

ENGLISH

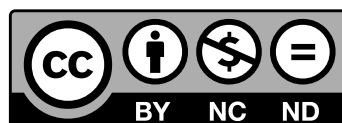
First Additional Language

Grade 7

Lesson Plan

Term 2

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GRADE 7 EFAL ROUTINE

- This routine is designed for 30 minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

Monday Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
LSC • Introduce theme • Activate background knowledge • Build vocabulary • Question of the day	L&S • Speaking Activity	LSC • Build and monitor knowledge • Build vocabulary • Question of the day	W&P • Build and monitor knowledge • Teach the LSC • Practice the use of the LSC in preparation for writing	R&V • Independent reading & comprehension
L&S • Listening Activity	R&V • Shared Reading: Pre-read	R&V • Shared Reading: First read • Introduce LSC in context	R&V • Shared Reading: Second read • Learners generate questions	
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
R&V • Teach the comprehension strategy	W&P • Teach the writing genre	W&P / • Process Writing: Drafting	W&P • Process Writing: Editing	L&S • Oral Presentations
R&V • Shared Reading: Post-read	W&P • Process Writing: Planning		W&P • Process Writing: Publishing and Presenting	Theme conclusion: • Build and monitor knowledge • Summarise theme learning (no formal time allocation)



GRADE 7 EFAL CORE METHODOLOGIES

The core methodologies used in this programme are based on best teaching practice. They are also designed to address the challenges South Africa is experiencing in terms of reading and comprehension.

In this document, the core methodologies are arranged per component, as follows:

- Language Structures and Conventions
- Listening & Speaking
- Reading & Viewing
- Writing & Presenting

This means that the core methodology descriptions do not follow the sequence of the cycle routine. This has been done to showcase the sequence and logic within each component.



LANGUAGE STRUCTURES AND CONVENTIONS

Introduce the theme

Instructions

1. Ask learners to open their Learner Books to the theme title page.
2. Give learners a few minutes to read the title and browse through the theme pages.
3. Call learners to attention, and read the theme title.
4. Ask learners: What do you think this theme is about? What interests you about this theme?
5. Listen to learners' responses.

Purpose

- This will help you understand what learners already know about the theme, and will give you a sense of their levels of interest.



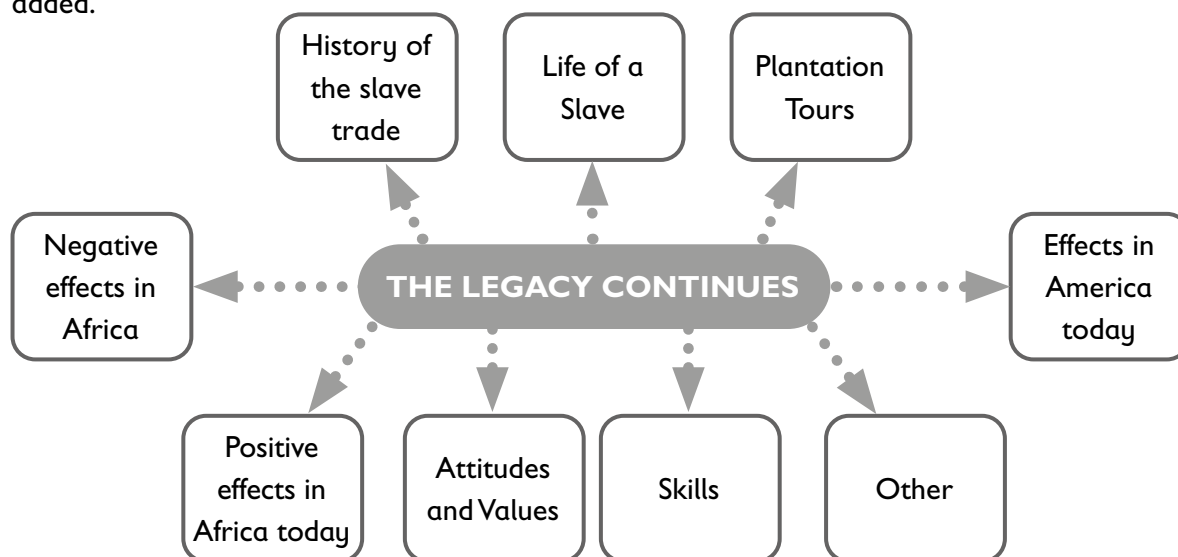
Activate background knowledge: Term 2

Instructions

1. At the start of each theme, activate learners' background knowledge by using a graphic organiser.
2. Tell learners that there are many different kinds of graphic organisers that they can use.
 - Explain that in Term 2, we will use Mind Maps as a graphic organiser for all themes.
3. Explain to learners that a graphic organiser helps us to keep track of our learning, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a Mind Map on the board, and instruct learners to draw their own Mind Map in their exercise books.
5. Learners should use a double-page spread for this Mind Map, and should start by writing the theme title.



6. Next, ask learners to suggest sub-headings for the mind map.
 - Ask learners: How can we break up the information that we know and will learn about maps?
 - Show learners how to create sub-headings that are logical and relevant.
7. Always add another heading titled: Other, or leave space for additional sub-headings to be added.



8. Ask learners to think about what they already know about this theme.
 - Remind them that they may have started learning about this theme in another subject. It is important for learners to make these connections, and to integrate their learning from different subjects or sources.
 - Tell learners to turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words or phrases* for all their ideas under the relevant sub-headings.
9. Tell learners that throughout the theme they will return to their Mind Maps to document what they have learnt, and to add ideas about what they still want to learn.



Build and monitor learners' knowledge: Term 2

Instructions

1. Explain to learners that throughout the theme, it is important for learners to return to their graphic organisers, to build and monitor their knowledge on the theme.
2. Ask learners to think about what they have learnt about this theme.
 - Tell learners to turn and talk, and discuss this with a partner.
 - After a few minutes, tell learners to *write key words or phrases* under the relevant sub-headings.
3. Finally, ask individual learners to share some of their ideas, and write these on the class Mind Map on the board.
 - Tell learners that they may add any of the class ideas to their own Mind Maps.



4. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
 - Being aware of what we have learnt helps us to remember what we learn.
 - The more we learn and know about a theme, the easier it will be for us to understand and learn new things about the theme.
 - For this reason, it is important for us to monitor or keep track of our own knowledge.

Purpose

- The more background knowledge learners have on a theme or topic, the more likely they are to understand the texts that they will read.
- For this reason, it is important to activate learners' background knowledge, and to make them aware that they must bring their existing knowledge to the theme.
- Critical thinkers understand that all knowledge on a theme or topic is connected. We need to train learners to understand this, and to keep track of everything they know about a theme or topic.
- Learners must understand that they must try to make connections between all the knowledge that they have on a theme – even if it is from a different subject or source – it is all relevant.
- A graphic organiser like a K-W-L chart or a Mind Map helps to organise information and ideas.
- It also helps learners to monitor and remember their learning by visualising the chart.



Build vocabulary

Instructions

1. Teach learners the vocabulary included in lesson plans.
2. Some of this vocabulary is drawn directly from the texts. Some of the vocabulary will enable learners to talk and write about the texts.
3. Use the 'PATS' methodology to teach new vocabulary.
4. PATS is an acronym for Point, Act, Tell and Say.
 - **P – POINT** to a picture or real item, if possible.
 - **A – ACT** out the theme word, if possible.
 - **T – TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - **S – SAY** the word in a sentence, and have the learners repeat the word after you.
5. It is not always possible to do all four actions for each theme word – just do what is appropriate.
6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

Purpose

- Vocabulary is an essential building block of comprehension.
- BICS, basic interpersonal communication skills, is the language that learners need to communicate in social settings. This is not sufficient for the language of learning and teaching.



- In this programme, the vocabulary that is taught to learners is CALP, cognitive academic language proficiency. This will help learners to make meaning of academic texts and learning.



Document vocabulary in personal dictionaries

Instructions

1. Train learners to take out their personal dictionaries at the start of all EFAL lessons.
2. As new vocabulary is taught using PATS, encourage learners to record the words in their dictionaries, together with their own definitions.
 - These definitions may include different forms, such as: code-switching; a short written explanation; a sentence that uses the word in context; a diagram or drawing.
 - Encourage learners to find the best way of recording definitions for themselves.
3. Tell learners to also record new words and their meanings during other parts of the EFAL programme, such as shared reading lessons.
4. Explain to learners that they should also record new English vocabulary words from other subjects in their personal dictionaries – again, this shows learners the links between knowledge.
5. Train learners to use their personal dictionaries as a resource whenever they are required to produce original language, whether in spoken or written form.

Purpose

- The personal dictionary is a core part of the learners' language development.
- For learners to understand and make meaning of a text and a theme, it is essential that they understand the key words or vocabulary they will encounter. These words need to be explicitly taught.
- In addition to the main vocabulary, learners also need to have relevant words so that they can discuss and write about the texts they read.
- Learners must be responsible for building their own 'bank of words'.
- Learners must practice and use their new vocabulary as a way of explicitly understanding ideas and growing their schemas.



Question of the day

Instructions

1. Divide the class into 5 x 'question of the day' groups.
 - These groups should be mixed ability groups.
 - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
 - Train learners to know which group they belong to for this activity.
2. Write the 'question of the day' elements on the board.
 - Do this before the lesson begins.
 - Write the question of the day and the answer frame on one side of the board.
 - Draw a graph below this, with the answer options filled in.
 - Write the follow up, extension questions and answer frames on the other side of the board.



3. For example:

What do you think causes land disputes? I think ____ cause/s land disputes.			Follow up and extension questions 1. What do most learners think causes land disputes? Most learners think ____ causes land disputes. 2. What do you think causes land disputes? I think ____ causes land disputes. 3. Do you think any of these are a good reason to go to war? Why or why not? I do / do not think ____ is a good reason to go to war because ____ 4. Do you know of any other land disputes between countries? I know of a land dispute between ____ and ____
Graph			
<i>mineral wealth</i>	<i>land disputes</i>	<i>different religions</i>	

4. Next, model filling out the graph as follows:

- Read the question and answer options out loud to the learners.
- Explain the meanings if necessary.
- Point to and read the options from which learners may choose.
- Explain which option you prefer.
- Write your vote in the correct column by drawing an X.
- Say your answer aloud, using the answer frame.

5. Call up the relevant 'question of the day group', and let them complete the activity as follows:

- Train learners to stand in a line, and to answer one after the other.
- The first learner draws an x in the relevant column, then says her/his answer aloud.
- Repeat the learner's answer, so that learners hear their choices articulated, with the vocabulary words repeated many times.
- Ensure that learners also incidentally learn correct language structures, just by *hearing* correct sentences – do not explicitly teach this grammar, unless learners ask.
- If a learner makes a grammatical error, just repeat the sentence in the correct form, do not explain unless the learner asks.
- For example, in the answers below, learners hear the correct pronouns and the correct singular or plural form of the verb, which is difficult in English, as it is opposite:

Nomsa: I think different religions cause land disputes.

*Teacher: **She** thinks different religions cause land disputes.*

(religions – plural, therefore: cause)

Buhle: I think mineral wealth causes land disputes.

*Teacher: **He** thinks mineral wealth causes land disputes.*

(wealth – singular, therefore: causes)

6. Discuss the follow up questions as follows:

- Count the number of crosses in each column and write down the total.
- Ask one learner to answer the first follow up question: **What do most learners think causes land disputes?**



- Ask a few individual learners (who were not in the question of the day group) to answer the second follow up question: **What do you think causes land disputes?**
7. Discuss the extension questions as follows:
- Read each extension question aloud and explain the meanings if necessary.
 - Give learners a few minutes to Turn and talk and discuss their answers.
 - Then, call learners to attention, and ask a few individual learners to share their answers.
 - You may allow some code-switching in the discussion and answering of the extension questions, as the development of critical thinking skills should not be hampered by language limitations.

Purpose

The 'question of the day' is a valuable and important activity for many reasons:

- It takes the average person 16–20 authentic interactions with a new word before they internalise it and are ready to use the word on their own. This activity reinforces new theme vocabulary for learners, by giving them the opportunity to use and repeat the target vocabulary words in complete oral sentences.
- It models correct grammar and syntax for learners in an authentic context.
- It creates regular opportunities for learners to hear and speak English in a real context.
- It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
- The question of the day asks learners an opinion-based question or a prediction type question. This means that all answers are correct. These types of questions allow learners to interact with new words without anxiety about making a mistake.
- The extension questions encourage learners to think beyond the language classroom, to use all of their knowledge on a subject, and to make connections. These questions develop the learners' critical thinking skills.



Introduce the LSC in context

Instructions:

1. After completing the first read of the shared reading text, you will introduce the learners to a particular language structure or convention (LSC).
2. This is documented in the lesson plan, at the end of the Shared reading: First read lesson.
3. It is also noted in the Learner Book.
4. First, briefly explain the LSC to learners.
5. Next, show learners the examples of the LSC in the text.
6. Tell learners that you will engage more thoroughly with the LSC later in the cycle, in preparation for the writing task.

Purpose:

- When teaching a language structure or convention to learners, it is important for them to see that it has a real purpose. Showing learners the examples of the LSC in the text is an ideal way of illustrating this.



- It is also important to alert learners to the fact that they will be required to use this LSC correctly in their own writing, so that they take real notice of the examples.

Teach and practice using the LSC

Instructions:

1. Write the notes and activity on the board before the lesson.
2. Remind learners of the LSC you introduced them to the previous day, by showing them examples in the text.
3. Remind learners that they will use this LSC in their writing this cycle, so it is important that they understand how it is used in a text.
4. Explicitly teach the use of the LSC using the gradual release method:
 - I do – model the use of the LSC for learners
 - We do – complete an example together with learners
 - You do – instruct learners to complete the rest of the examples independently
5. Do this as follows:
 - Explain the LSC to learners once again, and model how to use it, by completing the first example in the activity. (I do...)
 - Next, complete the second example in the activity together with learners. Read the example, and ask a learner to complete it. If the learner struggles, provide prompts. If the learner still cannot answer, ask another learner to explain, or to complete the example. (We do...)
 - Finally, tell learners to complete the rest of the activity on their own, in their exercise books. (You do...)
6. In the last few minutes of the lesson, go through the answers with learners. Allow learners to check their own answers and make corrections, as this is a valuable learning strategy.
7. *If you have access to an approved textbook, check the Curriculum Tracker in the Management Document, and assign practice activities for homework.*

Purpose

- Again, it is important for learners to understand that language structures and conventions can help them to access meaning in a text, and to write more proficiently. It is meaningless to teach this out of context.
- For this reason, it is important to show learners examples in a text, and to ensure that they use the LSC in the writing task for the cycle.
- It can also be difficult for learners to fully understand the LSC after one explanation.
- For this reason, the gradual release method is used. The repeated explanation and modelling of the use of the LSC, whilst transition from observation to independent work is an effective scaffold for learning.



LISTENING & SPEAKING

Listening Lesson

Instructions:

1. Be well prepared to read the text.
 - In the 30-minute lesson, you will read the text three times.
 - It is important that you model fluent, expressive reading to learners.
 - The text is written in a table in the lesson plan. The table has 3 columns, and the text is in the first column. The three columns each have a particular function:

Read 1	Read 2	Read 3
Read the text and explain.	Read the text. Model 'thinking aloud'.	Read the text. Ask oral comprehension questions.

2. Prepare learners for the lesson by telling them to have their personal dictionaries ready, and to listen carefully. They may add new words to their personal dictionaries at any time.
3. Remind learners of the theme, and then begin reading.
4. For the first read, read the text fluently.
 - As you read, embed meaning by using vocal expression, actions, gestures and facial expressions.
 - You may also explicitly build meaning by pausing to explain something, or even by code-switching.
5. For the second read, read the text fluently and then model 'thinking aloud' about the text.
 - As you read, embed meaning, but do not explain or code switch.
 - After reading each part of the text, share your thoughts on the text. Do this by 'thinking aloud'. There are cues on how to do this in the second column.
 - This is a critically important skill to model properly. Learners must see that good readers always think about what they are reading.
 - Make sure that there is a clear distinction between what you are reading, and what you are thinking.
6. Finally, on the third read, read the text fluently and then ask learners questions about the text.
 - Again, embed meaning as you read.
 - After reading each part of the text, ask the question in the third column.
 - Direct and distribute these questions in order to include many learners in the lesson.
 - If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

Purpose:

The listening lesson is very important for the following reasons:

- Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
- Learners see how the teacher 'thinks' about the text, and in time, will start to develop their own critical thinking about texts.



- Learners have the opportunity to answer questions orally and individually on the text.
- Learners become familiar with the structure and tone of different text genres, which helps them to develop their knowledge and understanding of text types.
- Learners develop a love for text, by hearing engaging texts read to them by a fluent, expressive reader.

Speaking Lesson

Instructions:

1. Divide the class into 'small discussion' groups.
 - These groups should be mixed ability groups.
 - Groups should have between 3–5 members, but ideally 4 members.
 - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
 - Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
 - Explain that every learner in the group will take a turn to answer each discussion question.
 - Talking and listening may be controlled by a 'talking stick' or some other strategy.
 - Explain that the person who is holding the 'talking stick' gets to talk. Once he or she is finished, the stick is passed to the next person.
 - At first, groups should move the 'talking stick' in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
 - Once learners have mastered this, you should train them to start doing this in a more 'conversational' manner, with learners responding to, building on or asking questions about each other's points. When doing this, it is important to ensure that each group member still gets a chance to share their points.
 - Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
 - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.
3. Implement the discussion as follows:
 - Remind learners of the 'listening text' that you read to them the previous day.
 - Then, read the discussion frame aloud, and briefly explain it to learners.
 - If necessary, share your own 'model answers' to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
 - Tell groups to begin the discussion.
 - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
4. When there are 10 minutes left in the lesson, call all learners back together.



5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
 - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
 - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
6. If answers are incorrect, ensure that you correct them, quickly and clearly.
7. If answers are incomplete, ask prompting questions to expand the answers.
8. Remember to give some feedback to learners after they respond.
9. Thank the learners for their answers and contributions.

Purpose:

- The Listening & Speaking component of a language programme should provide learners with opportunities for meaningful conversations in a supported, scaffolded manner.
- Having a discussion about a text that learners know and understand well is one way of providing this scaffolding, as it ensures that learners have the knowledge and language to engage in a discussion.
- Providing learners with a discussion frame and giving a clear explanation of this frame provides additional support and scaffolding.
- Ensuring that the classroom is a safe place for learners to try out new language without fear of ridicule or shame is another very important support mechanism. In order for learners to practice their language skills and build confidence in the language, they must feel safe and secure.
- Finally, allowing learners to code-switch or hold multilingual discussions about the more challenging aspects of the discussion leads to the development of critical thinking skills and new knowledge. If learners are interested and engaged in a topic, it is then easier to encourage them to learn the English vocabulary required to support their points.



Oral Presentations: Term 2 Role Plays

Instructions:

1. In Term 2, the last double lesson of every cycle Oral Presentations will be a Role Play.
2. The topics of the role plays are always related to the theme.
3. Explain the purpose of a Role Play to learners as follows:
 - All of our themes are designed to make us think critically about issues and to form our own responses and connections to these topics and ideas.
 - By doing Role Plays, learners will get opportunities to experience some of the situations we have read and learnt about.
 - We will be able to imagine what these situations are like and how we would respond to these experiences if we were there.
 - Then, selected groups will present their role plays.



- Once they have presented, specially chosen groups will respond to the presentations with feedback.
 - Over the course of the term, different groups will present and give feedback allowing each group an opportunity.
4. At the start of Term 2, train learners on the procedure for Role Plays as follows:
- a. First, learners will be divided into groups of about 6. They will stay in these groups for the term.
 - b. For each lesson, there will be 4 scenarios relating to the theme. The 8 groups will be assigned the topics, (with 2 groups sharing the same topic).
 - c. Learners are presented with a scenario, often a problem or an incident relating to the theme.
 - d. Learners will have to respond by assuming roles in the scenario and acting it out.
 - e. I will explain the task and the different role plays (approximately 5 mins).
 - f. The groups will then plan, prepare and rehearse their role play (approximately 15 mins).
 - g. 4 groups will be chosen so that each topic will be dramatised (approximately 8 mins per role play). If they are not completely prepared, learners can improvise their parts, based on their planning. The learners must use the role plays to show their attitudes and responses to the situations. They must also try show new knowledge they have learnt in this theme.
 - h. After each role play, the other group who had the topic will give feedback (approximately 2 mins). The feedback needs to include what they would have changed in the presentation, what they liked and what they learnt.
5. It is important to clearly and thoroughly explain the procedures of the Role Plays to learners. Once you have done this, they should run smoothly.

Purpose:

Role Play provides opportunities for learners to:

- Take on characters and act and make decisions as those new people
- Imagine others' experiences and develop empathy
- Experience the themes in more applied ways beyond the texts read
- Make personal connections to the themes
- Use their new knowledge and language in authentic scenarios
- Develop and use higher order thinking skills
- Work as a group with respect and tolerance for each group member and his/her contribution

These are all valuable life skills and are good preparation for when learners will be required to write reflective or discursive essays and for reading advanced text with meaning.



READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

1. This component of language clearly has its own routine. The routine of these lessons is as follows:
 - Week 1 Tuesday / Day 2 – Shared Reading: Pre-Read
 - Week 1 Wednesday / Day 3 – Shared Reading: First Read
 - Week 1 Thursday / Day 4 – Shared Reading: Second Read
 - Week 2 Monday / Day 1 – Teach the Comprehension Strategy
 - Week 2 Monday / Day 1 – Shared Reading: Post-Read

What follows is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson, as well as how the lessons work together.



Shared Reading: Pre-Read

Instructions:

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their exercise books and personal dictionaries for this lesson.
3. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)
 - Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:
 - Do you think this is a fiction or nonfiction text? Why?
 - What kind of fiction or nonfiction text do you think this is? Why?
4. Read and explain the meaning of the title.
5. Next, instruct the learners to scan the text.
 - Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
 - Instruct learners to scan the text and make a list of any words that they do not understand.
 - Also instruct learners to make a list of any words they think are important in telling us what the text is about.
 - Point out that some words may appear in both of their lists.
 - Train learners to document these words in their exercise books as follows:



Text: The Making of Maps	
Words I don't understand	Important words
distort cartographer	cartographer sailors Europeans

6. Call learners to attention and discuss the lists of words they do not understand as follows:
 - Ask learners to tell you which words they do not understand.
 - As learners list the words, make a class list on the board.
 - Identify the words that are important for learners to understand.
 - Find the word in the text, and read the sentence aloud.
 - Then, explain the meaning of the word in context.
 - Remind learners to include these words in their personal dictionaries.
7. Call learners to attention and discuss the lists of words they think are important as follows:
 - Ask learners to tell you which words they think are important.
 - As learners list the words, make a class list on the board.
 - a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
 - b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.
8. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?
 - c. Why? (What evidence do you have?)
 - d. Do you think you will enjoy this text? Why?

Purpose:

The Pre-Read teaches learners a 'routine approach' to engaging with new texts. This is a skill that learners can use with all texts that they are required to read independently. By going through this Pre-Reading routine, learners will begin to have an idea of what kind of text they are going to read, as well as what the text is about. This means that the learners are building their understanding of the text before they actually read it.



Shared Reading: First Read

Instructions:

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their Learner Books, listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.



- If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
- 4. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
- 5. Finally, give learners the opportunity to answer questions.
 - The first 2–3 questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1–2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Purpose:

The shared reading texts are longer and more complex than texts for independent reading. Because of this, it is important for teachers to follow the reading process and to read the text to learners. These texts present issues for learners to critically engage with, and to really think about.

The first read is important for many reasons, including:

- Modelling fluent, expressive reading for learners
- Ensuring that learners gain a basic understanding of the text
- Modelling 'thinking aloud' about the text, to show learners that good readers always think about what they are reading
- Modelling the use of specific comprehension strategies, for example: visualising or making connections

**Shared Reading: Second Read***Instructions:*

1. Tell learners to turn to the correct text in the Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going to read the text once again.



6. Tell learners to follow in their Learner Books, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
8. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
10. Once again, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
11. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
12. Finally, ask learners to formulate a question about the text.
 - Ask learners to independently think of a question that they can ask about the text.
 - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
 - Tell learners to turn and talk, and share their questions with each other.
 - Then, ask a few learners to share their questions with the class.
 - Give other learners the opportunity to answer these questions.

Purpose:

- The repeated reading of the text gives learners the opportunity to reinforce their knowledge of the new vocabulary and content.
- It also allows learners to more deeply understand the text, by listening to the teacher 'thinking aloud' about the text.
- By giving learners the opportunity to formulate their own questions about a text, it encourages them to think about the text in a critical way.
- Thinking of and posing their own questions also helps to build learners' confidence.



Teach the Comprehension Strategy

Instructions:

1. At the start of the second week of each cycle, you will explicitly teach the comprehension strategy that has been modelled and practiced throughout the previous week.
2. This is done using the gradual release method:
 - I do – first, you will model the use of the comprehension strategy for learners
 - We do – next, you will complete an example of using the strategy together with learners
 - You do – finally, learners will complete an example of using the strategy independently
3. Do this as follows:
 - Start by sharing a brief explanation of the comprehension strategy, as included in the lesson plan.
 - The lesson plan also includes three examples of using the comprehension strategy to work through with the learners.
 - a. Model how to use the comprehension strategy, by completing the first example in the lesson plan. This will involve reading part of the text again, and showing learners how to (visualise; make an inference; make a connection; etc). This is called: *I do...*
 - b. Next, complete the second example in the lesson plan together with learners. Read part of the text, and ask learners to (visualise; make an inference; make a connection; etc). This is called: *We do...*
 - c. Finally, give learners the third example of using the comprehension strategy to complete in pairs or on their own. This is called: *You do...*
4. Towards the end of the lesson, ask a few learners to share their answers with the class.
5. Use this opportunity to clarify any misunderstandings around the comprehension strategy.
6. Finally, end the lesson by asking learners to write down or re-read a simple reminder of the comprehension strategy.

Purpose:

- Ultimately, the aim is to develop learners who instinctively use all the comprehension strategies every time they read. The explicit teaching and practicing of strategies is a step in that direction.
- The table below provides the purpose/s of each comprehension strategy.



Strategy 1: Predict

Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.



Steps (For predicting with text structures)	1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps (For predicting by scanning the text)	1. Ask learners to scan the text and identify two lists of words: a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.
Steps	1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: <i>What did you visualise? (What happened in your movie?)</i> 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.
Strategy 3: Search the text	
Explanation	Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information.
Purpose	These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them: • How to identify the kind of information the question is asking for • How to locate the information in the text



Steps	1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>) 4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did.
Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.
Steps	1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.
Strategy 5: Think about the text (I wonder?)	
Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things: 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.



Steps	1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text.
Strategy 6: Make connections	
Explanation	When learners make connections, they compare the text to one of three things: 1. To their own lives or experiences – sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. • <u>This is called a text-to-self connection.</u> 2. To another text – sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. • <u>This is called a text-to-text connection.</u> 3. To the world – sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. • <u>This is called a text-to-world connection.</u>
Purpose	Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world.
Steps	1. Read the text on the page. 2. Ask learners relevant connection questions, like: a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?

**Strategy 7: Make inferences**

Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i> .
Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...
Example	Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes. Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.

**Strategy 8: Evaluate**

Explanation	When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about: • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.



Steps	1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
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Shared Reading: Post-Read

Instructions:

1. In Terms 1 and 2, during the Post-Read, you will do one of the following activities:
 - Complete a written comprehension
 - Make a summary using a frame to guide.
 - Use the strategy of visualisation to recall a scene or event from the text.

Instructions for a written comprehension:

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

Instructions for a summary:

1. Write the summary frame on the chalkboard before the lesson.
2. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can also include:
 - Why we think the text was written
 - What we learnt from the text
 - What we liked about the text, and why
3. Read through and explain the summary frame to learners.
4. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text was about.
5. Give learners 10–15 minutes to write their own summaries in their exercise books, using the summary frame.



6. Then, tell learners to turn and talk, and share their summaries with a partner.
7. Finally, create a class summary together – ask different learners to answer each part of the frame.
8. Write down the class summary.
9. Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

Instructions for a visualisation

1. Explain that learners will visualise a section from the text.
2. Instruct learners to close their eyes. Read the relevant section aloud.
3. Instruct learners to visualise what the scene looks like. They must try picture where it's happening, who is there, what they are doing, what sounds can be heard. what can be smelt.
4. Instruct learners to open their books and to draw a picture of what they can visualise.
5. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter: I can visualise...
6. Instruct learners to turn and talk with a partner and to discuss how they visualised the scene.
7. Encourage learners to use the vocabulary they learnt in the cycle.
8. Ask for volunteers or choose a few learners to share their visual summary.

Purpose:

- The post-read activities give learners the opportunity to consolidate their understanding of the text.
- Learners also get to use new language and vocabulary in an authentic context.
- Finally, these activities also give learners the chance to practice using the new comprehension skill that they have learnt.

INDEPENDENT READING

Independent Reading Activities

Instructions:

1. At the end of the first week of every cycle, there is a one-hour lesson for independent reading and comprehension.
2. Instruct learners to have their Learner Books, Personal Dictionaries and exercise books ready for this lesson.
3. Explain that learners must work independently or with a partner (this is up to you).
4. Orientate the class to the reading and comprehension activities that they must complete during this time.
5. Do this by going through the introduction section of the book, titled: **How to use this book**
6. Then, **orientate** learners to the **specific texts** for the theme.
 - Give learners a brief overview of each text
 - Ensure that learners know that once they have read the texts, they must complete the written activities that follow
 - Remind learners to write the answers in their exercise books



7. Develop your own system for learners to **check their answers** once they have completed the activities. You could do this in one of the following ways:
 - Make copies of the memoranda that are in the Management Document and display them in the classroom for learners to check their own work
 - Take some time to go through the activities with learners
 - It is good practice to allow learners to correct their own work, so they can see where they made mistakes
8. As learners complete their independent work, walk around from time to time, and **take note of common challenges**.
 - Call learners to attention, and tell them that you have noticed that there are common challenges
 - Help learners by re-explaining to learners, and showing them how to correctly answer the question

Purpose:

- By Grade 7, learners should be proficient learners who can 'read to learn'.
- In order to do this, they must have good technical reading or decoding skills.
- They must also have an expanded vocabulary, that includes cognitive academic terminology, to help them make meaning of texts.
- Then, having a strategy, such as a 'routine' way of working through a new text to try and make meaning is a useful strategy for learners.
- Finally, learners need confidence to tackle new texts independently.
- This confidence can be built by equipping learners with decoding skills, an expanded vocabulary, and a strategy to approach and work through new texts.
- It can also be built by ensuring that learners have many opportunities to read texts of different genres independently, so that they become familiar with this process.

Working with Individual Learners

Instructions:

1. Once you have orientated learners to the independent reading activities, settle them to work on the activities.
2. Then, use the rest of this time to work with individual learners.
3. In Term 2, use this time to complete the Oral Formal Assessment Task (FAT).
 - Please see the Term 2 Management Document for details of this FAT
 - A rubric for the Oral FAT is also included in the Management Document
4. Then, whenever possible, try to listen to individual learners read aloud in order to establish who may need some remedial help.
 - Make a note of who these learners are
 - If your school has a reading remediation programme, try to include these learners in the programme
 - Alternately, try to spend some time with these learners working on their decoding skills



Purpose:

- This time when teachers can work with individual learners is invaluable. This time can be used to implement individual oral assessments.
- It can also be used to work with learners who are still struggling with decoding. Learners need to be able to read fluently and with understanding in order to succeed in the South African education system, which is largely built around the use of textbooks.



WRITING & PRESENTING

Process writing: Teach the Genre

Instructions:

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes orientating and explaining:
 - the purpose of the text
 - the audience
 - the structure
 - the language features
 - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

Purpose:

- It is important for learners to learn about the different genres of writing, as throughout their lives, they will have to engage with these genres for specific purposes.
- This engagement will occur when learners have to write or read genre specific documents, as the same genres apply to both disciplines.
- There are standard forms and purposes for these genres that learners need to know.
- Understanding the structure, format and purpose of these genres will help learners to make meaning both when reading texts, and when writing texts.
- Learners will essentially engage with and use the same genres for the rest of their academic education, as well as for practical purposes in life.
- The length and complexity of writing tasks or texts will increase, but if learners have a good understanding of the genre, this will be very helpful to them.

Process Writing: Planning

Instructions:

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
 - A writing frame
 - A blank template
 - A planning table



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

Purpose:

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

Process Writing: Drafting

Instructions:

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
 - Start by explaining the drafting frame.
 - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
 - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.
 - Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.



6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
7. As learners complete their draft, walk around the classroom, and hold mini-conferences.
 - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
 - Implement mini-conferences with selected individual learners to go through their plans, to identify and address any challenges, and to then support them as they prepare to write their drafts.
8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
9. Tell learners to complete their drafts for homework, should they not finish in class.
10. Ensure that learners have copied down the drafting frame to work from.

Purpose:

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

Process Writing: Editing

Instructions:

1. Before the start of the lesson, write your draft from the previous lesson onto the board. Purposely make a few errors that link to the draft.
2. Also write the editing checklist onto the board.
3. Tell learners to open their exercise books to their completed draft.
4. Read through and explain the criteria to learners.
5. Next, show learners how to correct a common mistake on your own draft.
6. Also, pay attention to the criteria that refers to the LSC.
7. Ensure that the LSC is included and correctly used in your own draft – point this out to learners, or add or correct the LSC if required.



8. Allow learners time to edit and correct their own writing, using the checklist.
9. Once they have self-edited, ask learners to swop with a partner and peer-edit each other's writing.
10. Again, as learners work on editing their own drafts, walk around and hold mini-conferences.
 - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
 - Implement mini-conferences with selected individual learners to go through their drafts using the checklist, to identify and address any challenges, and to then support them as they edit their drafts.
11. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
 - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.
12. Ask learners to complete the editing process for homework if required.

Purpose:

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

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

*Presenting*

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swap books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.
5. Then, in the last five minutes of the lesson, ask 1–2 learners to read their writing to the class.
 - If learners are too shy to read themselves, you can offer to read for them.
 - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
 - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books. You are required to formally assess an essay and a transactional piece of in Terms 1&2.
 - You may use any of the relevant writing tasks to do this.
 - Please consult the Management Documents for Term 2 and Term 2 for details of the FATS, as well as for rubrics that may be used for the assessment.
7. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each cycle.

Purpose:

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

**WRITING STRATEGIES****Introduction**

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident. Routines also give learners direction, so that they know what to do next. For this reason, teach learners the process writing cycle, and always include all steps of the cycle in your teaching.



4. In addition to the scaffolding and support provided by the routine, further scaffolding and support can be provided by teaching learners the strategies that follow, and encouraging them to use these strategies whenever they need extra support.
5. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
6. Train learners to recognise these key phrases, and to understand what they must do when they hear them.



Strategy: Teacher models writing first

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



Strategy: Writers think before they write

1. Writing is the act of putting thoughts onto paper.
2. This means that writers must think first and decide what to write about before writing.
3. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
4. Always build-in time for learners to think about what they want to write.



Strategy: Writers turn and talk

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



Strategy: Writers may create a framework

Use this as a remediation strategy for learners who struggle with writing.

1. Once learners have created their plan, they may need to create a framework before they write their draft.
2. This can be done as follows:
 - a. First, learners must think about the format and layout of the text, and then draw pencil frames to indicate where they think each element of the draft will go on the page. For example: If learners are writing an essay, they can mark where the heading will go, and where each paragraph will go.
 - b. Next, learners should take the first point in their plans, and think about how to write that as a sentence.
 - Then, they must say the sentence out loud, and count how many words are in the sentence.
 - Next, learners should draw lines to represent each word in the sentence.



- Lines must be the approximate length of the words. Learners must say the word as they draw each line.
 - At the end of the sentence, the learner must add an appropriate end punctuation mark.
 - c. When the lines are in place, the learner must fill in words that are known.
 - Next, learners must be encouraged to write words phonetically, i.e.: to write words as they hear them. This is known as 'invented spelling' and is proven to be an effective developmental writing and reading strategy.
 - At the very least, the phonetic word acts as placeholder so that the learner does not forget their thought.
 - d. Then the learner can use resources like the personal or the class dictionary to check and correct their spelling before asking for help.
3. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.



Strategy: Writers use resources to write words

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



Strategy: Writers read what they write

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



Strategy 8: Hold mini-conferences

1. Mini-conferences are a useful strategy to use with all phases of the writing process.
2. Once you have explained and modelled the task, you should conduct mini-conferences.
3. For every writing cycle, target a different group of learners for mini-conferences, so that over a period of time all learners will get to experience this. Keep a record of which learners you have worked with, to prevent duplication or missing a learner.



4. Conduct mini-conferences as follows:
 - a. Ask the learner to tell you their idea for the task.
 - b. Next, ask them to show you the different parts of the writing process that have been completed. Ask the learner to tell you about each part.
 - c. Next, identify any challenges that the learner seems to be experiencing, and work with them on that point.
5. Make mental notes of common challenges that learners seem to be experiencing. Then, call the whole class to attention, and re-teach or explain the element that seems to be challenging.
6. Remember to give every learner some positive feedback, as well as some points for growth and improvement.

THEME

The legacy continues

Term 2

Weeks 1 & 2 | Cycle 1



TERM 1: WEEK 1

OVERVIEW



THEME	The legacy continues
PHONIC DECODING	ch, ai, chomp, chop, rich, pain, gain, rain
SIGHT WORDS	away, took, stop, never, every, slaves/slavery, violence, return, afraid, safe
THEME VOCABULARY	unstable, branded, inferior, systemic racism, outraged, police brutality, for good, prompted, entrepreneur, threatened, terrified, final straw, criminals, DNA (DNA tests)
LSC	Punctuation of direct speech
COMPREHENSION STRATEGY	Making Evaluations
WRITING GENRE	Narrative essay
WRITING TOPIC	Resolving a disagreement
GRAPHIC ORGANISER	Mind Map
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: information about Black Lives Matter, stories about African Americans returning to Africa, newspaper articles about police brutality in America, stories about slaves on the plantations, etc. 3. Try to find some pictures and visuals, for example: maps of the Transatlantic slave trade, diagrams and pictures of the slave ships, pictures of Cape Coast Castle in Ghana, pictures of plantations (with slaves and present day), pictures of BLM marches, brochures of plantation tours, photos of African Americans in Ghana, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



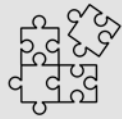
WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 1: **The legacy continues**
2. **Introduce the theme as follows:**
 - Explain to the learners that in **Social Science** this term, they will look at the Transatlantic slave trade.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand the content and the issues concerned.
 - This theme will also make them aware of some of the long-term effects the slave trade has had over the centuries to this day on African societies and in America.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a Mind Map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>History of the slave trade</u> e.g.: African kings capturing slaves	<u>Life of a slave</u> e.g.: work hours	<u>Plantation tours</u> e.g.: learn the history
<u>Negative effects in Africa</u> e.g.: colonization	<u>The legacy continues</u>	<u>Effects in America today</u> e.g.: police brutality
<u>Positive effects in Africa today</u> e.g.: people returning	<u>Attitudes and Values</u> (attitude or value changes or additions that occur during the theme, e.g.: understanding racism in America)	<u>Skills</u> (skills that learners acquire throughout the theme, e.g.: writing a narrative essay)

4. Ask prompting questions to activate background knowledge:
 - a. **Why did the slave trade start?**
 - b. **How were African kings involved?**
 - c. **What was life like for a slave in America?**
 - d. **How were slaves treated?**
 - e. **Where did most slaves work?**
 - f. **How has slavery affected African societies?**

**ACTIVATE BACKGROUND KNOWLEDGE**

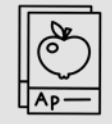
- g. **How has slavery affected American society today?**
 - h. **What is the Black Lives Matter movement?**
 - i. **How are some African Americans reconnecting to their African roots?**
5. Follow the core methodologies to:
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY

unstable	Act out being unstable – pretend to lose your balance, almost fall over.
	Tell learners that unstable means when something is not steady or calm, and is likely to change quickly.
branded	Act out being branded – pretend to make a mark on your skin.
	Tell learners that branded means to make a mark on skin to show that this animal (or person in the case of slavery) is owned by someone. This can be done by burning into skin, making a tattoo, dyeing with paint or wearing a label or tag.
inferior	Tell learners that inferior means when something is understood to be less valuable, lower in status, or less important.
	Say: There are some people who believe that because of where they live or how much money they have they are better than others, and everyone else is not as good or not as important as they are. They treat others as though they are inferior.
systemic racism	Tell learners that systemic racism is when racist ideas and behaviours are accepted and part of society, and when racism becomes part of the system of life. Such as: who gets to live where, who gets what job, and in systems of schools, government and policing.
	Say: Systemic racism makes me so angry. I want to be able to have the same privileges as white people have! The system just does not allow it and works against black people in so many ways.
outraged	Act out being outraged – have an angry facial expression, shout, wave your arms about and say 'I can't believe this! This is not right!'
	Tell learners that outraged means to be really angry about something that is wrong, violent or cruel.



LSC: DEVELOP THEME VOCABULARY



police brutality

Tell learners that police brutality is when police use their power to be violent towards others, instead of keeping them safe.

Say: I am sometimes scared of police because I've heard that they can beat you up or be mean to you for no reason. My cousin told me this is called police brutality.

QUESTION OF THE DAY



QUESTION	The people responsible for the slave trade were_____.
GRAPH	3 COLUMN GRAPH
OPTIONS	<i>African kings / plantation owners in America / European traders to Africa</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- Who do most learners think was responsible for the slave trade?**
Most learners think _____ were responsible for the slave trade.
- Who do you think was responsible for the slave trade?**
I think _____ were responsible for the slave trade.

EXTENSION QUESTIONS

- What are three effects of the slave trade that we can see in society today.**
Three effects of the slave trade we can see today are _____, _____ and _____.
- Do you agree that Black Lives Matter marches will help to change American society? Why or why not?**
I agree/disagree that Black Lives Matter marches will change society because _____.

HOMEWORK



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

**WEEK 1 MONDAY / DAY 1: LISTENING**
(30 minutes)**LISTEN TO...**Follow the core methodology to conduct the listening lesson using an information text:**The effects of slavery**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The effects of slavery The Transatlantic slave trade involved the capture, sale and transport of slaves from West Africa to America. Over a period of about 400 years, almost 13 million West Africans were shipped to America as slaves, until slavery was abolished there in 1865. However, slavery left a disastrous legacy, both in America and in Africa.	When we talk in such large numbers, it's easy to forget that each number was an actual person with a life and family and friends.	How long did the slave trade last? (400 years) When was slavery abolished in America? (1865)
1. Some effects of slavery in Africa Slavery had existed in Africa for centuries before the Europeans came to Africa. But from 1526, the Europeans started buying slaves in exchange for manufactured goods, metal tools, textiles, and weapons. This enabled West African kings to enrich and strengthen their kingdoms.	I have heard that there were slaves in African societies before the Europeans, but slavery was a punishment for a crime or prisoners of war became slaves. The slave trade meant those kings became rich for capturing and selling people.	What did the Europeans give to the kings in exchange for slaves? (manufactured goods, metal tools, textiles, and weapons)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Many African kings wanted to grow their wealth and to defend themselves against neighbouring societies who were trying to do the same thing. This meant that they needed the European's weapons, so they captured and sold even more slaves. Therefore, the slave trade brought weapons and war to Africa, and took millions of people, mostly men away.	I can evaluate the slave trade started a cycle of capturing and selling people.	How did African kings become more powerful? <i>(they captured and sold slaves and got goods and weapons in return)</i>
When the slave trade finally ended, these kingdoms found themselves without an economy, and without strong populations. This made the whole region unstable, and open to colonisation when the Europeans returned.	Wow, I wonder if the kings realised they were relying too much on the slave trade?	How did the slave trade lead to colonisation? <i>(kingdoms' economies reliant on slaves collapsed and the populations were depleted and weak – easy for Europeans to conquer)</i>
2. Dehumanisation of slaves led to racism For slavery to thrive, slaves were not seen as human beings, but as economic goods to be bought and sold. Those Africans who survived the horrendous conditions crossing the Atlantic were then sold and branded at slave auctions and treated like cattle.	I wonder how people could see other people as things? I can evaluate that slave owners were cruel and greedy and wanted to keep this system because it worked for them.	How were slaves treated? <i>(inferior/ like animals / goods)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
To explain and justify slavery, Europeans and Americans claimed that Africans were inferior and were meant to be slaves. This allowed slave owners to keep generations of people as slaves. This belief, that Africans were inferior, became part of the American system. Therefore, generations of African Americans were never given equal status in society.		
3. America today: Black lives matter For much of American history, because of slavery, the police enforced laws that were designed to keep black people down. Some of America's first law enforcement units were the slave patrols that captured and returned people who'd escaped from slavery.	Wow, so I can infer that because of slavery, the job of the police in America was to keep black people feeling powerless. And I think this has continued up until today.	What was the first job of America's law enforcement? (to capture and return escaped slaves)
For a century after slavery had ended, police still enforced segregation and allowed the killing of many Black Americans. Sometimes, the police were even part of these killings. For generations, the American system has denied black Americans the economic and housing opportunities given to white Americans.	Wow, I can evaluate that the racist ideas stayed in people's minds. In the recent past, it didn't even seem illegal for the police to harm and even kill black Americans! And the police are the people meant to be upholding the law and protecting people!	What have black Americans been denied? (economic and housing opportunities) What is systemic racism? (when racist ideas and behaviours are accepted as part of the society)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
From slavery, through the police force and many other institutions in America, racism became part of the system of life. This is known as 'systemic racism'.		
In July 2013, an unarmed black teenager, Trayvon Martin, was shot and killed. The policeman who killed him went unpunished. Black communities were outraged! The Black Lives Matter movement started as a hashtag, (#BLM) an online awareness of this systemic racism and police brutality. Sadly, Trayvon's death was not an isolated incident. Because of police violence, many other black people were killed, and the BLM movement continued to grow.	I've seen the #BLM on social media. I didn't know when it started.	Why did Black Lives Matter start? (to protest an innocent black teenager being killed by a police officer and the officer not being punished for his murder)
In 2020 the movement gained international attention following the killing of George Floyd by a police officer. Around 20 million people participated in the 2020 Black Lives Matter protests in the United States. Countries all over the world also held marches and protests to acknowledge that systemic racism and police brutality towards black people is real.	I remember these marches. I saw the protestors on TV with their signs with victim's names. I wonder if these protests will change systemic racism? I wonder what needs to happen for the American society to change?	How many people joined the BLM protests in 2020? (around 20 million)



The legacy continues

TERM 1

WEEK 1

TUESDAY

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Slavery ended nearly 200 years ago, but many black people are still dehumanised. At a protest in Atlanta in June 2020, Kimberly Jones, a black woman said that even today, the 'social contract' between the government and its people is broken, and that black and white Americans are treated differently. She explained that the BLM movement is about black Americans still wanting fair treatment and equality after all these years.	The legacy and results of slavery are truly horrendous. It's hard to believe how some people's greed could have such devastating effects. I can make an evaluation that individuals' actions can have long lasting consequences. We need to be aware of this.	What was Kimberly Jones protesting? (Black Americans are still treated unfairly and wanting equality)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 1: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

The effects of slavery

2. Use the following discussion frame:

The effects of slavery

- a. **In this text...**
- b. **I learnt that...**
- c. **I found this text...because...**
- d. **I think this text was written to help me think about ...**



WEEK 1: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	The return
LEARNER BOOK	Page 2
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making evaluations

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: The return 2. This text seems to be returning. I think someone is coming back to a place they have been to before. I wonder who the person or people are? I wonder where the place is? I wonder why they left the place and where they have been? Are they excited to return, or are they worried? How do they feel about the place they are returning to? I wonder if they are returning for good, or just for a short time? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: • movers – when someone moves to a new house, often they hire a moving company to help them pack and carry all their heavy furniture and boxes. I think the woman hired movers to help her move to her new neighbourhood. • tumbled – means fell down. I think her words are not literally (actually) falling, but because she is so excited, she is speaking quickly and asking all her questions in a hurry, one after the other! I think Ashante is happy to meet her new neighbours and interested to get to know them. • paused – to pause is to stop speaking for a few seconds. I think Deja stops while speaking because she is changing what she was saying. She was talking about their life being good, but now she will describe something bad.



PRE-READING ACTIVITY



5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example:
- ‘A while ago, my kids were playing outside, and a police car pulled up to them. The **officer** asked my sons what they were doing playing in that neighbourhood. When my sons answered that they lived there, the **officer** didn’t believe them.’*
- A police car drives up and then an officer questions the boys. An officer is another name for a policeman or a policewoman.*

ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
- What do you think this text will be about?
 - Why do you think that?
 - What does the picture on the page help you understand?
 - What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.

WEEK 1: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE

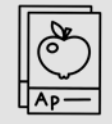


Follow the core methodologies to:

- Help learners add to their Mind Maps
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions



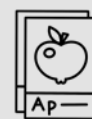
LSC: DEVELOP THEME VOCABULARY



for good	Tell learners that 'for good' is another way of saying 'forever'.
	Say: I love going to the beach in summer. Sometimes I wish I could stay there for good and never go back to the city!
prompted	Tell learners that prompted means to remind or encourage someone to do or say something if they have been meaning to do it, have forgotten, or need reminding.
	Say: Sometimes I get nervous when I speak in front of lots of people, and I need to be prompted by my mom so I remember what I wanted to say.
entrepreneur	Tell learners that an entrepreneur is someone who starts their own business.
	Say: When I grow up, I want to be an entrepreneur and start my own transport business. I will be the big boss and employ lots of people!
threatened	Act out threatening someone – walk towards them, make a scary face and make threatening hand gestures (finger across your throat or show the shape of a fist).
	Tell learners that to be threatened by someone means to have someone tell or show you that they want to hurt you, or when they warn you that if you don't do something, they will hurt you or do something bad to you.
terrified	Act out feeling terrified – cover your mouth or eyes, make yourself small in the corner, and open your mouth like you are screaming.
	Tell learners that terrified means to feel very, very scared and afraid.
final straw	Tell learners that the 'final straw' means when a lot of bad or difficult things have happened but you have been okay, and then one final thing happens that takes the difficulty too far and you struggle to cope or manage. It comes from the saying "The final straw that broke the camel's back": meaning that the camel can carry so much straw on its back, but there comes a point where it can't carry anymore and if one more piece of straw is added, the camel's back will break.
	Say: I have had such a difficult week at school with all this work, but I've been managing. The final straw was when I got caught in a thunderstorm and all my school books and assignments got wet. Then I just got so upset, I cried and cried!



LSC: DEVELOP THEME VOCABULARY



criminals	Act out being a criminal – pretend to steal something out of someone's bag, then make a police siren noise and then show your hands with your wrists together like you are wearing handcuffs. Tell learners that criminals are people who have committed a crime, like stealing or being violent towards others.
DNA (DNA tests)	Tell learners that DNA stands for Deoxyribonucleic Acid. DNA is found in every cell of our bodies, and it holds all the information about who we are and what we look like: our genes, what colour eyes or skin we will have, what illness we may get, and so on. DNA is passed on from parents to children, and if you share DNA with someone it means that you are related. If you get a DNA test, it gives you information about your ancestors and relatives, like where in the world your ancestors came from and lived. Say: Last year I got a DNA test and I found out that some of my ancestors came from as far away as Nigeria! I also found out that it is because of my shared DNA with my mom that I also have green eyes like her. How exciting!

QUESTION OF THE DAY



QUESTION	If you are treated unfairly in society you should _____.
GRAPH	4 COLUMN GRAPH
OPTIONS	<i>protest the injustice / leave / keep quiet about it / fight back</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	What do most learners think you should do if you are treated unfairly in society? Most learners think you should _____ if you are treated unfairly in society. What do you think you should do if you are treated unfairly in society? I think you should _____ if you are treated unfairly in society.
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FOLLOW UP AND EXTENSION QUESTIONS



EXTENSION QUESTIONS

- 1. Explain what the effects could be if someone is treated unfairly all their life.**
If someone is treated unfairly all their life, they could _____.
- 2. In your view, is leaving a bad situation brave or cowardly? Explain your answer.**
In my view it is brave / cowardly to leave a bad situation, because _____.

HOMEWORK

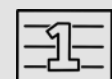


Learners must add any new words and explanations to their personal dictionaries.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	The return
LEARNER BOOK	Page 2
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making evaluations

FIRST READ



Follow the core methodology to complete the first read of the text

Text: Read	First Read: Think Aloud
The return It was a beautiful hot summer's day in Accra, Ghana's capital. The sound of the waves on the beach nearby was inviting. Ashante was heading out to do some shopping. 'I must get to the beach this afternoon,' she thought. 'What's the point of living near the ocean if I don't go for a swim?'	I can infer that Ashante lives near the beach and loves swimming.



Text: Read	First Read: Think Aloud
As she walked out her house, she saw that new neighbours were moving in. Ashante saw a tired looking woman talking to the movers and walked over to her. 'Hi! Welcome to the neighbourhood! I'm Ashante,' she said with a smile. The woman turned to her, 'Oh, hello, nice to meet you. I'm Deja.' 'Hey, you're American! Wow! Have you just arrived? Are you here for good?' Ashante's questions tumbled out quickly. Deja laughed at her enthusiasm. 'Yes, we're from the USA! And yes, we're here for good!' 'I've got some shopping to do, but when I get back, I'd love to welcome you properly. Is there anything I can get you at the shops?' Ashante asked. 'No thanks. But I'll take you up on that offer for a visit. See you later,' Deja called.	I can infer that Ashante saw a moving van and people carrying furniture and boxes. I can infer that Deja's accent told Ashante that she was American.
A few hours later, Deja's doorbell rang. Ashante was standing there with some cold drinks and snacks. 'Come in, please. Oh, thank you so much for these!' Deja said. 'Pleasure. Now tell me your story,' Ashante prompted. 'How did you end up in Ghana?'	I wonder why Deja has moved to Ghana? Is it for a job?
'Well, this move happened very quickly!' laughed Deja. 'My husband and I have two great sons, and we have always lived in Minneapolis. I'm a computer programmer and Trevon, my husband, is an entrepreneur. We lived in a nice neighbourhood. I guess most people thought we were doing well.'	I can predict that even though their lives looked good, something was not right that made them leave.



Text: Read	First Read: Think Aloud
Deja paused and the expression on her face changed. Then she spoke again, in a quiet voice. 'A while ago, my kids were playing outside, and a police car pulled up to them. The officer asked my sons what they were doing playing in that neighbourhood. When my sons answered that they lived there, the officer didn't believe them. He then threatened my sons, saying that he was watching them, and that they'd better not do anything or there'll be trouble.' Ashante saw tears welling in Deja's eyes, and felt sad and angry for her new friend.	Wow! I can make a connection to the text we listened to on Monday. These children were treated badly just because they were black. They had done nothing wrong. They must have been so scared!
'My boys were terrified after that,' continued Deja. 'And of course, so were Trevon and I. Every time we saw another report of police brutality, our fears grew. Then in May 2020, George Floyd was killed by a police officer, and the city erupted! We all joined the Black Lives Matter marches and protested for weeks!'	I remember when George Floyd was killed. I wonder if Deja and Trevon felt brave or scared when they were protesting?
Deja took a deep breath, 'But the final straw happened when I was driving home one night, and two police cars pulled me over. The officers accused me of driving a stolen car, put me in cuffs and terrorised me. I honestly thought that I would be on the next 'Black Lives Matter' poster! When I eventually got home, I was traumatised. We'd seen all the information about African Americans returning to Africa and we decided then and there we had to leave!' Deja took a long drink and tasted the nkate cake Ashante had brought. 'Yum, this is so good,' she said. 'I can't believe you were living like that. Constantly in fear!' Ashante said, shaking her head.	I wonder if this is hard for Deja to talk about? I can evaluate that many African Americans are returning to Africa.



The legacy continues

TERM 1

WEEK 1

WEDNESDAY

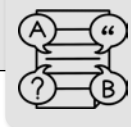
Text: Read	First Read: Think Aloud
'From the moment we stepped off the plane in Accra, I felt I could breathe. All of us feel it. We can drive and walk around at night, go into shops and no one suspects us of being criminals,' Deja reflected. 'You know, in Accra, I'm not a black woman, I'm a woman, because everyone's black!' she laughed. 'I never thought about it like that,' said Ashante. 'What a story!'	I can make an evaluation that in Minneapolis, Deja and her family were always made to feel scared and guilty.
'We have been here for a few weeks, and it really has been a homecoming,' Deja said thoughtfully. 'Before we left America, we did DNA tests to find out about our African ancestry. My ancestors were from right here in Ghana. Trevon's people were from the Ivory Coast. It is very likely that our relatives were slaves. We visited the Cape Coast Castle last week, which was such an emotional experience. My French name, 'Deja', means 'Already'. When I returned to this place where my ancestors were taken from, I felt such a strong connection. I felt like I had been there already, through them. I honestly feel like I'm finally home – where I belong.' 'That's beautiful,' said Ashante. 'I'm so glad we're going to be neighbours.'	I wonder where my ancestors come from? I wonder if I can do a DNA test to find out?
Just then two boys came running in followed by their dad. 'Mom! We're so hot! Can we go to the beach?' they panted. 'My thoughts exactly,' Ashante said with a smile.	Oh, here are Deja's children! I can evaluate that they are already feeling at home in their new neighbourhood.



Recall questions	Responses
What is the capital of Ghana?	Accra
Where were the captured slaves held before they boarded the ships to America?	Cape Coast Castle
What happened to Deja when the police officers pulled her over?	The accused her of driving a stolen car. They put her in handcuffs and terrorised her.

Critical thinking	Possible responses
Can you evaluate what kind of person Ashante is?	Ashante is kind, thoughtful, friendly, compassionate...other reasonable answers.
Do you think Deja and Trevon made the right decision to move, or should they have stayed in America and tried to change things there? Why?	Learners' own responses with reasons

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: punctuation of direct speech.
2. Explain this as follows:

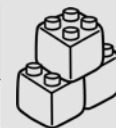
Punctuation of direct speech

- We use punctuation marks called **quotation marks** to show when someone is speaking or thinking.
 - We also use commas, exclamation marks and questions marks. These help us read with expression and make sense of the sentence when the character is speaking or thinking.
3. Point out the following examples of this in the text.
 - a. **'Hi! Welcome to the neighbourhood! I'm Ashante,' she said with a smile.**
The words she says are in quotation marks: Hi! Welcome to the neighbourhood! I'm Ashante
 - b. **The woman turned to her, 'Oh, hello, nice to meet you. I'm Deja.'**
The words she says are in quotation marks: Oh, hello, nice to meet you. I'm Deja
 - c. **'I must get to the beach this afternoon,' she thought. 'What's the point of living near the ocean if I don't go for a swim?'**
The words/thoughts she is thinking are in quotation marks: I must get to the beach this afternoon. What's the point of living near the ocean if I don't go for a swim?



WEEK 1: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their Mind Maps.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **punctuation of direct speech**
2. Show the learners the LSC again in context. Here are some more examples:
 - a. 'Pleasure. Now tell me your story,' Ashante prompted. 'How did you end up in Ghana?'
Pleasure. Now tell your story. How did you end up in Ghana? – these are the exact words she says.
 - b. 'That's beautiful,' said Ashante.
That's beautiful – these are the exact words she is saying.
 - c. 'I can't believe you were living like that. Constantly in fear!' Ashante said, shaking her head.
I can't believe you were living like that. Constantly in fear – these are the exact words she is saying.
3. Tell learners to copy the following **LSC note** in their books:

Punctuation of direct speech

- We use punctuation marks called quotation marks to show when someone is speaking or thinking.
- We also use commas, exclamation marks and questions marks to help us read with expression and make sense when the character is speaking or thinking.

4. Here is the full set of notes about punctuation of direct speech. You could make this available for your learners.

Rule 1: Use quotation marks for all direct speech

When someone's words are repeated exactly as that person **said** them, you need to put those words in quotation marks:

The hare said, "I will challenge the tortoise to a race."

Direct speech is not limited to words that are spoken out loud. You also write someone's **thoughts** as direct speech inside quotation marks:

The hare thought, 'I know I can beat the tortoise easily!'

Rule 2: Quotation marks are used in pairs

There is an opening quotation mark that comes before the first word of the quoted speech, and then there is a closing quotation mark that comes after the last word of the quoted speech.



TEACH AND PRACTICE THE USE OF THE LSC



The hare said to the tortoise, 'You are so slow that I will beat you very easily.'

Rule 3: The first word of direct speech is capitalised

In quoted speech, just as in other forms of writing, you capitalise the first word of every sentence:

'**W**hen should we do it?' asked the tortoise.

Here's what can be tricky: you also capitalise the first word of the quoted sentence even when it is inside another sentence, as in this example:

The tortoise asked, '**W**hen should we do it?'

The word 'When' is capitalised because it is the first word of a quoted sentence, even though it is not the first word of the main sentence.

Rule 4: You can include multiple sentences inside a single set of quotation marks

As long as the character is speaking, you can keep on quoting those words inside the **same set** of quotation marks. Here is an example where there are three sentences inside the quotation marks:

The hare said to the tortoise, 'You are so slow that I will beat you very easily. In fact, I feel sorry for you because you are so slow. I know I will beat you!'

The opening quotation mark shows where the hare started speaking, and the closing quotation mark shows where the hare stopped speaking. All three sentences go inside the single pair of quotation marks.

Rule 5: When the QUOTED SPEECH comes AFTER the verb of speaking, you use a comma after the verb of speaking and before the quoted speech

Here's an example that shows quoted speech after the verb of speaking, with a comma between the verb of speaking and the quoted speech:

The hare said to the tortoise, 'I challenge you to a race!'

This use of the comma helps the reader to pause between the beginning of the sentence and the quoted speech while letting us know that this is still one sentence.

Rule 6: When the QUOTED SPEECH comes BEFORE the verb of speaking and the final sentence of the quoted speech ends with a FULL STOP, you replace the full stop at the end of the final quoted sentence with a comma.

Here is an example where the quoted speech, ending with a period, comes before the verb of speaking. The period at the end of the quoted speech changes to a comma:

'I accept your challenge,' the tortoise replied.

The original quoted sentence ended with a period: "I accept your challenge." This rule only applies to quoted sentences that end with a period; for sentences that end with a question mark or with an exclamation mark, see the next rule.



TEACH AND PRACTICE THE USE OF THE LSC



Rule 7: When the **QUOTED SPEECH** comes **BEFORE** the verb of speaking and the final sentence of the quoted speech ends with an **EXCLAMATION MARK** or a **QUESTION MARK**, you do **NOT** replace the exclamation mark or question mark with a comma.

Instead of replacing the exclamation mark or question mark with a comma, you just leave it unchanged. Here's an example with an exclamation mark:

'I challenge you to a race!' the hare said to the tortoise.

Here's an example with a question mark:

'When should we do it?' asked the hare.

You can combine Rule 6 and Rule 7 as follows: when you have quoted speech coming before the verb of speaking, you replace the full stop of the quoted speech with a comma — but you do not replace an exclamation mark or a question mark.

Rule 8: You can split a direct sentence into two parts that are wrapped around the verb of speaking.

When the direct words in a sentence are split, you put a comma after the first chunk of quoted speech, and you also put a comma after the verb of speaking clause. Here is an example:

'I challenge you,' the hare said, 'to a race!'

The quoted statement ("I challenge you to a race!") has been wrapped around the verb of speaking. To make this style work, you need both commas: a comma after the first chunk of quoted speech, along with a comma after the verb of speaking. These commas signal the breaks between direct and indirect speech while alerting us that this is still one big sentence.

Rule 9: Punctuation marks for quoted speech always go inside the quotation marks, not outside.

Here are some examples:

Full stop: 'I accept your challenge.'

Comma: 'I accept your challenge,' replied the tortoise.

Question Mark: 'When should we do it?' asked the hare.

Exclamation Mark: 'I challenge you to a race!' the hare said to the tortoise.

All four types of punctuation marks — full stop, comma, question mark, and exclamation mark — go inside the quotation marks that indicate direct speech.



TEACH AND PRACTICE THE USE OF THE LSC



Rule 10: After you have closed a quotation in one sentence, you need to use a new set of quotation marks for direct speech in the next sentence

When you have a direct speech sentence (or sentences) together with a verb of speaking, that is a complete sentence. As a result, you need another set of quotation marks to indicate quoted speech in the next sentence. Here's an example of a complete sentence using quoted speech:

'I challenge you to a race!' the hare said to the tortoise.

If the hare is going to start speaking again in the next sentence, you need another set of quotation marks, even if the hare is still the speaker:

'I challenge you to a race!' the hare said to the tortoise. 'You are so slow that I will beat you very easily. In fact, I feel sorry for you already because I know you will lose.'

5. Next, tell learners to punctuate the following sentences correctly:
 - a. Hello. It's lovely to meet you said the new neighbour.
 - b. Jasmine looked at the sea and said I can't believe I'm here!
 - c. Where are you from? the curious child asked. I've never seen you on our street before.
 - d. As he walked down the road he thought, I love this feeling of freedom!
 - e. We are so happy to be here. Things were getting really hard back in America. We have so many plans and things we want to do in Accra! he exclaimed happily.
 - f. I'm so glad you're here, she said to the children. Which school are you going to go to? When do you start?

Answers:

- a. 'Hello. It's lovely to meet you,' said the new neighbour.
- b. Jasmine looked at the sea and said, 'I can't believe I'm here!'
- c. 'Where are you from?' the curious child asked. 'I've never seen you on our street before.'
- d. As he walked down the road he thought, 'I love this feeling of freedom!'
- e. 'We are so happy to be here. Things were getting really hard back in America. We have so many plans and things we want to do in Accra!' he exclaimed happily.
- f. 'I'm so glad you're here,' she said to the children. 'Which school are you going to go to? When do you start?'

Tell learners who finish quickly to write 2 of their own sentences, using direct speech. Correct this activity together with learners.

HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.

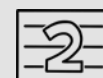
Tell learners to complete this for homework.



WEEK 1: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	The return
LEARNER BOOK	Page 2
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making evaluations

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - Where were Deja and her family from in America?**
 - List three incidents that prompted Deja to move her family to Ghana.**
 - How did Deja know where her ancestors came from?**
 - Do you think the Black Lives Matter protests will change systemic racism in America? Why or why not?**
 - Deja said: '...in Accra, I'm not a black woman, I'm a woman, because everyone's black!'**
 - How do you identify yourself: by your race, your sex, your nationality, or something else?**
 - Can you make a connection to the Poetry theme in Term 1, when we thought about our identities?**

Text: Read	Second Read: Think Aloud
The return It was a beautiful hot summer's day in Accra, Ghana's capital. The sound of the waves on the beach nearby was inviting. Ashante was heading out to do some shopping. 'I must get to the beach this afternoon,' she thought. 'What's the point of living near the ocean if I don't go for a swim?'	



Text: Read	Second Read: Think Aloud
As she walked out her house, she saw that new neighbours were moving in. Ashante saw a tired looking woman talking to the movers and walked over to her. 'Hi! Welcome to the neighbourhood! I'm Ashante,' she said with a smile. The woman turned to her, 'Oh, hello, nice to meet you. I'm Deja.' 'Hey, you're American! Wow! Have you just arrived? Are you here for good?' Ashante's questions tumbled out quickly. Deja laughed at her enthusiasm. 'Yes, we're from the USA! And yes, we're here for good!'	From her actions, I can make an evaluation that Ashante is friendly and thoughtful. (She goes over to welcome the new people and she offers to do some shopping.) I can make an evaluation that Deja is keen to make a friend in her new neighbourhood.
'I've got some shopping to do, but when I get back, I'd love to welcome you properly. Is there anything I can get you at the shops?' Ashante asked. 'No thanks. But I'll take you up on that offer for a visit. See you later,' Deja called.	
A few hours later, Deja's doorbell rang. Ashante was standing there with some cold drinks and snacks. 'Come in, please. Oh, thank you so much for these!' Deja said. 'Pleasure. Now tell me your story,' Ashante prompted. 'How did you end up in Ghana?'	
'Well, this move happened very quickly!' laughed Deja. 'My husband and I have two great sons, and we have always lived in Minneapolis. I'm a computer programmer and Trevon, my husband, is an entrepreneur. We lived in a nice neighbourhood. I guess most people thought we were doing well.'	



Text: Read	Second Read: Think Aloud
Deja paused and the expression on her face changed. Then she spoke again, in a quiet voice. 'A while ago, my kids were playing outside, and a police car pulled up to them. The officer asked my sons what they were doing playing in that neighbourhood. When my sons answered that they lived there, the officer didn't believe them. He then threatened my sons, saying that he was watching them, and that they'd better not do anything or there'll be trouble.' Ashante saw tears welling in Deja's eyes, and felt sad and angry for her new friend.	I can evaluate that Ashante is a compassionate person. I wonder if she's heard about these incidents of racist discrimination before?
'My boys were terrified after that,' continued Deja. 'And of course, so were Trevon and I. Every time we saw another report of police brutality, our fears grew. Then in May 2020, George Floyd was killed by a police officer, and the city erupted! We all joined the Black Lives Matter marches and protested for weeks!'	I can evaluate that things were getting worse and there were more and more racist incidents.
Deja took a deep breath, 'But the final straw happened when I was driving home one night, and two police cars pulled me over. The officers accused me of driving a stolen car, put me in cuffs and terrorised me. I honestly thought that I would be on the next Black Lives Matter poster! When I eventually got home, I was traumatised. We'd seen all the information about African Americans returning to Africa and we decided then and there we had to leave!' Deja took a long drink and tasted the nkate cake Ashante had brought. 'Yum, this is so good,' she said. 'I can't believe you were living like that. Constantly in fear!' Ashante said, shaking her head.	I can infer that the Black Lives Matter posters have the names of the black people who've been killed by police brutality.



Text: Read	Second Read: Think Aloud
'From the moment we stepped off the plane in Accra, I felt I could breathe. All of us feel it. We can drive and walk around at night, go into shops and no one suspects us of being criminals,' Deja reflected. 'You know, in Accra, I'm not a black woman, I'm a woman, because everyone's black!' she laughed. 'I never thought about it like that,' said Ashante. 'What a story!'	I can make an evaluation that your identity depends on where you are and how you are treated.
'We have been here for a few weeks, and it really has been a homecoming,' Deja said thoughtfully. 'Before we left America, we did DNA tests to find out about our African ancestry. My ancestors were from right here in Ghana. Trevon's people were from the Ivory Coast. It is very likely that our relatives were slaves. We visited the Cape Coast Castle last week, which was such an emotional experience. My French name, 'Deja', means 'Already'. When I returned to this place where my ancestors were taken from, I felt such a strong connection. I felt like I had been there already, through them. I honestly feel like I'm finally home – where I belong.' 'That's beautiful,' said Ashante. 'I'm so glad we're going to be neighbours.'	I've heard of the terrible Cape Coast Castle where the captured people were held. I can see why Deja felt so emotional being there, thinking about the terrible things her ancestors had gone through. I can evaluate that Deja never felt at home in America, but she does in Africa. I wonder if all black Americans feel like this?
Just then two boys came running in followed by their dad. 'Mom! We're so hot! Can we go to the beach?' they panted. 'My thoughts exactly,' Ashante said with a smile.	I predict that these neighbours are going to be good friends.



The legacy continues

TERM 1

WEEK 1

THURSDAY

Recall questions	Responses
Where were Deja and her family from in America?	Minneapolis
List three incidents that prompted Deja to move her family to Ghana.	The police officer threatening her children. George Floyd's murder. The cops pulling her over and terrorising her.
How did Deja know where her ancestors came from?	She did DNA tests

Critical thinking	Possible responses
Do you think the Black Lives Matter protests will change systemic racism in America? Why or why not?	I think the BLM protests will/will not change systemic racism in America because...
Deja said: '...in Accra, I'm not a black woman, I'm a woman, because everyone's black!' How do you identify yourself: by your race, your sex, your nationality, or something else? Can you make a connection to the Poetry theme in Term 1, when we thought about our identities?	I identify myself by... learners' own answers I can make a connection... learners' own answers

LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 1: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

WEEK 2: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **making evaluations**.
2. Explain that this week, we have been working on **making evaluations**.
 - Explain that we when we make an evaluation, we **make a judgement**.
 - This is a key comprehension skill.
 - This can be about the **characters**, or the **events** in the text.
 - We can also **evaluate the text itself**: is it interesting, did you like it and so on?
 - When we make an evaluation, we always need to have a **reason or evidence** to **justify our judgement**.



	3. Model making an evaluation. a. Event: People often think of African countries as being dangerous places. And people talk about America as being safe and civilised. But, it seems that this is not necessarily the case. I can make the evaluation that even though it might be hard starting in a new country, for some black people, moving to an African country is a much safer, happier choice. They feel welcomed and more at home living in an African country.
WORK WITH LEARNERS: (We do...)	1. Explain that now, we will make a character evaluation together! 2. Say: <i>Do you think Deja and Trevon are good parents for leaving America and moving to Ghana? Why or why not?</i> 3. Explain that we can use this frame to help us: <i>Yes, I think they are good parents because...</i> <i>No, I think they are not good parents because...</i>
	4. Listen to learners' ideas, like: a. <i>Yes, I think they are good parents because they are concerned for their children's safety. They are taking them away from danger by moving to Ghana. I think parents need to consider their children's mental and physical well-being and their futures. Deja and Trevon believe they are at risk in Minneapolis and it is a better option for their children and family to move to Ghana and to feel relaxed and at home.</i> b. <i>No, I think they are not good parents because in Ghana they don't know anyone. They have left all their family and friends behind in America. Their children will have to start at new schools and they will miss their old friends. It is very hard for children to have no friends, so their parents shouldn't have taken them away from the place they grew up in their whole lives.</i>
PAIR WORK: (You do...)	1. Explain that now, learners will make their own evaluation about the text. 2. Read out loud while learners follow along: <i>A while ago, my kids were playing outside, and a police car pulled up to them. The officer asked my sons what they were doing playing in that neighbourhood. When my sons answered that they lived there, the officer didn't believe them. He then threatened my sons, saying that he was watching them, and that they'd better not do anything or there'll be trouble.</i> 3. Ask learners: <i>Make an evaluation about the police officer who threatened Deja's boys when they were playing outside. Give a reason for your evaluation.</i>



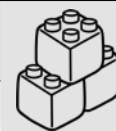
	4. Explain that learners can use this frame to help them: <i>I think the police officer is ...because ...</i> 5. Instruct learners to turn and talk and discuss this with a partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their evaluations, like: a. <i>I think the police officer is racist because he judged them and threatened them just because of the colour of their skin. He didn't think they should live in a nice neighbourhood because they are black. They were not doing anything wrong.</i> b. <i>I think the police officer is a bully because he is threatening them and he is so powerful and they are only children.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: <i>Making evaluations</i> <i>Making evaluations is about making judgements and forming opinions based on what is happening in the text.</i> <u>To make an evaluation I must:</u> • <i>Think about what a character does or says.</i> • <i>Think about the purpose of the text.</i> • <i>Decide what I think about this and form my own opinion.</i> • <i>Think about the text as I read and look for evidence that my judgement is correct or incorrect.</i> 2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).

WEEK 2: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	The return
LEARNER BOOK	Page 2
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making evaluations



BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their Mind Maps.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:

The return

Remind learners that when we make inferences we take what we know from the text and use our own background knowledge to make a good guess about what is not said in the text.

2. Use the following summary frame:

This text is about...

I think the author wrote the text so that...

In the text I learnt...

I liked...because...

Overall, I think the text is...

From this text, I can evaluate...

3. Once you have completed the activity, come up with a class summary, for example:

The return

This text is about a black family who leave America and go to live in Ghana because of the racism and danger in America. ***I think the author wrote the text so that*** the reader can see how for some black Americans, life in America is very scary and they are always feeling at risk. ***In the text I learnt*** about the African Americans who are 'returning' to Africa and starting new lives in the places where their ancestors were taken as slaves. / ...about the police brutality in America. / ...about the Black Lives Matter Movement. / ...the Cape Coast Castle where the slaves were kept. ***I liked*** Ashante ***because*** she was so warm and friendly and welcoming. / ***I liked*** Deja ***because*** she was so honest and open when she told her story. / ***I liked*** the dialogue in the story ***because*** it made the characters more real. ***From this text, I can evaluate*** that people have certain ideas that America is this great place, but there are many terrible things happening in America. ***Overall, I think the text is*** enjoyable and interesting.



WEEK 2: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Narrative essay	Narrative writing is largely the presentation of a series of events in some meaningful order.	The following are possible features of a narrative essay: • Write a story/a past event/fiction • Use a story line that is convincing • Use a captivating introductory paragraph • Use an unusually interesting ending	The following are possible features of a narrative essay: • Usually use the past tense • Ensure sustained interest with style, rhetorical device and action • Highlight sensory details • Use descriptive elements • Use dialogue to make characters more convincing
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a story or narrative essay. 2. In order to tell a story, you need: a. Setting: the time and place where the story happens b. Characters: two to four c. Conflict: some kind of disagreement or argument between the characters d. Plot: a beginning, a middle and an end 3. The structure of a narrative essay: a. Introduction: Describe characters and setting. b. Conflict/Rising Action: Narrate events that lead to the conflict. Build tension. c. Climax: Narrate main events that make up the conflict. Contains action. d. Falling Action: What happens as a result of the climax? e. Resolution: How is the conflict resolved? (Happy or sad.)		



READ THE SAMPLE
TEXT

Changing attitudes

It was a blue sky day and the sun was already hot at nine in the morning. There were twelve people who on the bus to Magnolia Sugar Plantation. There was a mix of old and young people, but they were all Americans on holiday in the South. The guide was ready for the day ahead.

The tour started in the great house. The tourists were amazed at the size and extravagance of the rooms and the furnishings. The guide spoke about the plantation owners and their life there.

'I bet none of the owners ever cleaned this place or washed their own clothes!' a young woman with said scornfully, taking lots of pictures on her phone.

'No, they had slaves who did all the housework,' the guide said.

An older woman sniffed, 'Well, I guess it was better to be a servant in this house, than a slave outside in the fields! Probably quite nice living in the place and eating the fancy food!'

The young woman exploded! 'Do you think the people who worked in this house weren't also slaves? Do you think they were free to go to the kitchen and help themselves? They were treated terribly! Their lives were painful. They had no freedom. They were owned by the plantation family, just like this furniture!' she shouted banging a table.

'She's actually right,' the guide said. The slaves who worked in the house suffered a lot.'

The rest of the group looked uncomfortable, not sure how the older woman would react.

'Well, I always thought the slaves were only in the fields. I didn't know. I'm sorry. I guess it was thoughtless of me to make a comment like that. I'm glad to learn more. I think we all need to realise the truth of the past.'

The young woman went up to her and said, 'Thank you for acknowledging that. Let's go learn more together.'

DISCUSS

1. Who are the characters in this story?
2. What is the setting of this story? (When and where does it take place?)
3. What is the conflict/problem in this story?
4. How is the conflict/problem in the story solved?



NOTES

Tell learners to open their exercise books, and write down the following heading and notes:

Narrative essay

- a. The structure of a narrative essay:
- b. **Introduction:** Describe characters and setting.
- c. **Conflict/Rising Action:** Narrate events that lead to the conflict with the characters. Build tension.
- d. **Climax:** The main action or the high point of the conflict. Contains action.
- e. **Falling Action:** What happens as a result of the climax?
- f. **Resolution:** How is the conflict resolved? (Happy or sad.)

**WEEK 2: TUESDAY / DAY 2:
PLANNING (30 minutes)**

TOPIC

Resolving a disagreement

Write a story where characters argue about something and then work out their problem.

GENRE

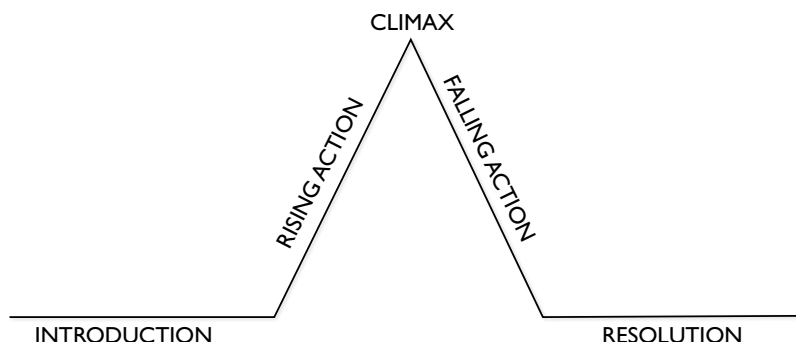
Narrative essay

PLANNING
STRATEGY

Narrative arc

MODELLING: (I do...)

1. Introduce the writing topic.
2. Show learners that you think before you write.
3. Orally share some of your ideas about completing the writing
4. topic, like:
I'm going to write about a couple who are having an argument. They disagree with how to spend their money. But they love each other and this story will end happily!
5. Have the narrative arc drawn on the chalkboard.
6. Number the sections of the plot at each point of the arc.
7. Show learners how you plan your story following the narrative arc.

**Narrative arc****FIVE ELEMENTS OF A STORY**

1. Explain the arc helps to plot your story.
 - It makes sure your narrative essay follows a logical structure.
 - It helps you to include all the necessary features of a narrative essay.
2. Explain the 5 steps of the arc:
 1. Introduction: setting the story, the characters and the place.
 2. Rising action: the conflict starts and grow.
 3. Climax: the height of the conflict and tension
 4. Falling action: what happens as a result of the climax?
 5. How does the conflict resolve, end? (Happy or sad)

My Plan

1. Show learners how you write your ideas for your story on the arc.

3. Climax – The couple have a huge fight. They shout at each other and Sunitha cries. Divesh leaves their flat and goes to stay with his parents.

2. Rising action – Divesh gets a bonus from work. He wants to add it to their savings. Sunitha wants to go on holiday, because they have never been anywhere. She wants to do this before their buy a house and have a baby.

4. Falling action – They are unhappy and miss each other. When they calm down, Suniha texts Divesh and they meet. They agree they are unhappy and they should not fight about tthe extra money – it is a good thing.

1. Introduction – Sunitha and Divesh are a young married couple. They live in a flat in Durban. They both have jobs and they work hard. They want to buy a house and have a baby.

5. Resolution – Sunita and Divash listen to each other. They decide to compromise. They will save some of the money and also take a short holiday. The couple are happy with their decision.


LEARNER'S PLAN:
(You do...)

1. Tell learners to close their eyes and visualise their characters and the setting of their story. Instruct learners to think about what happens in their story. Think about your characters? What is the conflict going to be? How does the conflict explode? What happens after? How does it end? Are the characters happy or are they frustrated or sad?
2. Next, tell learners to turn and talk with a partner, to share their ideas.
3. Show learners the narrative arc on the chalkboard, and tell them to use this arc to plan their story, just like you did.
4. Hand out exercise books.
5. Tell learners they must write their own ideas – they must not copy your plan.
6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.

Hand written plan

Narrative essay – Resolving a disagreement

1. Sunitha and Divesh are a young married couple. They live in a flat in Durban. They both have jobs and they work hard. They want to buy their own house and have a baby.
2. Divesh gets a bonus from work. He wants to add it to their savings. Sunitha wants to go on holiday, because they have never been anywhere. She wants to do this before they buy a house and have a baby.
3. Sunathi and Divesh have a huge fight. They shout at each other and Sunitha cries. Divesh leaves their flat and goes to stay with his parents.
4. They are unhappy and miss each other. When they calm down, Sunitha texts Divesh and they meet. They agree they are unhappy apart and they should not fight about the extra money - this is a good thing.
5. Sunita and Divash listen to each other. They decide to compromise. They will save some of the money and also take a short holiday. The couple are happy with their decision.



WEEK 2: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC	Resolving a disagreement Write a story where characters argue about something and then work out their problem.
	Before class begins, rewrite the narrative arc on the board
	Narrative arc 3. Climax – The couple have a huge fight. They shout at each other and Sunitha cries. Divesh leaves their flat and goes to stay with his parents. 2. Rising action – Divesh gets a bonus from work. He wants to add it to their savings. Sunitha wants to go on holiday, because they have never been anywhere. She wants to do this before their buy a house and have a baby. 4. Falling action – They are unhappy and miss each other. When they calm down, Sunitha texts Divesh and they meet. They agree they are unhappy and they should not fight about the extra money – it is a good thing. 1. Introduction – Sunitha and Divesh are a young married couple. They live in a flat in Durban. They both have jobs and they work hard. They want to buy a house and have a baby. 5. Resolution – Sunitha and Divesh listen to each other. They decide to compromise. They will save some of the money and also take a short holiday. The couple are happy with their decision.
EXPLAIN DRAFTING FRAME	- Next, tell learners that they must turn each point in their plan into a good paragraph. - They must try to use lots of descriptive adjectives to make the reader picture the characters and the story. They must include good direct speech so we can hear their characters talk and behave like real people. You want the reader to want to read your story and to know what happens to the characters! - Remind learners that they must try to use past tense correctly in their sentences. - They must also arrange the sentences into paragraphs. - Write the following frame on the chalkboard, and explain it to learners: Paragraph 1: Introduction: Where does the story take place? Who are the characters? Paragraph 2: Rising action/Conflict: What is the conflict/tension? What are the characters disagreeing on? The tension grows.

EXPLAIN DRAFTING
FRAME**Paragraph 3:**

Climax: How does the conflict explode? What action happens?

Paragraph 4:

Falling action: What happens after the climax? What do your characters do?

Paragraph 5:

Resolution: How does your story end? Do the characters end up working out their argument? Do they agree to try get along? Do they end still in conflict?

DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - Write an entertaining story with a problem that needs to be resolved.
 - Include direct speech
 - The story must have a logical flow
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK



If learners have not fully completed their draft, they must do so for homework.



Hand written plan

Draft Narrative essay

Sunitha and Divesh having breakfast together in there durban flat. They was married for a year and they both had good jobs.

we have saved alot of money this year. Said Divesh. we will soon be able to by our own house and start a family.

Then Divesh shared some news. I got a bonus at work! Sunitha was exited to hear this! wow! said Sunitha. Can we go an holiday No, ansered Divesh. we must save the money so we can buy our new house sooner.

The couple grow angry. They shouted at eachother and said hurtful things. Sunitha sat in the corner and cried. Divesh left and went to stay with his parents. they had never had a fight like this before.

But soon, they began to miss eachother Sunitha sent Divesh a text.

Divesh, can we talk? she asked. 'I miss you'.

They met the next day. They huged and said sorry. Then they spoke.

I hate it when we fight,said Divesh. 'we were both be stupid! Extra money is a good thing!'

The couple lisened to eachother and desided to save half the money and to take a short holiday. They both felt happy.



WEEK 4: THURSDAY / DAY 4:
EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



(Write this on the board
before class begins)

- 1. Does my essay tell the story of a conflict that happened and how it was resolved?
- 2. Do I have characters?
- 3. Is there a climax?
- 4. Is the incident resolved?
- 5. Does my story happen in the past tense?
- 6. Did I spell all words correctly?
- 7. Have I used direct speech?
- 8. Have I used the correct punctuation for dialogue.
- 9. Does every sentence start with a capital letter?
- 10. Does every sentence end with a full stop or exclamation mark or question mark?

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.

**Hand written plan****Edited Draft Narrative essay**

Sunitha and Divesh ^{were} having breakfast together ^{their} in ~~there~~ Durban flat. They ^{had been} ~~was~~ married for a year and they both had good jobs.

'We have saved ^{a lot} ~~at~~ of money this year,' Said Divesh. 'We will soon be able to ^{buy} ~~by~~ our own house and start a family.'

Then Divesh ^{New line} shared some news. ^{New line} 'I got a bonus at work.' Sunitha was excited to hear this. 'Wow!' ^{New line} Said Sunitha. 'Can we go ^{on} ~~an~~ holiday?' ^{answered} ~~ansered~~ Divesh. 'We must save the money so we can buy our new house sooner.'

The couple ^{grew} ~~grow~~ angry. They shouted at ^{each other} ~~each other~~ and said hurtful things. Sunitha ^{sat} ~~sat~~ in the corner and ^{cried} ~~cried~~. Divesh left and went to stay with his parents. ^{They} ~~they~~ had never had a fight like this before.

But soon, they began to miss ^{each other} ~~each other~~. Sunitha sent Divesh a text.

'Divesh, can we talk?' she asked. 'I miss you.'

They met the next day. They ^{hugged} ~~huged~~ and said sorry. Then they spoke.

'I hate it when we fight,' said Divesh. 'We were both be stupid! Extra money is a good thing.'

The couple ^{listened} ~~listened~~ ^{each other} ~~each other~~ and ^{decided} ~~decided~~ to save half the money and to take a short holiday. They both felt happy.



WEEK 2: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Give their writing a title of their own
2. Rewrite their story, correcting any mistakes
3. If they have time - illustrate their story by drawing a picture with a caption

PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. You may want to select a few learners to rewrite their pieces on blank paper, and display this writing in the classroom.
5. Alternately, try to arrange for a few learners to read their writing aloud at assembly.



Hand written published writing: Narrative essay

A disagreement ends well

Sunitha and Divesh were having breakfast together in their Durban flat. They had been married for a year and they both had good jobs.

'We have saved a lot of money this year.' Said Divesh. 'We will soon be able to buy our own house and start a family.'

Then Divesh shared some news.

'I was given a bonus at work!' Sunitha was excited to hear this!

'Wow!' said Sunitha. 'Can we go on holiday?'

'No,' answered Divesh. 'We must save the money so we can buy our new house sooner.'

The couple grew angry. They shouted at each other and said hurtful things. Sunitha sat in the corner and cried. Divesh left and went to stay with his parents. They had never had a fight like this before.

But soon, they began to miss each other. Sunitha sent Divesh a text.

'Divesh, can we talk?' she asked. 'I miss you.'

They met the next day. They hugged and said sorry. Then they spoke.

'I hate it when we fight,' said Divesh. 'We were both being stupid! Extra money is a good thing.'

The couple listened to each other and decided to save half the money and to take a short holiday. They both felt happy.



WEEK 2: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement the role play with the learners

BRAINSTORM AND WRITE 5 minutes	1. Explain that today, we will act out some role plays of different scenarios, people and issues arising in the legacy of slavery. 2. The scenarios for this lesson are listed below the lesson plan. 3. Explain these scenarios to the class. 4. Ask the learners to get into their Role Play groups and give each group a scenario. 5. Remember to give each topic to two groups.
PREPARE FOR ROLE PLAYS 15 minutes	1. Instruct groups plan and prepare their role plays. 2. Walk around the room and give suggestions and feedback where needed.
DISCUSSION 25 minutes	1. Select 4 groups – 1 to act out each scenario. (approximately 8 mins per group). 2. If the learners are not completely prepared, they can improvise their parts.
FEEDBACK 15 minutes	1. After each role play, the group who also got that scenario but didn't act theirs out will give feedback. (approximately 3 minutes per group) 2. The feedback needs to include what they would have changed in the presentation, what they liked and what they learnt.

The legacy of slavery: Role play scenario 1

- Six friends in New York City are discussing George Floyd's killing at the hands of the police.
- Three friends are outraged and want to break the law and destroy the city.
- Three friends want to join the Black Lives Matter march.
- They are arguing about what to do and what would have the biggest impact.
- Each group thinks theirs is the correct choice.



The legacy of slavery: Role play scenario 2

- The year is 1580 and the advisors to the King of a West African village are meeting.
- Some of the King's advisors think their people need more defences and more weapons so they need to trade more slaves to get more guns.
- Other advisors think the capturing of innocent people for trade is wrong.
- The king needs to hear both sides of the case to make his decision.

The legacy of slavery: Role play scenario 3

- A group of tourists are at a sugar plantation going on the tour.
- One woman says her ancestors had a cotton plantation and they owned slaves.
- Someone on the tour is outraged and says she should find the ancestors of those slaves and do something to make up for her family's actions.
- The first person says the actions of her dead ancestors have nothing to do with her as they lived 150 years ago.
- The second person says she is responsible for people's long-term pain and suffering and her life has benefitted from it.
- The other tourists in the group discuss their opinions and feelings on the matter.

The legacy of slavery: Role play scenario 4

- At a big family lunch, there are three generations of African Americans: the grandparents, the parents and the grown-up children.
- The parents are talking about going to live in Ghana because the racism in America has made their lives terrible.
- The grandparents say America is their home as they have been there for generations.
- Some children say moving is the right decision because they can reconnect with Africa where their ancestors came from.
- Some say they should stay and change the society they're in.
- The family debates the issues on both sides.



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about the legacy of slavery • Listened to an information text on the effects of slavery in Africa and in America • Learnt about punctuation in direct speech • Read different texts about the effects of slavery, African Americans returning to Africa and the plantation tours in the South • Spoke about the texts • Answered questions about the texts • Learnt about how to write a narrative essay • Wrote our own narrative essay • Acted out role plays to use our new knowledge and connect with the theme in different ways
	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Social Science. Ask learners to share any connections that they can think of. (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!

THEME

**Changing world,
changing jobs**

Term 2

Weeks 3 & 4 | Cycle 2



TERM 1: WEEK 3

OVERVIEW



THEME	Changing world, changing jobs
PHONIC DECODING	tr, ir train, trust, trail, bird, first, dirt
SIGHT WORDS	how, things, found, I've, another, future, imagine, world, changing
THEME VOCABULARY	stylish, images, footage, international, contesting, predicted, career, imagination, inspiration, body scan, drone, consultation, vertical, pedestrian
LSC	Demonstrative adjectives
COMPREHENSION STRATEGY	Visualisation Think about the text (I wonder)
WRITING GENRE	Transactional text: job advertisement
WRITING TOPIC	The year is 2051. You work in a job recruiting agency. There are several vacancies for jobs that need to be filled. You must place a job advert in Lwazi Commercial Network, an online platform for professionals. Choose one of the jobs described in the texts this cycle, or create your own future job and create an advert for this job.
GRAPHIC ORGANISER	Mind Map
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: a science fiction story set in the future; an information text about what the world will look like with regards to technology, food production, transport, health and so on; a poem about the future; a speech from a future analyst; a magazine article about how technology is changing our world, etc. 3. Try to find some pictures and visuals, for example: graphs showing how the world's population needs are changing; tables comparing the technology of the past, the present and the future; pictures of imagined future cities; cartoons of space travel; images of what transport might look like in the future, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



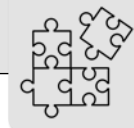
WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 2: Changing world, changing jobs
2. Introduce the theme as follows:
 - Explain to learners that in Life Orientation this term, they will look at World of Work: Career fields.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand the work on careers.
 - This theme will also make them aware of how the world is changing and how there will be new jobs in the future because of technology improving and societies developing.

ACTIVATE BACKGROUND KNOWLEDGE



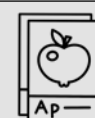
1. Follow the core methodology to set up a Mind Map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>Jobs people do at present</u> e.g.: engineer	<u>Technology now</u> e.g.: cellphones	<u>Technology in the future</u> e.g.: space travel
<u>Technology 30 years ago</u> e.g.: fax machines	CHANGING WORLD, CHANGING JOBS	<u>Jobs in the future</u> e.g.: robot assistant/ eco-manager
<u>Environmental issues</u> e.g.: recycling	<u>Attitudes and Values</u> (attitude or value changes or additions that occur during the theme, e.g.: awareness of how much changes so quickly)	<u>Skills</u> (skills that learners acquire throughout the theme, e.g.: writing a job ad)

1. Ask prompting questions to activate background knowledge:
 - a. **What was the world like 30 years ago?**
 - b. **What were things we have now that we didn't have 30 years ago?**
 - c. **How has technology influenced our lives?**
 - d. **What might the areas of transport, education, city planning, communication, food production and health look like in the future?**
 - e. **How do environmental concerns shape how decisions are made?**
 - f. **What will some new jobs be in the future that we don't have now?**
 - g. **How do you feel about the world changing?**

**ACTIVATE BACKGROUND KNOWLEDGE**

- h. **Are there things that were better in the past?**
 - i. **Will more technology make the future better?**
2. Follow the core methodologies to:
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY

stylish	Act out being stylish – pretend to walk on a catwalk like a model and show off your clothes.
	Tell learners that stylish means to be fashionable and to follow the current trends in clothes, architecture (how your house is built and decorated), and even what car you drive!
images	Tell learners that images are pictures of something in real life that take the form of a photograph, a painting or even a drawing.
	Say: A R10 note has an image of a rhino on it. Luckily only a picture of one and not a real rhino, because having a real rhino in your pocket would be quite scary!
footage	Tell learners that footage is the film or video made of a real-life event that someone has captured on a camera or phone.
	Say: When I filmed my dog playing soccer, the footage went viral on Facebook! Everyone was sharing the video and I became famous.
international	Point to a map of many countries – either printed out, drawn or on your phone.
	Tell learners that international means when something happens between two or more countries or nations. For example, international sport is when a team from Ghana and a team from France are playing each other.
contesting	Act out contesting – pretend to be in a race and say ‘I will win! I will beat you!’
	Tell learners that contesting has a similar meaning to competing. It means when you are trying to beat others in a race, a game or a competition.



LSC: DEVELOP THEME VOCABULARY

**predicted**

Tell learners that predicted means when the outcome or results of something were expected to happen, or if someone expected and said in advance what the outcome or results of something would be.

Say: Even though the radio predicted rain today, I wore shorts and did not bring my umbrella. Now it is raining and I am so wet!

QUESTION OF THE DAY



QUESTION

Technology in the future will...

GRAPH

4 COLUMN GRAPH

OPTIONS

make our lives easier / connect people more / make us lazy / improve the world

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- What do most learners think technology in the future will do?**
Most learners think technology in the future will _____.
- What do you think technology in the future will do?**
I think technology in the future will _____.

EXTENSION QUESTIONS

- Do you think it is important to be up to date with news and current events? Why or why not?**
I think it is/is not important to be up to date with news and current events because _____.
- What are some things that will be different in our lives in 30 years' time?**
In 30 years' time, I think _____.

HOMEWORK



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

**WEEK 3: MONDAY / DAY 1:
LISTENING (30 minutes)****LISTEN TO...**

Follow the core methodology to conduct the listening lesson using a news report: **News of the world**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
News of the world Sam walked in the door of his small but stylish apartment. It had been a busy day at Food Gro-Lab and he was happy to be home. He pushed a button on the fridge and his favourite drink appeared in the slot at the bottom. Sam flopped down onto the couch. 'Lwazi,' he said to the small black box on the table, 'I want to watch the news.'	There are some very strange things going on: What is a food gro-lab? How do you make a drink appear by pushing a button on your fridge? Who or what is Lwazi? I predict that this story is a story in the future, when things are different to how they are now.	Where did Sam work? (at the Food Gro-Lab) Who or What did he talk to? (Lwazi)
Instantly, images appeared in the air in front of him. Footage of many different events around the world circulated in the space in front of Sam. He saw images of the freedom fighters in Eastern Asia, of a volcano erupting in Europe, of a towering new vertical village in a North-African city, of new floating transport bubbles moving between some Pacific Islands, and of children playing outside with new air-filter masks in Central Asia.	Wow, I can visualise these images moving in front of him. That would be amazing to just speak and to have the news appear in front of you! I wonder which news item he wants to focus on?	What were some of the news images Sam saw from around the world? (the freedom fighters in Eastern Asia, a volcano erupting in Europe, a towering new vertical village in a North-African city, a new floating transport bubbles moving between some Pacific Islands, children playing outside with new air-filter masks in Central Asia)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Sam stared at the moving images for some time, getting an overview of the top international events.		
Then Sam called out, 'Lwazi, our local elections.' Instantly, a large image appeared, showing the leaders and logos of the five contesting political parties, together with their current number of votes. A reporter's voice said, 'And so far, today, the election results are as predicted with one surprising exception. The major parties are still in the lead. However, the Eco Party seems to have done very well. It looks as if this young, up-and-coming party may be a serious player in parliament this year! It is clear that the high temperatures we are experiencing are making Mzansi voters take a good look at environmental issues.' The reporter sounded happily surprised.	Oh, he's telling 'Lwazi' what he wants to watch. I wonder what this 'Lwazi' is? I think it's the system that's linked to the black box that responds to what Sam wants to watch. I can infer in the future people are more worried about protecting the environment and they will vote for the political party who is focusing on that.	Which party was doing better than expected in the local elections? (the Eco Party) Why did the reporter think more people were voting for the Eco Party? (the high temperatures / changing weather/ people are worried about the environment)
Sam looked at the graph and the voting results. 'Interesting,' he thought to himself. 'Lwazi, sport!' he called out. Immediately, images of the sporting highlights of the day appeared. 'Lwazi, football results,' said Sam.	I wonder if football will be the same in the future? I predict there might be some new sports in the future.	What results did Sam want to know? (the football results)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
A reporter's voice gave Sam the news he wanted to hear, 'In today's World Cup quarter-final, the Sub-Saharan Giants took on the Scandinavian Vikings. The Giants won 3–2 and will face the North Americans in the semi-finals.' 'Yes!' shouted Sam, excitedly. It was good to see his team advance.	I can see there are new international teams playing in the World Cup! Exciting! I can visualise Sam punching the air when he hears the good news about his team!	Which team won the quarter-finals? (the Sub-Saharan Giants) Who will they play in the semi-finals? (the North Americans)
Sam looked at his watch. He was meant to meet Nolundi for dinner, but he thought he'd cancel. After his exhausting day, Lwazi Entertainment was definitely a better option. 'Lwazi, contact Nolundi and cancel dinner,' Sam said putting his feet up with a sigh.	I can infer that Lwazi is not only his news and entertainment, but he can also use it can also organise his personal life. I wonder what other new things there will be in the future?	Why did Sam cancel dinner? (he was too tired and wanted to stay home)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 3: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

News of the world

2. Use the following discussion frame:

News of the world

- a. **In this text...**
- b. **I learnt that...**
- c. **I found this text...because...**
- d. **I think this text was written to help me think about ...**

WEEK 3: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Future world
LEARNER BOOK	Page 24
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	I wonder Visualisation

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Future World 2. This text seems to be the world in the future. I wonder if the story will be on Earth, or about space travel and on another planet? I wonder how far in the future the story will be, 20 years or 200 years? I wonder what life will be like in the future? Will we still go to school and will people still have jobs? What will those jobs be? I think cell phones and technology will be able to do even more things! I wonder how will that change life in the future?



PRE-READING ACTIVITY



3. Follow the core methodology to instruct learners to scan the text.
4. Suggestions of important words and how they connect to this text:
 - **portable** – means moveable. When Mr Morake was young, they only had phones with cords that had to be plugged in. You couldn't walk around with your phone. In 1991 it was a dream that you could have a portable phone you could take with you! Things have changed a lot in 30 years!
 - **concerns** – are worries, or questions, things you are worried or not happy about. So if the patient has any worries or questions, they can call the Medical Helpline for help.
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example:
 - 'We can take pictures and videos and **instantly** send them all over the world.'
 - *An instant is a moment, a second in time. So if we send things instantly, we send them immediately, in a second, it does not take much time to send them. We are very used to sending photos, memes and videos instantly, but 30 years ago, this idea would have been crazy!*

ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
 - What do you think this text will be about?
 - Why do you think that?
 - What do the graphics on the page help you understand?
 - What else gives you some ideas and clues about what the text is about?
 - How do we know when someone is speaking? (speech bubble)
 - How do we know when someone is thinking? (thought bubble)
 - What do the characters' facial expressions and body language tell us about how they're feeling and the way they're speaking?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 3: WEDNESDAY / DAY 3: LSC (30 minutes)

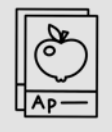
BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their Mind Maps
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

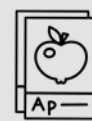
LSC: DEVELOP THEME VOCABULARY



career	Tell learners that a career is the work or job someone chooses to do through their life.
	Say: I love my career. I am a teacher, I trained at university, and I love the work of teaching in the classroom every day.
imagination	Tell learners that the imagination is when you use your mind to form or create a thought, picture, image that does not necessarily exist in reality – but rather that you've come up with in your mind.
	Say: When I am bored, I use my imagination to create a story in my mind – full of fun and adventure and the things I'd love to be doing in real life!
inspiration	Act out being inspired – hold your heart, smile and clap and say 'Wow, what an inspiration! Now I feel like my mind and heart are so full of ideas of what I can do!'
	Tell learners that an inspiration is a person, event, action or thought that influences your thinking, feelings or ideas in a positive and curious way, and causes you to do something new or different.
body scan	Act out doing a body scan – hold a machine and pretend to scan the learners' bodies with it, making 'beep beep' noises.
	Tell learners that a body scan is when a machine goes over your body, checking if there is anything wrong with it, if you are sick, or if there is anything inside your body that shouldn't be there.



LSC: DEVELOP THEME VOCABULARY



drone	Point to a picture of a drone – printed, on your phone, or drawn on the board.
	Tell learners that a drone is a small flying machine that does not have someone inside it, but is controlled by someone on the ground who makes it fly to where it needs to go. Drones can carry things, like cameras, weapons, or anything that needs delivering.
consultation	Act out having a consultation – sit next to someone on a chair, pretend to ask questions about any topic and give them information or advice.
	Tell learners that a consultation is a meeting, often with an expert in a particular field, where you get information, advice or share ideas.
vertical	Point to vertical lines that you have drawn on the board.
	Tell learners that vertical means straight up and down, or upright.
pedestrian	Act like you are walking on the road – carrying a bag, looking both ways before you cross the road.
	Tell learners that a pedestrian is someone who is walking on a road or pavement instead of driving a car or being in a taxi.

QUESTION OF THE DAY



QUESTION	In 2053, the jobs that people will have will be _____ what we have now.
GRAPH	3 COLUMN GRAPH
OPTIONS	<i>exactly the same as / mostly similar to / completely different to</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think jobs will be in 2053? Most learners think in 2053, jobs will be _____ what we have now.
	2. What do you think jobs will be in 2053? I think in 2053 jobs will be _____ what we have now.



FOLLOW UP AND EXTENSION QUESTIONS



EXTENSION QUESTIONS

- Choose the option you think is correct and explain your choice:**
In the future, the environment / world peace / people's health / improved standards of living will be the priority (the main focus).
 In the future, I think _____ will be the priority because _____.
- Do you think the future will be better or worse than the present? Explain**
 I think the future will be better/worse than the present because _____.

HOMEWORK

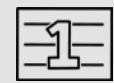


Learners must add any new words and explanations to their personal dictionaries.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Future world
LEARNER BOOK	Page 24
ACTIVITY	First Read
COMPREHENSION STRATEGY	I wonder Visualisation

FIRST READ



Follow the core methodology to complete the first read of the text



Text: Read	First Read: Think Aloud
Future world <i>Somewhere in a Grade 7 classroom in South Africa 2023</i> CARTOON 1 Teacher Mr Morake: Class, let's talk careers. What are you thinking of doing after Matric? What are your plans and dreams in terms of careers? Simone with hand up: Me! Me! I want to be a doctor! Mpho: I want to own a business, and earn big bucks! Maybe I'll own a fleet of buses and taxis! Jarred: I want to stay right here in Mahikeng and be a cattle farmer! Sizwe: I'm interested in Civil Engineering, building roads and bridges and stuff.	I remember when I was in Grade 7, I had so many ideas for what I wanted to be, and they changed all the time! I can connect to these learners.
CARTOON 2 Mr Morake: What? Really? But...those jobs are from now. Come on guys, by the time you start your careers, the world will be different. Let your imaginations run wild. What are your dreams? CARTOON 3 Mpho: I dream of winning South Africa's Got Talent! Jarred: Ha, ha, you need to be <i>talented</i> for that, Mpho! That's not a dream, that's a fantasy!	I can infer that these learners know each other well because they are joking with each other!
CARTOON 4 Mr Morake: Enough, Sizwe! This topic is serious! I can see you all need some inspiration. Let me share some of the dreams I had when I was your age, just to give you a sense of how the world has changed...	I wonder how Mr Morake will inspire them with his memories?



Text: Read	First Read: Think Aloud
Mr Morake: Picture it...it's a Saturday in 1993 and 13 year-old Itumeleng Morake is hanging out with his friends in Mahikeng, talking about 'the future'.	
CARTOON 5 1993 Itumeleng Morake talking to friends: I bet in the future we will have portable phones that we can use anywhere. And I think we will be able to see who we are talking to! Friend 1: That would be amazing! Imagine, you could chat to someone on the long walk home from school – cool! CARTOON 6 Friend 2: Hey, and what if we could have TV on our watches? We could watch TV whenever we like! Friend 1: Haha, this is not Star Wars! That idea will never happen, but it would be cool.	Oh wow! For him and his friends, the idea of a phone you can carry with you is so strange!
CARTOON 7 Itumeleng Morake: And wouldn't it be cool if we could get from one place to another without our own cars? If we could tell our phones to send a car for us – imagine! CARTOON 8 Friend 1: I'd love to be able to take photos of myself and INSTANTLY send them to my cousin in Durban, so she could see what I am doing! CARTOON 9 Friend 2: No ways! It takes like 3 weeks to have photos developed! Then you have to post them! How could that be done instantly? CARTOON 10	Wow, there are things we don't think about in our lives, we just take them for granted. But 30 years ago, these ideas seemed completely crazy!



Text: Read	First Read: Think Aloud
Itumeleng: I can't always get the books I need at the library. Imagine if we could somehow see all the pages of library books we need? Like maybe on a home computer, or on our TVs or something? Friend 2: Oh please! You live in a dream world!	
CARTOON 11 <i>Back in the 2023 classroom</i> Mr Morake: We NEVER thought any of those things would ever be possible! But look at the world we live in. The internet gives us information on everything under the sun and beyond! Cell phones keep us in touch with everyone all the time. We can take pictures and even videos and instantly send them all over the world. We have Uber drivers, internet banking, internet shopping and space travel! I'm telling you class, when I was your age, we never dreamed that life would be like this! Mr Morake: So, in 30 years, life has changed a lot! Think how much it can change in the next 30 years... Now think again about those future jobs...	I think Mr Morake's memories were a good way to show his class how things change.
We see Simone close her eyes and dream about: health and medicine in 2053.... CARTOON 12 <i>Picture: Hologram projected into someone's lounge. Person steps into virtual medical examination projection booth.</i> Simone's thoughts: Hmm, I want to be a doctor, but I guess this will be different in the future. I imagine that people won't go out to see a doctor anymore – a consultation will be done virtually, from their homes!	



Text: Read	First Read: Think Aloud
– Robot voice gives instruction: Please lift your arms and open your mouth for the temperature reading and body scan. Thank you. (we see job title – programmer: virtual medical information)	Wow! What a great way to go to the doctor! I can infer, if you're feeling sick you don't even have to leave your house and go stand in a queue. This means you can stay comfortable at home and you won't infect other people!
CARTOON 13 Picture: Person looking at multiple virtual screens analysing medical readings and 3D images of person who was in the hologram, etc – ‘Hmm, this is that new virus again. Luckily, we have medicine to treat it. I'll send a drone delivery to drop off these pills. She should feel better soon.’ (we see job title – medical data analyst) CARTOON 14 Picture: Person talking to the patient from a hologram projected into the house/bedroom – ‘So, these are the anti-virus tablets that need to be taken daily. Now, the first few days you might feel quite tired. But you will start to have more energy by the end of the week. Please remember, if you have any concerns, just buzz the Medical Helpline and I'll project into your house for another consultation. (we see job title – virtual home visitor)	
We see Sizwe close his eyes and dream about urban planning in 2053... CARTOON 15 Picture: An aerial view of the city described below...	I love this '15-minute city' idea! I think if everything is so close, people will have more time for relaxing and more time with their friends and family.



Text: Read	First Read: Think Aloud
Sizwe's thoughts: Okay, maybe I need to dream bigger than being a Civil Engineer. I think I would like to design and build modern cities. I will call them '15-minute cities'. Everything that residents need will be within a 15-minute walk. No more traffic, no more long drives to school or work. Clean air, friendly neighbours, no more rushing and waiting.	
CARTOON 16 Jarred's thoughts: 'I guess cattle farming may not be such a good dream, because of global warming! But it may be cool to grow amazing fruit and vegetables right where people are, in the cities!'	
We see Mpho close her eyes and dream about her transport business of the future..... CARTOON 17 <i>Picture A modern city with roads for pedestrians and bicycles. There are several other high-speed systems, including bubbles, jet-packs, the Whizz-train, the Hyperloop, the Underground Network, and the Airbus pop-up.</i> Mpho's thoughts: Forget buses and taxis! I am going to have a business that provides amazing forms of transport for people! And it will all use clean energy!	I've always wanted a jet pack! I wonder if in the future everyone will have them? I can visualise myself shooting off into the sky! I wonder how these other methods of transportation work?
CARTOON 18 <i>Picture Person at an 'air-traffic controller' type dashboard, co-ordinating all the transport systems. Talking into phones and looking at multiple screens.</i>	



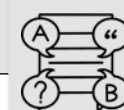
Text: Read	First Read: Think Aloud
– ‘Uh-oh, Underground Network running 4 minutes behind schedule. What’s the problem there? Hyperloop loaded with passengers and ready for next loop around the city. Hey, watch that jet pack, it looks out of control!’ (we see job title – transport systems co-ordinator)	
CARTOON 19 <i>Back in the 2023 classroom</i> Mr Morake: Now that’s what I’m talking about! We need to learn to dream and we need to keep dreaming! The world is changing, and you are all going to be part of those changes... Tomorrow I want to hear about your dreams and plans for your jobs and careers. And the sky is <i>not</i> the limit! CARTOON 20 <i>Learners walk out talking excitedly with each other...thought bubbles show their ideas for their futures.</i>	I can infer that Mr Morake certainly has inspired them! I wonder what other ideas they will bring to class tomorrow?

Recall questions	Responses
What was Mr Morake discussing with his Grade 7 class?	<i>He was asking them what jobs they wanted to have after Matric and discussing how they need to imagine what the future could look like.</i>
Name 4 things that Mr Morake dreamed about when he was 13 that hadn’t been invented yet.	<i>A cell phone, uber, internet, digital camera, sending pictures, a smart watch</i>
What is the idea of a 15-minute city?	<i>Everything you need is all within 15 mins to get there – work, school, shops, etc. This means less time wasted and more time for enjoyable things.</i>



Critical thinking	Possible responses
Why do you think environmental concerns are so important in many of these future scenarios?	<i>If we keep destroying the environment, we'll destroy all life! So, all plans for the future should consider the impact on the environment.</i>
What job would you like in the future? (Remember the future will look different!)	<i>Learners' own responses</i>

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **demonstrative adjectives**
2. Explain this as follows:

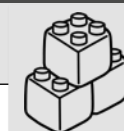
Demonstrative adjectives

- A **demonstrative adjective** emphasises a noun or pronoun in a sentence.
- Demonstrative adjectives help to make clear which person or thing you would like to talk about, and whether it's **near** or **far**, **singular** or **plural**.
- The most common demonstrative adjectives are **this**, **that**, **these** and **those**.
- The demonstrative adjective in a sentence comes just before a noun.

3. Point out the following examples of this in the text.
 - a. '**But...those jobs are from now.**' 'those' emphasises jobs (plural and far)
 - b. '**This topic is serious!**' 'This' emphasises topic (singular and near)

WEEK 3: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their Mind Maps.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **demonstrative adjectives**.
2. Show the learners the LSC again in context. Here are some more examples:
 - a. **That** idea will never happen, but it would be cool. (singular and far)
 - b. We never thought any of **those** things would ever be possible! (plural and far)



- c. I'll send a drone delivery to drop off **these** pills. (plural and close)
3. Tell learners to copy the following **LSC note** in their books:

Demonstrative Adjectives

- A **demonstrative adjective** emphasises a noun or pronoun in a sentence.
- The most common demonstrative adjectives are **this, that, these and those**.
- The demonstrative adjective in a sentence will come just before a noun or pronoun and tell you which one it is referring to and describing.
- Demonstrative adjectives help to make clear which person or thing you would like to talk about, whether it's **near** or **far**, **singular** or **plural**.
- The most common demonstrative adjectives are **this, that, these** and **those**.

The **singular forms** of demonstrative adjectives are:

- **This** - used for a person or thing that is nearby or happening now.
Example: **This day** could not get any better!
- **That** - used for a person or thing that is further away.
Example: **That house** across the street is lovely.

The **plural forms** of demonstrative adjectives are:

- **These** - used for more than one thing that's nearby.
Example: **These shoes** fit me very well.
- **Those** - used for more than one thing that's farther away.
Example: **Those boots** are too expensive.

4. Next, tell learners to fill in the correct demonstrative adjective in each sentence:
- this / that / these / those
- Imagine living in a city where everything is close! I would like to live in _____ city! (that)
 - _____ phone is much better than _____ phone! (this; that in any order - sentence not clear which one is near and which is far)
 - I think _____ jobs in the future sound weird. I can't believe we'll ever live like that! (those)
 - I'm very interested in _____ ideas about vertical farming. (those)
 - There are many problems in society today. _____ problems may be solved in 30 years' time. (these)
 - Some of _____ future kinds of transport look great! I hope I get to go in a Whizz-train! (those)
 - My favourite part in the story is _____ part, when Mr Morake is young and dreaming about things in the future. (this)
 - I think _____ story is exciting. It's made me think about my future. (this)
 - I would never like _____ career! I could never control all those kinds of transport at once! My head would explode! (that)
 - _____ class has the best discussions. Everyone always has such good ideas. (This)
5. Tell learners who finish quickly to write 4 of their own sentences using each of the demonstrative adjectives correctly: this, that, these, those
6. Correct this activity together with learners.



HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.

Tell learners to complete this for homework.

WEEK 3: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Future world
LEARNER BOOK	Page 24
ACTIVITY	Second Read
COMPREHENSION STRATEGY	I wonder Visualisation

SECOND READ



- Follow the core methodology to complete the second read.
- Use these follow-up questions:
 - Why was Mr Morake not satisfied with their first answers?**
 - Why did Mr Morake tell his class what he dreamed about when he was 13?**
 - How could going to the doctor be different in the future?**
 - What can you infer is possible in the future?**
 - Do you think the future will be better or worse than the present? Why or why not?**



Text: Read	Second Read: Think Aloud
Future world <i>Somewhere in a Grade 7 classroom in South Africa 2023</i> CARTOON 1 Teacher Mr Morake: Class, let's talk careers. What are you thinking of doing after Matric? What are your plans and dreams in terms of careers? Simone with hand up: Me! Me! I want to be a doctor! Mpho: I want to own a business, and earn big bucks! Maybe I'll own a fleet of buses and taxis! Jarred: I want to stay right here in Mahikeng and be a cattle farmer Sizwe: I'm interested in Civil Engineering, building roads and bridges and stuff.	This reminds me when I was young, adults always used to ask me what I wanted to be when I finished school.
CARTOON 2 Mr Morake: What? Really? But...those jobs are from now. Come on guys, by the time you start your careers, the world will be different. Let your imaginations run wild. What are your dreams? CARTOON 3 Mpho: I dream of winning South Africa's Got Talent! Jarred: Ha, ha, you need to be <i>talented</i> for that, Mpho! That's not a dream, that's a fantasy!	I can visualise Mpho singing into her hairbrush in front of her mirror!

**Text: Read**

CARTOON 4

Mr Morake: Enough, Sizwe! This topic is serious! I can see you all need some inspiration. Let me share some of the dreams I had when I was your age, just to give you a sense of how the world has changed...

Mr Morake: Picture it...it's a Saturday in 1993 and 13 year-old Itumeleng Morake is hanging out with his friends in Mahikeng, talking about 'the future'.

CARTOON 5

1993 Itumeleng Morake talking to friends: I bet in the future we will have portable phones that we can use anywhere. And I think we will be able to see who we are talking to!

Friend 1: That would be amazing! Imagine, you could chat to someone on the long walk home from school – cool!

CARTOON 6

Friend 2: Hey, and what if we could have TV on our watches? We could watch TV whenever we like!

Friend 1: Haha, this is not Star Wars! That idea will never happen, but it would be cool.

Second Read: Think Aloud

I wonder what Mr Morake thought the future would be like when he was 13?

They can't imagine having a portable phone. We can't imagine not having a cell phone! **I can see** how society and technology have really transformed in 30 years! Mr Morake is good at **visualising** all these future inventions.



Text: Read	Second Read: Think Aloud
CARTOON 7 Itumeleng Morake: And wouldn't it be cool if we could get from one place to another without our own cars? If we could tell our phones to send a car for us – imagine! CARTOON 8 Friend 1: I'd love to be able to take photos of myself and INSTANTLY send them to my cousin in Durban, so she could see what I am doing! CARTOON 9 Friend 2: No ways! It takes like 3 weeks to have photos developed! Then you have to post them! How could that be done instantly? CARTOON 10 Itumeleng: I can't always get the books I need at the library. Imagine if we could somehow see all the pages of library books we need? Like maybe on a home computer, or on our TVs or something? Friend 2: Oh please! You live in a dream world!	I wonder how things will change and progress in <i>my</i> lifetime? I wonder if my children and grandchildren will laugh at how we are living now?



Text: Read

Second Read: Think Aloud

CARTOON 11

Back in the 2023 classroom

Mr Morake: We NEVER thought any of those things would ever be possible! But look at the world we live in. The internet gives us information on everything under the sun and beyond! Cell phones keep us in touch with everyone all the time. We can take pictures and even videos and instantly send them all over the world. We have Uber drivers, internet banking, internet shopping and space travel! I'm telling you class, when I was your age, we never dreamed that life would be like this!

Mr Morake: So, in 30 years, life has changed a lot! Think how much it can change in the next 30 years... Now think again about those future jobs...

I wonder what ideas they will have about their jobs?

We see Simone close her eyes and dream about: health and medicine in 2053....

CARTOON 12

Picture: Hologram projected into someone's lounge. Person steps into virtual medical examination projection booth.

Simone's thoughts: Hmm, I want to be a doctor, but I guess this will be different in the future. I imagine that people won't go out to see a doctor anymore – a consultation will be done virtually, from their homes!

– Robot voice gives instruction: Please lift your arms and open your mouth for the temperature reading and body scan. Thank you.

(we see job title – programmer: virtual medical information)



Text: Read	Second Read: Think Aloud
CARTOON 13 <i>Picture: Person looking at multiple virtual screens analysing medical readings and 3D images of person who was in the hologram, etc</i> – ‘Hmm, this is that new virus again. Luckily, we have medicine to treat it. I’ll send a drone delivery to drop off these pills. She should feel better soon.’ <i>(we see job title – medical data analyst)</i> CARTOON 14 <i>Picture: Person talking to the patient from a hologram projected into the house/bedroom</i> – ‘So, these are the anti-virus tablets that need to be taken daily. Now, the first few days you might feel quite tired. But you will start to have more energy by the end of the week. Please remember, if you have any concerns, just buzz the Medical Helpline and I’ll project into your house for another consultation. <i>(we see job title – virtual home visitor)</i>	This would be amazing! I can see they’ve thought of everything: the consultation; the diagnosis; the treatment and the follow-up personal care. I can visualise myself in a hologram! Cool!
We see Sizwe close his eyes and dream about urban planning in 2053... CARTOON 15 <i>Picture: An aerial view of the city described below...</i> Sizwe’s thoughts: Okay, maybe I need to dream bigger than being a Civil Engineer. I think I would like to design and build modern cities. I will call them ‘15-minute cities’. Everything that residents need will be within a 15-minute walk. No more traffic, no more long drives to school or work. Clean air, friendly neighbours, no more rushing and waiting..	



Text: Read	Second Read: Think Aloud
CARTOON 16 Jarred's thoughts: 'I guess cattle farming may not be such a good dream, because of global warming! But it may be cool to grow amazing fruit and vegetables right where people are, in the cities!'	This city sounds amazing! I can see how these jobs will help keep the city running efficiently. And these jobs focus on environmentally friendly ideas, like producing local food and using recycled waste for power.
We see Mpho close her eyes and dream about her transport business of the future..... CARTOON 17 <i>Picture A modern city with roads for pedestrians and bicycles. There are several other high-speed systems, including bubbles, jet-packs, the Whizz-train, the Hyperloop, the Underground Network, and the Airbus pop-up.</i> Mpho's thoughts: Forget buses and taxis! I am going to have a business that provides amazing forms of transport for people! And it will all use clean energy!	I can see that Mpho is also thinking about the environment.
CARTOON 18 <i>Picture Person at an 'air-traffic controller' type dashboard, co-ordinating all the transport systems. Talking into phones and looking at multiple screens.</i> – 'Uh-oh, Underground Network running 4 minutes behind schedule. What's the problem there? Hyperloop loaded with passengers and ready for next loop around the city. Hey, watch that jet pack, it looks out of control!' <i>(we see job title – transport systems co-ordinator)</i>	I can evaluate the transport systems co-ordinator has to be watching many things at one time! This person has to be able to problem solve and multi-task!



Text: Read	Second Read: Think Aloud
CARTOON 19 <i>Back in the 2023 classroom</i> Mr Morake: Now that's what I'm talking about! We need to learn to dream and we need to keep dreaming! The world is changing, and you are all going to be part of those changes... Tomorrow I want to hear about your dreams and plans for your jobs and careers. And the sky is <i>not</i> the limit! CARTOON 20 <i>Learners walk out talking excitedly with each other...thought bubbles show their ideas for their futures.</i>	Usually we say, 'the sky is the limit' and that idiom means that anything is possible. But if Mr Morake says the sky is not the limit, then he's saying the possibilities really are endless and we don't even know if there is a limit!

Recall questions	Responses
Why was Mr Morake not satisfied with their first answers?	<i>Those ideas were for the present, not the future! He wanted them to dream!</i>
Why did Mr Morake tell his class what he dreamed about when he was 13?	<i>To show them how quickly society, technology and life can change. He wanted them to see that what seemed unreal 30 years ago is now part of everyday life.</i>
How could going to the doctor be different in the future?	<i>You don't leave your home. You're scanned remotely and diagnosed by an analyst. Your medication is delivered, and you can speak to someone in a hologram.</i>

Critical thinking	Possible responses
What can you infer is possible in the future?	<i>Learners' own ideas</i>
Do you think the future will be better or worse than the present? Why or why not?	<i>Learners' own responses</i>



LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 3: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 4: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Explain that this week, we have been working on **visualising**.
 - Explain that when we visualise, we try **to imagine what is happening in the text, like a movie inside our minds**.
 - This is a key comprehension skill.
 - We try see, hear, smell, taste and feel what is happening in the text.
 - Visualisation helps learners to see how the events in the text are **connected to each other**.
 - This helps them to think about the **story as a whole**, rather than just page by page.
 - This also helps to give **meaning to the words on the page** – by turning them into a scene from a movie in our minds.
2. Model visualising

'Everything we need is just 15 minutes away. No more traffic, no more long drives to school or work. Clean air, friendly neighbours, no more rushing and waiting.'

 - a. Close your eyes and explain what you visualise is happening in this part of the story:
 - I visualise a small town, with no pollution and lots of trees along the streets.
 - I visualise clean pavements with children walking in pairs and groups, parents pushing babies in prams and stopping to talk to each other.
 - I visualise the roads are clean and there are cyclists, skateboarders and hover-crafts going along.
 - I visualise lots of interesting forms of transport in the air.
 - I visualise colourful shops and restaurants and people going in and out of them.

WORK WITH
LEARNERS: (We do...)

1. Explain that now, we will visualise together!
2. Read: *'Please lift your arms and open your mouth for the temperature reading and body scan. Thank you.'*
3. Instruct learners to close their eyes, and to visualise that they are in the future and they are being examined by a virtual scanner. Ask learners: What did you visualise?
4. Listen to learners ideas, like:
 - a. *I visualise myself sitting in my lounge.*
 - b. *I visualise the hologram is projected into the room and I get up and stand inside the virtual scanner.*



	c. <i>I can visualise standing in my room, but being scanned and listening to the voice instructing me what to do.</i>
PAIR WORK: (You do...)	1. Explain that now, learners will visualise the text on their own. 2. Read out loud while learners follow along: <i>'I dream of winning South Africa's Got Talent!'</i> 3. Ask learners: What do you visualise? What do you see, hear (smell, taste and feel)? 4. Explain that learners can use this frame to help them: <i>I can visualise...</i> 5. Instruct learners to turn and talk and discuss their ideas with a partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their visualisation, like: a. <i>I can visualise Mpho standing in front of her mirror holding her hairbrush like a microphone.</i> b. <i>I can hear the music playing. It's an old Simphiwe Dana track and her soulful, Afro-jazz sound fills the room.</i> c. <i>I can see Mpho moving and dancing to the music and singing along with a serious expression on her face.</i> d. <i>I can smell the nail polish that's open on her table.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: Visualisation Visualisation is to try to imagine what is happening in the text, like a movie inside our minds. <u>To visualise I must:</u> • Close my eyes. • Try see, hear, smell, taste and feel what is happening in the text. • Connect the events in the text to each other. • Think about the story as a whole. 2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).



WEEK 4: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Future world
LEARNER BOOK	Page 24
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Visualise

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their Mind Maps.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: VISUALISATION SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:
Future world
Remind learners that this week we have been visualising a text.
2. Explain that today, learners will visualise Mr Morake's class of Grade 7s.
Instruct learners to close their eyes. Read the following passage aloud:
'Somewhere in a Grade 7 classroom in South Africa 2023
Teacher Mr Morake: Class, let's talk careers. What are you thinking of doing after Matric? What are your plans and dreams in terms of careers?
Simone with hand up: Me! Me! I want to be a doctor!
Jarred: I want to be an accountant, to earn the big bucks!
Sizwe: I'm interested in Civil Engineering, building roads and bridges and stuff.
Mpho: I plan to be a businesswoman and a famous musician. Or maybe both!'
3. Instruct learners to visualise what the classroom looks like. They must try picture what the weather is, what the learners look like, what they are doing, what Mr Morake is doing.
4. Instruct learners to open their books and to draw a picture of the classroom.
5. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter: I can visualise...
6. Instruct learners to turn and talk with a partner and to discuss how they visualised the classroom in the text. Encourage learners to use the vocabulary they learnt in the cycle.



TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Job advertisement	Catch and keep the attention of the reader – ensuring that the operative words stand out. Attract the right applicants for the advertised job	• Consider the following in designing: • The target market (for whom the advertisement is intended) • Positioning (where and when the advertisement will appear – in what media?) • Appeal (to what sense is the advertisement appealing?) • The layout and font size.	• The attitude (sincere or not) and the ratio between fact and opinion • The effectiveness of the choice of colour or lack thereof • The language used (whether it is clichéd, repetitive, figurative, rhetorical, etc.)
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a job advertisement. 2. Explain that we must give clear, specific information about the job and the skills and qualifications the person applying for the job must have. 3. Explain that this advertisement is not trying to make people buy a product or a service, but attract the best people to apply for the job. 4. Explain that in this job advertisement, we: a. Explain the job requirements b. State the qualifications and experience needed c. Describe the necessary characteristics of an applicant d. Provide information on the place of work and the salary e. Instruct applicants how and where to apply f. Use formal, concise language		
READ THE SAMPLE TEXT	Position: End-of-life coach Job Description: An end-of-life coach can help individuals and families make better decisions on how to spend the last weeks and months of life. This coach helps people explore their personal values and medical options so they can create the kind of end of life they want.		



	Qualification: A psychology degree and a nursing qualification Characteristics: The person who applies for this job must be compassionate with a high EQ. The applicant needs excellent people skills and listening skills. The applicant needs to be flexible (the length and structure of the job often changes), patient and non-judgemental. She or he must provide options, but also be understanding to the client's requests. Where you will work: You will communicate with your client and their family either in person (wherever it suits the client) or online. Experience: Work as a hospice nurse preferable. Experience as a therapist or counsellor also valued Salary: Daily rate agreed on with the client (Comparable to other Level C800 jobs) Send your written and video CV with 2 recent references to: Care for the Community Services Bomikazi Dyasi: bomidyasi@comserv.org.za Deadline for applications is 22 June 2048 People are wanting to add more life to their days, instead of days to their life!
DISCUSS	1. Who is this job advertisement for? 2. Who has written this advertisement? 3. What information is in the job advertisement? 4. How many points of information are given? 5. What do you notice about the language?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Job Advertisement</u> <i>The following information is needed in a job advertisement:</i> a. the job requirements b. the qualifications and experience needed c. the necessary characteristics of an applicant d. information on the place of work and the salary e. information on how and where to apply <i>Language should be formal and concise</i>

**WEEK 4: TUESDAY / DAY 1:
PLANNING (30 minutes)**

TOPIC	The year is 2053. You work in a job recruiting agency. There are several vacancies for jobs that need to be filled. You must place a job advert in Lwazi Commercial Network, an online platform for professionals. Choose one of the jobs described in the texts this cycle, or create your own future job and create an advert for this job.
GENRE	Job advertisement
PLANNING STRATEGY	Write a list
INTRODUCTION	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that they will need to choose one topic. 4. Orally share some of your ideas about completing the writing topic, like: <i>I think in the future, education and learning will be very different. School will not be what we know today. And teaching and learning will not be what we know today!</i> 5. Have the writing topic written on one side of the chalkboard. 6. Write the planning frame below on the other side of the chalkboard. 7. On the other side of the chalkboard, show learners how you make a list by answering the questions.
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas for your job advertisement, like: <i>I am going to advertise the job of an integrated educational specialist. This person will be a specialist in teaching at the senior phase. They must also be able to teach virtually, in person and design learning methods and assessments. This is a highly paid job!</i> 3. Have the writing frame written on one side of the chalkboard. 4. Show learners how you make a list by answering the questions. 5. Do this on the other side of the chalkboard.



	Planning frame	My plan
	Job Advert 1. What is the position being advertised? 2. What will you do in the job? 3. What qualification is needed? 4. What kind of person should be in this job? 5. Where will the job be? 6. What experience is needed? 7. What is the salary? 8. Where do you send your application?	Job Advert 1. An integrated educational specialist 2. Plan curriculum, design lessons and teach and assess Grade 7–9 learners 3. The person must have a qualification in adolescent brain development. 4. Someone creative, innovative, hard-working, enjoys working with teenagers 5. Online and in person 6. None, but any experience designing programmes or working with teenagers an advantage 7. On a Level 1001 payment – high 8. The Thinking Institution
LEARNER'S PLAN: (You do...)	1. Instruct learners to decide which topic they want to write about. 2. Hand out exercise books. 3. Instruct learners to write the proper heading at the topic of the page for whichever topic they have chosen: a. a medical data analyst b. virtual home visitor c. vertical urbal farmer d. any other job – can be connected with transport, education, city planning, communication, food production, entertainment, health, travel, etc 4. Instruct learners to close their eyes and visualise the future, the ways people will live, the kinds of technology available, the kinds of jobs people will do. They must choose one of those jobs and think what it would entail. 5. Next, tell learners to turn and talk with a partner, to share their ideas. 6. Tell learners they must then complete their own copy of the plan in their exercise books. 7. Tell learners they must write their own ideas – they must not copy your plan. 8. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	



Hand written plan

Job Advert

1. An educational specshialist
2. Plan curriculum, design lessons and teach and assess Grade 7-9 learners
3. The person must have a qualification in teaching and one in adolecent brain development.
4. Someone creative, innovative, hard-working, enjoys working with teenagers
5. Online and in person
6. None, but any experience designing programmes or working with teenagers an advantage
7. On a Level 1 1 payment — high
8. The Thinking Institution



WEEK 4: WEDNESDAY / DAY 3: DRAFTING (30 minutes)

TOPIC	The year is 2053. You work in a job recruiting agency. There are several vacancies for jobs that need to be filled. You must place a job advert in Lwazi Commercial Network, an online platform for professionals. Choose one of the jobs described in the texts this cycle, or create your own future job and create an advert for this job.	
	Before class begins, rewrite the planning frames on the board	
Planning frame	My plan	
Job Advert 1. What is the position being advertised? 2. What will you do in the job? 3. What qualification is needed? 4. What kind of person should be in this job? 5. Where will the job be? 6. What experience is needed? 7. What is the salary? 8. Where do you send your application?	Job Advert 1. An integrated educational specialist 2. Plan curriculum, design lessons and teach and assess Grade 7–9 learners 3. The person must have a qualification in adolescent brain development. 4. Someone creative, innovative, hard-working, enjoys working with teenagers 5. Online and in person 6. None, but any experience designing programmes or working with teenagers an advantage 7. On a Level 1001 payment – high 8. The Thinking Institution	
EXPLAIN DRAFTING FRAME	1. Tell learners that they must turn each point in their plan into a sentence or two under each of the items in the job advert. 2. They must use formal, concise language. They must write clearly. 3. They must write so that the target audience (the people who are looking for jobs) understands exactly what job is and how to apply. 4. Write the following frame on the chalkboard, and explain it to learners: 1. Position: Job title 2. Job Description: describing what the job is 3. Qualification: what studies you need for this job 4. Characteristics: what kind of person must you be for this job 5. Where you will work: the place where the work will happen	



	6. Experience: the work or life experience that you need to do this job 7. Salary: how much you will earn 8. How to apply for the job: what documents (CV, references, letter, video, etc) you need to show and where and in which media you need to apply
DRAFTING	1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: • Job advertisement length: 110–120 words and 8 points of information provided • Remind learners to write using clear, concise, formal language. 3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK



If learners have not fully completed their draft, they must do so for homework.



Hand written draft: Job Advertisement

1. Position: educational speshalist

2. Job Description: This job is to teach Grade 7-9 learners.

3. Qualification: Teaching, Sycology, Addolescent Brain development.

4. Characteristics: to have this job you must love working with young minds! you must want to challenge and stimulate teenagers. You must be able to use technology and all resources to make lessons and assinments as creative, relavant and interesting as possible. You need to be curious, patient, hard-working, organised. You must be very happy to teach online and work on virtual platforms.

5. Where you will work: Sometimes face to face and sometimes online.

6. Experience: None, but any experience desining programmes or working with youth is great.

7. Salary: On a Level 1001 payment - high

8. Send your CV and a 2 minute video introducing yourself to:

The Thinking Institution

fundiswa thinking@institution.co.za

(Please use this video to give us a good idea who you are and why your perfect for this job.)



WEEK 4: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



*(Write this on the board
before class begins)*

1. Does your job advertisement have 110–120 words?
2. Does your job advertisement have 8 pieces of information about the job and how to apply?
3. Is your language formal and clear?
4. Have you used a demonstrative adjective?
5. Are all the words correctly spelt?
6. Does every sentence start with a capital letter?
7. Does every sentence end with a full stop?

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.



Hand written draft: Job Advertisement

1. Position: educational ~~speshalist~~ ^{specialist}

2. Job Description: This job is to teach Grade 7-9 learners.

3. Qualification: Teaching, Sycology, ^aAdolescent ^bBrain development.

The person working in this position

4. Characteristics: ~~to have this job~~ you must love working with ^{and developing} young minds! ^{Competance using} You must want to challenge and stimulate teenagers. ~~You must be able to use~~ technology and all resources to make lessons and assignments ^{is imperative} as creative, relavant and interesting as possible. You need to be curious, patient, hard-working ^{and} organised. You must be very happy to teach online and work on virtual platforms.

5. Where you will work: ~~Sometimes face to face and sometimes online.~~ ^{The work will take place online and face-to-face}

6. Experience: None, but any experience ^gdesining programmes or working with youth is ~~great~~ ^{an advantage}.

7. Salary: ~~On a Level 1001~~ payment ~~high~~

8. Send your CV and a 2 minute video introducing yourself to:

~~The Thinking Institution~~

~~fundiswa@thinking@institution.co.za~~

(Please ~~use this video to~~ give us a good idea who you are and why your perfect for this job.)

Don't be afraid to be creative and



WEEK 4: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing.

Learners must remember to: Rewrite a copy of their job advertisement in their exercise books, correcting any mistakes

PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. Try to arrange for a few learners to read their writing aloud in pairs or groups to each other or to the class.



Exceptional educator wanted

Position: educational specialist

Job Description: This job is to teach Grade 7–9 learners.

Qualifications: Teaching, psychology, adolescent brain development.

Characteristics: The person in this position must love working with and developing young minds! You must want to challenge and stimulate teenagers. Competance using technology and all resources to make lessons and assignments as creative, relevant and interesting as possible is imperative. You need to be curious, patient, hard-working and organised. You must be very happy to teach, work and communicate online in a variety of virtual platforms.

Where you will work: The work will take place both online and face to face.

Experience: None, but any experience designing educational programmes or working with youth is an advantage.

Salary: Level 1001 payment

Send your CV and a 2 minute video introducing yourself to:

The Thinking Institution

fundiswa@thinking-institution.co.za

Don't be afraid to be creative and give us a good idea of who you are and why you are perfect for this job.



WEEK 4: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

ROLE PLAYS



Follow the core methodology to implement the role play with the learners

BRAINSTORM AND WRITE 5 minutes	1. Explain that today, we will act out some role plays of different scenarios, people and issues arising in the theme Changing world, changing jobs. 2. The scenarios for this lesson are listed below the lesson plan. 3. Explain these scenarios to the class. 4. Ask the learners to get into their Role Play groups and give each group a scenario. 5. Remember to give each topic to two groups.
PREPARE FOR ROLE PLAYS 15 minutes	1. Instruct groups plan and prepare their role plays. 2. Walk around the room and give suggestions and feedback where needed.
DISCUSSION 25 minutes	1. Select 4 groups – 1 to act out each scenario. (approximately 8 mins per group). 2. If the learners are not completely prepared, they can improvise their parts.
FEEDBACK 15 minutes	1. After each role play, the group who also got that scenario but didn't act theirs out will give feedback. (approximately 3 minutes per group) 2. The feedback needs to include what they would have changed in the presentation, what they liked and what they learnt.

Changing world, changing jobs: Role play scenario 1

- It is 2047. You are the committee planning and developing a new 15 minute city.
- Review what is important to your city.
- Consider how you would like your city to be structured and run.
- Discuss how many people you need to hire and which positions/jobs are the most important ones you need.

***Changing world, changing jobs: Role play scenario 2***

- It is 2040. You are all members of a family.
- Your old grandfather is ill and confused and needs medical care, but he doesn't understand how this works.
- You need to explain to him how he will be examined, diagnosed and treated.
- You will have to describe the new jobs involved and how these work.
- You need to reassure him and make him understand he'll be well cared for.

Changing world, changing jobs: Role play scenario 3

- The year is 2055. People do not only go on holiday as they did 40 years ago. People can now go on holiday in space!
- You are a travel company that organises space holidays.
- Create a holiday for a family or a couple. You need to plan the transport, entertainment and accommodation for the trip.
- There are obviously many new jobs in this space travel and tourism industry.
- Plan this trip carefully, keeping in mind all the space travel and tourism professionals who will be involved.

Changing world, changing jobs: Role play scenario 4

- You are a group of teenagers in 1991.
- You are dreaming of how the world will be in 30 years' time.
- Talk about the changes in the world and society.
- Talk about the technological advances.
- Some of you are excited about the future. Some of you are anxious and think it will not be as good as the present.



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

This cycle we:

- Learnt new vocabulary words about new jobs in a changing world
- Listened to a news report in the future
- Learnt about demonstrative adjectives
- Read different texts about jobs and society in the future
- Spoke about the texts
- Answered questions about the texts
- Learnt about how to write a job advertisement
- Wrote our own job advertisement
- Acted out role plays to use our new knowledge and connect with the theme in different ways

REFLECT

1. Ask learners to think about something they think they did well during the cycle.
2. Call on a few learners to share.
3. Ask learners to think about something they think they could have done better during the cycle.
4. Call on a few learners to share. Praise learners for their honesty and self-reflection.
5. Ask learners if they have any last questions to ask. Address these as well as possible.
6. **Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of.** (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)

ACKNOWLEDGE AND CELEBRATE

- Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.
- Celebrate the achievements of those learners, and also of the whole class!

THEME

Designers and developers

Term 2

Weeks 5 & 6 | Cycle 3



TERM 1: WEEK 5

OVERVIEW



THEME	Designers and developers
PHONIC DECODING	/th/ /ay/ third, with, thud, stay, clay, day
SIGHT WORDS	think, need, more, way, let's, live, about, buildings, environment, develop
THEME VOCABULARY	architect, design (designer), structure, residential, affordable, materials, innovative, thrive, artefacts, archaeology (archaeologist), dome, construction techniques, sustainable development, employment
LSC	Active and Passive Voice
COMPREHENSION STRATEGY	Making inferences
WRITING GENRE	Instruction text
WRITING TOPIC	There is an area in the city that is changing from an industrial (factories) and retail (shopping) district into a residential area. You are a property developer. You are instructing an architect on what you want for the new building. Choose one of the following: (1) an old warehouse into a community centre; (2) an unused shopping centre into a school; (3) an old factory into a church
GRAPHIC ORGANISER	Mind Map
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: a brochure/information about the Mapungubwe Interpretation Centre; information about adobe bricks; a story about building or renovating; information about sustainable development; career information about architects, developers and designers, etc. 3. Try to find some pictures and visuals, for example: diagrams of how to make adobe bricks; pictures of different kinds of architecture, e.g. Victorian, Mid-century, Ndebele; architectural plans; pictures of rock-cut Christian churches in Lalibela in Ethiopia; rock-cut temples and tombs in Abu Simbel in Egypt; the Rose City in Petra in Jordan; Ellora caves in India; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



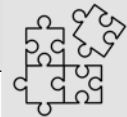
WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 3: **Designers and developers**
2. Introduce the theme as follows:
 - Explain to learners that in Technology this term, they will look at structures: natural and manufactured.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand the work on structures and design.
 - This theme will also make them aware of some of the concerns around building, sustainable development, architecture and design.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a Mind Map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>Different jobs in this field</u> e.g.: Architect	<u>History of design</u> e.g.: Mapungubwe – ancient African settlement	<u>Different building types</u> e.g.: Hospitals
<u>Building materials</u> e.g.: Rock	DESIGNERS & DEVELOPERS	<u>Different design styles</u> e.g.: Victorian
<u>Environmental issues</u> e.g.: Protecting natural environment	<u>Attitudes and Values</u> (attitude or value changes or additions that occur during the theme, e.g.: respect for old buildings)	<u>Skills</u> (skills that learners acquire throughout the theme, e.g.: writing a design brief)

1. Ask prompting questions to activate background knowledge:
 - a. **What is the job of an architect?**
 - b. **What is the job of a designer?**
 - c. **What is the job of a property developer?**
 - d. **What are some things architects and designers have to consider when they are designing a building?**
 - e. **What are some materials used in building?**
 - f. **How can an architect and a designer preserve the history of a building or a community?**

**ACTIVATE BACKGROUND KNOWLEDGE**

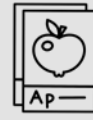
- g. **How can an architect and a designer protect the natural environment?**
- h. **How can an architect help with the economy and employment of a community?**
2. Follow the core methodologies to:
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY

architect	Tell learners that an architect is someone who designs buildings and goes to the building site to make sure they are built in the right way.
	Say: When the new school hall was being built, I saw the architect's drawings of what the new hall would look like. I also saw her visiting the site when it was being built.
design (designer)	Act out designing something like a house or a dress – draw a plan on the board, measuring carefully and pretending to think hard and look closely at what you are designing.
	Tell learners that a designer is a person who thinks carefully about a new thing they would like to make, draws a plan of what this new thing will look like, and then makes it.
structure	Tell learners that the structure is the shape of something. Often, it means the parts of something that are joined together to make sure this particular thing has a strong shape.
	Say: The bones in our bodies give our body its structure – the bones gives our bodies shape and strength.
residential	Point to a picture of a house that you have drawn on the board.
	Tell learners that residential means an area that people live – an area where there are homes and houses, not shops or factories.



LSC: DEVELOP THEME VOCABULARY



affordable	Tell learners that affordable means when something is not too expensive, and when you can buy it with the money you have.
	Say: These shoes were so affordable! I could buy them with the money I made washing my neighbours' cars.
materials	Tell learners that materials are anything you use to build or make something with.
	Say: After my home flooded, we had to find building materials like wood, nails and bricks, to make a new floor.

QUESTION OF THE DAY



QUESTION	When designing a residential building, an architect should make it...
GRAPH	4 COLUMN GRAPH
OPTIONS	<i>affordable / safe / practical / beautiful</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think a residential building should be? Most learners think a residential building should be _____.
	2. What do you think a residential building should be? I think a residential building should be _____.
EXTENSION QUESTIONS	1. Which do you think is more important, for a building to be practical or safe? Why? I think it is more important for a building to be practical/safe because _____.
	2. If you could redesign your house to be more beautiful, what would you do? If I could redesign my house to be more beautiful, I would _____.



HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 5: MONDAY / DAY 1:
LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an instruction brief: **Bringing buildings to life**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Instruction Text: Bringing buildings to life I am an architect. I have always been interested in the design and structure of buildings. In my work, we get lots of different projects. Sometimes people want brand new buildings, but sometimes we are asked to work from old buildings and make something new. These are the projects I like best: taking something old and giving it a new life and purpose. I think we need to respect the building's history when we plan its future.	Oh, this is interesting, I always thought that all buildings were built from scratch, but I can infer that some people think it is better to repurpose and rebuild old buildings.	What do we call someone who designs buildings? (architect)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
This week, we were asked to take an old two-storey factory and turn it into a block of flats. The area is slowly changing from industrial to residential, and young couples and families are starting to move into the neighbourhood.	I wonder what else will be redeveloped in the area? I can infer that other things will change too.	Why does the architect have to redesign an old factory into a block of flats? <i>(the area is becoming more residential and families are moving into the neighbourhood and they need homes)</i>
When planning a new building there are steps you have to take before you can do anything: Step 1: What is the purpose of the building? The purpose of this building is to provide safe, affordable but comfortable homes for couples and young families.	I can infer a project like this needs lots of planning.	What is the first step an architect must think about when designing a building? <i>(what the purpose of the building is)</i>
Step 2: What kind of space needs to be designed? Each flat must have one or two bedrooms, a bathroom, an open plan kitchen and a living room. The flats must also each have their own balcony, so that residents have a private outdoor space. There must be a laundry and storage space in the basement. There must be a garden, an outdoor gym and a playground on the rooftop.	Wow, this sounds like a really cool block! I can infer that the architect is thinking carefully about the needs of a family.	What is each flat going to have in this new block of flats? <i>(one or two bedrooms, a bathroom, an open plan kitchen and a living room and a balcony)</i> What facilities will the whole block get? <i>(a laundry and storage space in the basement, a garden, an outdoor gym and a playground on the rooftop)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Step 3: What kinds of materials are best? The developer wants the building to be well insulated. This means that the walls and ceilings must be padded in insulation material. This material helps to control the temperature of the building, so that it doesn't get too hot or cold. Insulation also controls the noise in the building, so that the sounds from individual flats are muffled. The developer also wants the building to have high-quality flooring and window shutters, so that the residents do not have to worry about carpets and curtains.	I can infer that with many people living in a block of flats, noise can be a problem.	Why does the developer want the building to be well insulated? <i>(to control the temperature of the building – not too hot or cold – and to make sure the noise is contained in each flat and people can't hear what is happening in the next door flat)</i>
Step 4: How can we try keep some of the history of the building in our new design? The original factory was built in the 1950s, in a style called Mid-Century. The doors, windows and balconies of the factory are all Mid-Century features. This style will be used when changes are made to the building. The new light fixtures that are going into the building will also follow this style.	Oh, I can see the architect is not only concerned with the practical things, but also the style and look of the building.	When was the original factory built? <i>(in the 1950s)</i> What are some things that the architect will do to keep the history of the building in the new design? <i>(the doors, windows, balconies and light fixtures will be in the old style)</i>

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.





WEEK 5: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:
Bringing buildings to life
2. Use the following discussion frame:
Bringing buildings to life
 - a. **In this text...**
 - b. **I learnt that...**
 - c. **I found this text...because...**
 - d. **I think this text was written to help me think about ...**

WEEK 5: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Welcome to Mapungubwe
LEARNER BOOK	Page 48
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making inferences

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Welcome to Mapungubwe 2. This text seems to be welcoming people to a place, Mapungubwe. I've heard that Mapungubwe is an ancient African kingdom. I wonder if this is a story about history. Or maybe, this will be about a building that is in that place now. I wonder what the environment looks like and what buildings are there? I wonder who designed the buildings and if the buildings look like the buildings from long ago? 3. Follow the core methodology to instruct learners to scan the text.



PRE-READING ACTIVITY



4. Suggestions of important words and how they connect to this text:
 - **innovative** – means new and original. The building is innovative, so there must be something fresh and creative about the building
 - **sophisticated** – means complex and developed. These people were sophisticated traders, so it seems they were doing more than exchanging goods on a local scale. They had international trading arrangements. This society was impressive!
 - **plateau** – this is a raised piece of ground. The kingdom was built on this high ground, probably for safety and protection. This kingdom was well designed!
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example:

‘In 2009 the Mapungubwe Interpretation Centre won the **prestigious** World Architectural Building of the Year Award.’

An award is given to someone who does something amazing. If there is one architectural award in the year and they can only choose one building to get this award, then it is a really important, impressive and valued award. So if this Centre has won this prestigious award, it must be outstanding!

ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
 - What do you think this text will be about?
 - Why do you think that?
 - What do the images on the pages help you understand?
 - What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)

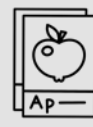
BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their Mind Maps
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



innovative

Act out being innovative – scratch your head, think really hard, and then say “Ah! I’ve had a brand new idea! I don’t think anyone has thought of this idea yet!”

Tell learners that innovative means when something is new, original and creative.

thrive

Act out thriving – smile, laugh, sing, do a dance and to show that you are happy and healthy.

Tell the learners that thrive means to do well, to be successful and to be strong, healthy and growing.

artefacts

Point to a picture of an old ruin, or an old stone tool. This picture could be on your phone.

Tell learners that an artefact is any object that was made by humans a long time ago.

archaeology (archaeologist)

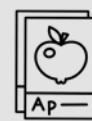
Tell learners that archaeology is the study of past human life and lifestyle – what people looked like and how they lived thousands and millions of years ago. An archaeologist is someone who digs up and then studies objects and artefacts of this past human life and lifestyle. Some of these objects could be tools, buildings or pots.

Say: I once went to a cave where people used to live thousands or millions of years ago, and an archaeologist showed me a pot that she had dug up!

dome

Point to a picture on the board that you’ve drawn of a building with a round, domed roof.

Tell learners that when a building has a round roof it is called a dome.

**LSC: DEVELOP THEME VOCABULARY****construction techniques**

Tell learners that construction techniques are different ways or methods of building. Some examples of construction techniques are using bricks and cement, or using a mixture of clay and straw.

Say: I am so excited to be a builder one day! I am going to learn all the different construction techniques so I can build many different kinds of buildings.

sustainable development

Tell learners that sustainable development is when what you build or create does not harm the earth or natural resources. It means you will not make it harder for future generations to have the resources that they need.

Say: I work hard for sustainable development, and whatever I make or build uses materials that don't harm the earth. Then I know there is a better chance for our earth and its people to be safe and healthy in the future.

employment

Tell learners that employment means jobs and work where people can earn money.

Say: My dad's employment at the factory meant he worked a lot, but it also meant that he earned enough money to buy food, clothing and electricity for our family.

QUESTION OF THE DAY**QUESTION**

The Mapungubwe Interpretation Centre sounds interesting because ...

GRAPH

2 COLUMN GRAPH

OPTIONS

it is about an African kingdom / it won an award



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **Why do most learners think this centre sounds interesting?**
Most learners think this centre sounds interesting because...
2. **Why do you think this centre sounds interesting?**
I think this centre sounds interesting because...

EXTENSION QUESTIONS

1. **Do you agree with the statement: Every architect needs to understand sustainable development. Why or why not?**
I think every architect should/should not understand sustainable development because _____.

HOMEWORK

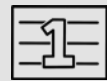


Learners must add any new words and explanations to their personal dictionaries.

WEEK 5: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Welcome to Mapungubwe
LEARNER BOOK	Page 48
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making inferences

FIRST READ



Follow the core methodology to complete the first read of the text.

**Text: Read****Mapungubwe Interpretation Centre – Brochure**

Welcome to the Mapungubwe Interpretation Centre!

The Mapungubwe Interpretation Centre is an innovative building that celebrates and honours the site of a great ancient civilization. It is situated where the Limpopo and Shashe Rivers meet, on South Africa's northern border with Zimbabwe and Botswana. In 2009 the Mapungubwe Interpretation Centre won the prestigious World Architectural Building of the Year Award.

First Read: Think Aloud

I can infer that this is a special building if it won an award.

Then:

- One thousand years ago, Mapungubwe (meaning 'hill of the jackal' or 'stone monuments') was the centre of a great kingdom.
- This civilization was a sophisticated trading centre that thrived from around 1200 to 1300 CE, trading gold and ivory with China, India and Egypt.

I wonder how they traded with those countries?

- The Kingdom of Mapungubwe was one of the first places that produced gold and had a class-based social system.
- In addition to the cultural heritage, Mapungubwe is also home to a rich ecosystem.
- This includes ancient Baobab trees that are over one thousand years old.
- It also includes an impressive variety of animal life, including elephant, giraffe, white rhino, antelopes and over 400 species of birds.
- Today, Mapungubwe is a UNESCO World Heritage Site.

I wonder what a class-based social system is?



Text: Read	First Read: Think Aloud
The Kingdom of Mapungubwe was formed by Bantu-speaking peoples who farmed cattle and crops. At the centre of the Kingdom was a large sandstone plateau, which protected the Kingdom from attackers. The King of Mapungubwe was the wealthiest person in the society. The king and his advisors lived in stone buildings, which were built on the highest level of the area, a natural sandstone hill. At its peak, in the mid-13th century CE, the total population of Mapungubwe was around 5,000 people.	I wonder what the king's house looked like? I wonder if it was a castle or palace made out of stone?
Archaeologists have found pottery remains of bowls, copper, ivory and gold jewellery, and other objects. These artefacts show a skilled and advanced society. When the ruins of Mapungubwe were excavated in the 19th century CE, many Europeans could not believe that it was built by Black people. Archaeology, however, has since proved that it was indeed built by indigenous peoples.	I can infer that those Europeans did not think Africans had the skills, knowledge or technology to build great buildings!
Now: • The Mapungubwe Interpretation Centre now tells the story of this civilisation's incredible history. • The highlight for many is the Golden Rhino. • The Centre has been designed very thoughtfully. • The first thing visitors will see are the dome shapes that blend into the landscape. • These have a natural shape and look like massive caves rising out of the earth. They are manufactured structures, but are built to look like natural structures. • They also remind visitors of the original structures of ancient Mapungubwe.	I can infer that this was an important society, if they have built a whole Centre to tell the stories and show how the people lived.



Text: Read	First Read: Think Aloud
The traditions of the ancient society and the natural materials of the area were important to the designers and architects. Only local materials and labour were used in the production. Usually steel is used in construction, but steel is expensive, and the project had a tight budget. This led the designers and architects to choose local materials and ancient design methods for their construction techniques. Materials that are cheap and easy to find were used in simple but clever ways.	I can infer that the designers and architects could not just do what they wanted. They had to follow certain instructions and guidelines.
Most of the materials come from the local rocky environment. This connects the new building with the ancient structures that existed before. Local people made three important parts of the buildings: 1. Adobe bricks were made for the walls 2. Stones were cut into special shapes to cover the domed roofs 3. Reeds were made into roof covers for the semi-open spaces, to provide shade for the hot climate	I love that they used local rocks and materials. I can visualise how the buildings fit into the natural environment.
The Interpretation Centre is an excellent model of sustainable development. Firstly, the designers and architects trained unemployed local people to work on the building. This gave the local workers skills and experience for other employment. And secondly, the choice of materials and design had a low impact on the environment.	Wow, I can make an inference that this project was very carefully planned. They thought about how they could help the local people and the environment!



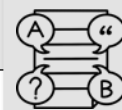
Text: Read	First Read: Think Aloud
Numerous walkways take visitors through the Centre. These walkways follow different levels and gently climb the hill to the highest point on the site. Here the visitor can experience magnificent views of Mapungubwe. Visitors also get a sense of the social structure of the society – the wealthy people lived at the top of the hill, and the ordinary people lived lower down.	Oh, I remember, the king lived at the highest point! I can infer that this society believed that the more important you were, the higher up you lived.
The Centre's aim is to present the history of the area, and to show the importance of the precious ecology as well. The Mapungubwe Interpretation Centre shows how human culture can develop hand-in-hand with its environment.	I can infer that this building won an award because of all these things.

Recall questions	Responses
On which South African border is the Mapungubwe Interpretation Centre?	<i>Northern/the border with Zimbabwe and Botswana</i>
Why did they build the domed structures?	<i>To blend in with the environment. Their shape is like natural caves. They are similar to the ancient structures.</i>

Critical thinking	Possible responses
Why do you think the Europeans who saw the ruins of the kingdom did not think Africans had built it?	<i>Europeans thought that Africans were not as 'advanced' as they were.</i> <i>Europeans thought they were more intelligent and skilled.</i> <i>Europeans did not realise African societies had amazing technology, skills and ideas.</i>
Which do you think is more important: to tell the history of a place or to protect the ecology? Why?	<i>Learners' own responses with reasons.</i>



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: Active and Passive Voice
2. Explain this as follows:

Active and Passive Voice

- The **active voice** describes sentences where the subject performs the action on the object.
- The **passive voice** describes sentences where the object and subject change places in the sentence. So now, the subject in the beginning is NOT the thing doing the action.

3. Point out the following examples of this in the text.

- a. **'In 2009 the Mapungubwe Interpretation Centre won the prestigious World Architectural Building of the Year Award.'**

Active voice: 'Mapungubwe Interpretation Centre' = subject, 'won' = verb, 'the award' = object

Notice here that the **subject** – the first thing in these sentences – is the thing that 'does' the verb.

- b. **'The Kingdom of Mapungubwe was formed by Bantu-speaking peoples...'**

Passive voice: 'The Kingdom of Mapungubwe' = subject; 'was formed' = verb, 'Bantu-speaking peoples' = indirect object

Notice now that the subject of the sentence – the noun at the beginning – is NOT the thing doing the action. The Kingdom didn't form, the Bantu-speaking people formed the kingdom.

- c. **'Usually steel is used in construction...'**

Passive voice: 'steel' = subject; 'is used' = verb, no object

The passive voice may be used without mentioning who did the action, as in the above example.

Passive actually means still, not moving, and in the passive voice the subject does not do the action.



WEEK 5: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their Mind Maps.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **active and passive voice**.
2. Show the learners the LSC again in context. Here is another example:
 - a. 'Archaeologists have found pottery remains of bowls, copper, ivory and gold jewellery, and other objects'
(Active voice: the subject = archaeologists, 'do' the verb = have found)
3. Tell learners to copy the following **LSC note** in their books:

Active and Passive Voice

- **The active voice** is where the **subject performs the action** on the object. The subject 'does' the verb.
For example:
 - The learners completed the work. ('students' = subject; 'completed' = verb; 'work' = object)
 - The dog ate my homework.
 - We enjoy your cooking.
 - The elephant will trample on the fence.
 Notice here that the **subjects** – the first thing in these sentences – are the things that **'do' the verb**. The dog eats, we enjoy, the elephant will trample.
- **The passive voice** is where the **object and subject change places** in the sentence. So now, the subject in the beginning is NOT the thing doing the action. The **verb 'is done' to the subject**.
- Passive actually means still, not moving, and in the passive voice the subject does not do the action.
For example:
 - The work was completed by the learners. ('work' = subject; 'was completed' = verb, and learners is here an indirect object.)
 - My homework was eaten by the dog.
 - Your cooking is enjoyed by us.
 - The fence will be trampled on by the elephant.
 Notice now that the **new subjects of the sentence** – the nouns at the beginning – are **NOT the things doing the action**. The homework doesn't do the eating, the cooking doesn't enjoy anything, and the fence doesn't trample anything either.



TEACH AND PRACTICE THE USE OF THE LSC

**How to change a sentence from active voice to passive voice:**

Identify the subject, verb and object in the active voice sentence:

e.g. A famous **actor** (subject) **performed** (verb) in **the show** (object).

Start the sentence with the object: **The show**. This now becomes the passive subject.

Add the verb 'be' in the correct tense, and the past participle: The show was performed

If you want to say who or what is doing the action, add 'by' to the subject:

→ **The show was performed by a famous actor.**

- Note: If the subject is a pronoun, change the subject to the object form:

I ► me; he ► him; she ► her; we ► us; they ► them. ('You' and 'it' stay the same.)

Examples: Active voice ► Passive Voice

I ate the pizza. ► The pizza was eaten by **me**.

He ate the pizza. ► The pizza was eaten by **him**.

We ate the pizza. ► The pizza was eaten by **us**.

They ate the pizza. ► The pizza was eaten by **them**.

- Language is a powerful tool. Be aware of how people use it!

- Look at these two newspaper headlines:

- **Police kill protestor!**

- **Protestor killed in demonstration**

The first headline is in the **active voice**. The subject, the **police are the people who killed** the protestor. They are responsible.

However, the second headline is in the **passive**. The second headline **does not explain** who did the killing. In this newspaper article, **the police are not responsible** for the death in the same way, as the killers are not identified in the first headline.

The **passive can be useful** in this way, when you don't want to say who carried out the action.

For example:

- A decision was made to close the school. (We don't get told who made that decision – and so we don't know who to complain to!)
- The window was broken. (We don't know who broke it.)
- Some money was stolen. (There is no information about who the thief is.)

It is important when you are reading any texts to look at things like this and see how the writers are trying to influence us. Language can be used cleverly and we need to recognize how people use it!

- Write the following sentences on the board. Ask learners to change these from the active to the passive voice and to write their new sentences in their books.
 - Lots of tourists will visit the Centre.
 - I drew plans for the new building.
 - The architect uses local people for the construction.



TEACH AND PRACTICE THE USE OF THE LSC



5. Do the same for these sentences, but these must be changed from the passive to the active voice.
 - a. Adobe bricks are made by the local community.
 - b. Remains of gold and pottery were found by archaeologists.
 - c. The ancient kingdom is celebrated by the Centre.
6. Tell learners who finish quickly to write 2 of their own sentences, one in the active voice and one in the passive voice.
7. Correct this activity together with learners.

HOMEWORK

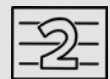


Find a suitable consolidation activity from the textbook in the Management Document. Tell learners to complete this for homework.

WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Welcome to Mapungubwe
LEARNER BOOK	Page 48
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Make inferences

SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
 - a. **Who was the wealthiest person in the Kingdom of Mapungubwe?**
 - b. **Who was employed to build the Centre?**
 - c. **What were the advantages of using local materials for the building?**
 - d. **Do you think every new building project should have to follow rules about sustainable development? Why or why not?**

**Text: Read****Mapungubwe Interpretation Centre – Brochure**

Welcome to the Mapungubwe Interpretation Centre!

The Mapungubwe Interpretation Centre is an innovative building that celebrates and honours the site of a great ancient civilization. It is situated where the Limpopo and Shashe Rivers meet, on South Africa's northern border with Zimbabwe and Botswana. In 2009 the Mapungubwe Interpretation Centre won the prestigious World Architectural Building of the Year Award.

Second Read: Think Aloud**Then:**

- One thousand years ago, Mapungubwe (meaning 'hill of the jackal' or 'stone monuments') was the centre of a great kingdom.
- This civilization was a sophisticated trading centre that thrived from around 1200 to 1300 CE, trading gold and ivory with China, India and Egypt.
- The Kingdom of Mapungubwe was one of the first places that produced gold and had a class-based social system.
- In addition to the cultural heritage, Mapungubwe is also home to a rich ecosystem.
- This includes ancient Baobab trees that are over one thousand years old.
- It also includes an impressive variety of animal life, including elephant, giraffe, white rhino, antelopes and over 400 species of birds.
- Today, Mapungubwe is a UNESCO World Heritage Site.

I can infer that this society was advanced if it was producing gold and trading with countries from so far away.

I wonder what happened to the kingdom?



Text: Read	Second Read: Think Aloud
The Kingdom of Mapungubwe was formed by Bantu-speaking peoples who farmed cattle and crops. At the centre of the Kingdom was a large sandstone plateau, which protected the Kingdom from attackers. The King of Mapungubwe was the wealthiest person in the society. The king and his advisors lived in stone buildings, which were built on the highest level of the area, a natural sandstone hill. At its peak, in the mid-13th century CE, the total population of Mapungubwe was around 5,000 people.	I can infer that the King lived at the highest point because it was the safest.
Archaeologists have found pottery remains of bowls, copper, ivory and gold jewellery, and other objects. These artefacts show a skilled and advanced society. When the ruins of Mapungubwe were excavated in the 19th century CE, many Europeans could not believe that it was built by Black people. Archaeology, however, has since proved that it was indeed built by indigenous peoples.	Wow, archaeology is so fascinating. I can infer that we can learn a lot from the remains of ancient people.
Now: • The Mapungubwe Interpretation Centre now tells the story of this civilisation's incredible history. • The highlight for many is the Golden Rhino. • The Centre has been designed very thoughtfully. • The first thing visitors will see are the dome shapes that blend into the landscape. • These have a natural shape and look like massive caves rising out of the earth. They are manufactured structures, but are built to look like natural structures. • They also remind visitors of the original structures of ancient Mapungubwe.	Wow, these structures are really interesting and beautiful!



Text: Read	Second Read: Think Aloud
The traditions of the ancient society and the natural materials of the area were important to the designers and architects. Only local materials and labour were used in the production. Usually steel is used in construction, but steel is expensive, and the project had a tight budget. This led the designers and architects to choose local materials and ancient design methods for their construction techniques. Materials that are cheap and easy to find were used in simple but clever ways.	I wonder if it was difficult for the architects to design a building without using steel?
Most of the materials come from the local rocky environment. This connects the new building with the ancient structures that existed before. Local people made three important parts of the buildings: 1. Adobe bricks were made for the walls 2. Stones were cut into special shapes to cover the domed roofs 3. Reeds were made into roof covers for the semi-open spaces, to provide shade for the hot climate	I wonder how they made the dome shapes with no steel to support the bricks? Those designers were very clever!
The Interpretation Centre is an excellent model of sustainable development. Firstly, the designers and architects trained unemployed local people to work on the building. This gave the local workers skills and experience for other employment. And secondly, the choice of materials and design had a low impact on the environment.	



Text: Read	Second Read: Think Aloud
Numerous walkways take visitors through the Centre. These walkways follow different levels and gently climb the hill to the highest point on the site. Here the visitor can experience magnificent views of Mapungubwe. Visitors also get a sense of the social structure of the society – the wealthy people lived at the top of the hill, and the ordinary people lived lower down.	
The Centre's aim is to present the history of the area, and to show the importance of the precious ecology as well. The Mapungubwe Interpretation Centre shows how human culture can develop hand-in-hand with its environment.	I can see why the Centre won an award! It is not just a building, but it has considered the history, the ecology and the economic needs of the local communities.

Recall questions	Responses
Who was the wealthiest person in the Kingdom of Mapungubwe?	<i>The King</i>
Who was employed to build the Centre?	<i>Local people who were unemployed</i>

Critical thinking	Possible responses
What were the advantages of using local materials for the building?	<i>Not harming/damaging the environment. They give the building a similar feel to the ancient structures that used to be there. It makes the project much cheaper. The building looks natural and blends into the environment.</i>
Do you think every new building project should have to follow rules about sustainable development? Why or why not?	<i>Learners' own responses with reasons</i>



LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 5: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document. Note: all Oral Read Aloud (FAT 1) marks need to be in by the end of Term 2.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. **Remind the learners that this cycle, we have been working on making inferences.**
2. Explain that when we make an inference, we take what is written in the text + what we already know and we make a good guess and work out what isn't said in the text. This is a key comprehension skill.
3. Hand out the Learner Books. Instruct learners to open to: page 48 and look at the text, Welcome to Mapungubwe.
4. Today we will make inferences about text.
5. Model making an inference.
 - a. 'The Kingdom of Mapungubwe was one of the first places that produced gold and had a class-based social system.'
I make an inference that the ancient kingdom had a lot of technology and skills. They could mine gold and create jewellery and other artefacts that have lasted for centuries. This means the people were very knowledgeable and capable. **I can also infer** that their society had wealthy and less wealthy people. The wealthy probably owned property and controlled the farming and trading. I wonder if the wealthy class was connected to the king?

**WORK WITH LEARNERS:** (We do...)

1. Explain that now, we will make an inference together!
2. Read: 'These have a natural shape and look like massive caves rising out of the earth. They are manufactured structures, but are built to look like natural structures. They also remind visitors of the original structures of ancient Mapungubwe.'
3. Ask learners: What inferences can you make from that sentence? If needed, you can prompt by asking:
 - a. Why do you think they wanted the buildings to have shapes found in nature?
 - b. Why do you think they designed them to be similar to the ancient buildings?
4. Listen to learners' ideas, like:
 - a. **I make an inference** that the designers and architects wanted the building to blend in with the natural environment. They didn't want the Centre to look artificial and out of place.
 - b. This is a Centre to honour the history of an ancient kingdom. None of the original buildings are there, **but I can infer** that the designers and architects wanted people to be able to see what the old buildings and the ancient kingdom would have looked like.

PAIR WORK: (You do...)

1. Explain that now, learners will make **their own inference** about the text.
2. Read out loud while learners follow along: 'In 2009 the Mapungubwe Interpretation Centre won the prestigious World Architectural Building of the Year Award.'
3. Ask learners: Make an inference about the Mapungubwe Interpretation Centre.
4. Explain that learners can use this frame to help them: *I can infer that the Centre... because...*
5. Instruct learners to turn and talk and discuss this with a partner.
6. After 3–5 minutes, call learners back together.
7. Call on a few learners to share their inferences, like:
 - a. *I can infer that the Centre has an innovative design because it won an important award.*
 - b. *I can infer that the Centre is very original and there are no other buildings like it because it won a special award.*
 - c. *I can infer that the judges were very impressed with how the architects cared about sustainable development when designing and building the Centre. That's why it won that prestigious award.*



NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: <u>Making inferences</u> <i>To make an inference, we take:</i> <i>what is written in the text</i> + <i>what we already know</i> <i>and we make a good guess and work out what isn't said in the text.</i> 2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).
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WEEK 6: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Welcome to Mapungubwe
LEARNER BOOK	Page 48
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making evaluations

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their Mind Maps.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

**POST-READ: SUMMARY**

1. Follow the core methodology to help learners complete a summary of the text:

Welcome to Mapungubwe

Remind learners that when we make inferences we take what we know from the text and use our own background knowledge to make a good guess about what is not said in the text.

2. Use the following summary frame:

This text is about...

The author wrote the text for...so that...

In the text I learnt...

I liked...because...

Overall, I think the text is...

From this text, I can infer that...

3. Once you have completed the activity, come up with a class summary, for example:

Welcome to Mapungubwe

This text is about the Mapungubwe Interpretation Centre. ***The author wrote the text for*** tourists and visitors to the Centre ***so that*** they can learn about the Centre and get information about the past and the present site. ***In the text I learnt*** about the history of the Kingdom of Mapungubwe/ the racist ideas of the Europeans/ the construction techniques/sustainable development.

I liked the way the buildings blend into the environment ***because*** this honours the natural environment. / ***I liked*** the way the project employed local people ***because*** this helped their economy and gave them skills. ***From this text, I can infer that*** architects contribute to society in many ways. ***Overall, I think the text is*** informative and interesting.



WEEK 6: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Instruction Text	- To explain how to use a tool or an instrument, prepare food, repair faults, etc - Explain the working or use of any article in operation; preparing dishes, repairing any defaults, etc. - Use manuals, instructions and operations	- Understand the situation(s) and what the process of giving instructions/ demonstrations should be or do - Reflect clear, correct and logical sequence of instructions	Consider vocabulary, grammar, expression, technical language and phrases that might be used
INTRODUCE THE GENRE	- Explain that this cycle, learners will write instructions. - Explain that we must give clear, specific instructions. - Explain that instructions are written are for a specific purpose: to tell someone what information and materials they must have and what they must do. - Explain that in this set of instructions, we: - Introduce the project - Use numbered steps - Write in order of how things must be done - Use numerical adjectives, like: first, second, third, etc. - Make the writing clear and easy to understand.		
READ THE SAMPLE TEXT	Instructional Text: A design brief from a developer for an architect Design brief to repurpose an old factory into a residential block of flats <u>Introduction:</u> This project is to repurpose the unused two-storey factory and to create a residential block of six flats. The area is changing from industrial to residential. Explain that repurpose means to change a building to give it a different purpose or function. In this example, a factory is being repurposed into flats.		



	<u>First step:</u> What is the purpose of the building? The purpose of this building is to provide safe, affordable and comfortable homes for couples and young families. <u>Second step:</u> What kind of space is needed? Each flat must have one or two bedrooms, a bathroom, an open plan kitchen, a living room and a balcony. There must be a laundry and storage space in the basement. There must be a garden, an outdoor gym and a playground on the rooftop. <u>Third step:</u> What kinds of materials are best? Padding for the walls and ceilings to insulate the flats and to control the temperature and the noise levels.
DISCUSS	1. Who is writing this instructional brief? 2. Who is this instructional brief for? 3. What information is in the introduction? 4. How many steps are there? 5. What is each step about? 6. What do you notice about the language?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Instruction brief</u> <i>How to write an instruction brief</i> 1. <i>Introduce the project</i> 2. <i>Explain the project in 3 steps:</i> • <i>The purpose of the building</i> • <i>The kinds of space that is needed</i> • <i>The materials needed</i> 3. <i>Use formal, instructional language</i>

WEEK 6: TUESDAY / DAY 1: PLANNING (30 minutes)

TOPIC	There is an area in the city that is changing from an industrial (factories) and retail (shopping) district into a residential area. You are a property developer. You are instructing an architect on what you want for the new building. Choose one of the following: (1) an old warehouse into a community centre; (2) an unused shopping centre into a school; (3) an old factory into a church
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GENRE	Instruction Text	
PLANNING STRATEGY	Write a list	
INTRODUCTION	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that they will need to choose one topic. 4. Orally share some of your ideas about completing the writing topic, like: <i>I am going to write about something I've seen in my neighbourhood. I will give instructions to someone who must redesign a garage into a Spaza shop.</i> 5. Have the writing topic written on one side of the chalkboard. 6. Write the planning frame below on the other side of the chalkboard. 7. On the other side of the chalkboard, show learners how you make a list by answering the questions.	
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas for your instructional brief, like: <i>I want to change my garage into a shop. I need an architect to design and renovate this for me. I will write an instructional brief to explain what this project needs.</i> 3. Have the writing frame written on one side of the chalkboard. 4. Show learners how you make a list by answering the questions. 5. Do this on the other side of the chalkboard.	
	Planning frame	My plan
	Instruction brief 1. Who are you writing this instructional to? 2. What is the reason you are writing this instruction brief? 3. What is the first step: the purpose of the project? 4. What is the second step: how will I be using the space? 5. What is the third step: what materials are needed?	Instruction brief 1. The architect 2. Explain the project. Architect must understand what the project is and what I want. 3. Repurpose my garage into a shop. 4. Well-organized space for customers. The products must be easy to see and reach. I need be some storage space and a counter from where I will work. It needs a new entrance, new lighting and enough ventilation.



		5. Attractive outside – colourful, long-lasting paint. The floor and shelving need to be strong and practical, tiles and metal. Effective lighting is important.
LEARNERS PLAN: (You do...)	1. Instruct learners to decide which topic they want to write about. 2. Hand out exercise books. 3. Instruct learners to write the proper heading at the topic of the page for whichever topic they have chosen: a. an old warehouse into a community centre; or b. an unused shopping centre into a school; or c. an old factory into a church 4. Instruct learners to close their eyes and visualise the building as it is now (old, empty, run-down) and imagine the new building they want. Instruct learners to think what they need to tell the architect in order to transform the building into their dream. 5. Next, tell learners to turn and talk with a partner, to share their ideas. 6. Tell learners they must then complete their own copy of the plan in their exercise books. 7. Tell learners they must write their own ideas – they must not copy your plan. 8. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	



Hand written plan

Instruction brief

1. The architect

2. I need to explain the project and make sure that the architect understands exactly what the project is and what I want.

3. The project is to repurpose my garage into a shop.

4. There needs to be well-organized space for customers to come in and move around. The products must be easy to see and reach, so shelving and displays are very important. There must be some storage space and a counter from where I will work. It needs a new entrance, new lighting and enough ventilation.

5. The shop needs to be attractive to passersby. The floor and shelving need to be hard-wearing and easy to keep clean. Maybe metal shelves and tiles on the floor. Effective lighting is important.

**WEEK 6: WEDNESDAY / DAY 3:
DRAFTING (30 minutes)****TOPIC**

There is an area in the city that is changing from an industrial (factories) and retail (shopping) district into a residential area. You are a property developer. **You are instructing an architect on what you want for the new building.** Choose one of the following: (1) an old warehouse into a community centre; (2) an unused shopping centre into a school; (3) an old factory into a church

Before class begins, rewrite the planning frames on the board

	Planning frame	My plan
	Instruction brief 1. Who are you writing this instruction brief to? 2. What is the reason you are writing this instructional brief? 3. What is the first step: the purpose of the project? 4. What is the second step: how will I be using the space? 5. What is the third step: what materials are needed?	Instruction brief 1. The architect 2. Explain the project. Architect must understand what the project is and what I want. 3. Repurpose my garage into a shop. 4. Well-organized space for customers. The products must be easy to see and reach. I need be some storage space and a counter from where I will work. It needs a new entrance, new lighting and enough ventilation. 5. Attractive outside – colourful, long-lasting paint. The floor and shelving need to be strong and practical. Effective lighting is important.



EXPLAIN DRAFTING FRAME

1. Tell learners that they must turn each point in their plan into a paragraph with a heading.
2. Next, tell learners that they must turn each point in their plan into good sentences.
3. They must use formal language. They must write clearly.
4. They must write so that the architect understands clearly what the project is and what your needs are.
5. Write the following frame on the chalkboard, and explain it to learners:

Paragraph 1: Introduction: Reason for writing the instruction brief

Points 1& 2

This instruction brief is for...

This project is...

Paragraph 2: First step: What is the purpose of the building?

Point 3

The purpose of this building is...

Paragraph 3: Second step: What kind of space is needed?

Point 4

This space needs...

Paragraph 4: Third step: What kinds of materials are best?

Point 5

The materials for this project must be...

DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Instruction brief length: 110–120 words and 4 paragraphs.**
 - **Remind learners to write using clear, formal language.**
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK



If learners have not fully completed their draft, they must do so for homework.

**Hand written draft: Instructional brief**Draft: Instruction briefIntroduction:

I am starting a new bussiness from my house. This aim of project is to change my garage into a spaza shop which will attract the people.

First step: What is the purpose of the building?

This building is to be an assessible shop with food, cleening products, air time, groceries and snacks that neyborhood people all need.

Second step: What kind of space is needed?

This space needs to be well-organized so that customers can enter and find what they are looking for. The item's for sale must be easy to see and reach, so shelving and displays are very important. There must be some storage space and a counter for me to work. The building needs a new entrance, new lighting and enough air moving around the shop.

Third step: What kinds of materials are best?

The shop needs to be attractive, so colourful, long-lasting paint on the outside. The floor (tiles) and shelving (metal) need's to be hard-wearing and clean. Good lighting to make the displays attractive.



WEEK 6: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



*(Write this on the board
before class begins)*

1. Does your instruction brief have 110–120 words?
2. Does your instruction brief have four paragraphs:
 - a. an introduction – explaining the project
 - b. first step – explaining the purpose of the building
 - c. second step – explaining what space is needed
 - d. third step – instructions on the materials
3. Is your language formal and clear?
4. Have you used the active and the passive voice.
5. Are all the words correctly spelt?
6. Does every sentence start with a capital letter?
7. Does every sentence end with a full stop

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.

**Instructional brief: Super Spaza**

Draft: Instruction brief

Introduction:

I am starting a new business from my ^{home} house. The aim of ^{the} project is to change my garage into a ^{successful} spaza shop ~~which will attract the people.~~

First step: What is the purpose of the building?

This building is to be an assessible shop with food, cleening products, air time, groceries and snacks that neyborhood people all need.

Second step: What kind of space is needed?

This space needs to be well-organized so that customers can enter ^{and shop easily} ~~and find what they are looking for.~~ The ^{merchandise} ~~item's~~ for sale must be easy to see and reach, so shelving and displays are ~~very~~ important. There must be some storage space and a counter. ~~for me to work.~~ The building needs ^A a new entrance, ^{effective} new lighting and enough ^{ventilation} air ^{are needed} moving around the shop.

Third step: What kinds of materials are best?

The shop needs to be attractive, so ^C @colourful, ^{Tiles on the} floor long-lasting paint on the outside. The floor ^(tiles) and shelving ^(metal) ^{will be} need's to be hard-wearing and clean. ^{easy to} Good lighting ^{is needed} to make the displays attractive. ^{eye-catching}



WEEK 6: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing.
Learners must remember to: Rewrite a copy of their instruction brief in their exercise books, correcting any mistakes.

PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



Instruction brief: Super Spaza!

Introduction:

I am starting a new business from home. This aim of project is to repurpose my garage into a successful spaza shop.

First step: What is the purpose of the building?

This building must be an attractive, accessible shop with merchandise that neighbourhood people need.

Second step: What kind of space is needed?

This space needs to be well-organized so that customers can enter and shop easily. The merchandise must be easy to see and reach, so shelving and displays are important. There must be storage space and a counter. A new entrance, effective lighting and ventilation are needed.

Third step: What kinds of materials are best?

Colourful, long-lasting paint outside will be appealing. Tiles on the floor and painted metal shelving will be hard-wearing and easy to clean. Good lighting is needed to make the displays eye-catching.



WEEK 6: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

ROLE PLAYS



Follow the core methodology to implement the role play with the learners.

BRAINSTORM AND WRITE 5 minutes	1. Explain that today, we will act out some role plays of different scenarios, people and issues arising in developing, designing and building. 2. The scenarios for this lesson are listed below the lesson plan. 3. Explain these scenarios to the class. 4. Ask the learners to get into their Role Play groups and give each group a scenario. 5. Remember to give each topic to two groups.
PREPARE FOR ROLE PLAYS 15 minutes	1. Instruct groups plan and prepare their role plays. 2. Walk around the room and give suggestions and feedback where needed.
DISCUSSION 25 minutes	1. Select 4 groups – 1 to act out each scenario. (approximately 8 mins per group). 2. If the learners are not completely prepared, they can improvise their parts.
FEEDBACK 15 minutes	1. After each role play, the group who also got that scenario but didn't act theirs out will give feedback. (approximately 3 minutes per group) 2. The feedback needs to include what they would have changed in the presentation, what they liked and what they learnt.

Designers and developers: Role play scenario 1

- Three developers come to an architectural firm.
- They meet with three architects from the firm.
- The developers want to repurpose a old building into a creche.
- The developers want the project done cheaply and quickly.
- The architects are worried about the building materials and the time frame. They think the building must be safe for the children.



Designers and developers: Role play scenario 2

- The local council has said that all new building projects have to do with sustainable development in mind.
- You are 6 members of an architectural firm working on a new project.
- You are building an FET college in a rural village.
- You are discussing the project.
- You need to discuss all the factors involved in making the project a sustainable development.

Designers and developers: Role play scenario 3

- Two property developers have the funds to build a new shopping centre.
- There are two architectural firms that are competing to get this job.
- Each firm has to present their ideas for the shopping centre, and say why they are the best firm for the job.
- The property developers must question each firm to help them make a decision.

Designers and developers: Role play scenario 4

- Two developers, two architects and two designers are planning a project.
- They are building a housing development where an ancient Zulu/Ndebele society used to live.
- Each person needs to explain how they will bring aspects of the history of the place into the new development.



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about developers and designers • Listened to an instructional brief about a building project • Learnt about active and passive voice • Read different texts about developing, designing, building projects and sustainable development • Spoke about the texts • Answered questions about the texts • Learnt about how to write an instruction brief • Wrote our own instruction briefs • Acted out role plays to use our new knowledge and connect with the theme in different ways
REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Technology. Ask learners to share any connections that they can think of. (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!

THEME

Staying safe

Term 2

Weeks 7 & 8 | Cycle 4



TERM 1: WEEK 7

OVERVIEW



THEME	Staying safe
PHONIC DECODING	br, ng, bring, brush, brain, thing, song, wing
SIGHT WORDS	school, live, after, thought, learn, rights, vulnerable, hurt, adults, alert
THEME VOCABULARY	opportunities, vulnerable, neglect, exploitation, citizenship, degradation, earn, occupied, jewellery, bruise, gripping, kidnapping, shock, victim,
LSC	Literal and figurative language
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Write a review
WRITING TOPIC	You are writing for an online teen magazine. You have to review the short story, <i>On a knife's edge</i> or <i>The Return</i> . You need to give your opinion about the story, and your reasons for your opinion. Do you recommend the story for others?
GRAPHIC ORGANISER	Mind Map
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: a copy of the constitution; a copy of SA Children's rights, a brochure about children's rights, a speech in support of children, a story about Human Rights abuses, an newspaper or magazine article about the children's rights, a poem about going for help, etc. 3. Try to find some pictures and visuals, for example: Childline posters with contact numbers, government posters about Child Protection Week, graphs and tables with information about child abuse, diagrams showing children's rights, diagrams showing the consequences of abuse, pictures of where children can go to for help, pamphlets for shelters and organisations that can help, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 4: **Staying safe**
2. **Introduce the theme as follows:**
 - Explain to learners that in Life Orientation this term, they will study human rights in South Africa and dealing with abuse.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand these issues in South Africa.
 - This theme will also make them know what to be aware of, how to protect themselves, stay safe and get help.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a Mind Map.
2. Use the following structure as a base for your mind-map.
3. Learners may not be able to contribute to each heading now, but should be able to as you return to this graphic organiser throughout the theme.

<u>Human Rights in SA</u> e.g.: history of apartheid laws – basic rights ignored	<u>Who is vulnerable?</u> e.g.: people who are dependent on others	<u>How to stay safe</u> e.g.: online – personal information
<u>Children's Rights</u> e.g.: separate section with specified focus on children	STAYING SAFE	<u>Where to go for help?</u> e.g.: trusted teacher
<u>Kinds of abuse</u> e.g.: physical abuse	<u>Attitudes and Values</u> (attitude or value changes or additions that occur during the theme, e.g.: whom to trust)	<u>Skills</u> (skills that learners acquire throughout the theme, e.g.: writing a review)

1. Ask prompting questions to activate background knowledge:
 - a. **What are human rights?**
 - b. **Why are these so important?**
 - c. **What are children's rights?**
 - d. **Why is there a separate section for children's rights in South Africa?**
 - e. **What are human rights abuses?**
 - f. **What abuses happen to children in South Africa?**
 - g. **What should children be aware of to keep themselves safe – online and in real life?**

**ACTIVATE BACKGROUND KNOWLEDGE**

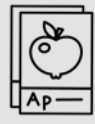
- h. **Who are people you can trust and talk to?**
 - i. **Where can children go for help?**
2. Follow the core methodologies to:
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY

opportunities	Tell learners that opportunities are chances that can lead to a good or better situation or future.
	Say: Thulani has had some amazing opportunities. He had the opportunity to sing on TV, and from that he got the opportunity to record a whole album! Who knows what will happen next for him?
vulnerable	Tell learners that vulnerable means to be able to be hurt or attacked or be in danger easily.
	Say: My puppy is so vulnerable because she is so small and doesn't know how to cross the road safely. She can easily be run over by a car because they don't see her on the road.
neglect	Act out neglecting something. Ask a learner to pretend to cry, and then ignore them pretend not to care.
	Tell learners that neglect is when something or someone is not taken care of properly and carefully; or when little attention is given to something or someone who is in need of help.
exploitation	Tell learners that exploitation is the act of taking advantage of someone, being selfish and only thinking of what you will be getting out of it and not caring about how the other person is being hurt by your actions.
	Say: My aunty says that how some bosses treat their workers is exploitation. They make them work so hard – even until they are sick – and because of all this hard work the bosses make lots of money. But they don't even care that their workers are suffering!



LSC: DEVELOP THEME VOCABULARY



citizenship

Point to a passport or ID (it can be your own or a picture of one).

Tell learners that citizenship means when you have all the legal documents (like a passport or ID) to prove that you are from and belong to a certain country.

degradation

Act out being degrading towards someone – shout at them, tell them they are not good enough, threaten them while pointing your finger and pulling a threatening face.

Tell learners that degradation is the act of lowering another person's value or strength through your actions (physical actions or through nasty words). It is the act of making another person feel less than they are, really worthless and bad about themselves.

QUESTION OF THE DAY



QUESTION

Children and teenagers must have rights because _____.

GRAPH

4 COLUMN GRAPH

OPTIONS

they should be safe and happy / they are vulnerable / children must be free from abuse and neglect / there is lots of abuse

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- Why do most learners think children and teenagers should have rights?**

Most learners think children and teenagers should have rights because _____.

- Why do you think children and teenagers should have rights?**

I think children and teenagers should have rights because _____.



FOLLOW UP AND EXTENSION QUESTIONS



EXTENSION QUESTIONS

1. **Why do you think some children do not report it when something bad happens to them?**

I think some children do not report it when something bad happens to them because _____.

2. **Who or where can children go for help?**

Children can go to _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an information text: **Know your rights**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Know your rights Childhood should be a happy time for all children. In South Africa you are a child until your eighteenth birthday. Childhood should be a time for opportunities to grow and learn. Children should receive love and care, play freely, and feel safe.	I wonder at what age you become an adult in other countries? Even though teenagers are still considered children, I can remember feeling very mature and grown up as a teenager.	When do you become a legal adult in South Africa? (when you turn 18)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Throughout the world, children and teenagers are seen as vulnerable and needing special protection. That is because you are young and not always able to cope with life and what it throws at you.		Who is vulnerable and needs special protection? (children and teenagers)
As teenagers, it is very important that you know your rights and responsibilities. This means knowing how the law protects you, why you should follow the law and setting boundaries for how you want to be treated and what is acceptable treatment of others.	I see that with rights comes responsibilities. You don't just get rights, you in turn have to behave in a responsible way too.	Why is it important to know your rights? (so that you know how the law protects you and how to be treated and how to treat others)
The current constitution of South Africa came into effect in 1996. In Section 28 in the Bill of Rights is a special section on the rights of the child. These rights were set up to protect all children from harm, abuse, neglect and exploitation. These rights include the right to: a name and citizenship; some form of care; food and shelter; protection from abuse, neglect, and degradation; and not having to do work that would interfere with education or development.	I think it is interesting that having a name is a right. This reminds me of the slaves who were given new names to show who they belonged to. When their names were taken, this was a violation of their human rights. To take someone's name is to deny their humanity.	When did we start to use our current constitution? (1996)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Sadly, thousands of children's rights are not respected. This leads to neglect and often abuse. Childline defines abuse as: 'Any interaction or lack of interaction by a parent or caretaker which results in the non-accidental harm to the child's physical and/or developmental state.' Child abuse therefore includes not only the intentional physical harm of children, but also emotional abuse, sexual abuse, and neglect. An extreme form of abuse is child trafficking which is increasing in South Africa.	I can infer that organisations like Childline were started because there is so much child abuse in this country. I can connect child trafficking to the slave trade. It is modern day slavery where children are taken, they are treated as property and used for financial gain.	List some of the forms of child abuse. (physical abuse, emotional abuse, sexual abuse, neglect and child trafficking)
Research done by Saferspaces found that 42.2% of children in South Africa had experienced some form of abuse. Despite these large numbers, the study also found that young people tend not to report these abuses. Young men especially do not report abuse. The long-term effects of abuse are very destructive to individuals and society.	Wow, that is a huge number of children who suffer! I wonder how can we bring that number down? I wonder why they don't report it? I wonder why boys in particular don't report abuse?	What percent of children have experienced some form of abuse? (42.2%)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
There are places and people where you can report abuse. Contact Childline on their toll-free line 08000 55 555. Speak to your parents. Speak to your teacher, or someone you trust at school. They should know what to do. The South African Constitution set up the Human Rights Commission to investigate situations where rights have been abused. You could contact them www.hrc.org.za .	It's really important to have someone you can trust and can talk to if you are being abused.	Who can you speak to or where can you go for help? (parent, teacher, Childline, Human Rights Commission or other)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 7: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

Know your rights

2. Use the following discussion frame:

Know your rights

- a. **In this text...**
- b. **I learnt that...**
- c. **I found this text...because...**
- d. **I think this text was written to help me think about ...**

**WEEK 7: TUESDAY / DAY 2:
PRE-READING (30 minutes)**

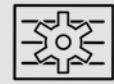
TITLE	On a knife's edge
LEARNER BOOK	Page 72
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections

PRE-READING ACTIVITY

TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: On a knife's edge 2. This text seems to be a story. On a knife's edge – this expression means a dangerous situation where the ending could be very bad! I wonder what the situation is? I wonder who the characters are? I think it might have something to do with children's rights. Maybe someone's rights are being abused? I see there's lots of direct speech and dialogue, so people are talking to each other. I wonder what they're saying? I wonder how it will end? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: • mall – a shopping centre. The setting (where it happens) of a story is important. This story seems to be set at a mall, so this means that scary, dangerous things can happen at a shopping centre, even on a busy Saturday morning when there're lots of people around. • kidnapping – when people are captured and taken against their will. This doesn't only apply to kids, but all people. It seems there's a kidnapping, or someone tries to kidnap a person in the story. • victim – the person that bad things are done to. This is a story about a dangerous situation, so someone has bad things done to them.



PRE-READING ACTIVITY



	5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: <i>‘She looked at her friend, but Lisebo wouldn’t make eye contact with her. She seemed very sleepy and out of it.’</i> Lisebo is sleepy and out of it. If you are sleepy, you are not focused and you cannot concentrate. If someone is <u>out of it</u>, they are not in control and do not know exactly what is going on. That means another person can have power over them. Sometimes abusers drug their victims so they can’t react quickly or are not in control.
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be about? • Why do you think that? • What does the picture on the page help you understand? • What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.

WEEK 7: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE

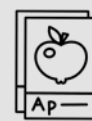


Follow the core methodologies to:

- Help learners add to their Mind Maps
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions



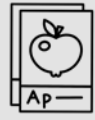
LSC: DEVELOP THEME VOCABULARY



earn	Tell learners that to earn means to make money from doing a job or a service.
	Say: If I study hard to get into a professional career and then get a good job, I can earn lots of money.
occupied	Act out being very busy and going from one learner to another to sort out problems and answer their questions. You must be active and engaged in these tasks.
	Tell learners that to be occupied means to be busy with something, so you were occupied helping the learners.
jewellery	Point at any jewellery you're wearing and at any pictures of jewellery
	Tell learners that jewellery is necklaces, bracelets, earrings, rings, nose rings, anklets and any others ornaments people use to decorate their bodies and express themselves.
bruise	Point to a bruise or a picture of a bruise on someone's body.
	Say: I often get bruises because I walk into the desks in the class and my skin gets damaged and turns purple!
gripping	Act out gripping your bag or a chair or something tightly. Show how you hold it very forcefully and don't let go!
	Say: I was so worried my umbrella would blow away in the strong wind, I was gripping it.
kidnap	Tell the learners that to kidnap someone means to capture a person and take them against their will. This doesn't only apply to kids, but to adults as well.
	Say: I heard on the news of the terrible kidnapping that took place at a school in Nigeria. Hundreds of girls were taken. Those girls must be terrified and their parents must be so worried.
shock	Act out being shocked. Look at something at then open your eyes wide and open your mouth and put your hands together on your chest.
	Say: I was shocked when I heard from my friend that she is moving away and leaving South Africa.



LSC: DEVELOP THEME VOCABULARY

**victim**

Point to a picture of a child abuse victim or a picture of a gender based violence victim.

Tell learners that a victim is someone who has something bad happen to them.

QUESTION OF THE DAY



QUESTION

Teenagers should always be suspicious of _____.

GRAPH

3 COLUMN GRAPH

OPTIONS

strangers / online 'friends' / presents and money

FOLLOW UP AND EXTENSION QUESTIONS

FOLLOW UP
QUESTIONS

1. **What do most learners think teenagers should be suspicious of?**

Most learners think teenagers should be suspicious of _____.

2. **What do you think teenagers should be suspicious of?**

I think teenagers should be suspicious of _____.

EXTENSION
QUESTIONS

1. **Why are teenagers vulnerable to dangerous people?**

Teenagers are vulnerable to dangerous people, because _____.

2. **What can you do if you think a friend of yours is in trouble?**

If my friend is in trouble, I can _____.

HOMEWORK



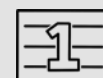
Learners must add any new words and explanations to their personal dictionaries.



WEEK 7: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	On a knife's edge
LEARNER BOOK	Page 72
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making connections

FIRST READ



Follow the core methodology to complete the first read of the text

Text: Read	First Read: Think Aloud
Debbie was feeling on top of the world. It was a sunny Saturday morning in Bloemfontein, and she was off to her job at the mall. Every Saturday she worked at the book shop and she was slowly managing to save some money. She wished she could earn more, but for now, while she was still at school, this seemed to be the only way. 'Bye Mom,' she yelled, closing the door. 'Bye, honey!' her mom called back. 'Have a good day. See you later.'	It seems Debbie lives with her mom. She seems like a responsible teenager. I wonder if she's good at her school subjects?
At the mall, Debbie greeted the security guard, Jake. She'd got to know him as she'd seen him every Saturday for nearly a year. 'Morning Jake,' she waved. He nodded and smiled in response.	I wonder if sometimes Debbie chats to Jake? They have known each other for quite a long time!
It was a busy day at the mall. It seemed everyone wanted to buy books and Debbie was occupied with customers for three hours until her break. Just then her phone beeped, and she saw a message from her friend, Lisebo. 'Hey, how RU? Come meet for coffee at Spur. I'm here with a surprise!'	I wonder if Lisebo also works at the mall?



Text: Read	First Read: Think Aloud
Debbie's heart lifted when she saw the message from Lisebo. She hadn't been at school for two days and she hadn't replied to any messages. Debbie walked through the mall and saw her sitting at a booth. But Lisebo wasn't alone. She was sitting with a boy. No, actually, a man!	I can connect to Debbie being happy when she saw Lisebo's text. I get worried when my friends don't reply, and two days is a long time!
'Hi!' said Debbie, sitting down. 'So good to see you, Lis!' she said. And then turning to the stranger, 'Hi, I'm Debbie.' 'And you're just as beautiful as your friend said you would be,' the man said looking her up and down. 'I'm Alan.' Debbie didn't know what to say. She felt quite uncomfortable. She looked at her friend, but Lisebo wouldn't make eye contact with her. She seemed very sleepy and out of it. She noticed a beautiful shiny bracelet on her friend's wrist.	I can connect to Debbie feeling uncomfortable when he looked at her like that. And I know many women don't like people looking at their bodies.
'Hey, nice jewellery. And is that a new jacket? I approve!' she smiled. 'Oh, Alan got this stuff for me,' Lisebo shrugged. She glanced at Alan and he nodded at her. 'So Debbie, would you also like to get some new stuff? And make some money?' she asked. 'Of course! It's not like I'm earning big bucks slogging away here!' Debbie laughed. 'What's the job?'	I think Alan is Lisebo's new boyfriend. I wonder why she looks at him before she asks Debbie about the job?
'Well sweetie, it's so easy. You can come with us and we can start right now,' Alan said starting to get up. He took Lisebo's hand and as he pulled her, her sleeve went up and Debbie saw a dark purple blue bruise on her arm.	It seems that Alan talks nicely, but his actions are rough.
'What's that, Lisebo?' Debbie asked, getting a twisty feeling in her stomach. 'And why haven't you been at school? And why didn't you answer my messages?'	I can connect to that feeling in Debbie's stomach. When I get scared and something feels wrong, my tummy also feels funny.



Text: Read	First Read: Think Aloud
'Come on, kids. I've had enough small talk!' Alan pulled Lisebo roughly to her feet and then grabbed Debbie's arm too and pulled her. 'You want to start earning! Let's go!'	
Debbie was terrified. 'What was going on? This couldn't be real. Why couldn't she scream?' Alan pushed them through the mindless shoppers, gripping their arms painfully. They were just about to go out into the car park when Jake appeared in front of them. 'Everything ok here, Debbie?' he asked with concern.	This reminds me of some dreams where I want to run away, but I am paralysed!
Debbie finally found her voice. 'No!' she shouted! 'He's kidnapping us! Look what he did to my friend!' she pointed to Lisebo's arm. Jake was radioing for help, but Alan seemed to have slipped into the crowds and melted away. Debbie fell to the floor in relief and shock. She'd heard about this, and how quickly it happened, but she never, never thought she'd nearly be a victim herself. She looked at up Jake and started to cry.	How did Alan disappear so quickly? I can infer he's done this before, and he knows what to do so that he isn't caught.

Recall questions	Responses
Why was Debbie going to the mall?	She worked at the book shop on Saturday mornings.
Why was she so happy to see the message from Lisebo?	Lisebo had not been at school for 2 days and she had not responded to Debbie's messages.
What did Debbie see on Lisebo's arm?	A bruise

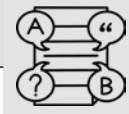
Critical thinking	Possible responses
Do you think this could happen where you live? Why or why not?	Learners' own responses with reasons



Why do you think Debbie didn't scream when Alan was taking her?

- She was in shock
- She didn't know what was going on
- Her 'fright' response kicked in because the horror was too much for her brain to cope with.

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **literal and figurative language**.

2. Explain this as follows:

Literal and Figurative language

- **Literal language** is when you mean exactly what you say. The words have their dictionary meaning.
- For example: **She ran fast.**
- **Figurative language** is where you don't use the dictionary definition of the words, the words don't mean exactly what they say. There is an extra, hidden meaning. Often figurative language uses metaphors, similes, personification, hyperbole (exaggeration) to create effects.
- For example: **She ran like a cheetah.** (This does not mean she is a spotted, four legged animal, but saying that shows us she ran fast because the cheetah is the fastest animal! This is a simile.)
- **More examples:**
 - Literal: **My friend lives around the corner.** (She really lives on the house around the corner from me.)
 - Figurative: **My birthday is around the corner.** (My birthday is not actually there, but we mean my birthday is coming soon.)
 - Literal: I'd love to eat that piece of cake. (You want to eat the cake.)
 - Figurative: I was so worried about the test, but it was a piece of cake. (This is an expression meaning easy.)

3. Point out the following examples of this in the text.

- a. **'Debbie was feeling on top of the world.'** This is a figurative expression meaning very happy.
- b. **'At the mall, Debbie greeted the security guard, Jake.'** This is literal language – the words mean what they say.
- c. **'Debbie's heart lifted when she saw the message from Lisebo.'** This is figurative, her heart did not actually go up, but she felt happy and excited.
- d. **'She hadn't been at school for two days and she hadn't replied to any messages.'** This is literal language, these words all mean what they say.



WEEK 7: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their Mind Maps.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **literal and figurative language**.
2. Show the learners the LSC again in context. Here are some more examples:
 - a. 'She looked at her friend, but Lisebo wouldn't make eye contact with her. She seemed very sleepy and out of it.' These are two **figurative** expressions:
make eye contact – look into someone's eyes; **out of it** – not focused or concentrating, acting confused or tired.
 - b. 'Debbie didn't know what to say. She felt quite uncomfortable.' **Literal** language
 - c. 'Come on, kids. I've had enough small talk!' **Figurative** language, the words do not mean what they say. **Small talk** is polite conversation about unimportant things.
 - d. 'Debbie finally found her voice.' **Figurative** language meaning to be able to speak again, after something frightening happened.
 - e. 'Jake was radioing for help, but Alan seemed to have slipped into the crowds and melted away.' This is **figurative**. Alan did not actually (literally) melt like ice-cream on a hot day. Rather he managed to disappear into the people and they couldn't find him.
3. Tell learners to copy the following **LSC note** in their books:

Literal and Figurative language

- **Literal language** is when you mean exactly what you say. The words have their dictionary meaning.
For example: **She ran fast.**
- **Figurative language** is where you don't use the dictionary definition of the words, the words don't mean exactly what they say. There is an extra, hidden meaning. Often figurative language uses metaphors, similes, personification, hyperbole (exaggeration) to create effects.
For example: **She ran like a cheetah.** (This is a simile)

4. Next, tell learners to say whether the following are examples of literal or figurative language.
 - a. My kids are driving me up the wall! (F)
 - b. The drinks were chilled in the fridge. (L)



TEACH AND PRACTICE THE USE OF THE LSC



- c. The plate will break if you're not careful. (L)
 - d. I always get the blues on Sunday night before school. (F)
 - e. My plate is full of beans, but I can't eat them all. (L)
 - f. I am driving to the shops and there is lots of traffic. (L)
 - g. I chose to paint my room blue. (L)
 - h. As soon as exams were over we all chilled at Ayanda's house. (F)
 - i. My little sister is full of beans and won't stop jumping and dancing! (F)
 - j. Oh, give me a break! (F)
5. Now match the figurative expressions with their literal meanings:

a. When I met the celebrity in real life, I was <u>tongue-tied</u> .	listened carefully (b)
b. She was <u>all ears</u> when he told her the story of his life.	felt scared (e)
c. In the morning, <u>a white blanket</u> lay softly on the ground and sparkled in the sun.	played loudly (d)
d. As it drove by, the taxi <u>pumped out</u> music.	rushed (f)
e. She had <u>butterflies in her stomach</u> before the exam.	couldn't say anything (a)
f. The children <u>spilled out</u> of the building when the bell rang.	snow (c)

- 6. Tell learners who finish quickly to write 2 of their own sentences, one using literal language and one using figurative language.
- 7. Correct this activity together with learners.

HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.

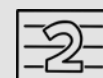
Tell learners to complete this for homework.



WEEK 7: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	On a knife's edge
LEARNER BOOK	Page 72
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - Who was the security guard at the mall?**
 - What was Lisebo's surprise?**
 - How was Lisebo behaving at the Spur?**
 - How do you think Alan made Lisebo feel he was going to be a good boyfriend?**
 - Who or where can you go to if you feel unsafe?**

Text: Read	Second Read: Think Aloud
Debbie was feeling on top of the world. It was a sunny Saturday morning in Bloemfontein, and she was off to her job at the mall. Every Saturday she worked at the book shop and she was slowly managing to save some money. She wished she could earn more, but for now, while she was still at school, this seemed to be the only way. 'Bye Mom,' she yelled, closing the door. 'Bye, honey!' her mom called back. 'Have a good day. See you later.'	I can connect to Debbie wanting to make money. I used to babysit in my neighbourhood to earn some money.
At the mall, Debbie greeted the security guard, Jake. She'd got to know him as she'd seen him every Saturday for nearly a year. 'Morning Jake,' she waved. He nodded and smiled in response.	



Text: Read	Second Read: Think Aloud
It was a busy day at the mall. It seemed everyone wanted to buy books and Debbie was occupied with customers for three hours until her break. Just then her phone beeped, and she saw a message from her friend, Lisebo. 'Hey, how RU? Come meet for coffee at Spur. I'm here with a surprise!'	I wonder what Lisebo's surprise is?
Debbie's heart lifted when she saw the message from Lisebo. She hadn't been at school for two days and she hadn't replied to any messages. Debbie walked through the mall and saw her sitting at a booth. But Lisebo wasn't alone. She was sitting with a boy. No, actually, a man!	I wonder who this man is? I wonder if Lisebo has been with him and that's why she wasn't at school?
'Hi!' said Debbie, sitting down. 'So good to see you, Lis!' she said. And then turning to the stranger, 'Hi, I'm Debbie.' 'And you're just as beautiful as your friend said you would be,' the man said looking her up and down. 'I'm Alan.' Debbie didn't know what to say. She felt quite uncomfortable. She looked at her friend, but Lisebo wouldn't make eye contact with her. She seemed very sleepy and out of it. She noticed a beautiful shiny bracelet on her friend's wrist.	I wonder why Lisebo won't look at her friend? Maybe she feels guilty. This reminds me when I took my sister's clothes I couldn't look at her because I felt bad.
'Hey, nice jewellery. And is that a new jacket? I approve!' she smiled. 'Oh, Alan got this stuff for me,' Lisebo shrugged. She glanced at Alan and he nodded at her. 'So Debbie, would you also like to get some new stuff? And make some money?' she asked. 'Of course! It's not like I'm earning big bucks slogging away here!' Debbie laughed. 'What's the job?'	I can connect to stories I've heard where older boyfriends give presents. But this is often to manipulate their girlfriend, not because they are kind or generous.
'Well sweetie, it's so easy. You can come with us and we can start right now,' Alan said starting to get up. He took Lisebo's hand and as he pulled her, her sleeve went up and Debbie saw a dark purple blue bruise on her arm.	I wonder if she got the bruise from Alan?



Text: Read	Second Read: Think Aloud
‘What’s that, Lisebo?’ Debbie asked, getting a twisty feeling in her stomach. ‘And why haven’t you been at school? And why didn’t you answer my messages?’ ‘Come on, kids. I’ve had enough small talk!’ Alan pulled Lisebo roughly to her feet and then grabbed Debbie’s arm too and pulled her. ‘You want to start earning! Let’s go!’	I can infer that Alan is in a hurry to take the two friends somewhere fast. I can evaluate he is not really Lisebo’s boyfriend but he’s using her.
Debbie was terrified. ‘What was going on? This couldn’t be real. Why couldn’t she scream?’ Alan pushed them through the mindless shoppers, gripping their arms painfully. They were just about to go out into the car park when Jake appeared in front of them. ‘Everything ok here, Debbie?’ he asked with concern.	I think it’s good that Jake knew Debbie and saw something was not right.
Debbie finally found her voice. ‘No!’ she shouted! ‘He’s kidnapping us! Look what he did to my friend!’ she pointed to Lisebo’s arm. Jake was radioing for help, but Alan seemed to have slipped into the crowds and melted away. Debbie fell to the floor in relief and shock. She’d heard about this, and how quickly it happened, but she never, never thought she’d nearly be a victim herself. She looked at up Jake and started to cry.	This reminds me of stories I’ve heard in South Africa and in other countries where teenagers are kidnapped and held captive.

Recall questions	Responses
Who was the security guard at the mall?	Jake
What was Lisebo’s surprise?	She was with a man.
How was Lisebo behaving at the Spur?	She was not focused and seemed anxious.

**Critical thinking****Possible responses**

How do you think Alan made Lisebo feel he was going to be a good boyfriend?

- He spoke nicely to her.
- He told her she was beautiful.
- He gave her gifts and money.
- He made her feel special.

Who or where can you go to if you feel unsafe?

Learners' own responses

LEARNERS FORMULATE QUESTIONS

Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.

WEEK 7: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK

1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

**WORKING WITH INDIVIDUAL LEARNERS**

1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document. (All FAT 1 - Oral Read Aloud marks to be in by the end of the term.)
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

**WEEK 8: MONDAY / DAY 1:
TEACH THE COMPREHENSION STRATEGY (30 minutes)****MODELLING: (I do...)**

1. Remind the learners that this cycle, we have been working on **making connections**.
 - Explain that sometimes when we make connections:
 - we think about how something from the text is like something from our own lives.
 - we think about how something from the text reminds us of things we know about the world
 - we make connections between different texts we have read
 - Making connections is a key thinking and comprehension skill.
2. Model making a connection.
 - a. *'Come on, kids. I've had enough small talk!' Alan pulled Lisebo roughly to her feet and then grabbed Debbie's arm too and pulled her. 'You want to start earning! Let's go!'*

Explain that here Alan is no longer being kind to the friends. He becomes violent and scary. He doesn't care about Lisebo or Debbie, and he doesn't care if he hurts them. He wants to use them to make money for himself. He treats them like his property.

 - **I can make a connection** from this story to the **text we read** about people being taken from West Africa who were forced to be slaves. Their freedom was taken from them and they were also forced to do things they didn't want to do. They were owned by the plantation owners and treated like things, not people. I think he was treating Lisebo like his property and if Debbie had gone with him she would have lost her freedom too.



WORK WITH
LEARNERS: (We do...)

1. Explain that now, we will make a connection together!
2. Read out loud while learners follow along:
*'And you're just as beautiful as your friend said you would be,' the man said looking her up and down. 'I'm Alan. Debbie didn't know what to say. **She felt quite uncomfortable.** 'What's that, Lisebo?' Debbie asked, getting a **twisty feeling** in her stomach. 'And why haven't you been at school? And why didn't you answer my messages?'*
3. Ask learners: How is Debbie feeling? Why is her stomach feeling that way?
4. Listen to learners' ideas, like:
 - a. Debbie is scared.
 - b. She feels something is very wrong.
 - c. She feels unsafe.
 - d. She is worried that Lisebo is in trouble and that she is too!
5. Ask learners: Can you make a connection? When is a time in your own life where you felt unsafe or worried or scared and your stomach 'told' you something was wrong?
6. Listen to learners' ideas, like:
 - a. I can connect to Debbie feeling scared and her stomach feeling twisty. When I was alone in my house I heard a noise and I felt that way and I was very scared! Thankfully it was only the wind that blew the curtain and knocked something over!
 - b. That reminds me of the time my friend and I were walking home and we thought someone was following us. My stomach 'told' me to be scared.
 - c. I can make a connection to how Debbie's feeling. Last month, I had a big fight with my cousin and then my tummy felt funny and I felt emotional and worried that she was still angry with me.

PAIR WORK: (You do...)

1. Explain that now, learners will make **their own connection** to the text.
2. Read out loud:
*Every Saturday she worked at the book shop and she was **slowly managing to save some money.** She **wished she could earn more,** but for now, while she was still at school, this seemed to be **the only way.** 'So Debbie, would you also like to get some new stuff? And **make some money?**' she asked.
*'Of course! It's **not like I'm earning big bucks** slogging away here!'* Debbie laughed. 'What's the job?'*



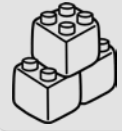
	3. Ask learners: Can you think of a time when you wanted to make money? Can you connect to Debbie's excitement and agreement to starting a new job with Alan? 4. Explain that learners can use this frame to help them: <i>I can make a connection...</i> 5. Instruct learners to turn and talk and discuss this with their partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their connections, like: a. <i>I can make a connection about needing money. This reminds me when I needed money and did jobs and chores for my neighbours to earn some money.</i> b. <i>I can make a connection to someone offering me a job. My cousin said he'd pay me to hand out flyers at the traffic lights and even though it was cold and rainy and I didn't want to, I was grateful and excited to earn some money.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: <u>Make connections</u> <i>To make a connection, we:</i> <i>Think about what a character does, thinks or feels.</i> <i>Think about how this is like something from our own lives or to something we've read or something we know about in the world.</i> <i>Say: I can make a connection... or That reminds me... or That's like when I...</i> 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (You do...).

WEEK 8: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	On a knife's edge
LEARNER BOOK	Page 72
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making connections



BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their Mind Maps.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: COMPREHENSION



1. Follow the core methodology to help learners complete a written comprehension summary of the text: **On a knife's edge**
2. Write the following questions and sentence starters on the board.
 - a. **Why was Debbie going to the mall?** *She worked at...(the book shop at the mall.)*
 - b. **Can you name the security guard at the mall?** *The security guard was...(Jake)*
 - c. **Why was Debbie so happy to see the message from Lisebo?** *She was happy because...(Lisebo had not been at school for 2 days and she had not responded to Debbie's messages.)*
 - d. **Where can you infer Lisebo had been?** *I can infer that...(Lisebo had been with Alan.)*
 - e. **How was Lisebo behaving at the Spur?** *Lisebo was...(out of it, not focused and she seemed anxious.)*
 - f. **Do you agree with this statement? Alan is a kind man. Give a reason for your evaluation.** *Alan is/is not a kind man. I can evaluate that Alan...(is a bad man who hurts people and uses people to make money.)*
 - g. **How do you think Alan made Lisebo feel he was going to be a good boyfriend?** *I think Alan could have ...(told her she was beautiful; spoken nicely to her; given her gifts and money; made her feel special.)*
 - h. **In your opinion, how did Lisebo get the bruise on her arm?** *I think she got the bruise...(when Alan hurt her/treated her badly.)*
 - i. **Why do you think Debbie fell down at the end and cried?** *I think Debbie was...(so relieved / she was terrified / she thought she would never see her mother again / she was in shock / other suitable answers.)*
 - j. **Give the story a new title of your own.** *(Learners' own ideas. Title must show understanding of the story.)*

**WEEK 8: TUESDAY / DAY 2:
TEACH THE GENRE (30 minutes)**

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Review	Reviews seldom follow a set pattern. They do not have to cover any specific aspects of the book, film or CD. Generally, reviewers establish what it is they are reviewing and who is involved, but after that anything goes. Good reviews attempt to be fair but honest; bad reviews are merely a personal outpouring of subjective views. Humour is not uncommon in reviews: for some reviewers it is their trade mark.	• Reflect an individual's response to a work of art, film, book, occasion, etc. • Project his/her 'judgement' to the work presented • The reader of the review does not have to agree with the reviewer • Two reviewers may respond differently to the same text	• Give relevant facts, for example, the name of the author / producer / artist, the title of the book / work, the name of the publisher/ production company, as well as the price (where applicable)
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a review. 2. A review is an opinion, with reasons given to support the judgement. 3. Explain that reviews are written: • to give information about a text (book/film/album/etc): e.g. the title, author/artist • a brief overview of the text • to make a judgement and to say whether you thought it was good or bad and why. 4. Explain that in this review we: a. Introduce the story. b. Give a brief plot summary. c. Say what our evaluation of the book is with reasons to explain our opinion. d. Say if you recommend the story for others to read. e. Write in the first person ('I').		



	f. Use conversational, but correct language. g. Can use literary language to discuss the text (e.g. plot, characters, writing style and so on). h. Don't give away the whole story and what happens at the end!
READ THE SAMPLE TEXT	Award winning SA book <i>Dreaming of Light</i> is set for Grade 11 classes. However, this novel should not be limited to Grade 11 learners. Jayne Bauling takes the reader into the scary and depressing world of the zamas zamas, the enslaved children working illegally in abandoned mines. Set in Barberton, Mpumalanga, we see the world through the eyes of Regile Dlamini. He is a 14 year old, who was taken from his home in Mozambique. He was promised a well paid job. Instead he and other young boys are forced to work underground for months at a time without seeing daylight. They are unpaid and face death regularly. Despite their miserable life, they cling to hope. Bauling's writing is descriptive and the dialogue makes her characters believable. I was pulled into their dark world and I hoped as much as they did that they would be rescued. I was fascinated and horrified to learn about the human trafficking that happens here in South Africa. The novel is well written and gripping. I highly recommend this book. <i>Dreaming of Light</i> is the deserved winner of the Sanlam Prize for Youth Literature 2011 – Gold Award. ★ ★ ★ ★ – By Andisiwe Khwehla
DISCUSS	1. Who wrote this review? 2. Who is this review for? 3. Where would you read a review like this? 4. What information is in the first paragraph? 5. What information is in the second paragraph? 6. What information is in the third paragraph? 7. What is the review's opinion of the book? 8. What are her reasons for her opinion? 9. What do you notice about the language used? 10. Does this review make you want to read <i>Dreaming of Light</i>?



NOTES

Tell learners to open their exercise books, and to write down the following heading and notes:

Review

How to write a review

1. Introduce the book to be reviewed
2. Briefly explain the plot
3. Give an opinion about the book and say why you felt this way.
4. State whether you recommend it or not.
5. Use conversational language in the first person

**WEEK 8: TUESDAY / DAY 1:
PLANNING (30 minutes)**

TOPIC

You are writing for an online teen magazine. You have to review the short story, *On a knife's edge* or *The Return*. (both in the Term 2 Learner Book) You need to give your opinion about the story, whether you recommend it or not and give reasons for your opinion.

GENRE

Review

PLANNING
STRATEGY

Write a list

INTRODUCTION

1. Introduce the writing topic.
2. Show learners that you think before you write.
3. Orally share some of your ideas about completing the writing topic, like:
I am going to review the graphic novel, 'Future World'. I liked it, but I'm not sure if everyone will.
4. Have the writing topic written on one side of the chalkboard.
5. Write the planning frame below on the other side of the chalkboard.
6. On the other side of the chalkboard, show learners how you make a list by answering the questions.

MODELLING: (I do...)

1. Show learners that you **think before you write**.
2. Orally share some of your ideas for your review, like:
I really enjoyed reading the graphic novel. I thought telling a story using pictures and visuals worked well. These images allowed me to see into the past and the future. But, I'm not sure if everyone would enjoy this kind of text.
3. Have the writing frame written on one side of the chalkboard.



	4. Show learners how you make a list by answering the questions. 5. Do this on the other side of the chalkboard.	
	Planning frame Review 1. Who is this review for? 2. Where will this review be published? 3. Why are you writing the review? 4. How will you introduce the story? 5. How will you tell them about the text? 6. What is your opinion on the text? 7. What are your reasons for this opinion? 8. Do you recommend other to read this text? Why or why not?	My plan Review 1. 11 – 15 year old South Africans 2. An online teen magazine where there are articles about music, sport, books, films and other things 3. To tell teen readers what I think about <i>Future World</i> . 4. I'll say this is a graphic novel (cartoon). 5. About a teacher talking to his class about jobs in the future. But he has to tell them about the past for them to understand more about the future. 6. I will say that I enjoyed the graphic novel a lot. 7. I loved the pictures and how they allowed me to see the past and the future. 8. But I'm not sure if everyone will like it. So it's a recommendation for cartoon lovers, but others might want something different.
LEARNER'S PLAN: (You do...)	1. Hand out exercise books. 2. Instruct learners to write the proper heading at the topic of the page the topic: 3. Review of the short story: <i>On a knife's edge</i> or <i>The Return</i> 4. Instruct learners to go back and skim through the story. What did they think when they were reading the story? Did they like it? What did they like? Or what didn't they like? Think about the characters, the plot, the theme and message in the story? Did they like the way it was written (with description and dialogue)? Do they think others will like it? Why or why not? Would they recommend it for others to read? 5. Next, tell learners to turn and talk with a partner, to share their ideas.	



6. Tell learners they must then complete their own copy of the plan in their exercise books.
7. Tell learners they must write their own ideas – they must not copy your plan for your review of *Future world*.
8. As learners work, walk around the room and hold mini-conferences, as per the core methodology.

Hand written plan: ReviewReview

1. 11 – 15 year old South Africans
2. An online teen magazine where there are articles about music, sport, books, films and other things
3. To tell teen readers what I think about Future World.
4. I'll say this is a graphic novel (cartoon.)
5. About a teacher talking his class about jobs in the future. But he has to tell them about the past for them to understand more about the future.
6. I will say that I enjoyed the graphic novel a lot.
7. I loved the pictures and how they allowed me to see the past and the future.
8. But I'm not sure if everyone will like it. So it's a recommendation for cartoon lovers, but others might want something different.



WEEK 8: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

You are writing for an online teen magazine. You have to review the short story, *On a knife's edge* or *The Return*. You need to give your opinion about the story, whether you recommend it or not and give reasons for your opinion.

Before class begins, rewrite the planning frames on the board

Planning frame

Review

1. Who is this review for?
2. Where will this review be published?
3. Why are you writing the review?
4. How will you introduce the story?
5. How will you tell them about the text?
6. What is your opinion on the text?
7. What are your reasons for this opinion?
8. Do you recommend other to read this text? Why or why not?

My plan

Review

1. 11 – 15 year old South Africans
2. An online teen magazine where there are articles about music, sport, books, films and other things
3. To tell teen readers what I think about *Future World*.
4. I'll say this is a graphic novel (cartoon).
5. About a teacher talking to his class about jobs in the future. But he has to tell them about the past for them to understand more about the future.
6. I will say that I enjoyed the graphic novel a lot.
7. I loved the pictures and how they allowed me to see the past and the future.
8. But I'm not sure if everyone will like it. So it's a recommendation for cartoon lovers, but others might want something different.

**EXPLAIN DRAFTING FRAME**

1. Tell learners that they must take the appropriate points in their plan and write a review of the story.
2. Next, tell learners that they must turn the points in their plan into good sentences.
3. They must use the first person ('I'). They must write clearly.
4. They must write so that the readers have an idea about the story and know what their opinion on it is.
5. Write the following frame on the chalkboard, and explain it to learners:

Paragraph 1: Introduction

Points 3 and 4

This is a review of...

This is a graphic novel/short story...

Paragraph 2: What was it about?

Point 5

The story was about...

Paragraph 3: Your opinion and recommendation

Points 6, 7 and 8

I thought this story wasbecause...

I do/ do not recommend it because ...

DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Review: 110–120 words and 3 paragraphs.**
 - **Remind learners to write using clear, conversational language in the first person.**
 - **Try use figurative language.**
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK

If learners have not fully completed their draft, they must do so for homework.



**Hand written draft**Review of Future world

Last week I read my first graphic novel, Future World. This is like a cartoon, but it's more a story.

Future World is about a teacher with his Grade 7 class. They're talking about the jobs they'll have when they're adults. The teacher wants them to understand that the world is changing and the jobs they'll be doing aren't even there yet! So he tells them how quickly the world changes by telling them how things were when he was their age.

This was my first graphic novel and I loved it! The pictures were great and they made me see into the past and the future. I loved seeing the story, and seeing the characters' thoughts in the thought bubbles. I would definitely recommend Future World for readers who love cartoons. But if you prefer reading more books, then this is not for you.



WEEK 8: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



(Write this on the board
before class begins)

1. Does your review have 110–120 words and three paragraphs?
2. Do you introduce the story you're reviewing?
3. Do you give information about the story?
4. Do you give your opinion about the story and why you have that opinion?
5. Do you recommend or not recommend the story for others?
6. Do you use the first person ('I')?
7. Did you try use figurative language?
8. Are all the words correctly spelt?
9. Does every sentence start with a capital letter?
10. Does every sentence end with a full stop

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.



Review: Definitely for comic fans!

Review of Future world

Last week I read my first graphic novel, Future World. This is like a cartoon, but it's ^{longer} ~~more~~ a story.

Future World is about a teacher with his Grade 7 class. They ^{are} talking about the jobs they'll have when they're adults. The teacher wants them to understand that the world is changing ^{so fast} and the jobs they'll be doing aren't even ^{invented now!} ~~there yet!~~ So he ^{shows} ~~tells~~ them how quickly the world changes by telling them how things were when he was their age.

This was my first graphic novel and I loved it! The pictures were ^{out of this world} ~~great~~ and they made me ^{visualise} ~~see into~~ the past and the future. I loved seeing the ^{graphics} ~~story~~, and ^{reading} ~~seeing~~ the characters' thoughts in the thought bubbles. I would definitely ^m ~~recomend~~ Future World ^{to} for readers who love cartoons. But if you prefer ^{traditional} reading more books, then this is not for you.



WEEK 8: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing.

Learners must remember to: Rewrite a copy of their Review in their exercise books, correcting any mistakes.

PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



Definitely for comic fans!

Last week I read my first graphic novel, Future World. This is like a cartoon, but it's a longer story.

Future World is about a teacher with his Grade 7 class. They are talking about the jobs they'll have when they're adults. The teacher wants them to understand that the world is changing so fast and the jobs they'll be doing aren't even invented now! So he shows them how quickly the world changes by telling them how things were when he was their age.

This was my first graphic novel and I loved it! The pictures were out of this world and they made me visualise the past and the future. I loved the graphics, and reading the characters' thoughts in the thought bubbles. I would definitely recommend Future World to readers who love cartoons. But if you prefer reading more traditional books, then this is not for you.

**WEEK 8: FRIDAY / DAY 5:
LISTENING AND SPEAKING (60 minutes)****ROLE PLAYS**

Follow the core methodology to implement the role play with the learners.

**BRAINSTORM AND
WRITE 5 minutes**

1. Explain that today, we will act out some role plays of different scenarios, people and issues arising in this theme, Staying Safe.
2. The scenarios for this lesson are listed below the lesson plan.
3. Explain these scenarios to the class.
4. Ask the learners to get into their Role Play groups and give each group a scenario.
5. Remember to give each topic to two groups.

**PREPARE FOR ROLE
PLAYS 15 minutes**

1. Instruct groups plan and prepare their role plays.
2. Walk around the room and give suggestions and feedback where needed.

**DISCUSSION 25
minutes**

1. Select 4 groups – 1 to act out each scenario. (approximately 8 mins per group).
2. If the learners are not completely prepared, they can improvise their parts.

**FEEDBACK 15
minutes**

1. After each role play, the group who also got that scenario but didn't act theirs out will give feedback. (approximately 3 minutes per group)
2. The feedback needs to include what they would have changed in the presentation, what they liked and what they learnt.



Staying safe: Role play scenario 1

- Your group of friends is hanging out at the mall.
- A woman you don't know comes up to you and offers you easy work for good cash. And she'll even give you some money now, before you start the work!
- Some of the group are keen to get this job and go with her.
- Others are hesitant and do not trust her. They think it's too good to be true.
- How does your conversation go? What happens?

Staying safe: Role play scenario 2

- You own a shop. You hire a new person to work in your shop.
- Two weeks later, you discover she is only 16 years old. She is working to earn money to support her little siblings as her mother is an alcoholic.
- You want her to go back to school as it's illegal for her to be working.
- But she begs you to let her keep her job as without her her siblings have no food.
- She doesn't want to involve the child protection unit as her family will be split up and she'll never see her siblings.
- You discuss this with her and some other shop keepers nearby.

Staying safe: Role play scenario 3

- Your group of friends is together at your house.
- One friend says he's being abused by a family member but doesn't know what to do.
- He's fearful as his abuser has threatened to hurt him if he tells anyone.
- Some feel he should report it to the police.
- Some feel he should tell another family member.
- Others feel he should try fight back on his own.

Staying safe: Role play scenario 4

- You're in Life Orientation class learning about Children's Rights in SA. There is a debate going on:
- Someone says that 'Basic nutrition, shelter, basic health care and social services' is the most important right.
- Someone else says 'Protection from maltreatment, neglect, abuse or degradation' is the most important right.
- Another learner says 'Protection from exploitative labour practices' is the most important right.
- What do these different learners each say about these rights and why they are the most important?
- What does the teacher say?
- How does the discussion end?



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

This cycle we:

- Learnt new vocabulary words about children's rights, the abuse of those rights and how to stay safe
- Listened to an information text about a knowing your rights and staying safe
- Learnt about literal and figurative language
- Read different texts about children's rights, staying safe, dangerous situations to be aware of and how to protect yourself
- Spoke about the texts
- Answered questions about the texts
- Learnt about how to write an review
- Wrote our own review
- Acted out role plays to use our new knowledge and connect with the theme in different ways

REFLECT

1. Ask learners to think about something they think they did well during the cycle.
2. Call on a few learners to share.
3. Ask learners to think about something they think they could have done better during the cycle.
4. Call on a few learners to share. Praise learners for their honesty and self-reflection.
5. Ask learners if they have any last questions to ask. Address these as well as possible.
6. **Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of.** *(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)*

ACKNOWLEDGE AND CELEBRATE

- Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.
- Celebrate the achievements of those learners, and also of the whole class!