your parents and find the peace and quiet to become the person you want to be. (5)

2.4 Identify the main and subordinate clause in the following sentence.
Encouraged by the unlimited texting plans offered by various cellphone providers, teenagers send and receive an average of 2000 text messages per month. (2)

2.5 Explain why the word *late* can be classified as a homonym. (2)

2.6 Provide homophones for the following: *two*; *hear*. (2)

2.7 Explain the literal and figurative meaning of the following sentences.
2.7.1 Molly is the black sheep of the family. (2)
2.7.2 The children went on a wild-goose chase. (2)

2.8 Write out the following abbreviations in full.
2.8.1 UN
2.8.2 km
2.8.3 www (3)

2.9 Provide one word for the following:
2.9.1 It is leading to
2.9.2 Not be able (2)

2.10 Provide suffixes for these words: *peace* and *hurt*. (2)

2.11 Punctuate the following, filling in all the missing punctuation marks.
dr jeff says that parents are blissfully unaware of what their children are doing however there are some parents who are making every effort to find out (4)

[30]

TOTAL FOR SECTION B: 30

SECTION C: SUMMARY

QUESTION 3

Summarise the following extract in 60 to 70 words in one paragraph. The topic of your summary is *Caring for a pet*.

Pets need food that suits their nutritional needs. Buy natural pet food so that your pet will have a shiny coat, more energy, and will be happy. Table scraps can be harmful because they contain minerals and other substances that disagree with animals. If you have a dog, take him on walks to exercise him. This also serves as bonding time and brings you closer to your pet. Bathe your pet once every few weeks. Cats need to be taken to the local vet for a bath. Dogs need to have their nails cut every two months. Cats can be destructive and therefore it may be necessary to de-claw them. Your pet needs regular checks to ensure that he is healthy. Since they cannot talk, it is best to take them to the experts to check on their health. Play outdoor games with your dog. Cats enjoy toys even though they can sometimes be choosy and may not like the toy you have bought. You need to spend as much time as possible with your pet to show your love. You may give them special treats as well and you will always be rewarded with lots of love.

[10]

TOTAL FOR SECTION C: 10

GRAND TOTAL: 60

Review Copy

Sample end-of-year examination: English Additional Language Paper 2 Memorandum

SECTION A: COMPREHENSION

QUESTION 1

1.1 At home when their parents are asleep/at restaurants/whilst crossing streets/ in the classroom. ✓✓ (2)

1.2 Low cost texting plans offered by cellphone networks. ✓✓ (2)

1.3 They believe that it causes anxiety, distraction in school, falling grades, repetitive stress injury and sleep deprivation. ✓✓ ✓ (3)

1.4 It will cause sleep problems for teenagers who belong to a group that is known to experience problems with sleep. ✓✓✓ (3)

1.5 Adolescents try to break away from their parents but they will not succeed if they continue to text them all the time for advice on small matters. They also need to find peace and quiet which is impossible if their phones are vibrating all the time. ✓✓✓ (3)

1.6 Teenagers have a great need to be in touch with their peers and it is beneficial in that it gives them a sense of belonging. However, it can be harmful if teenagers start to feel exposed and frightened. ✓✓ (2)

1.7 Teachers are unaware that teens are texting in class because they are so good at doing so without attracting any attention. ✓✓ (2)

1.8 Open-ended. The answer must however, make reference to the impact that texting has on individuals. There must also be some reference to the appropriateness of the title in the context of the article. ✓✓ ✓ (3)

[20]

TOTAL FOR SECTION A: 20

SECTION B: LANGUAGE USAGE

QUESTION 2

2.1 They did it late at night when their parents were asleep. ✓✓ (2)

2.2 Dr Martin Joffe, a paediatrician who recently surveyed students at two local high schools said, "I find that many are routinely sending hundreds of texts every day." ✓✓ (2)

2.3 Concrete noun: adolescents/parents/person
Abstract noun: *peace*/*quiet*
Verb: *separate*/*find*/*be*
Conjunction: *and*
Pronoun: *your*/*you* ✓✓ ✓✓ ✓ (5)

2.4 Main clause: Teenagers send and receive an average of 2000 text messages per month. ✓✓ (2)

Subordinate clause: Encouraged by the unlimited texting plans offered by various cellphone providers.

2.5 *Late* refers to being delayed or failure to be on time.
Late – person who has died. ✓✓ (2)

2.6 *two – to*; *hear – here* ✓✓ (2)

2.7.1 Molly is the only black sheep in her family of sheep. Molly is the one who brings disgrace to her family (human). ✓✓ (2)

2.7.2 The children went out in search of a wild goose. The children were pursuing a plan for which there was no hope. ✓✓ (2)

2.8.1 United Nations
2.8.2 kilometre
2.8.3 world wide web ✓✓ ✓ (3)

2.9.1 *causing*
2.9.2 *unable* ✓✓ (2)

2.10 peaceful; hurtful/hurting ✓✓ (2)

2.11 Dr Jeff says, "parents are blissfully unaware of what their children are doing." However, there are some parents who are making every effort to find out. ✓✓✓✓ (4)

(Note: Award half a mark for every punctuation mark corrected.)

TOTAL FOR SECTION B: 30

Review Copy

SECTION C: SUMMARY

QUESTION 3

Caring for a pet

Pets need to eat special nutritional foods that suit their needs. Dogs need regular exercise. Pets need to be bathed every few weeks either by you or a vet. Dogs' nails need regular trimming and cats may be de-clawed. Regular health checks for your pets are essential. Play outdoor games with your dog and buy toys for your cat. Show your love and you will be rewarded with love.

(Note: There should be 7 points which will equal 7 marks. 3 marks to be allocated to correct language usage.) **[10]**

TOTAL FOR SECTION C: 10

GRAND TOTAL: 60

Sample end-of-year examination: English Additional Language Paper 3

MARKS: 40

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION

1. Answer only ONE question from EACH section.
2. Number each question you have chosen exactly as it appears on the question paper.
3. Start each response to each question on a NEW page.
4. Pay special attention to spelling, grammar and sentence construction, as well as punctuation.
5. Do not use capital letters unnecessarily.
6. We recommend that you plan your work and make rough drafts. Neatly cross out all plans and rough drafts before handing in your answer paper.
7. Re-read your work to check for errors before you hand in your paper.
8. Your responses will be assessed on content, language and layout (for example: paragraphing and format.)
9. Pre-learnt or memorised work will be penalised.
10. Write neatly and legibly.

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SECTION A: ESSAY

INSTRUCTIONS

- Spend approximately 40 minutes on this section.
- Respond to only ONE of the following questions.
- Number the question you have chosen exactly as it appears on the question paper.
- Your essay should be 180 to 210 words (4 to 7 paragraphs) in length.
- Your essay must have a title. You should supply your own if no title has been given.

QUESTION 1: REFLECTIVE ESSAY

This is how I will always remember granny …

Write an essay in which you share fond memories of your grandmother. **[40]**

OR

QUESTION 2: DISCURSIVE ESSAY

I'm glad my parents are so generous. Mr Robertson, our neighbour, is far too stingy. Discuss how having kind-hearted parents could be good for some children, yet bad for others.

Give your essay a suitable title. **[40]**

OR

QUESTION 3: EXPOSITORY ESSAY

Your class is planning to have a Christmas party for the senior citizens in your community.

Discuss how you and your classmates would go about collecting funds for this event.

Give your essay a suitable title. **[40]**

TOTAL SECTION A: 40

SECTION B: TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Spend approximately 20 minutes on this section.
- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your answer should be 120 to 140 words in length.
- If you choose a letter, the address(es), salutation and ending must NOT be included in the required number of words.

QUESTION 4: LETTER OF THANKS

Your uncle has sent you an expensive gift for your birthday. Write a letter to him expressing your thanks and appreciation. Mention how his generosity has had an impact on your life. **[20]**

OR

QUESTION 5: INTERVIEW

Your Life Orientation teacher has given you a project requiring you to do research on the career of your choice. In order to do so, you need to interview a person working in that particular field.

Write down the interview in dialogue form. **[20]**

OR

QUESTION 6: SPEECH

Your friend has done particularly well in sport. He or she has been selected to represent the school at a sporting event in Germany. His or her parents have asked you to present a speech at the farewell party.

Write the speech you will deliver. **[20]**

TOTAL SECTION B: 20

SECTION C: SHORTER TRANSACTIONAL TEXT

Begin this section on a NEW page.

INSTRUCTIONS

- Spend approximately 20 minutes on this section.
- Choose ONE of the following topics.
- Number the question you have chosen exactly as it appears on the question paper.
- Your answer should be 80 to 90 words in length.

QUESTION 7: ADVERTISEMENT

Your class is planning to have a yard sale to raise funds for a school outing. Create an advertisement which will be placed on the notice board at school.

Note: Your response should be limited to written text only. NO marks will be awarded for pictures, sketches, and so on. **[20]**

OR

QUESTION 8: INVITATION

Design an invitation for the Christmas party your class is planning for senior citizens in your community. Include the date, venue, time of the event and any other relevant information. **[20]**

OR

QUESTION 9: GIVING INSTRUCTIONS

You are telling your younger brother or sister how to assist you to prepare a special dinner for your parent's wedding anniversary. Write the careful instructions you would give. **[20]**

TOTAL SECTION C: 20

Review Copy

Sample end-year examination: English Additional Language Paper 3 Memorandum

SECTION A: ESSAY

QUESTION 1: REFLECTIVE ESSAY

Learners are required to contemplate an idea and express their emotional reactions and feelings.

QUESTION 2: DISCURSIVE ESSAY

- Learners are required to give a balanced view of both sides of an argument.
- The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the course of the essay.

QUESTION 3: EXPOSITORY ESSAY

- Learners are required to communicate ideas or information in a logical way.
- Ideas should be supported by facts and figures.

TOTAL SECTION A: 40

SECTION B: TRANSACTIONAL TEXT

QUESTION 4: LETTER OF THANKS

The correct format should be used:

- An introduction, a body and a conclusion
- One address, the writer's, with a date below it
- An informal/ semi-formal salutation

The language register should be mainly informal.

QUESTION 5: INTERVIEW

- The learner should use dialogue format.
- One speaker should probe the other by asking questions.
- Questions should seek to establish the interviewee's strong points, talents, weak points, and so on.

QUESTION 6: SPEECH

- The learner's writing should show conviction, enthusiasm and self-confidence.
- A strong opener should be used to attract the attention of the audience.
- Points should be developed well.

TOTAL SECTION B: 20

SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 7: ADVERTISEMENT

- The learner's writing should catch and sustain the attention of the reader.
- Operative words should stand out.
- A desire should be created to use the service.

QUESTION 8: INVITATION

- The choice of language should be informal – in line with the content and nature of the invitation
- The date, venue and time should be indicated.
- The subject of the invitation must be clearly communicated.

QUESTION 9: GIVING INSTRUCTIONS

Instructions should be in chronological order.

TOTAL SECTION C: 20

GRAND TOTAL: 60

Review Copy

Glossary

additional language: a language learned in addition to your home language
assessment: the continuous and structured process of collecting and interpreting information about the progress that learners are making
audience: the people who watch a show or performance; the people who will read or look at a written text
bias: unfairly preferring one thing or person
caption: the text underneath a diagram or picture
cohesion: using words such as connectors and pronouns to link ideas in a sentence or paragraph
communicative approach: a method of teaching a language in which learners are exposed to the language and are given many opportunities to practise the language
context: the words that come before or after other words in a sentence; the social and cultural situation
creative writing: imaginative writing (e.g. stories and poems)
critical language awareness: understanding how words are used to create meaning
editing: the process of drafting, checking and rewriting a text
formal assessment: tasks that are designed to evaluate the progress of learners; tasks are marked and formally recorded for promotion purposes
Formal Programme of Assessment: a number of specific tasks which make up 75% of the promotion mark for each grade
Formal Assessment Task: an activity that is part of the Formal Programme of Assessment; the task is marked and the marks recorded
genre: a type of text (e.g. a novel or poetry) which has special characteristics
higher-order questions: questions that require learners to put together information from a text they have read (to synthesise the meaning), to work out what the writer means (to infer meaning), to give an opinion (to evaluate meaning) and to express a like or dislike (to appreciate) the text
home language: the language that a child learns at home
imagery: words or phrases (e.g. similes or metaphors) that create pictures in our minds or imagination
informal (daily) assessment: the daily monitoring of the learners' progress through observation and discussions; this assessment is not recorded for promotion purposes
literal meaning: the clear or direct meaning of a word or phrase
media texts: texts such as magazine articles, notices, reports, posters
mindmap: a graphic way of organising ideas; a diagram of ideas
open and closed questions: closed questions have specific answers; open questions can be answered in different ways and need to be justified or supported
pace, tone and intonation: the way in which a person uses his or her voice when speaking; pace is how fast or how slowly the person speaks; tone refers to the way the words sound (e.g. serious, happy); intonation refers to the way the voice goes up and down
recount: to retell a story or describe an event
point of view: opinion
process approach: using a series of steps to complete a task like reading and writing
reading strategies: using techniques like predicting, scanning and word attack skills to work out the meaning of words and phrases when you read
scanning: when you scan a text you read the text quickly to find specific information
skimming: when you skim a text you look at the whole text (including pictures) for the main ideas and for clues about the meaning of the text
social texts: texts like invitations, personal letters and email
stereotype: a fixed set of ideas about what a particular type of person or thing is, often biased
summative assessment: assessment that takes place at the end of a period of learning (e.g. a test at the end of a term)
text: anything that is used to communicate an idea; a text can be spoken or written or visual (e.g. a photograph)
text features: the characteristics of a text like the layout, format and the use of language
text structure: the different parts of a text (e.g. the introduction and conclusion)
text-based approach: a method of teaching a language in which learners find out how texts work and how they are constructed so that they can understand texts, read them critically and create their own texts
transactional writing: functional writing (e.g. letters, faxes, minutes of meetings, reports)
visual literacy: having the skills to interpret visual texts (e.g. diagrams, graphs, maps and posters)
visual texts: texts such as photographs, graphs, and cartoon

Review Copy