Superior CAPS coverage and written by expert authors
Superior illustrations and activities to improve results and motivate learners
Superior teacher support to save time and make teaching easy, including photocopiable worksheets and Audio CD-ROM
Superior quality = exam success!

Simply superior!
G. Cator • S. Crane • B. Krone • B. Maho
J. Middleton Horn • N. Omar • B. Pitt • P. Tsilik

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INTRODUCTION TO PLATINUM ENGLISH HOME LANGUAGE INTERMEDIATE PHASE TEACHER’S GUIDE

THE PLATINUM SERIES AND THE INTERMEDIATE PHASE CAPS

The Curriculum and Assessment Policy Statement (CAPS) is a revision of the National Curriculum Statement (NCS). In developing the CAPS, a key aim has been to have just one document providing guidelines for planning, content and assessment for each subject. The CAPS also continue to support the key principles that underline the NCS, including: social transformation; high knowledge and high skills; integration and applied competence; progression; articulation and portability; human rights, inclusivity, environmental and social justice; valuing of indigenous knowledge systems (IKS) and credibility, quality and efficiency.

• Platinum English Home Language has been especially developed to comply with the Curriculum and Assessment Policy Statement (CAPS) for English Home Language:

  • Work is divided into terms and follows the CAPS sequence.
  • Each term works through topics / themes, covering the required content and skills.
  • Clear guidelines are given on how to carry out the required formal assessment activities.
  • Daily lesson guidelines follow CAPS-specified methodology and time to be spent on each skill / study area / content area per week.
  • Shared reading and group guided reading texts are specified, with clear guidelines to the teacher.

HOW TO USE PLATINUM ENGLISH HOME LANGUAGE

Platinum English Home Language Teacher’s Guide

• Planning: The Term and Topic overviews help you with planning and preparation.
• Teaching: Follow the weekly lesson guidelines to take you through each part of the topic being covered.
• Resources: The resources section refers you to the required learner’s book activities and any other resources like maps, graphs and data you may need to complete the lesson.
• Assessment: Formal assessment activities, with assessment tools and teaching guidelines are provided for each required activity for full CAPS programme of assessment coverage.
• Comprehensive content: All content as stipulated in the CAPS programme has been covered within Platinum English Home Language. The teacher’s guide provides comprehensive advice on how to cover each section of content with your class.

Platinum English Home Language Learner’s Book

• Planning: Work for the year is planned across terms and weeks, matching the required CAPS sequence.
• Content and skills: Themes are carefully planned to cover the key geographical and historical concepts.
• Support for learners: Each theme has helpful word lists, summary activities and a spelling list. Target worksheets have been provided to assist learners with different abilities.
• Assessment: Formal assessment pages cover the required formal assessment for the year.
• Teacher support: Teaching guidelines in the teacher’s guide tell you how to use the learner’s book with your learners. Answers and guidance on how to assess learners have been provided for each activity.
**Platinum English Home Language Target worksheets**

The target worksheets are a unique tool providing additional practice targeted at different ability levels. The Platinum English Home Language pack consists of 18 sets of 2 worksheets to provide additional practice for each chapter. Answers are provided for each worksheet.

**Two different ability levels**

The worksheets target two different levels:

- **Remedial (A):** For learners who have not achieved or only partially achieved on a very elementary level. They need remedial intervention. These worksheets revise and consolidate basic concepts.

- **Enrichment (B):** For learners who are completely confident and competent in the skills and concepts covered in the chapter. They need enrichment opportunities. These worksheets challenge learners to further explore the concepts.

**How to use target worksheets**

Use your formal and informal assessment results to assess the level suitable for each learner. At the end of a topic or theme, give each learner a copy of the worksheet at their level for them to complete for homework or during class time.

Learners who successfully complete the remedial level worksheets should be encouraged to attempt the enrichment level worksheets. This would increase their confidence in their ability and help them improve their results in future formal assessment tasks and examinations.

**Platinum English Home Language Reader**

A reader has been included which offers a range of texts to enrich the learners’ classroom experience. References in the teacher’s guide earmark texts in the reader which offer additional information on a topic, examples of genres for learners to refer to and suggested activities to broaden the learners’ application of what has been taught and learnt.

**CAPS and planning for English Home Language**

**Notional time**

*Platinum* English Home Language follows the notional time for English Home Language Intermediate Phase.

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<th>Subject</th>
<th>Hours per week</th>
</tr>
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<td>Home Language</td>
<td>6</td>
</tr>
<tr>
<td>First additional Language</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science and technology</td>
<td>3.5</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Life Skills</strong></td>
<td></td>
</tr>
<tr>
<td>• Creative</td>
<td>4</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>(1.5)</td>
</tr>
<tr>
<td>• Personal and Social Wellbeing</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>27.5</td>
</tr>
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**Time allocation per two-week cycle for English Home Language Intermediate Phase**

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<th>Time allocated</th>
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<tr>
<td>Listening and speaking</td>
<td>2 hours</td>
</tr>
<tr>
<td>Reading</td>
<td>5 hours 30 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>4 hours</td>
</tr>
<tr>
<td>Language structures and conventions</td>
<td>30 minutes + integrated with time for listening and speaking, reading and viewing and writing and presenting</td>
</tr>
<tr>
<td><strong>Total per two-week cycle</strong></td>
<td>12 hours</td>
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<td><strong>Spelling test; language exercises</strong></td>
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<td>WEEKS 5 &amp; 6</td>
<td>Listen and speak</td>
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<td>THEME 3</td>
<td>• Listen to a radio advertisement.</td>
<td>47</td>
<td>• Class discussions about types of language used in advertising and persuasive speeches.</td>
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<td>PERSUASIVE TEXTS:</td>
<td>• Deliver a persuasive speech (optional).</td>
<td></td>
<td>• Deliver a persuasive speech.</td>
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<td>PUNCHY ADVERTISING</td>
<td>Read and view</td>
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<td></td>
<td>• Examine printed advertisements.</td>
<td>47</td>
<td>• Write about and discuss the language of advertising.</td>
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<td></td>
<td>• Read and compare persuasive speeches.</td>
<td>47, 48</td>
<td>• Identify emotive language and linguistic techniques used by effective speakers.</td>
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<td></td>
<td>Independent Reading</td>
<td></td>
<td>Informal</td>
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<tr>
<td></td>
<td>• Core reader</td>
<td>47, 48</td>
<td>• Write a speech to persuade classmates to support a fund-raising idea.</td>
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<td>Write and present</td>
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<td></td>
<td>• Write a persuasive speech.</td>
<td>49</td>
<td>• Spelling test</td>
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<td></td>
<td>• Conjunctions</td>
<td>49</td>
<td>• Exercises: conjunctions; subject and verb, main clause and subordinate clause; simple and complex sentences.</td>
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<td>• Simple and complex sentences</td>
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<td>Remedial</td>
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<td>• Idioms and proverbs</td>
<td>49</td>
<td>• Target worksheet A</td>
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<td>Listen and speak</td>
<td>52, 56</td>
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<td></td>
<td>• Listen to a dialogue.</td>
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<td>• Listening comprehension</td>
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<td>• Perform a dialogue (self-written).</td>
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<td>THEME 4</td>
<td>Read and view</td>
<td>54, 55</td>
<td>Formal</td>
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<td>DRAMA:</td>
<td>• Read and discuss a monologue, dialogue and an excerpt from a play.</td>
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<td>• Prepared reading.</td>
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<td>ACT YOURSELF</td>
<td>Independent Reading</td>
<td>53, 54, 56, 57</td>
<td>Informal</td>
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<td></td>
<td>• Core reader</td>
<td></td>
<td>• Discuss and write about style, register,</td>
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<td></td>
<td></td>
<td></td>
<td>characterisation, point of view, theme and</td>
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<td>format of dramatic texts.</td>
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<td>Write and present</td>
<td>56</td>
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<td>Role-play a situation and use role-play as basis to write a dialogue.</td>
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<td>• Write a dialogue expressing point of view of</td>
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<td>character in a conflict scenario.</td>
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<td>Language</td>
<td>53, 56, 56, 56</td>
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<td>• Quotation marks</td>
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<td>• Synonyms, antonyms</td>
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<td>• Exercises: synonyms and antonyms; simple</td>
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<td>• Spelling</td>
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<td>and complex sentences; punctuation</td>
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<td><strong>Listen and speak</strong></td>
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<td>• Listen to, discuss and express</td>
<td>60</td>
<td>• Express opinions during class</td>
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<td>opinions about poetry.</td>
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<td>• Listening comprehension on two</td>
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<td><strong>Read and view</strong></td>
<td>62, 63</td>
<td>poems.</td>
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<td>• Read and analyse poems.</td>
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<td>• Read poems, explain meaning and</td>
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<td>identify poetic devices.</td>
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<td>• Core reader</td>
<td>60, 61, 63</td>
<td>• Written comprehension – poem.</td>
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<td><strong>Write and present</strong></td>
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<td></td>
<td>• Write haiku</td>
<td>62</td>
<td>• Write haiku.</td>
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<td>• Write a poem.</td>
<td>65</td>
<td>• Write a poem about childhood.</td>
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<td>• Prepositions</td>
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<td>• Spelling test</td>
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<td>• Statements, questions,</td>
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<td>commands</td>
<td>61</td>
<td>• Unseen poem and questions on</td>
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<td>• Alliteration (consonance and</td>
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<td>figures of speech, poetic devices</td>
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<td></td>
<td>assonance), metaphor, simile,</td>
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<td>and parts of speech.</td>
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<td>THEME 6</td>
<td>• Listen to instructions to make an origami pelican.</td>
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<td>• Make notes while listening and create an origami pelican.</td>
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<td>INFORMATION TEXTS:</td>
<td><strong>Read and view</strong></td>
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<td><strong>Informal</strong></td>
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<td>COMMUNCIATING CLEARLY</td>
<td>• Read and compare two recipes.</td>
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<td>• Identify features of well-written instructional texts.</td>
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<td><strong>Independent Reading</strong></td>
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<td></td>
<td>• Core reader</td>
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<td></td>
<td><strong>Informal</strong></td>
<td>70, 71</td>
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<td></td>
<td>• Write instructions to care for a pet.</td>
<td></td>
<td><strong>Informal</strong></td>
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<td><strong>Language</strong></td>
<td>70</td>
<td>• Evaluate instructions for clarity.</td>
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<td>• Stems, prefixes, suffixes</td>
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<td></td>
<td>• Subject, object</td>
<td>71</td>
<td>• Spelling test</td>
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<td>• Homophones</td>
<td>71</td>
<td><strong>Formal</strong></td>
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<td>• Spelling</td>
<td>72</td>
<td>• Exercises on subject and predicate; prefixes and suffixes; finite and infinite verbs; punctuation.</td>
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<td>WEEKS 3 &amp; 4:</td>
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<td>Listen and speak</td>
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<td>Informal</td>
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<td></td>
<td>• Listen to and discuss and excerpt from a novel.</td>
<td>75</td>
<td>• Participate in group discussions about the features of novels.</td>
</tr>
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<td></td>
<td>• Discuss features of novels.</td>
<td>77</td>
<td>• Express opinion and respect others’ opinions on the value of travel.</td>
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<td></td>
<td>• Discuss the value of travel.</td>
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<td><strong>Read and view</strong></td>
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<td>Informal</td>
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<td></td>
<td>• Read an excerpt from a novel.</td>
<td>76</td>
<td>• Comprehension – excerpt from a novel.</td>
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<td></td>
<td>• Read a book review.</td>
<td>77</td>
<td>• Identify features of novels.</td>
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<td>• Read a poem and compare it to a novel.</td>
<td>78</td>
<td>• Identify features of book reviews.</td>
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<td><strong>Independent Reading</strong></td>
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<td>• Core reader</td>
<td>76, 77, 78, 79</td>
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<td><strong>Write and present</strong></td>
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<td>Informal</td>
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<td></td>
<td>• Write a book review.</td>
<td>77</td>
<td>• Review a book, using correct format and features.</td>
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<td><strong>Language</strong></td>
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<td>• Verbs (finite, infinitives)</td>
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<td>• Present continuous tense, past continuous tense</td>
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<td>• future continuous tense</td>
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<td>• Dictionary use</td>
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<td>• Exercises on finite and infinite verbs; subject-verb agreement; punctuation.</td>
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<td><strong>Listen and speak</strong></td>
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<tr>
<td></td>
<td>• Listen to a fable.</td>
<td>80</td>
<td>• Discuss stereotypes in fables and the origins of the Anansi fables.</td>
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<td>THEME 8</td>
<td><strong>Read and view</strong></td>
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<td>SHORT STORY:</td>
<td>• Read two fables</td>
<td>81, 82</td>
<td>• Identify features of fables.</td>
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<td>ANANSI THE</td>
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<td>• Comprehensions – fables.</td>
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<td>• Core reader</td>
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<td><strong>Write and present</strong></td>
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<td><strong>Informal</strong></td>
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<td></td>
<td>• Write a fable</td>
<td>82</td>
<td>• Write a fable featuring a moral, with a clear beginning, middle and ending.</td>
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<td>• Auxiliary Verbs</td>
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<td>• Present Perfect Tense</td>
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<td>• Idioms</td>
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<td>THEME 9</td>
<td>• Discuss a weather map.</td>
<td>85</td>
<td>• Listen to an instructional text and makes notes and a labelled diagram.</td>
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<td>INFORMATION</td>
<td>• Listen to an instructional text.</td>
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<td>TEXT: WEATHER</td>
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<td>CHART</td>
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<td>WHAT’S THE</td>
<td>• Read two information texts about the</td>
<td>86</td>
<td>• Comprehension – information text.</td>
</tr>
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<td>WEATHER LIKE</td>
<td>weather.</td>
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<td>TODAY?</td>
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<td>• Core reader</td>
<td>86, 87, 89</td>
<td>• Prepared reading.</td>
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<td>• Independent reading – comprehension</td>
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<td><strong>Write and present</strong></td>
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<td></td>
<td>• Rewrite a paragraph using language and structure appropriate to information texts.</td>
<td>88</td>
<td>• Identify topic and supporting sentences.</td>
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<td></td>
<td>• Write an information brochure</td>
<td>88</td>
<td>• Identify grammatical features and format of information texts.</td>
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<td></td>
<td><strong>Language</strong></td>
<td></td>
<td>• Research, design and write an information brochure.</td>
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<td></td>
<td>• Adjectives (attributive)</td>
<td>88</td>
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<td>• Simple past tense</td>
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<td>• Dictionary usage</td>
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### SUMMATIVE ASSESSMENT

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<td>Paper 1: Oral: Reading, listening &amp; speaking</td>
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### TERM THREE

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<td>• Listen to and discuss an excerpt from a novel.</td>
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<td>• Discuss characterisation in novels.</td>
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<td>• Explain ways in which author creates an impression of a character without using explicit descriptions.</td>
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<td>• Present a character sketch of a character from a novel read independently.</td>
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<td>• Write a book review.</td>
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<td>• Write a character sketch.</td>
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<td>• Write a short story, featuring an evil character.</td>
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<td>• Write a short story.</td>
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<td>• Discuss ways of manipulating the truth, e.g. digitally manipulated images and old wives' tales.</td>
<td>107, 108</td>
<td>• Identify stereotypes and exaggeration.</td>
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<td>• Listen to a “tall story.”</td>
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<td>• Write descriptions of stereotypical characters.</td>
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<td>• Write a friendly letter.</td>
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<td>• Write a letter using correct tone and format.</td>
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<td></td>
<td>• Discuss comics and cartoons.</td>
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<td>• Participate in class discussions about comics and cartoons.</td>
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<td>VISUAL TEXT</td>
<td>• Read about characterisation, ways of conveying information and distinctive features comics and cartoons.</td>
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<td>• Identify stereotypes and symbols in cartoons; recognise distinctive features of comic book styles.</td>
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<td>• Read a comic strip.</td>
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<td>• Draw a family tree from information in a paragraph.</td>
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<td>• Write own cartoon.</td>
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<td>• Plan, write dialogue and draw own cartoon.</td>
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<td>• Listen to and discuss a short play.</td>
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<td>• Read an excerpt from a play.</td>
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<td>• Comprehension test on an excerpt from a play.</td>
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<td>• Develop role-play into a short play.</td>
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**ALL THE WORLD IS A STAGE**
### TERM FOUR

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<td>• Listen to and discuss an interview.</td>
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<td>• Write a descriptive piece (4 paragraphs)</td>
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<td>• Writes vivid description of a place.</td>
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<td>• Research and write a report about a person.</td>
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• Follow instructions to make a hat. |
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• Read and compare three information/instructional texts. | 136, 137 | Informal  
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| SURVIVAL IN THE WILD | **Write and present**  
• Write instructions. | 138 | Informal  
• Write an instructional text for a survival skill. |
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| | **Compound sentences, complex sentences**  
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<td>• Take part in a panel discussion.</td>
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<td>• Write an analysis of a character's emotions.</td>
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<td>• Write a preferred ending.</td>
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<td>• Summarise plot and themes of the novel.</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>WEEKS 7 &amp; 8</td>
<td><strong>Listen and speak</strong></td>
<td></td>
<td><strong>Informal</strong></td>
</tr>
<tr>
<td></td>
<td>• Listen to and discuss a poem.</td>
<td>145</td>
<td>• Listen to and discuss a poem.</td>
</tr>
<tr>
<td></td>
<td>• Examine and respond to photographs.</td>
<td>145</td>
<td>• Describe personal response to photographs.</td>
</tr>
<tr>
<td></td>
<td>• Discuss social issue.</td>
<td>146</td>
<td>• Discuss social issue and suggest possible solutions.</td>
</tr>
<tr>
<td></td>
<td><strong>Read and view</strong></td>
<td>145, 146</td>
<td><strong>Informal</strong></td>
</tr>
<tr>
<td></td>
<td>• Read two poems.</td>
<td></td>
<td>• Comprehension: poems.</td>
</tr>
<tr>
<td></td>
<td><strong>Write and present</strong></td>
<td>147</td>
<td>• Identify social issues and themes in a poem.</td>
</tr>
<tr>
<td></td>
<td>• Make comparisons to write a poem.</td>
<td></td>
<td><strong>Informal</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Language</strong></td>
<td></td>
<td>• Write a poem.</td>
</tr>
<tr>
<td></td>
<td>• Subject; object</td>
<td>147</td>
<td>• Spelling test</td>
</tr>
<tr>
<td></td>
<td>• Similes, metaphors, personification, simile, onomatopoeia, symbol</td>
<td>146</td>
<td><strong>Remedial</strong></td>
</tr>
<tr>
<td></td>
<td>• Parentheses</td>
<td>147</td>
<td>• Target worksheet A</td>
</tr>
<tr>
<td></td>
<td>• Spelling</td>
<td>148</td>
<td><strong>Enrichment</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SUMMATIVE ASSESSMENT</strong></td>
<td></td>
<td>• Target worksheet B</td>
</tr>
<tr>
<td>WEEKS 9 &amp; 10</td>
<td><strong>Paper 1: Oral: Reading, listening &amp; speaking</strong></td>
<td>30 LB page 229–230</td>
<td><strong>REFERENCES</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2: Writing – essays (20%) and transactional texts (15%)</strong></td>
<td>35 LB page 231</td>
<td><strong>REFERENCES</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Paper 3: Language in context</strong></td>
<td>35 LB page 232–234</td>
<td><strong>REFERENCES</strong></td>
</tr>
</tbody>
</table>
Introduction
Integration
Integration of knowledge, skills and values occurs within and across subjects, and is balanced with conceptual progression from grade to grade within a subject.

The English Home Language CAPS requires that language skills and speaking, reading and writing techniques are integrated throughout the year in all topics.

Activities covering language skills and techniques have been clearly identified throughout the Platinum Learners Book.

The English Home Language CAPS curriculum also provides for a natural integration with content requirements for Social Science, Life Orientation, Arts and Culture and Technology.

Assessment Framework
Informal Assessment
Informal assessment is a daily monitoring of learners’ progress. This is done through observations, discussions, listening and speaking activities, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded.

Formal Assessment
Formal assessment takes the form of formal assessments of skills, tests and examinations.

<table>
<thead>
<tr>
<th>Intermediate phase</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>2 sets of formal assessment tasks</td>
</tr>
<tr>
<td>Term 2</td>
<td>1 set of formal assessment tasks</td>
</tr>
<tr>
<td></td>
<td>Mid-year examination</td>
</tr>
<tr>
<td>Term 3</td>
<td>2 sets of formal assessment tasks</td>
</tr>
<tr>
<td>Term 4</td>
<td>1 set of formal assessment tasks</td>
</tr>
<tr>
<td></td>
<td>Year-end examination</td>
</tr>
</tbody>
</table>

The CAPS prescribes seven formal assessment tasks (FATs) for each grade which have to be completed throughout the year:

Formal Assessment Task Summary
The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.
## Term 1 Formal Assessment Task 1 Narrative / descriptive text

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and speaks about family / friends / pets / favourite sport / current issues</td>
<td>Listening comprehension about a fairy tale.</td>
<td>20</td>
<td>LB page 20, TG page 40</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Exercises on conjunctions; subject and verb, main clause and subordinate clause; synonyms and antonyms; simple and complex sentences; punctuation.</td>
<td>15</td>
<td>LB pages 40, 41, 54, TG pages 49, 56</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>Prepared reading. Learners can choose to read a traditional folk tale or part of a play.</td>
<td>15</td>
<td>LB pages 24, 48, TG page 56</td>
</tr>
<tr>
<td>Reflects on stories/text read independently</td>
<td>Comprehension on a traditional folk tale read independently.</td>
<td>20</td>
<td>LB page 26, TG page 42</td>
</tr>
<tr>
<td>Writes about family / friends / pets / favourite sport / current issues</td>
<td>Learners play a game to select elements of a story – setting, moral, characters and plot features. They then write their own story.</td>
<td>30</td>
<td>LB page 29, TG page 43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

## Term 1 Formal Assessment Task 2 : Literature (Poetry)

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and speaks about poetry</td>
<td>Learners listen to two poems and answer questions orally. Questions focus on meaning, features of poetry and a comparison of the two poems.</td>
<td>20</td>
<td>LB page 56, TG page 60</td>
</tr>
<tr>
<td>Comprehension test (poem)</td>
<td>Comprehension on a poem.</td>
<td>30</td>
<td>LB page 62, TG page 63</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Learners read an unseen poem and answer questions to identify figures of speech, types of sentences and prepositions.</td>
<td>20</td>
<td>Photocopiable worksheet TG page 185</td>
</tr>
<tr>
<td>Writes a poem</td>
<td>Learners write a poem about childhood.</td>
<td>30</td>
<td>LB page 64, TG page 65</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
## Term 2 Formal Assessment Task 1: Information text

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening comprehension</strong>&lt;br&gt;(listening and responding to instructional texts)</td>
<td>Learners listen to and make notes of instructions to make a rain gauge. They also make a labelled diagram of the process.</td>
<td>20</td>
<td>LB page 104&lt;br&gt;TG page 85</td>
</tr>
<tr>
<td><strong>Language structures and conventions in context</strong></td>
<td>Exercises on subject and predicate; prefixes and suffixes; finite and infinite verbs; subject-verb agreement; punctuation.</td>
<td>15</td>
<td>LB pages 78, 90&lt;br&gt;TG page 71, 78</td>
</tr>
<tr>
<td><strong>Reads aloud</strong></td>
<td>Prepared reading of an information text.</td>
<td>15</td>
<td>LB pages 107, 108&lt;br&gt;TG page 86</td>
</tr>
<tr>
<td><strong>Reflects on stories/text read independently</strong></td>
<td>Answer questions about a text (including weather map) about South African weather conditions.</td>
<td>20</td>
<td>LB page 107&lt;br&gt;TG page 86, 87</td>
</tr>
<tr>
<td><strong>Writes an instructional text</strong></td>
<td>Learners research, design and write an information brochure about South Africa as a tourist destination.</td>
<td>30</td>
<td>LB page 112&lt;br&gt;TG page 88</td>
</tr>
</tbody>
</table>

**TOTAL**<br>100

## Term 2: Mid-year examination

<table>
<thead>
<tr>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1: Oral: Reading, listening &amp; speaking</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Paper 2: Writing – essays and transactional texts</strong></td>
<td>20&lt;br&gt;15</td>
</tr>
<tr>
<td><strong>Paper 3: Language in context</strong></td>
<td>35</td>
</tr>
</tbody>
</table>

**TOTAL**<br>100

## Term 3 Formal Assessment Task 1: Narrative text

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening comprehension</strong>&lt;br&gt;(listens to and speaks about short stories)</td>
<td>Listening comprehension about a legend.</td>
<td>20</td>
<td>LB page 135&lt;br&gt;TG page 100</td>
</tr>
<tr>
<td><strong>Language structures and conventions in context</strong></td>
<td>Exercises on gerunds; future perfect tense; punctuation; antonyms; homophones; word division.</td>
<td>15</td>
<td>LB pages 144, 156&lt;br&gt;TG pages 105, 110</td>
</tr>
<tr>
<td><strong>Reads aloud</strong></td>
<td>Learners read two short stories in their own time, then read selected passages for assessment.</td>
<td>15</td>
<td>TG page 101&lt;br&gt;Core reader: The book of King Arthur, page 31&lt;br&gt;Core reader: Akpan and the smugglers, page 45</td>
</tr>
<tr>
<td><strong>Reflects on stories/text read independently</strong></td>
<td>Learners answer questions about a traditional legend and about a modern-day urban legend.</td>
<td>20</td>
<td>LB pages 138, 150&lt;br&gt;TG pages 102, 109</td>
</tr>
<tr>
<td><strong>Writes own short story</strong></td>
<td>Learners write a short story.</td>
<td>30</td>
<td>LB page 141&lt;br&gt;TG page 104</td>
</tr>
</tbody>
</table>

**TOTAL**<br>100
### Term 3 Formal Assessment Task 2: Dialogue / Drama

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and speaking</td>
<td></td>
<td>20</td>
<td>LB page 171, 176 TG page 120</td>
</tr>
<tr>
<td>Role play a familiar situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension test</td>
<td>Learn to read and answer questions from an excerpt from a play.</td>
<td>30</td>
<td>Photocopiable worksheet TG page 187–188</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Parts of speech and punctuation of excerpts from a play.</td>
<td>20</td>
<td>Photocopiable worksheet TG page 189</td>
</tr>
<tr>
<td>Writes a short play script</td>
<td>Learners further develop their role-play into a play script.</td>
<td>30</td>
<td>LB page 176 TG page 122</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### Term 4 Formal Assessment Task 1: Information texts with visuals

<table>
<thead>
<tr>
<th>Skill assessed</th>
<th>Activity</th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension (Listens to and speaks about a speech)</td>
<td>List to and answer questions about an interview.</td>
<td>20</td>
<td>LB page 182 TG page 129</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Questions about parts of speech, meaning of words in an information text.</td>
<td>15</td>
<td>LB page 196 TG page 136</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>Learners read aloud from a piece on the history of skateboarding.</td>
<td>15</td>
<td>LB page 184 TG page 130</td>
</tr>
<tr>
<td>Reflects on stories/text read independently</td>
<td>Learners choose an information text from the Core reader and write a summary of the text.</td>
<td>20</td>
<td>TG page 129 Core reader pages 107–120</td>
</tr>
<tr>
<td>Writes a report</td>
<td>Research and write a report about a person who positively influences others’ lives.</td>
<td>30</td>
<td>LB page 190 TG page 133</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### Term 4: Year-end examination

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Platinum book references</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Oral: Reading, listening &amp; speaking</td>
<td>30</td>
<td>LB page 229 TG page 151</td>
</tr>
<tr>
<td>Paper 2: Writing – essays and transactional texts</td>
<td>20</td>
<td>LB page 231 TG page 152</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Recording and reporting
Within the intermediate phase teachers should use the 7-point rating scale (see below) to record a learner’s achievement.

<table>
<thead>
<tr>
<th>Rating code</th>
<th>Description of competence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Outstanding achievement</td>
<td>80–100</td>
</tr>
<tr>
<td>6</td>
<td>Meritorious achievement</td>
<td>70–79</td>
</tr>
<tr>
<td>5</td>
<td>Substantial achievement</td>
<td>60–69</td>
</tr>
<tr>
<td>4</td>
<td>Adequate achievement</td>
<td>50–59</td>
</tr>
<tr>
<td>3</td>
<td>Moderate achievement</td>
<td>40–49</td>
</tr>
<tr>
<td>2</td>
<td>Elementary achievement</td>
<td>30–39</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0–29</td>
</tr>
</tbody>
</table>

How Platinum English Home Language helps you with assessment
The English Home Languages Programme of Assessment is built in throughout each term of Platinum English Home Languages Learner’s Book. Each activity is flagged as a Formal Assessment Task.

How Platinum English Home Languages helps you with formal assessment and exam preparation:
There are a variety of activities within each theme which assist in consolidating the content covered.

Inclusive education in Platinum
Our schools are all different. However, what we have in common is that there are generally many learners in mainstream classes who experience barriers to learning. These barriers differ depending on a range of circumstances. It is important to understand and acknowledge the main barriers to learning in your class. We suggest you draw up a profile of your class to help you identify and understand the main barriers to learning in your particular class. The table below will help you to get a general idea of the barriers preventing learning. Of course some of the difficulties may be small whereas others may be more extreme. For example, you may have a child with a minor hearing loss in one ear, requiring minimal support or you could have a learner with a severe loss in both ears requiring far more support and advice from your local education office on management of this child’s learning.

<table>
<thead>
<tr>
<th>Type of barrier</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Hearing loss; visually impaired; chronic illness; impaired mobility</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Mentally challenged; specific learning difficulties</td>
</tr>
<tr>
<td>Specific academic experiences / difficulties</td>
<td>Gaps in learning. For example a child may have missed school during the early years, subsequently has few basic reading / writing skills</td>
</tr>
<tr>
<td>Psychological / emotional</td>
<td>Too many experiences of failure; post-traumatic stress; depression</td>
</tr>
<tr>
<td>Involving the family or society</td>
<td>Unstable family life; victim of natural disasters; physical or sexual abuse; exposure to excessive violence; hunger; neglect; general deprivation</td>
</tr>
<tr>
<td>Specific language issues</td>
<td>The language of learning and teaching (LOLT) is different from the child’s home language and the child is not fluent in the LOLT.</td>
</tr>
</tbody>
</table>
For most teachers, the most difficult aspect of inclusive education is classes which have a very diverse range of learners with different abilities, as well as different types of barriers to learning. Below are some practical suggestions for accommodating diversity in your classroom.

**Create a safe working environment**
- Praise whenever possible and make positive comments, notice positive behaviour (we generally only take notice of negative behaviour)
- Create a positive atmosphere of mutual respect and trust in your classroom with ground rules, for example: Learners laugh together, NEVER at each other; Don’t allow teasing or bullying
- Develop a “team” relationship between the learner, educator, parent – anyone working towards the success of the learner
- Encourage learners to understand themselves better – talk openly about different learning styles, strengths and challenges/weaknesses.

**Realise that different learners learn differently**
- We all receive information, process and express information differently depending on our learning style. Keep in mind that in your class there will be learners whose learning style is different from yours.

**Set up different group-work systems**
- Same ability groups: This is useful when learners are working on a task that develops specific skills. It enables you to adjust the task slightly depending on the level of the group. It also enables groups of learners to work at different paces.
- Mixed ability groups: These work well for tasks, projects and activities where you want learners to work together and learn from each other.

**Allow learners to help each other**
- Train learners in your class to become tutors and introduce peer tutoring.
- You may want to train learners from higher grades to become tutors, or develop a volunteer system using willing and able adults from the community.

**Platinum English Home Language helps you to teach learners of diverse abilities by providing:**
- A range of activities to cater for different learning styles.
- Opportunities for group, pair and individual work.
- Many opportunities to develop and practise the same skill. This is based on the spiral approach to learning where learners are exposed to the same concepts and skills but in increasing complexity throughout a grade and phase.
- Target worksheets to give learners extra, differentiated, practice at their level.
- Specific design features in the book – theme discussions that access previous knowledge, word lists which define terms as they occur in the text, a revision chapter at the end of each two-week cycle; a spelling list based on the terms associated with a particular theme or genre, and colourful and relevant artwork which illustrates the concepts being taught.
**Overview**

<table>
<thead>
<tr>
<th>Week</th>
<th>Themes</th>
<th>LB pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>1. Heal Our World</td>
<td>7–18</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>2. Fairytale Families</td>
<td>19–30</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>3. Punchy Advertising</td>
<td>31–42</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>4. Act Yourself</td>
<td>43–54</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>5. Childhood Dreams</td>
<td>55–66</td>
</tr>
</tbody>
</table>

**Term 1: Formal Assessment Task 1**

<table>
<thead>
<tr>
<th>Formal assessment task</th>
<th>Theme</th>
<th>LB pages</th>
<th>TG pages</th>
<th>% of term mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and speaks about a narrative text</td>
<td>Theme 2: Fairytale families</td>
<td>page 20</td>
<td>page 40</td>
<td>20</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Theme 3: Punchy advertising Theme 4: Act yourself</td>
<td>pages 40 and 41</td>
<td>page 49</td>
<td>15</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>Theme 2: Fairytale families Theme 4: Act yourself</td>
<td>page 48–52</td>
<td>Learners select one of the passage to read aloud as a group (taking parts or alternating paragraphs) page 56</td>
<td>15</td>
</tr>
<tr>
<td>Reflects on text read independently</td>
<td>Theme 2: Fairytale families</td>
<td>page 26</td>
<td>page 42</td>
<td>20</td>
</tr>
<tr>
<td>Writes a narrative text</td>
<td>Theme 2: Fairytale families</td>
<td>page 29</td>
<td>page 43</td>
<td>30</td>
</tr>
</tbody>
</table>

**Term 1: Formal Assessment Task 2**

<table>
<thead>
<tr>
<th>Formal assessment task</th>
<th>Theme</th>
<th>LB pages</th>
<th>TG pages</th>
<th>% of term mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and speaks about poetry</td>
<td>Theme 5: Childhood dreams</td>
<td>page 56</td>
<td>page 60</td>
<td>20</td>
</tr>
<tr>
<td>Comprehension test (poem)</td>
<td>Theme 5: Childhood dreams</td>
<td>pages 62 and 63</td>
<td>page 63</td>
<td>30</td>
</tr>
<tr>
<td>Language structures and conventions in context</td>
<td>Theme 5: Childhood dreams</td>
<td>N/A</td>
<td>Photocopiable worksheet TG page 185–186 Memorandum page 59</td>
<td>20</td>
</tr>
<tr>
<td>Writes a poem</td>
<td>Theme 5: Childhood dreams</td>
<td>page 64</td>
<td>page 65</td>
<td>30</td>
</tr>
</tbody>
</table>
THEME 1 HEAL OUR WORLD

Weeks 1 and 2

Theme overview
In this theme, learners will listen to newspaper reports on current issues and discuss these. They will read newspaper articles and see how messages can be manipulated. After examining how newspaper reports are written, they will write their own reports. The theme focuses on environmental issues. Reported speech, subject-verb agreement, dictionary work, word division and punctuation are taught in context.

| Genre: | Media reports |
| Focus: | Environmental issues |

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Listen and speak (2 hours) | • Listen to two newspaper reports read by teacher.  
   • Listen to peers’ oral presentations.  
   • Examine the collage and discuss the questions.  
   • Prediction of contents of newspaper article.  
   • Discuss the contents of newspaper articles.  
   • Give a prepared speech (2-3 minutes) on which province is preferable to live in.  
   • Listens to radio or newspaper reports and discusses current issues.  
   — Introductory activities: prediction.  
   — Listens for specific details in radio and television programmes.  
   — Identifies how stereotypes are created.  
   — Asks critical questions that challenge and seek alternative explanations.  
   — Listens for information in a variety of oral texts: reports, and summarises main ideas.  
   — Develops a balanced argument on relevant and challenging issues.  
   — Expresses an opinion and supports it with solid evidence.  
   — Listens actively and with sensitivity.  
   — Acknowledges opinions that conflict with own and responds appropriately in the context.  
   — Discusses the validity of information by comparison with other sources. | • Starting off (LB page 7)  
   • Before you listen (LB page 8)  
   • Listen (LB page 8)  
   • After you listen (LB page 8)  
   • Speak (LB page 9) | • Listening text:  
   Eskom to go ahead with solar, wind power plants (TG page 153)  
   • Listening text:  
   Zimele to manage R100m Green Fund (TG page 153) |
### Read
(5 hours 30 minutes)
- Interpret information on a map and in a table in order to form an opinion and prepare oral.
- Read independently to prepare oral.
- Read a newspaper article.
- Read independently to research content of article to be written.
- Read an interview.
- Identify features of newspaper reports.
- Read each other's newspaper articles.
- Read through notes on subject-verb agreement; the use of the colon; reported speech.
- Reads newspaper articles
  - Pre-reading activities; prediction based on title and/or graphics.
  - Identifies and discusses both the intended and hidden cultural messages.
  - Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction.
  - Discusses how the message can be manipulated.
  - Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world.
  - Invents and describes preferred results or endings.
  - Hypothesises and offers alternatives when trying to solve a problem.

### Write
(4 hours)
- Make notes and organise ideas for speech.
- Write answers to questions about a newspaper report.
- Write answer to questions about an interview.
- Write a newspaper report, using the writing process.
- Complete revision exercise.
- Writes a newspaper article
  - Uses headline, by-line, lead paragraph, answers to who, what, where, when and why/how.
  - Writes a topic sentence and includes relevant information to develop a coherent paragraph.
  - Selects, classifies and categorises relevant information from different sources.
  - Plans, drafts and refines writing.
  - Reflects on and evaluates writing and creative work.
  - Writes neatly and legibly
- Uses clear structure:
  - Beginning
  - Middle
  - Ending.

### Speak
(LB page 9)
- Read
(LB page 10)
- Write a newspaper report
(LB page 12)
- Read
(LB page 14)
- Write
(LB page 12)
- After you write
(pag e13)
- Language practice (pages 16 and 17)

### Copies of a variety of newspapers.
- Atlas showing Papua New Guinea
- Core reader: Patients lose fingers to fireworks (page 120)
- Core reader: Junko Tabei – A woman on top of the world (page 116)

### Language practice (pages 16 and 17)
- Uses clear structure:
  - Beginning
  - Middle
  - Ending.
<table>
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<tr>
<th><strong>Language</strong></th>
<th><strong>Word level</strong></th>
<th><strong>Sentence level</strong></th>
<th><strong>Spelling and punctuation</strong></th>
<th><strong>Language practice</strong></th>
<th><strong>Target worksheet A</strong></th>
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<tr>
<td>(30 minutes + time spent on integrated activities)</td>
<td>— Nouns, pronouns (interrogative), tenses</td>
<td>— Subject, subject – verb agreement, reported speech</td>
<td>— Word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</td>
<td>(LB pages 15–17)</td>
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<td>Target worksheet A</td>
</tr>
</tbody>
</table>

**TEACHING GUIDELINES**

**Starting off**

**LB page 7**

**Preparation and resources**

• Copies of a variety of newspapers

**Suggested answers**

1. A resource is the available stock or supply of something that we use like coal, oil or trees.
2. Mineral resources would be natural stores of things like gold, platinum, diamonds, coal, titanium, etc.
3. Depending on the province, answers will differ here.
4. Diamonds.
5. Egoli – Place of gold.
6. Renewable resources are natural resources which can be replaced over time, e.g. timber. Non-renewable resources cannot be grown, produced or generated. Once depleted, there is no more available.
7. Coal
8. We shall have to find an alternative source of power when the coal reserves run out.
9. The lost city of gold is Mapungubwe.

**Listen**

**LB page 8**

**Preparation and resources**

• Listening text: *Eskom to go ahead with solar, wind powered plants* (page 153)
• Listening text: *Zimele to manage R100m Green Fund* (page 153)

**Before you listen**

Get learners to predict what the articles will be about by examining the headlines.

**Suggested answers**

1. Article A will be about Eskom building solar and wind powered plants as alternative sources of electricity.
2. Solar energy comes from the sun.
3. Perhaps to conserve natural resources, to lessen our carbon footprint. There are many possibilities that are acceptable.
4. a) COP17 was about climate change.
   b) The articles would have been very topical and relevant at the time of the climate change talks.

**Listen**

Read the listening texts to your learners.

**After you listen**

**Suggested answers**

1. They are both about large amounts of money being spent on environmentally-friendly projects.
2. The Green Fund will empower and encourage entrepreneurs to be part of our green economy. Learners may be more specific and say it aims to lessen greenhouse gas emissions, reduce energy and water consumption, improve waste and emissions management by investing in and facilitating eco-friendly projects. (Any two ideas).
3. Vredendal or Upington
4. a) Eskom
   b) Zimele, which is part of Anglo American.

**Speak**

**LB page 9**

Learners must prepare speeches of 2-3 minutes in length. Assist where necessary to interpret the information provided on the map and in the table.
Guide them through the questions, which will help them to structure their speeches. Encourage independent reading and research. Encourage active listening and critical thinking in the audience.

**Assessment (informal baseline assessment)**
Learners’ speeches could be individually assessed for their content and presentation. Do they present a relevant argument? Have they included valid information? Questions and responses from the audience could also be noted and assessed.

**Read**
**LB page 10**

**Preparation and resources**
- atlas showing Papua New Guinea
- Core reader: Patients lose fingers to fireworks (page 120)

**Before you read**
Before reading the article, get learners to examine and discuss the accompanying picture. Tell them that Harmony Gold is a mining company and show them where Papua New Guinea is on a map.

**Read**
Read the article with the class and help learners to understand it as some of the vocabulary is fairly sophisticated.

**After you read**

**Suggested answers**
1. Harmony Gold is in court because their activities have caused environmental damage to communities in Papua New Guinea.
2. Learners’ paragraphs should show sympathy for the mining company. The company must be presented in a favourable light.
3. The picture could be seen as quite manipulative. It gives a before and after scenario and implies that Papua New Guinea is being exploited and will become a wasteland.
4. — attributed to – caused by, ascribed to
   — contamination – pollution, something dirty or infected
   — compensation – make amends, especially by giving money
   — ethical – morally correct, honourable

**Assessment (informal baseline assessment)**
Learners’ work could be taken in and individually assessed or the answers could be discussed orally and self-assessed.

**Core reader: Patients lose fingers to fireworks (page 120)**
Read the headline of the article. Ask the learner to predict what the article is about, based on the headline. Learners then read the lead paragraph and then discuss what could be in the paragraphs that follow.

**Write**
**LB page 12**

**Preparation and resources**
- copies of a variety of different newspaper articles
- Core reader: Patients lose fingers to fireworks (page 120)

Read a number of different news reports with the learners so that they become familiar with the style in which they are written. You could put up a current affairs board and encourage learners to bring interesting articles to share with the class. Use the picture in the Learner’s book to remind learners about the format of newspaper articles.

**Write**
Guide learners through the writing process steps. It is essential that they brainstorm, plan and research before they write a first draft. Ideas must be logically ordered and paragraphed. There must be a clear beginning, middle and ending. Use the questions in the Learner’s book to assist with the process of refining and editing.

**Assessment (informal baseline assessment)**
Learners could get into groups and read their reports to the group. They choose the best report which could be read for the whole class.

**Core reader: Patients lose fingers to fireworks (page 120)**
Learners read independently, then draw a suitable picture with a caption.
Read
LB page 14

Preparation and resources
• Core reader: Junko Tabei – a woman on top of the world (page 116)

Read
Before reading the interview, discuss the purpose of interviews and what makes an interview interesting and professional. Read the interview with Muna Lakhani and talk about her character. In pairs, learners can act out the interview.

After you read
LB page 14

Suggested answers
1. An activist is someone who works for a cause, to change opinions about an issue.
2. His parents were people of conscience. They gave a lot of time to help others. They taught their children to respect others.
3. show that a previous way thinking (myth) is incorrect
4. Learners’ own answers. Should show insight into making realistic changes in daily living and community.
5. A conservationist works to protect Nature and to repair damage already done in Nature. An environmental activist tries to change the way people think about the environment.

Assessment (informal baseline assessment)
Answers to the questions could be discussed in groups or as a whole class. Note could be made of the quality of learners’ responses.

Core reader: Junko Tabei – a woman on top of the world (page 116)

Ask the learners to predict the contents of the story, based on the headline. After reading, learners write an interview based on the article and then role play with a partner.

Language practice
LB page 15

Sentence work
Work through the notes on how to find the subject of a sentence and the importance of the correct use of concord.

Suggested answers
1. a) [I] love the wilderness.
   b) (Muna Lakhani) is an activist.
   c) (Happy people) watch less TV.
2. a) Things do not make us happy.
   b) Environmentalists care about our planet.
   c) Selfishness is destroying us and our planet.

Word division and colons
LB page 16

Read through the examples of word divisions and the notes on the use of the colon.

Suggested answers
1. a) di-alogue, im-prove
   b) accomplish-ment
   c) spokes-people
2. a) Some of South Africa’s endangered animals are: mountain zebras, African wild dogs, giant golden moles and blue whales.
   b) If we keep living as we do: More animals will become extinct.
   c) I quote Mahatma Gandhi’s famous words: “Be the change that you wish to see in the world.”

Reported speech
LB page 17

Discuss the notes on reported speech and go through the examples.

Suggested answers
3 a) He said that he would be going to the Earth Day celebrations the following day.
   b) The ranger said that the previous week another rhino had been killed there.

Assessment (informal baseline assessment)
The exercises are to reinforce concepts and could be marked orally.
Revision
LB page 18

Suggested answers
1. a) The scientist declared that an increase in temperature could melt the polar icecaps which would cause the levels of the sea to rise.
   b) The scientist cautioned that low-lying countries like Holland may disappear and the Cape Peninsula could become an island.
2. a) The principal announced that their school would plant trees in their shadeless community park.
   b) A learner excitedly said that they would celebrate Arbour Day every day.
3. a) It was not easy: to begin with, humans had to realise how they were depleting natural resources.
   b) Professor Singh reported on the rapidity of deforestation in South America.
   c) Mrs Shield, the principal of the school, declared each day Arbour Day at her school.
4. a) The use of fossil fuels is not sustainable.
   b) Chlorofluorocarbons destroy the ozone layer.
   c) Each person on earth has a role to play in conserving our environment.

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Preparation and resources
• Core reader: Patients lose fingers to fireworks (page 120)
• Core reader: Nursery rhymes (page 97)
Genre: Fairy tales and folklore
Focus: Stereotypes

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<td>— Recalls events in the correct sequence and using the correct tense.</td>
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<td>— Interacts positively during group discussions.</td>
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<td>— Identifies how stereotypes are created and their effects on the listener.</td>
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<td>— Discusses characters.</td>
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<td>— Discusses plot, conflict and setting.</td>
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<td>— Discusses messages in the text.</td>
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<td>— Reflects cultural customs, values and beliefs.</td>
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<td>— Reflects on the struggle between good and evil.</td>
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<td>Read (5 hours 30 minutes)</td>
<td>• Identify elements of a fairy tale.</td>
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<td>• Read each other’s character sketches.</td>
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<td>• Read through notes on concrete and abstract nouns; simple past, present and future tenses; idioms, proverbs and metaphors.</td>
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<td>• Reads a folklore, e.g. a myth or a legend</td>
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<td>— Pre-reading activities e.g. prediction based on graphics</td>
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<td>— Reading strategies: skimming, scanning, prediction.</td>
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<td>— Discusses elements of fables, e.g. characters and messages</td>
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<td>— Explains interpretation and overall response to text.</td>
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TEACHING GUIDELINES

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

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<td>Reflect on stories read independently</td>
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<tr>
<td>Writes a narrative text</td>
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<td>LB page 29</td>
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</tbody>
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**Starting off**

**LB page 19 (30 minutes)**

**Preparation and resources**
- Books or posters with illustrated fairy tales

Divide the class into groups. Give them about 15 minutes to look at the illustrations, and discuss the questions. Ask groups to report back (one question per group) and discuss their responses.

Explain to the learners that the way the stepmothers are portrayed in fairy tales is an example of a stereotype; a category of people is assumed to have certain characteristics. Explain that, in this theme, you will be looking at fairy stories and the use they make of stereotypes.
Suggested answers
1. The stories are *Snow White* and *Cinderella*.
2. In both, the stepmother is wicked. In *Cinderella*, she treats her own daughters far better than her stepdaughter; in *Snow White* she is jealous of her stepdaughter’s beauty and tries to have her killed.
3. Subjective answer.
4. Stepmothers are usually portrayed as cruel, resentful and jealous of their stepdaughters. This is not fair as there are many kind and loving stepmothers!

Informal assessment
Note the learners’ engagement during the group discussion. Assess their grasp of the idea that stepmothers in fairy tales are a typical negative stereotype.

Listen and speak (Formative Assessment Task 1)
LB page 20

Preparation and resources
- Books of stories by Hans Christian Andersen; picture of the author
- Listening text: *The Wild Swans (Part One)* (page 153) and audio CD (track 1)
- Listening text: *The Wild Swans (Part Two)* (page 154) and audio CD (track 1)

Before you listen
(10 minutes)
Give learners 5 minutes to look at the illustrations, and discuss with a partner what they think may happen in the story that you will read. Invite a few learners to report back.

Listen
(20 minutes)
Read Listening text: *The Wild Swans (Part One)* (page 153) or play a recording from the audio CD (track 1).

After you listen
Discuss question 1 with the class. Use the rubric on page 41 to assess learners’ responses to question 1.

Suggested answers
Subjective. This question is intended to get the learners thinking about the characters, the conflict in the story, and the plot or storyline.

Listen
Read Listening text: *The Wild Swans (Part Two)* (page 154) or play a recording of a professional reading from the audio CD (track 2).

After you listen (Formative Assessment Task 1) Listening comprehension:
20 marks
(60 minutes)
Learners record their individual responses in their books. Mark responses according to the suggested answers below. Record the mark for the term assessment.

Suggested answers
2. a) Subjective answer. The important thing is that learners can support their answer, and that they are thinking of the deeper message of the story, and how good and evil are represented by the characters of the story.
   b) You get the idea that they are wicked (1) and always resent their step-children (1).
   c) This is subjective, and can be any if it is backed up. The strongest argument is for Eliza, who shows enormous courage and resolve in rescuing her brothers from their curse. Assign both marks for the substantiation provided for choosing a particular character.
   d) He thought she was a witch because she went into the graveyard at night. (1) It shows that they believed in witches, and believed that people who went in to graveyards at night were witches. (1)(In a post-test discussion, extend this point to discuss other values and beliefs shown in the story, e.g. the belief that witches should be executed; the King’s power to take Eliza to his castle, etc.)
Plot: any 5 points = 5 marks

- A wicked stepmother turns her stepsons into swans and banishes them and her stepdaughter, Eliza.
- Eliza finds her brothers.
- She learns that she must weave nettle shirts for each to break the spell, but she cannot talk.
- A king takes her to his palace, where she continues to weave the shirts.
- An archbishop sees her going into the graveyard, and she is thrown into the dungeon for being a witch.
- Just before she is executed, she finishes the shirts, and gives them to her brothers.
- The spell is lifted, and she can talk and is released to marry the king.

Characters: any 5 points = 5 marks

- King (1) The children’s father, weak – doesn’t stand up to his wife
- Their stepmother – a witch in disguise
- Eleven brothers, who are turned into swans
- Eliza
- An old woman in the forest
- The king (2) who wants to marry Eliza
- Archbishop who accuses Eliza of witchcraft.

Setting: any 2 points = 2 marks

- King (1)’s palace
- The forest
- The sea shore
- The cave
- The palace
- The churchyard

Informal assessment

Use the group discussion and participation in creating the table to assess whether the learners understand:
- how stereotypes influence our thinking
- characters, plot, conflict and setting in the story
- cultural values and beliefs shown in the story
- the struggle of good and evil and underlying message of the story.

Core reader: Junko Tabei: A woman on top of the world (page 116)

Discuss the similarities and differences between Junko Tabei and Eliza. While one is a real person and the other a fairy tale character, they are both determined women who had to overcome obstacles because their societies did not understand or except the mission and vision which they had.

Write

LB page 21

Antonyms

(20 minutes)

Remind the learners that antonyms are words with opposite meaning. Read through the words and make sure that the learners understand them. Go over the example to ensure that the learners understand what to do. Have the learners do the activity in their books.

Suggested answers

creative – destructive; generous – mean; hardworking – idle; kind – cruel; loyal – fickle; lucky – unfortunate; selfless – selfish

Before you write

(20 minutes)

Do a character sketch on the board with the learners. Choose a different fairy tale character or ask the learners to suggest one. Draw a mind map with the character in the centre. Use the answers to question 2 to develop the mind map.

Write

(20 minutes)

Have the learners write the character sketch in the simple present tense. Encourage them to use the words from the antonym activity to describe the character.

After you write

(60 minutes)

Have learners swop their character sketches, and correct each other’s work, before writing out their final copy. They can illustrate it and bind it to use as a class reader.

Informal assessment

Learners may assess their own or each other’s work for spelling, punctuation, and the correct use of the present tense. You may take in some samples.

Read

LB page 22

Preparation and resources

- Superhero comic books
- Core reader: The building of a city (page 7)
Before you read

LB page 22

Divide the learners into groups or pairs, and give them five minutes to discuss the illustrations.

Lead a group discussion on their feedback. Stress how common stereotypes can be seen as normal. Reassure the learners that the concept will become clearer with practice. This is a fairly complex and abstract concept for learners of this age. You should therefore aim to achieve familiarity with the terminology and concept.

Have the learners work in pairs and use skills of prediction and skimming to get a sense of what the passage will be covering. Spend a few moments discussing their predictions. Explain that these two skills are important reading skills, especially for non-fiction texts, and can always be used to help their reading.

Read

LB page 22 (15 minutes)

Read the text through while the learners follow in their books. Read it again, stopping frequently to check that learners are grasping the basic contents.

After you read

LB page 23

Learners read through the text in pairs, and do the comprehension activity.

Suggested answers

1. Subjective answer
2. a) true
   b) true
   c) false
3. a) The stepmother definitely fits this stereotype, because she is a wicked witch who wishes to harm her stepchildren.
   b) In some ways Eliza fits this stereotype, because she is beautiful and sweet, but she is not helpless. She is very brave and actually is the hero who rescues her brothers.
4. Subjective answer
5. Answers will vary. Ensure that answers reflect understanding of the meanings of words.

Informal assessment

Discuss the answers in class. Use this feedback to assess whether the learners are grasping the concept of stereotypes.

Core reader: The building of a city

(page 7)

Discuss the differences in how the boys are portrayed and how Eliza is portrayed. What is stereotypical in these portrayals? What is the underlying message when the grandfather recognises his grandsons years after they have been lost, but a father does not recognise his daughter because she was covered with walnut juice?

Read

LB page 24

Explain to learners that they will be assessed on their understanding of the text. Give the learners a few minutes to predict the ending of the story. Discuss their thoughts in class.

Read

(20 minutes)

Have the learners read the story on their own.

After you read

LB page 26 (30 minutes)

Allow the learners to discuss questions 1 and 2 in pairs.

After you read

LB page 26 (30 minutes)

Reflect on text read independently (Formal Assessment Task 1)

Suggested answers

Use the less subjective answers below to assess learners’ understanding of the text read independently.

1. The stepmother in The Wild Swans was married to a king (1), and she was a witch (1). She cursed and banished her stepchildren (1). This stepmother is mean, but she is not a witch. She is nasty to the children but does not try to kill them. (3)
2. Marriage: Men can marry more than one wife. (1) Death: After death, you live in a kingdom which may be visited by the living. Dead people have influence over the living. (1) Orphans: You must never mistreat an orphan. (1)
3. Yes, (1) because she beats her stepchildren and deprives them of food. (any one) (2)
4. Assign a mark to each sentence where the chosen word is used in the correct context. (2)
Language practice
LB page 27

Preparation and resources
• Core reader: One girl to nil (page 96)

Concrete and abstract nouns
(15 minutes)
Explain that the opposite of an abstract noun is not a common noun, but a concrete noun. All nouns that are not abstract are concrete, including proper and collective nouns.

Work through the notes and examples. Invite learners to call out nouns and write them on the board. Discuss if they are abstract or concrete. If concrete, ask if they are common nouns. As an extension activity, ask learners to make abstract nouns from the words in the antonym activity on page 21.

Suggested answers
1. twins gourd food bead children family – common
sadness hunger pain death – abstract

Simple past, present and future tense
(15 minutes)
Learners should be familiar with these. Work through the notes and exercise.

Suggested answers
2. a) Last night, the Archbishop (saw) Eliza (pick)
the nettles in the graveyard. He (went) and
(told) the King that she (was) a witch.
b) This morning, the King (said), “Eliza (will
be) executed tomorrow.”
c) The King (is going) to hunt with his horses
and hounds next Tuesday.

Informal assessment
Learners may mark their own or each other’s work. Use these to check their grasp of using tenses correctly.

Core reader: One girl to nil (page 96)
Discuss the stereotypes of sportsmen and sportswomen. Then discuss how Zephyr breaks the stereotype of girls in sport.

Idioms, proverbs and metaphors
LB page 28 (30 minutes)
Read through the notes and examples. Ask the learners for more examples. Write these on the board and have the learners classify them as an idiom, proverb or metaphor. Learners do the activity on their own. Stick their illustrations up in the classroom.

Suggested answers
1. a) Proverb and metaphor. If you teach
someone a skill, they will be able to support
themselves.
b) Idiom and metaphor. He has more important
things to concentrate on.
c) Idiom and metaphor. He was tricked, or
believed a lie or tall story.
d) Idiom and metaphor. She is hinting you
should praise her; false modesty.
e) Idiom and metaphor. He is important in a
small community.
f) Idiom and metaphor. I feel left out or
different.
g) Idiom and metaphor. I suspect that there is
something suspicious going on.
h) Proverb and metaphor. There are lots of other
opportunities.
i) Idiom and metaphor. It is a false lead or clue
to follow.

Write (Formative Assessment Task 1)

Before you write
LB page 29 (30 minutes)
Demonstrate the story game to the learners. Throw the dice for a combination of setting, moral, characters and plot features. Use this to model writing a story, with contributions from the learners.

Write
(30 minutes)
Give learners 10 minutes to play the story game.

Read through the passage on page 30. Ask the learners to rewrite it in the past tense. Invite one child to read their version of it in the past tense, and one to reread it in the present tense. Discuss how each tense makes the story feel.

Ask them to write their opening paragraph in both the past and present tense, and to make a decision about which tense to use for the rest of the story. Remind them that this story needs to be suitable for young learners.
After you write
Have the learners swap their stories with a partner, and assess them on punctuation, grammar and spelling, as well as on the criteria described on page 29.

Learners can then rework their first drafts, write out neatly and illustrate. The stories can be bound into a class reader, or displayed on the walls.

Give learners time to read their stories to each other aloud. If possible, learners should read their stories to those in lower grades.

Formal assessment
Assess the stories using the rubric on page 171. Record the mark for reporting purposes.

Revision
LB page 30

Suggested answers
4. excited – bored; forgets – remembers; gradually – suddenly; loose – tight; miniature – large
5. gossip communication worry jealousy

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Preparation and resources
• Core reader: Lungile (page 77)

Remedial
Additional practice on Target worksheet.

Core reader: Lungile (page 77)
Read together, then practise and dramatise the play.

Enrichment
Extension activities on Target worksheet.

Core reader: Lungile (page 77)
Read the story, then change the format to a fairy tale.

**THEME 3 PUNCHY ADVERTISING**

**Weeks 5 and 6**

**Theme overview**
Persuasive writing and advertising are dealt with in this theme. Learners will examine slogans and become familiar with advertising jargon. They will listen to a radio advertisement, analyse a variety of adverts and read different persuasive texts. Using emotive language, they will write their own persuasive speeches. Sentence level work focuses on simple and complex sentences. Other language work includes conjunctions, proverbs, idioms and dictionary work.
**Genre:** Advertisements and speeches  
**Focus:** Persuasive language

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
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</table>
| **Listen and speak**  
(2 hours) | • Discuss print advertisements. • Listen to and discuss a radio advertisement. • Analyse slogans in persuasive speeches. • Listens to a persuasive text  
  — Introductory activities: prediction.  
  — Asks thought-provoking questions using appropriate language.  
  — Identifies opinions which differ from own.  
  — Contrasts opposing perspectives and gives reasons.  
  — Interacts positively during group discussions.  
  — Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way.  
  — Develops factual and reasonable arguments to justify opinions.  
  — Contrasts opposing perspectives and gives reasons.  
  — Focuses on description. | • Starting off (LB page 31) • After you read (LB page 37) • Listen and speak (LB page 32) • Before you read (LB page 34) | • Advertising flyers or adverts from newspapers and magazines familiar to learners  
• Recording of a radio advertisement  
• Script of recorded radio advertisement  
• Core reader: *All the way to Africa* (page 102) |
|                |                                                                            |                                   |                                                                            |
| **Read**  
(5 hours 30 minutes) | • Analyse print advertisements, focusing on language and target market. • Read persuasive speeches. • Analyse and compare persuasive speeches. • Read notes on persuasive text; persuasive speeches; conjunctions; simple and complex speeches; idioms. • Reads a persuasive text  
  — Pre-reading activities, e.g. prediction based on title and or graphics.  
  — Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction.  
  — Identifies and critically discusses cultural and social values in texts.  
  — Interprets the writer’s intentional and unintentional messages.  
  — Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text.  
  — Discusses the diversity of social and cultural values in texts.  
  — Uses a dictionary for vocabulary development. | • Read (LB page 33) • After you read (LB page 33) • Read (LB page 34) • Read (LB page 37) • Read and write (LB page 38) • Compare texts (LB page 36) • Language practice (LB page 39) • Language practice (LB page 40) | • Dictionary  
• Core reader: *Changing images* (page 112)  
• Recording or script of Martin Luther King’s “I have a dream” speech |
### Write (4 hours)

- Write answers to questions about persuasive speeches.
- Improve a speech.
- Write a persuasive speech.
- Write a persuasive text
  - Evokes emotional responses.
  - Makes promises.
  - Stirs the audience.
  - Plans, drafts and refines writing.
  - Brainstorms ideas for a topic and develops ideas.
  - Reflects on and evaluates writing and creative work.
  - Expresses ideas clearly and logically.
  - Shows understanding of style and register.
  - Presents work with attention to neatness and enhanced presentation.
  - Clearly and appropriately conveys meaning.
  - Writes a topic sentence and includes relevant information to develop a coherent paragraph.
  - Draws conclusions and makes recommendations.
  - Invents and describes preferred results or endings.

- After you read (LB page 35)
  - Compare texts (LB page 36)
  - Read and write (LB page 38)
  - Write (LB page 39)

- Dictionary
- Core reader: *Hitler, the dictator* (page 110)

### Language (30 minutes + time spent on integrated activities)

- **Word level**
  - conjunctions
- **Sentence level**
  - simple sentences, complex sentences
- **Word meaning**
  - idioms and proverbs

- **Language practice** (LB page 39)
- **Language practice** (LB page 40)
- **Revision** (LB page 42)

- **Target worksheet A**
- **Target worksheet B**

### TEACHING GUIDELINES

During the coming two weeks, learners will be required to completed formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

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<th>FAT task 1</th>
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<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>Language structures and conventions in context</td>
<td>15</td>
<td>LB page 40, 41</td>
</tr>
</tbody>
</table>

### Starting off LB page 31

#### Preparation and resources

- Bring to school advertising flyers or adverts from newspapers and magazines. Choose products with slogans familiar to the learners and examples of punchy language.

#### Suggested answers

2. Red. It is bright and draws attention.
3. Individual responses.
### Listen and speak

**LB page 32**

#### Preparation and resources
- Record a radio advertisement for your class.
- Write down what is said in the advertisement.
- Core reader: *All the way to Africa* (page 102)

Play the radio advertisement and read the script. After listening, the learners will discuss the questions with a classmate. Have a class discussion on feedback.

#### Suggested answers
2. a) Advertisements must draw our attention first. Their objective is to make us want a particular product or service.
   b) Advertisers grab our attention in different ways: with colour and striking or interesting images and pictures, with words that lure and manipulate us, with catchy tunes and rhythms. Language may be persuasive and emotive, it may create humour or ambiguity which makes us curious.
   c) No, different products and services appeal to different kinds of people. Some things are aimed at the younger generation, some products are aimed at a particular class or a particular sex.
   d) Answers will vary.

#### Informal assessment
During the class discussion, you will have an opportunity to assess whether the basic concepts have been grasped.

#### Core reader: *All the way to Africa* (page 102)

Read the poem aloud. Draw learners’ attention to the imagery evoked by the descriptive language. Pause between descriptions and ask them to describe the mental images created by the poet. Ask them what related imagery comes to mind; smells, sounds, tastes, etc.

### Read

**LB page 33**

#### Preparation and resources
- Core reader: *Changing images* (page 112)

Learners examine advertisements, focusing on the target market of each product and the language used. Answers can be discussed as a class and learners can evaluate their own work.

#### Suggested answers
1. Supercell C 100 – teens and young adults
   Dazzling dentures – smart older folk
   Acne annihilator – teens with acne
   Wonderbrain multivitamins – students
   Crunchies chips – children and teenagers
2. The answer should include people who wear dentures and who are conscious of their appearance (dapper and distinguished.)
3. The answer should again include reference to young people who are image-conscious. Slim, sleek suggests the desire to be perceived as attractive and suave.
4. No. Dentures generally worn by older people; acne is generally a problem experienced by teenagers.
5. Alliteration is used extensively.
6. Emotive words; appealing images; appeal to desires, needs and wants.
7. Accept a variety of responses. It is important that learners be able to substantiate their responses.

#### Core reader: *Changing images* (page 112)

Learners read and discuss how target audiences are manipulated by advertisers to purchase products.

### Read

**LB page 34**

#### Preparation and resources
- Core reader: *Hitler, the dictator* (page 110)

#### Before you read
The learners’ focus is now on persuasive language in speeches. Ask the learners for examples of where they could hear persuasive speeches (at school, in church, at political rallies, etc.). Learners then predict, from the slogans, what each candidate will be like.
Suggested answers
1. a) Answers will vary.
   b) Candidate 1 is not a “team-player”, likely to be motivated by self-gain, probably very forceful personality; Candidate 2 is a “team-player”, probably not as forceful as Candidate 1.

After you read
LB page 35
Learners complete the answers in writing.

Suggested answers
1. a) Candidate 1 likes to win and being in a team means she has more chances of winning.
   b) Candidate 1 is competitive and ambitious and likes to be number 1.
   c) Candidate 1 does not see team mates as friends, but rather as individuals who are playing sport.
2. Candidate 2 sees team mates more as friends with whom you share a bond. You support one another. She mentions the feeling of belonging, of feeling uplifted when you are part of a team. She states that the team lets you be the best that you can be.
3. Playing a team sport is not a friendly, personal experience for her so she does not give her name.
4. Candidate 2 would be satisfied with winning a participation medal. She encourages everyone to participate. It is not about winning, but about being part of a team that is important. Candidate 1 is focused entirely on winning at all costs.
5. No, a team is a unit that works together and it shouldn’t be about individuals.
6. Answers will vary, but must be well supported.
7. Answers will vary, but must be well supported.

Comparing texts
LB page 36

Suggested answers
2. I love sports: 2
   Play to win: 1
   No friends on the sports field: 1
   Feeling of belonging: 2
   Uplifting feeling: 2
   Winning is all there is: 1
   Win at all costs: 1
   Encourage everyone to participate: 2
   I am the I in team: 1
   Together everyone achieves more: 2
3. a) Candidate 1
   b) Candidate 2
   c) Candidate 1
   d) Candidate 2
4. a) The intentional message is to convey determination and a competitive spirit. Unintentionally, it seems very narrow-minded and misses the other important aspects of playing sport.
   b) The intentional message is to focus on the individual who is part of a team. Unintentionally, it sounds as though she is not part of the team; she is not a team player but is selfish.

Read another persuasive text
LB page 37
Read through the notes on persuasive texts, then examine the advertisement with the learners.

Suggested answers
1. Subjective answer. Learners need to be able to explain why the advert is effective or not, using the terminology associated with advertising: the emotive value of the language; the linguistic techniques that appeal to a particular age group (repetition, alliteration, humour); the visual impact (desirable image, bright, appealing colours).
3. Acceptance; beauty; quick results.
4. Learners should refer to the 2-day claim and the emotive claim, “skin you’ve always dreamed of.”

Core reader: Hitler, the dictator (page 110)
Learners discuss the way in which Hitler advertised himself. Encourage learners to examine the strategies used and the role of the media. Try to play a recording of Martin Luther King’s famous “I have a dream” address to demonstrate the power and techniques of persuasive speech.
Informal assessment
Learners could evaluate their own answers as you discuss the questions as a class or you could take the answers to some of the exercises in and assess them individually.

Read and write
LB page 38

Read and analyse the short campaign speech by discussing the questions in the Learner’s book.

Suggested answers
1. a) Allow for differences of opinion but generally the speech lacks expressions that appeal to one’s emotions.
   b) No linguistic techniques used (no repetition, alliteration, rhetorical questions, etc.)
   c) No. Very general; no specific time-bound goals.
2. Allow for differences of opinion although a positive response would be difficult to substantiate.

Write a speech
Read the notes on persuasive speeches and discuss the basic structure of a speech. Have the learners use this information to rewrite the campaign speech on page 38.

Informal assessment
Speeches could be read out aloud in groups. Learners could choose the most successful speech in each group and read these for the whole class.

Write
LB page 39

The writing process steps will be followed to write a persuasive speech. Guide the learners through the steps in the Learner’s book.

Informal assessment
It would be beneficial to take these speeches in for individual assessment. Once you have given constructive feedback, learners could present their speeches to the class.

Language practice (Formal Assessment Task 1): 30 marks
Conjunctions
LB page 39

Discuss the notes on conjunctions and give learners time to do the exercise. Learners should work individually and hand in their answers for assessment.

Suggested answers
1. a) Linda lives near a rubbish dump therefore she is often sick.
   b) Linda’s parents bought the house because there was a lush green field next to it.
   c) Linda tries to pick up the litter that blows into her yard but it blows back again.
   d) The whole community organises litter clean-up campaigns; however the rubbish dump is too close to the house and this means that there’s always litter around. (4)

Simple and complex sentences
LB page 40

Read through the notes and get learners to apply their knowledge by completing the exercises.

Suggested answers
2. a) (It) was a sunny day.
   b) (I) put on my cap.
   c) (I) opened the door. (6 × ½ = 3)
3. Main clause underlined, subordinate clause in brackets, conjunctions in bold.
   a) (Although I was scared), I crossed the bridge.
   b) (When the bell rang), the children lined up.
   c) (If we play our best), we will win the match. (9)

More about idioms
LB page 41

Revise idioms by reading over the toolkit on page 28 in the Learner’s Book. Then read the notes on page 41. Do the exercise together in class.
Suggested answers

4. — hot off the press – something that has just been printed
   — to keep someone posted – to inform someone about the latest developments
   — spread like wildfire – to spread quickly
   — add fuel to the flames – to make an already bad situation worse
   — bark up the wrong tree – to make the wrong choice/ to ask the wrong person
   — break every rule in the book – to behave in an unacceptable way
   — come out of the woodwork – to appear after being hidden or inactive for a long time

5. Learners write their own sentences with the proverbs above. Meaning of the proverb or idiom has to be clear in context.

Revision

LB page 42

Suggested answers

1. Answers will vary. Some suggestions follow:
   U r no fool, choose to be cool and say no to drugs.
   Bigger better and simply the best: Barry’s burgers!
   Be cool, wear your attitude. Use Slash deodorant.

2. Answers will vary, but should reflect understanding of the concept of target market.

3. a) This slogan targets 30-something professionals who respond to the idea that loyalty gives rewards and who are less fickle than younger audiences.
   b) Outsurance – adults, middle- to upper-income group (people who own cars, houses, expensive goods)
   c) Shoprite – adults in general, possibly more middle- and lower-income group.

4. a) Thandi, who is an eight-year old girl, lives in Polokwane.
   b) Simphiwe is a soccer player who plays for Bafana Bafana.

5. a) prepare to work or to fight
   b) put yourself into someone else’s circumstances or situation
   c) not my taste
   d) ineffectual, a very small amount compared to what is needed

Spelling list

- Revise the terms associated with the theme to consolidate learners’ understanding of them.
- Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Remedial

Tape advertisements on TV and show them to learners or collect a variety of printed adverts. Discuss target markets and which adverts are effective and most persuasive. Get learners to make advertising posters for a school event like a sports day or a production of some sort. The target worksheet on this theme includes more language practice on identifying conjunctions and main clauses; using persuasive language as well as exercises on idioms and vocabulary expansion.

Enrichment

Encourage learners to make their own advertisements for creative, new products. Using examples, discuss the manipulative power of advertising and whether advertising really makes a difference to sales. The target worksheet on this theme includes work on complex sentences, persuasive writing, slogans, idioms and word games.

THEME 4 ACT YOURSELF

Weeks 7 and 8

Theme overview

In this theme, learners examine drama texts and, through these, explore the deeper questions of how we play roles in society. They listen to and read a monologue, a dialogue and a play. They write and perform their own dialogues and write a short monologue. They explore key aspects of dramatic texts, such as theme, setting, characterisation, sound effects and lighting. The learners also consolidate work done on simple and complex sentences, practise using quotation marks for different purposes, and work with synonyms and antonyms.
### Genre: Dramatic texts

**Focus:** The roles people play, the masks they wear

<table>
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<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Listen and speak</strong></td>
<td>• Listen to a dialogue.</td>
<td>• Starting off (LB page 43)</td>
<td>• Masks</td>
</tr>
<tr>
<td>(2 hours)</td>
<td>• Listen to a monologue.</td>
<td>• Listen and speak (LB page 44)</td>
<td>• pictures of William Shakespeare</td>
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<tr>
<td></td>
<td>• Listen to the play</td>
<td>• Before you listen (LB page 44)</td>
<td>• Core reader: <em>End of the school year</em> (page 98)</td>
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<tr>
<td></td>
<td>• Listens for information in a variety of oral texts. Discuss illustrations and quote.</td>
<td>• After you listen (LB page 44)</td>
<td>• Core reader: <em>The last minute</em> (page 16)</td>
</tr>
<tr>
<td></td>
<td>• Predict contents and setting of dialogue based on illustration.</td>
<td>• Before you read (LB page 46)</td>
<td>• Listening text: <em>Extract from The Adventures of Tom Sawyer</em> (TG page 154) or audio CD (track 3)</td>
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<td>• Take part in a group discussion on the dialogue.</td>
<td>• After you read (LB page 47)</td>
<td></td>
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<td></td>
<td>• Discuss the social issues and stereotypes in the monologue.</td>
<td>• Language practice (LB page 47)</td>
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<td></td>
<td>• Discuss style and register in the monologue.</td>
<td>• After you read (LB page 53)</td>
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<td></td>
<td>• Discuss characterisation in the play.</td>
<td>• Write (LB page 53)</td>
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<td>• Describe how to stage the play, using stage set, sound effects and lighting.</td>
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<td>• Role-play a dialogue.</td>
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<td>• Listens to and discusses a dialogue</td>
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<td></td>
<td>— Introductory activities: prediction.</td>
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<td>— Summarises main ideas, and notes specific details.</td>
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<td>— Interacts positively during group discussions.</td>
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<td>— Identifies and discusses key features.</td>
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<td>— Discusses context, speaker’s body language, content, register, and choice of words.</td>
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<td>— Discusses format of the text.</td>
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<tr>
<td><strong>Read</strong></td>
<td>• Read notes on use of quotation marks, style and register.</td>
<td>• Language practice (LB page 45)</td>
<td>• Core reader: <em>End of the school year</em> (page 98)</td>
</tr>
<tr>
<td>(5 hours 30 minutes)</td>
<td>• Read the monologue.</td>
<td>• Language practice (LB page 47)</td>
<td>• Core reader: <em>Lungile</em> (page 77)</td>
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<tr>
<td></td>
<td>• Read the play.</td>
<td>• Read (LB page 46)</td>
<td>• Core reader: <em>End of the school year</em> (page 98)</td>
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<td>• Read each other’s dialogues.</td>
<td>• Read (LB page 48)</td>
<td>• Core reader: <em>Frozen stiff</em> (page 68)</td>
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<td></td>
<td>• Reads a simple play or drama</td>
<td>• Write (LB page 53)</td>
<td>• Dictionary</td>
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<td>— Pre-reading activities: prediction based on title and or graphics.</td>
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<td>— Explains themes, plot, setting, and characterisation.</td>
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<td>— Discusses author’s point of view.</td>
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<td>— Explains themes, plots, setting and characterisation.</td>
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<td>— Uses a dictionary for vocabulary development.</td>
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### TEACHING GUIDELINES

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<td>LB page 54</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>15</td>
<td>LB page 48–52</td>
</tr>
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</table>

#### Starting off

**LB page 43**

**Preparation and resources**
* Masks to show learners
* Pictures of William Shakespeare

**Listen and speak**

*(15 minutes)*

Invite the learners to share what they know about William Shakespeare, and fill in some basic details if necessary.

Write the quote on the board, and ask them what they think it means. Explain that masks have often been used by actors in the past, to help the audience imagine that the actor is another person. Ask the learners to look at the illustration. Ask them what they think it is showing.

Ask them if they agree that we tend to play a role in our interaction with others. Encourage them to think about how they behave differently in different situations (with parents, with peers, with teachers, with siblings) and how in a sense they are playing different roles in each of these situations.

#### Informal assessment

Make a note of how much learners engage with the discussion.

**Listen and speak**

**LB page 44**

**Preparation and resources**
* Listening text: extract from *The Adventures of Tom Sawyer* (TG page 154 and LB page 237) or audio CD (track 3)
* Work with confident readers to perform the dialogue with you. Practise it with them a few times, as the language is very colloquial and quite difficult.
* Core reader: *End of the school year* (page 98)
* Core reader: *The last minute* (page 16)

**Before you listen**

*(5 minutes)*

Explain to the learners that Mark Twain was a well-known 19th century American author, and that *The...*
Adventures of Tom Sawyer, is one of his novels. Give learners time to look at the illustration, and discuss the questions.

**Listen**
(20 minutes)
Explain to the learners that the dialogue is written as Tom would have spoken, and may be a little difficult for them to understand. Encourage them to get a sense of what is being said, and not to get too worried if they do not understand every word.

Write on the board the terms that the learners may have difficulty with. For example:
- playing hookey – bunking school
- ragging – teasing
- honest injun – honestly
- afeard – afraid
- reckon – think

Read the dialogue with appropriate gestures and vocal expressions or play the recording of a professional reading from the audio CD (track 3). Invite the learners to ask questions to clarify their understanding of the text. Ask the learners to summarise the main idea of the dialogue in two or three sentences.

**After you listen**
(25 minutes)
Divide the learners into groups. Have them turn to page 237 of the Learner’s book. Each member of the group then reads a section of the passage to the rest of the group.

The groups discuss the questions for approximately 15 minutes. Go through the questions in class. Get feedback on the answers (one question per group).

**Suggested answers**
These questions are mostly quite subjective. Any well supported answer is acceptable. Less subjective answers as follows.

1. She meant that, if she did not teach him that it was wrong to play hookey, he would keep doing it. He would not be educated, or know right from wrong, and he would not have a good future.
2. No, because he said it wasn’t fair, and that he wanted to go swimming, and all the boys would be teasing him about having to work on a Saturday.
3. No. At first he teased Tom about having to work. But Tom made it look like fun, and pretended to be very unwilling to let him do it, so this made him want to do it.
4. Yes, the language is not grammatically correct, and it uses idioms particular to boys at that time. Boys nowadays would talk differently, although they may say similar things.
5. The language would be more formal, with correct grammar.
6. He is lively and mischievous, and quite clever in getting people to do what he wants (manipulative).
7. Other boys come along, and want to whitewash the fence. Tom gets the job done for him.

**Informal assessment**
Make a note of how well the learners engage with the discussion.

**Core reader: End of the school year**
(page 98)
Read and discuss the content of the monologue. Learners must decide why the poet is having this monologue.

**Core reader: The last minute**
(page 16)
Learners write a dialogue that could have occurred between Vuyani and his teacher or Vuyani and a friend, explaining why he is always late.

**Language practice**
LB page 45 (30 minutes)

**Quotation marks**
Read through the notes and examples, which the learners should be familiar with.

**Suggested answers**

1. Tom asked casually, “What do you call work?”
   “Well, ain’t that work?” Ben replied, pointing to the fence.
   Tom shrugged and resumed his whitewashing.
   “Well, maybe it is and maybe it ain’t,” he said.
   “All I know is, it suits Tom Sawyer.”
   “Oh come on now!” exclaimed Ben. “You don’t mean to let on that you like it?”
   (Variations on this are acceptable as long as they are grammatically correct.)

2. Quotation marks are unnecessary because the format of the script makes it clear who is talking and what they are saying.

3. In the novel The Adventures of Tom Sawyer, Tom Sawyer’s Aunt Polly tells him to whitewash the fence as punishment for “playing hookey”. She says that she is obliged to punish him as otherwise she will be “the ruination” of him.
Note: Explain that we put the phrases “playing hookey” and “the ruination” in quotation marks as they are idiomatic quotations from the text.

Read
LB page 46

Before you read
(10 minutes)
Discuss the term coconut with the learners. Ask them if they have heard it and what they understand by it. Discuss why this is a hurtful term. Discuss what stereotypes about race are implied in the term. If necessary, revise the idea of stereotypes (Learner's book, page 23).

Discuss why the author may have chosen this term, and what this suggests about the story and the monologue.

Read
(10 minutes)
Read the monologue while the learners follow, using gestures and vocal expressions to convey to the learners the understanding that a monologue is performed, not just read aloud. Invite the learners to ask questions to clarify their understanding of the text.

After you read
LB page 47 (10 minutes)
Learners can work through the questions in pairs.

Suggested answers
1. a) She feels misunderstood. Everyone says hi. She made an effort to get out of the pool to greet the guests, and now her mother is furious. At a deeper level, she perhaps feels conflicted between her mother’s values and those of her peer group at her school.
   b) She is embarrassed. She feels she will be judged by the other women on how she raises her child. At a deeper level, she perhaps feels defensive because people will be questioning if she can raise a child with traditional values when she is living in a wealthy suburb, and married to a white person.
   c) Ofilwe’s point of view.
   d) This is about a girl, Ofilwe, who has a black mother and white father. She upsets her mother by greeting her mother’s guests in a way that is not appropriate to the social norms of her mother’s culture.

Language practice
LB page 47 (30 minutes)

Preparation and resources
• Core reader: Lungile (page 77)

Language: Style and register
Read through the definitions and discuss the terms in relation to the texts.

Invite two learners to role play greeting a school friend, their mother or father, and a teacher. Discuss the differences in relation to understanding register.

The learners can do the questions in pairs.

Suggested answers
1. It is informal and colloquial.
2. Her mother felt that it was too informal and did not reflect the traditions and customs of her culture.

Informal assessment
Make a note of how much learners are engaging with the discussion.
Use this informal assessment to check if they are grasping the concepts of style and register.

Core reader: Lungile (page 77)
Learners find examples of informal language in the play.

Read
LB page 48 (60 minutes)

Before you read
Learners discuss the title of the play. Encourage them to explore the meaning of this on different levels:
• literally running away from something;
• running away from yourself;
• running way with yourself or your imagination (getting carried away; allowing a situation to get out of hand).

Ask the learners to read the list of characters and the setting, and to discuss what the title could mean in the context of this play.

Discuss the format of the play; the layout, how you know who is talking, stage directions and actor guidelines. If possible, this play could be performed by the learners as part of Arts and Culture lessons.
Read
The play runs over several pages, and may be read in
different ways. We would suggest one reading of the
play together, with the learners reading different parts,
to try to get a good sense of the story.

Stop at the top of page 49 to discuss the
characters. Give the learners a few minutes to discuss
them in pairs, and then discuss them as a whole group.

Suggested answers
• Mishka is assertive and a leader.
• Norman is fearful and unpopular.
• Rebekah has a wild imagination.
• If you read the first part, you will know that
  Ayanda often boasts about his father.
• Point out how we get these insights from the
  words and gestures of the characters.

Informal assessment
Use the group report back to get a sense of how well
the learners grasp concepts such as characterisation,
point of view, punctuation and devices such as lighting
and sound effects.

3. a) It is set out with the name of the speaker and
the words they use. There is a new line for
each new speaker. Actor guidelines are in
brackets in italics before or after their words,
There are no quotation marks.

b) Stage directions in italics on a separate line.

c) Setting: in a forest near a school camp; an
abandoned house.

Theme: children running away together and
learning about themselves and each other;
relationships, self-discovery.

Plot: six children run away from a school
camp to play in the forest. They find an old
house. Two play a trick on the others and
frighten everyone. In this state they argue
with each other and go off in different
directions. They come together and help each
other find their way home. In this way they
learn more about themselves and each other.

Characterisation:
Mishka: the leader, likes to be in charge, quite
bossy, doesn’t like it when the others don’t
seem to like her, has problems at home.

Ayanda: insecure, always boasting about his
father to make himself seem more important,
lies about his father who in fact abandoned
him.

Lerato: down-to-earth, honest, sensible,
knowledgeable.

Lena: a follower, quiet, goes along with the
group.

Rebekah: imaginative, wants excitement,
likes fantasy games, doesn’t want to be
grown-up and boring.

Norman: fearful, not popular, but caring and
takes responsibility.

Informal assessment
Learners may check their own or each other’s work
when you go through the questions. Use these
questions to assess whether the learners grasp the
concepts of theme, plot, setting and characterisation.
Core reader: Lungile (page 77)
Learners work in groups and discuss, describe and draw some of the props and costumes required for this play.

Read aloud (Formal Assessment Task 1)

Divide the learners into groups. They may choose to read either the play (pages 48 to 52 in the Learner’s book) or The Market of the Dead (Learner’s book page 25). Each learner must either read one character from the play or an equal number of paragraphs from the story. Assess with the aid of the rubric on page 168.

Write
LB page 53

Before you write
Briefly discuss the theme of how we sometimes pretend to be something that we are not. Discuss the character of Ayanda in the play, and consider why he might have lied about his father.

Ask two volunteers to role-play one of the suggested dialogues. Make notes on the board of what they say. Demonstrate how you could turn these notes into a dialogue, writing out the first few sentences in a dialogue form.

Have the learners work in pairs to role-play and write their dialogues.

After you write
Ask learners to swop their dialogues with their partner, and to check them according to the following criteria:

- Is it written in the correct format?
- Is the setting described?
- Does the dialogue have a good and believable plot/story line?
- Is there a good sense of the conflict/issues between the characters?
- Is this conflict resolved in some way?
- Can you see the characters’ personalities, feelings and relationship to each other in what they say?
- Do they speak in a way that sounds like the natural speech of children this age?
- Do they have the correct grammar, spelling and punctuation?
- Do they use compound and complex sentences?

Learners give each other feedback, and redraft their dialogues accordingly, before writing out neatly.

Informal assessment
The dialogues may be assessed according to the above criteria by you or by the learners themselves. The learners will perform their dialogues for the class.

Core reader: The last minute (page 16)
Learners write a monologue to express what Vuyani is thinking when he is being teased and when he becomes the hero.

Revision (Formal Assessment Task 1) Language in context (30 marks)

LB page 54

Set aside one lesson for learners to complete the assessment task below. Learners work individually, writing the answers in their books. Mark learners’ answers using the suggested answers below and record the mark as part of the term assessment.

Suggested answers
1. a) synonyms
   - dark: dim, dingy, gloomy
   - deserted: empty, abandoned, uninhabited
   - grown-up: mature
   - scared: frightened, terrified, alarmed, anxious, nervous, fearful
   - serious: earnest, grave
   - stupid: senseless, idiotic, foolish
   - tidy: neat, ordered
   - ugly: unattractive
   (8)

   b) antonyms
   - dark: bright, light
   - deserted: full, occupied, inhabited
   - grown-up: immature, childish
   - scared: brave, courageous, fearless
   - serious: frivolous, unimportant, light hearted, joking
   - stupid: clever, smart, intelligent, wise
   - tidy: untidy, disordered
   - ugly: beautiful, pretty
   (8)

2. a) Rebekah liked to play games, which sometimes frightened the other children. (1)
   Or The games which Rebekah liked to play sometimes frightened the other children. (1)

   b) Norman knew how to bandage Lena’s leg because he had been on a first aid course. Or
   Norman, who had been on a first aid course, knew how to bandage Lena’s leg. (1)
c) The children played in the house until it grew dark. (1)
d) The other children were annoyed because/when Norman followed them into the forest. (1)
e) Mishka, who was usually the leader, could be quite bossy. Or Mishka, who could be quite bossy, was usually the leader. (1)

3. a) “My brother’s bedroom is always a dreadful mess,” complained Janine.
b) “We bought eggs, milk, coffee, and bread at the shop,” Mom replied.
c) The teacher asked, “How many bones are there in the human body?”
d) “We spent our last holiday in Greece,” boasted Marc.
e) “Take out your homework!” said the teacher in a stern voice.
   Deduct ½ for each incorrect punctuation, to a maximum of 9. (9)

Spelling list
  • Revise the terms associated with the theme to consolidate learners’ understanding of them.
  • Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Remedial
With learners who are struggling, work at consolidating and reinforcing material they find difficult. Revise language points. Seat them in a group with stronger learners and set aside time for individual help.

   Give them the Remedial target worksheet A. For additional exposure to dialogues and playscripts, place learners in pairs to read Frozen stiff in the Core reader. Learners then do shared writing of a dialogue.

Enrichment
Stronger learners can do the Enrichment target worksheet B. They can also write an additional scene for their role-play. Encourage learners to enact Lungile in the Core reader.

THEME 5 CHILDHOOD DREAMS

Weeks 9 and 10

Theme overview
In this theme, learners engage with poetry focusing on childhood. They listen to and read a range of different types of poems, and write their own haiku and poems about childhood. They read poems aloud, to experience different rhythms, rhyme and language patterns. They learn the meaning of personification and learn more about using different types of sentences (such as questions and commands) and prepositions.
### Genre: Poetry

**Focus:** Childhood

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
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<td><strong>Listen and speak</strong></td>
<td>- Listen to two poems. Discuss quotes about poetry.</td>
<td>Starting off (LB page 55)</td>
<td>Listening text: The World for the First Time (TG page 155) or audio CD (track 4)</td>
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<tr>
<td>(2 hours)</td>
<td>- Examine and discuss photographs.</td>
<td>Listen and speak (LB page 56)</td>
<td>Listening text: New Boy (TG page 157)</td>
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<td></td>
<td>- Predict theme of poem, based on pictures and title.</td>
<td>Before you listen (LB page 56)</td>
<td>Core reader: I don’t cry (page 100)</td>
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<tr>
<td></td>
<td>- Talk about feelings evoked by poems about childhood.</td>
<td>After you listen (LB page 56)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss features of poetry including form and poetic devices.</td>
<td>Before you read (LB page 60)</td>
<td></td>
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<td></td>
<td>- Listens to and discusses a poem</td>
<td>Language practice (LB page 57, 58)</td>
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<td></td>
<td>- Introductory activities: prediction.</td>
<td>Write (LB page 59)</td>
<td></td>
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<td></td>
<td>- Expresses emotions in a sensitive way.</td>
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<td>- Interacts positively during group discussions.</td>
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<td></td>
<td>- Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons.</td>
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<td></td>
<td>- Interprets content of poem.</td>
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<td>- Summarises the poem.</td>
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<td></td>
<td>- Discusses rhythm and rhyme.</td>
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<td></td>
<td>- Discusses different forms of poem.</td>
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<tr>
<td></td>
<td>- Discusses structures of poems.</td>
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<tr>
<td><strong>Read</strong></td>
<td>- Read three poems and three haiku.</td>
<td>Language practice (LB page 57)</td>
<td>Core reader: All the way to Africa (page 102)</td>
</tr>
<tr>
<td>(5 hours 30 minutes)</td>
<td>- Read notes on types of sentences, poetic devices and prepositions.</td>
<td>Before you write (LB page 59)</td>
<td>Target worksheets</td>
</tr>
<tr>
<td></td>
<td>- Read each other’s haiku.</td>
<td>Before you read (LB page 60)</td>
<td>Dictionary</td>
</tr>
<tr>
<td></td>
<td>- Read each other’s poems.</td>
<td>Read (LB page 60)</td>
<td></td>
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<tr>
<td></td>
<td>- Reads a simple poem</td>
<td>Read (LB page 62)</td>
<td></td>
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<tr>
<td></td>
<td>- Pre-reading activities, e.g. prediction based on title and or graphics.</td>
<td>Language practice (LB page 65)</td>
<td></td>
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<tr>
<td></td>
<td>- Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing.</td>
<td>After you write (LB page 59)</td>
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<tr>
<td></td>
<td>- Adjusts the way in which a text is read to suit the listener.</td>
<td>After you write (LB page 65)</td>
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<tr>
<td></td>
<td>- Shows understanding of the text, its relationship to own life.</td>
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<td></td>
<td>- Identifies and analyses the characteristics of poems and haiku, e.g. rhythm, rhyme, personification, metaphor.</td>
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<td></td>
<td>- Uses a dictionary for vocabulary development.</td>
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</table>
TEACHING GUIDELINES

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

**Formal Assessment Task 2: Language structures and conventions (20 marks)**

**Suggested answers and mark allocation**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>c) Personification</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>The table has chilblains, they dined on beans and bacon, toddled to bed</td>
<td>1</td>
</tr>
<tr>
<td>3a)</td>
<td>Yes – running away together is a human activity</td>
<td>Give 1 for correct answer, and 1 for each explanation</td>
</tr>
<tr>
<td>3b)</td>
<td>Yes – the wind is doing this that humans do such as whistling and shouting</td>
<td></td>
</tr>
<tr>
<td>3c)</td>
<td>No – the use of the word muzzle suggests that it is an animal, probably a cat</td>
<td></td>
</tr>
</tbody>
</table>
**Question** | **Answer** | **Mark**
---|---|---
4 a) | statement | 1 for each correctly identified line |
4 b) | command |
4 c) | statement |
4 d) | question |
4 e) | statement | 5 |
4 f) | command |
5 a) | With | 1 for each correctly identified preposition |
5 b) | About |
5 c) | Down |
5 d) | In |
5 e) | to |
Allow one bonus mark for correct spelling and punctuation. | |
Deduct ½ mark for spelling, punctuation or grammar mistakes up to 2 marks.

Tell them that you will be reading them a poem. Encourage them to listen to and enjoy the feel and rhythm of the poem, rather than worrying about whether they understand every line.

**Listen to a poem**
Read *The World for the First Time* (page 155) or play a recording of a professional reading from the audio CD (track 4). Ask the learners to write a few words describing their impressions of the poem. Read the poem again, pausing after each stanza to check for comprehension and explain any difficult words or phrases.

Now read *New Boy* (page 157). Ask the learners to write a few words describing their impression of the poem. Read the poem again, pausing to check for comprehension.

Divide the learners into groups. Tell them to read the poems (on page 238 of the Learner’s book) aloud to each other.

**Starting off**
LB page 55 (15 minutes)

Explain that you will be looking at poetry in this cycle, and ask the learners for their views on poetry.

Discuss the meaning of the quotes on page 55. Ask the learners their opinion. At the end of the cycle, you may revisit these quotes and assess whether they make more sense in the light of the poems that were studied.

Discuss how poetry may be suitable for childhood in that it is good at describing an imaginative and sensory view of the world, which characterises a child’s perception.

**Informal assessment**
Make a note of how the learners are engaging with the topic, if they are willing to talk, if they have a view and can express it.

**Listen and speak**
LB page 56 (45 minutes)

**Preparation and resources**
- Listening text: *The World for the First Time* (page 155) or audio CD (track 4)
- Listening text: *New Boy* (page 157)
- Core reader: *I don’t cry* (page 100)

**Before you listen**
Ask the learners to briefly discuss the illustration with a partner. Then ask them for feedback.

**Listen to and speak about poetry**
(Formal Assessment Task 2)
Over the next two weeks, you need to formally assess each learner’s ability to listen to and answer questions about a poem. If necessary, you can assess them in pairs or groups of three. You can do this while the rest of the class is working on independent writing or reading tasks.

1. Read the two poems, *The World for the First Time* and *New Boy* aloud.
2. Ask each learner what the poems are about.
3. Read a verse from one of the poems. Ask the learner to comment on the form of the poem, and the rhyme and rhythm patterns.
4. Ask the learner to discuss what is similar and different between the two poems.
### Suggested answers and mark allocation

| What was the poem about? | • A wolf cub is asking his mother about the world, and she is replying.  
• The poem is about a boy who realises that he is no better than the rest of the boys at his school as he joins them in teasing the new boy despite remembering what it feels like to be the new boy. | 2 marks each for the correct answer, bonus mark for talking clearly | 5 |
| Ask the learner to comment on the form of the poem, and the rhyme and rhythm patterns. | • *The World for the First Time* has questions and answers, with rhymes on every second line.  
• *New boy* is written in straightforward, everyday language as the poet is expressing his thoughts honestly, with rhymes on every second and fourth line. | 2 marks each for the correct answer, bonus mark for talking clearly | 5 |
| Ask the learner to discuss what is similar and different between the two poems. | • Both are describing the experiences of youth. But one is about a wolf, one about a boy, for the wolf he is exploring his physical world, for the boy it is confronting himself as the type of person he is; the rhyming patterns are different. | 2 marks each for the appropriate answer, bonus mark for talking clearly | 5 |

Give up to 5 marks for willingness to talk, and an ability to express themselves verbally.  5

### Core reader: I don’t cry (page 100)

Read the poem aloud with the learners. Ask the learners to share similar experiences and their feelings.

### Language practice

**LB page 57 (60 minutes)**

Discuss the pictures and captions and ensure learners understand the different types of sentences. Ask learners to give their own examples. Give a few extra examples and ask the learners to classify the sentence correctly.

Discuss how these sentence types are used in poetry. Read a few verses of *The World for the First Time* (page 155) and ask what types of sentences are used. Discuss how these sentence forms help to express the meaning of the poem (a child talking to its mother).

Read through the poem *Thirteen Questions* (Learner’s book, page 57) together. Ask the learners what type of sentence is used in this poem.

Give learners time to complete question 1 and discuss their answers in class.

### Suggested answers

1. a) They were fixed on properly.  
   b) Fix them on properly.  
2. a) I have looked in the playground.  
   b) Look in the playground.  
3. a) I took them off for P.E.  
   b) Take them off for P.E.  
4. a) I have felt behind the radiators.  
   b) Feel behind the radiators.  
5. a) I have searched the bottom of my bag.  
   b) Search the bottom of your bag.

### Informal assessment

Learners may mark each other’s work in class. Check a few to ensure that they grasp the concept.

### Language practice

**LB page 58 (30 minutes)**

Introduce alliteration by asking learners to think of an alliterative adjective for their name, e.g. Happy Hoosain. Go round the class, with each calling out their adjective and name.

Discuss why the repetition of sounds is effective. Explain that most poems use the repetition of word sounds to make the poem more lyrical, rhythmic and vivid.

Read through the notes and examples on repeated sounds and comparisons. Invite the learners to give further examples by describing themselves, their families or other familiar things.

Have the learners work in pairs to answer question 2.
Suggested answers

<table>
<thead>
<tr>
<th>Twinkly winky sprinkle stars</th>
<th>assonance, consonance, alliteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scattered in the sky so far...</td>
<td>alliteration</td>
</tr>
<tr>
<td>Like the eyes of dear old Grandmama</td>
<td>Simile, comparing stars to grandma’s eyes.</td>
</tr>
<tr>
<td>You look down at me and seem to say And what have you done well today?</td>
<td>Personification; gives stars qualities of a person (eyes, looking down, talking).</td>
</tr>
<tr>
<td>And who is the serpent that glides, mother, And winds the dark rocks among,</td>
<td>Metaphor; comparing river to a snake. consonance</td>
</tr>
<tr>
<td>And laughs and sings as he slides through my paws</td>
<td>alliteration Personification; giving river qualities of human (laughs, sings).</td>
</tr>
</tbody>
</table>

Write

LB page 59

Before you write
(30 minutes)
Read through the definition and the examples of haiku together. Count out the syllables together. Help the learners identify examples of personification. Ask the learners if they think haiku is a good way of writing about childhood.

Model writing a haiku together on the board.
• Invite the learners to suggest an emotion.
• Brainstorm in what contexts small children might experience that emotion and write these down.
• Discuss how this emotion could be personified.
• Write the ideas, and work on trimming down the syllables.

Write
(15 minutes)
Suggest writing three haiku as a target, but learners can do fewer if necessary. Encourage them to challenge themselves by trying to get the syllables right, but not to get too anxious if they can’t. If working with learning-challenged children, do not worry about the syllable structure at all, just concentrate on a description.

After you write
(15 minutes)
Learners work in pairs, and share their haiku, reading them aloud to each other. They then work alone, perfecting their haiku, and writing them out neatly.

Informal Assessment
Check the learners’ haiku. Make a note of whether they have managed to:
• Grasp the form of the haiku.
• Use personification.
• Use language imaginatively.

Read

LB page 60

Preparation and resources
• Core reader: All the way to Africa (page 102)

Before you read
(5 minutes)
Read the title and the first two lines of First Day at School together. Discuss what the learners think the poem may be about.

Read
(10 minutes)
1. Read the poem aloud, while the learners follow in their books.
2. Ask the learners their immediate responses to the poem. Ask them if the poem echoes their memories of their first day at school, and if so, in what way.
3. Discuss the voice of the poem. Does it create the feeling of a very young child? In what way?
4. Discuss ways in which the poet makes the poem funny. Suggested answers: he plays with words, e.g. waiting for the bell to go where; he mishears words e.g. glassrooms; he mistinterprets words e.g. tea-chers.
5. Invite the learners to share what descriptions they especially enjoy.
6. Compare this poem to New Boy. What is similar? What is different?
After you read
LB page 61

Suggested answers
1. The answer to this is subjective. Techniques to make the poem amusing are the use of language – he writes like a young child and misunderstands words.
2. Most of the lines show this. Lines 1, 21 and 24 show this especially.
3. a) It suggests that the children are completely comfortable in the school environment – as if they have been “born in uniform” and lived there “all their lives”. They seem to be a special breed of children once they are at school.
   b) It suggests that he is feeling different, as if they all feel completely at home but he does not.
4. a) Some kind of rough animal that eats you.
   b) metaphor
   c) Yes, because a rough game with bigger children is very overwhelming for a small child. The answer may be different, as long as it is supported.
5. millionbillionwillion miles
6. subjective answer
7. a) It seems likely to be an older child who is talking – certainly older than the child in First day at school. In the second poem, he already seems to have a familiarity with how children are at school. For example, he groups the other children into different categories – always play the fool boys, always good as gold ones and so on. This suggests some experience with different types of school behaviour.
   b) What is similar is that both poems are about a child’s experience of a new environment. In both, the child is feeling alone, awkward, not sure how to fit in, not sure what is expected. They are different in that, in First day at school, the child does not even know what many words mean such as lessons and classrooms – he or she is completely confused by the whole situation, whereas in New boy, the narrator is only uncertain of how to fit in with the other children on the playground. The fact that he is waiting for the bell to ring suggests that he is comfortable with the rest of the school routine. The form of the poems is also different – New Boy has a strong repetitive sing-song rhyme and rhythm.
   c) This is a subjective answer.

Informal assessment
Check the learners’ answers in class, and help them see what sort of answers you are looking for. Then get them to mark their own work. They may also swap and compare answers.

Core reader: All the way to Africa
(page 102)
Read the poem aloud with the learners. Learners identify from whose point of view the poem is written and discuss how the personification of the cloth is made vivid.

Comprehension (Formal Assessment Task 2)
LB page 62 (60 minutes)
1. Read the first two lines of the poem. Discuss what the learners think the poem may be about.
2. Read the poem aloud, with the learners following. Explain the words in the word list.
3. Ask the learners to read the poem alone, and to do the comprehension on their own in their books.
Suggested answers and mark allocation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>c) She does not have time to learn it.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>four</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Dressing the children; putting them to bed; taking a child to school;</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>No (1), because they are too young. (1) They should be concentrating on school work (1)</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>After tea, to the Rec. Pram-pushing's slow</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Her mother is home (1) and is unlocking the door. (1)</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>All the lines suggest this</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Yes. (1) It makes you feel it more (1), because you can really feel how she experiences her life (1). It is sad, because she just seems to accept it (1).</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>• No, they are not understanding. (1)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• “Teacher says it's disgraceful.” (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Miss Eames calls me an old-fashioned word: Dunce.” (1)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>No, she is not right. (1)</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Dear Miss Eames (1), I think it is not fair of you to call this girl a dunce as it is cruel (1) and makes her feel bad about herself (1). She is not stupid (1) or not trying (1), she has too many responsibilities at home to concentrate on school (1). Rather find out about her problems, and see how you can help her with schoolwork. (1)</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Yes (1), because many children in South Africa are forced to look after younger siblings (1) as their parents are ill or dead or working (1). This means that the children are unable to concentrate on school work. (1)</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>• Disgraceful: shameful; shocking</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• Dunce: idiot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Required: needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recreation: playing, relaxing, leisure.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Deduct ½ mark for each spelling, punctuation and grammar error, up to 3 marks.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
Write

LB page 64

Before you write
(30 minutes)
Discuss the quotes and the pictures in class.
Help the learners to visualise evocative moments from their childhoods. Encourage them to recreate the feelings and sensations of happy times as vividly as possible, as if they are watching a film. Ask them to write down words or phrases without worrying about spelling or grammar. Then they read through what they have written, and underline the words or phrases that they particularly like.

Write a poem (Formal Assessment Task 2)
(90 minutes)
Learners must now work their ideas into a poem for formal assessment.
1. Explain to the learners that you have to formally assess their poetry, and that you will be looking at originality, interesting descriptions, and language techniques such as metaphors, alliteration and rhythm.
2. Stress that they do not need to force the poems into a rhyme. Encourage them to rather develop rhythm in their poems.
3. Encourage the learners to use language imaginatively, and to try to use the techniques of metaphors, similes, alliteration, assonance, and personification where appropriate.
4. Have the learners read their poems aloud to themselves, and then to a partner, paying particular attention to the rhythm.
5. Give them time to go over their work again, and to improve it if they wish.
6. Ask the learners to check each other’s work for spelling and grammar errors.

Language practice

LB page 65
Read through the notes and examples on prepositions. Invite a learner to come to the front and place a book in different places. The rest of the class must call out where the book is and identify the preposition.

Read the poem, Thirteen Questions (Learner’s book, page 57), and tell the learners to stop you every time you read a preposition.

Revision

LB page 66
Learners may do this activity on their own in their books. If they finish early, they can draw their own interpretation of a poemadactyl.

Suggested answers
“Why do we have to read poetry, Miss?” whined Boris
“It’s so boring.”
Just then, a huge winged beast swooped (down) through the open window. It snatched Boris (up) in its claws and flew away with him.
“Put me down!” shouted Boris as he disappeared.
“W-what was that?” asked Bongi (in) alarm.
“Don’t worry,” said Ms Mbawuli brightly. “That’s a poemadactyl. It’s taken Boris (off) somewhere to help him appreciate poetry.”
“Will he come back?” asked Shafeeka.
“Oh yes, he’ll be back (before) lunchtime and much improved, I should think. Let’s get (on) with the lesson.”
“I really love poetry!” said Bongi, glancing nervously (out) of the window.

Informal assessment
Learners can mark their own work. Check a range to ensure that they have grasped the application of using prepositions.

Assessment guide and mark allocation

| Form | Is it in the form of a poem? Is it an original or interesting form? Does it follow any sort of pattern? | 5 |
| Concept | Are the ideas fresh? Are they sincere? Original? Do they seem to reflect a real experience or feeling? | 10 |
| Language used | Is the language original? Are the descriptions/comparisons fresh and vivid? Does the learner use figures of speech effectively? Does the learner use a range of vocabulary suitable to the subject matter? | 9 |
| Rhythm | Does the learner show a grasp of rhythm in the writing? | 3 |
| Spelling, grammar, punctuation | Deduct ½ for every mistake, up to 3 marks. | 3 |
| TOTAL | | 30 |
Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Remedial
Encourage learners to enjoy the language of poetry, without becoming anxious about the meaning.

Encourage learners to explore words freely when writing their own material. Give them simple evocative topics associated with childhood e.g. building a sandcastle, swinging on a swing or eating an ice-cream. Have them write down words or feelings with these things, without worrying about spelling, and to craft them into simple two or three line poems.

Target Worksheet A is a fun activity around many language concepts covered in this chapter.

Enrichment
Encourage more capable learners to identify the underlying nuances of poems, and to express their ideas freely.

In their own writing, encourage them to explore the significance their childhoods hold as they grow up, and to find ways to express this in words.

As an extra project, ask them to read anthologies of poems and create their own collection of poems about childhood.
Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Themes</th>
<th>LB pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>6. Communicating clearly</td>
<td>67–78</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>7. Across the sea</td>
<td>79–90</td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>8. Anansi the tricky spider</td>
<td>91–102</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>9. What's the weather like today?</td>
<td>103–114</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>Summative assessment</td>
<td>115–118</td>
</tr>
</tbody>
</table>

**Term 2: Formal Assessment Task 1**

<table>
<thead>
<tr>
<th>Formal assessment task</th>
<th>Theme</th>
<th>LB pages</th>
<th>TG pages</th>
<th>% of term mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and responding to instructional texts</td>
<td>Theme 9: What's the Weather Like Today?</td>
<td>page 104</td>
<td>page 85</td>
<td>20</td>
</tr>
<tr>
<td>Language structures and conventions in</td>
<td>Theme 6: Communicating Clearly</td>
<td>page 78</td>
<td>page 71</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Theme 7: Across the sea</td>
<td>page 90</td>
<td>page 78</td>
<td></td>
</tr>
<tr>
<td>Reads aloud</td>
<td>Theme 9: What's the Weather Like Today?</td>
<td>page 107</td>
<td>page 86</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>page 108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on text read independently</td>
<td>Theme 9: What's the Weather Like Today?</td>
<td>page 107</td>
<td>pages 86,</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Writes an instructional text</td>
<td>Theme 9: What's the Weather Like Today?</td>
<td>page 112</td>
<td>page 88</td>
<td>30</td>
</tr>
</tbody>
</table>

**Term 2: Formal Assessment Task 2 (June test/exam)**

<table>
<thead>
<tr>
<th>Formal assessment task</th>
<th>Theme</th>
<th>LB pages</th>
<th>TG pages</th>
<th>% of term mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Oral: Reading, listening &amp; speaking</td>
<td>n/a</td>
<td>page 115–116</td>
<td>page 149</td>
<td>30</td>
</tr>
<tr>
<td>Paper 2: Writing – essays and transactional texts</td>
<td>n/a</td>
<td>page 117</td>
<td>page 150</td>
<td>35</td>
</tr>
<tr>
<td>Paper 3: Language in context</td>
<td>n/a</td>
<td>page 118–120</td>
<td>page 150</td>
<td>35</td>
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</tbody>
</table>

**THEME 6 COMMUNICATING CLEARLY**

**Weeks 1 and 2**

**Theme overview**

This theme uses instructional texts, with a focus on importance of clarity when communicating. Learners will follow written, pictorial and oral instructions. They will recall procedures and write simple instructions. The features of good instructional writing will be examined by comparing two recipes. Word level work will examine prefixes, suffixes and root words. Practice will be given in identifying subjects and objects in sentences. The writing process steps will be followed to write a clear set of instructions.
**Genre:** Instructional texts  
**Focus:** The importance of communicating clearly

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Listen and speak**  
(2 hours) | • Listen to and follow oral instructions.  
• Listen for specific information in oral instructions.  
• Discuss the importance of clear communication when giving and following instructions.  
• Evaluate the clarity of instructions and ask questions to understand clearly.  
• Listen to and discuss an instructional text.  
  — Introductory activities: prediction.  
  — Recalls procedure.  
  — Identifies the features of instructional text.  
  — Notes key headings.  
  — Gives clear instructions.  
  — Makes notes and applies instructions.  
  — Asks questions to clarify.  
  — Comments on clarity of instructions. | • Starting off (LB page 67)  
• Before you listen (LB page 68)  
• After you listen (LB page 69)  
• After you read (LB page 71) | • One square of paper per learner, coloured on one side  
• Listening text: *How to make an origami pelican* (TG page 156)  
• Your school’s fire drill evacuation procedure.  
• Core reader: *Patients lose fingers to fireworks* (page 120) |
| **Read**  
(5 hours 30 minutes) | • Read notes on imperatives, prefixes, suffixes and root words, subject and predicate.  
• Read two recipes, compare and evaluate them to identify features of successful instructional texts.  
• Read each other’s instructions.  
• Reads a recipe or other instructional text  
  — Analyses the characteristics of the text: organisation and conventions of instructional texts.  
  — Uses appropriate reading and comprehension strategies: scanning.  
  — Shows understanding of the text and how it functions: literal reading.  
  — Recognises and explains the different structures, language use and purposes.  
  — Identifies and evaluates register of a text.  
  — Understands and uses information texts  
  — Appropriately.  
  — Compares two different recipes. | • Language practice (LB page 69)  
• Read (LB page 70)  
• After you read (LB page 71)  
• Language practice (LB page 72) | • Core reader: *Patients lose fingers to fireworks* (page 120)  
• Core reader: *Adults* (page 101)  
• Dictionary |
TEACHING GUIDELINES
During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

<table>
<thead>
<tr>
<th>FAT Task 1</th>
<th>%</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language structures and conventions in context</td>
<td>15</td>
<td>LB page 78</td>
</tr>
</tbody>
</table>

Starting off
LB page 67

Ask the learners to describe what they see in the picture. Introduce the subject of origami with the aid of the questions. Explain that, typically, no scissors, glue or sticky tape are used in this art form. Explain that, in Japan, the crane is one of the mythical or holy creatures.

Ask the learners to share their experiences of following instructions, particularly when doing a craft project.

Listen and speak
LB page 68

Preparation and resources
- One piece of paper per learner, coloured on one side.
- Teach them how to create a square first.
- Clear set of instructions which must be followed when there is a fire drill at your school.
- Core reader: Patients lose fingers to fireworks (page 120)

Before you listen
Read the listening text: How to make an origami pelican (page 156). Learners must make notes while you read the instructions.

After you listen
Learners now use their notes and the pictures to make their cranes. Emphasise the importance of taking this one step at a time. Conduct a group discussion with the aid of the questions.
Before you listen
Before reading the evacuation plan instructions, first go over the questions to identify information which the learners must listen for. Read the instructions to the class. They may not make notes.

After you listen
Learners must recall and write down the rules for a fire drill in point form. In pairs, learners must role play explaining the fire drill procedure to each other.

Informal assessment
Make a note of how well individual learners were able to follow instructions. Read their fire drill rules and see whether they are accurate, clear and logically presented.

Core reader: Patients lose fingers to fireworks (page 120)
Read the text with the learners. Discuss safety measures that the City of Cape Town has implemented to ensure the safety of people and animals and their effectiveness. Create a poster with clear instructions on safety measures around fireworks.

Language practice
LB page 69
Revise different sentence types (Learner’s book, page 57) and emphasise that instructional writing often uses imperatives. Ask for examples of imperatives. Do the exercise with the learners.

Suggested answers
a) question  
b) command  
c) statement  
d) exclamation

Read
LB page 70
Read over the two recipes with the learners. Discuss which recipe is clearer and easier to follow.

Suggested answer
Recipe 1 is much easier to follow. The ingredients and method are clearly headed and the steps are numbered. Short, clear, precise instructions are given. The descriptive detail in the long paragraph makes it more difficult to follow.

After you read
Have the learners work in groups to answer the questions.

Suggested answers
1. Recipe 1 is visually clearer; it lists ingredients; numbered steps follow under the heading. Precise detail is given; short, clear sentences are used. The style is factual and the tone informative. Literal language is used. Recipe 2 is written in an informal, casual way. Sentences are long and full of figurative language and descriptive detail. Measurements are not always precise. The long paragraph is not practical when you are standing cooking in the kitchen.
2. Recipe 1 is easier, because of its layout and clear, precise language.
3. Informal register and figurative language are not appropriate for instructional writing. They do not aid clarity.

Informal assessment
Note the learners’ level of understanding of the concept of register. Also note whether they understand the difference between literal and figurative language.

Language practice
LB page 72
Prefixes, suffixes and root words
Work through the notes and examples in the box in the Learner’s book. Learners complete the exercise to practise their skills.

Suggested answers
1. inaccurate  
incomplete  
malfunction  
misrepresent  
dissatisfaction  
2. unicorn, unilateral, unipod, unisex
3. bifocal, biennial, binoculars
4. centi- 100  
dec- 10  
hexa- 6  
milli- 1000  
novem- 9  
octo- 8  
penta- 5  
quad- 4  
sept- 7
5.   a) malady
      b) malnutrition
      c) malevolent
      d) malcontent
      e) malodorous

6.   completion
       hatred
       imagination

**Informal assessment**
This exercise could be peer-assessed or marked by the learners themselves as you go over the answers.

**Write**
LB page 74

**Preparation and resources**
- **Core reader:** Adults (page 101)

**Before you write**
Discuss what kind of pets the learners own and the responsibilities that come with owning pets. Children who do not have pets will have to use their imaginations and think of a pet they would like to own.

Help the learners to brainstorm using simple mind maps. The questions in the Learner’s book will give them some ideas.

Discuss their ideas and revise the features of instructional writing (Learner’s book, page 71) and imperatives (Learner’s book, page 75). Teach them how to use linking phrases.

**Write your first draft**
LB page 75

Take the learners though the steps of process writing. They should start working on the first draft, ordering their ideas and presenting them in a logical way.

**After you write**
The first draft must be revised and edited. Their instructions must be proofread before a final draft is written.

**Informal assessment**
Learners can read out their instructions in groups and evaluate them for clarity.
Suggested answers
1. Answers will vary. Assign a mark to answers that make sense in context and where the form of the verb corresponds with the subject in tense and number. (3)
   a) his toy truck
   b) there is no object
   c) the ball
   d) the last chocolate
2. a) his toy truck
   b) there is no object
   c) the ball
   d) the last chocolate (4)
3. a) blew, uprooted
   b) sizzled
   c) was
   d) love, miss (6)
4. Answers will vary. Assign one mark for a suitable word and one mark for its definition. Examples Include:
   circumspect – cautious; careful
   circumference – perimeter; boundary; border
   circumstances – situation; conditions
   circumvent – avoid; get around; skirt (6)
5. Answers will vary. Examples could include
   transport – move; convey; ship; transfer
   import – bring in, introduce; trade in
   deport – exile; banish; send away
   export – send abroad; sell abroad; sell to other countries
6. idolise
   lengthen
   sparkle
   sermonise (4)
7. a) “Are you a king?” asked the little boy. (2)
   b) The men’s ties were identical. (1)
   c) It’s time for Sunday lunch. (2)
   d) That book is yours. (1)

Spelling list
- Revise the terms associated with the theme to consolidate learners’ understanding of them.
- Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme
Remedial
Learners need to practise writing instructional texts. They may also benefit from exercises on linking phrases which will help them to think logically. Regular practice in identifying subjects and objects will reinforce this skill.

Exercises on prefixes and suffixes will show them how words can be changed and how meanings can be deduced.

Refer to the target worksheet for this theme.

Enrichment
Stimulate imagination by encouraging learners to invent new games and to write rules for these games. Have fun with figurative language. Get learners to design posters which illustrate a particular idiom e.g. “to hang on a person’s words.” The target worksheet gives more idioms to choose from.

Encourage dictionary use and vocabulary development with the use of exercises on prefixes and suffixes.

THEME 7: ACROSS THE SEA
Weeks 3 and 4
Theme overview
This theme explores a novel about the adventures of a young boy sailing around the world on a yacht. It also covers book reviews. The learners listen to, read and respond to extracts from the novel. They discuss the main message, main ideas, characters, point of view and relate the extract to their own lives. They participate in group discussions and reflect on texts read independently. Learners write a review of a novel they have read. Learners work with the finite and infinitive forms of the verb and the continuous (progressive) tenses.
**Genre:** Novels  

**Focus:** Sailing around the world on a yacht

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and speak</td>
<td>• Discuss various genres of novels and identify those they like best.</td>
<td>• Starting off (LB page 79)</td>
<td>• Books from a variety of different genres</td>
</tr>
<tr>
<td>(2 hours)</td>
<td>• Predict the contents of an extract, based on the pictures and title.</td>
<td>• Before you listen (LB page 80)</td>
<td>• Poster of covers of children's novels</td>
</tr>
<tr>
<td></td>
<td>• Listen to two extracts from a novel.</td>
<td>• After you listen (LB page 80)</td>
<td>• Recommended reading list (TG page 191)</td>
</tr>
<tr>
<td></td>
<td>• Relate main events in an extract.</td>
<td>• Before you read (LB page 82)</td>
<td>• Book reviews of children's novels from newspapers and magazines</td>
</tr>
<tr>
<td></td>
<td>• Identify message in an extract.</td>
<td>• After you read (LB page 83)</td>
<td>• Reading ladder</td>
</tr>
<tr>
<td></td>
<td>• Relate the events in the novel to own life.</td>
<td>• Speak (LB page 83)</td>
<td>• Listening text: <em>Extract 1 from Kensuke's Kingdom</em> or audio CD (track 5)</td>
</tr>
<tr>
<td></td>
<td>• Identify features of a novel.</td>
<td>• Speak (LB page 87)</td>
<td>(TG page 157)</td>
</tr>
<tr>
<td></td>
<td>• Discuss the benefits of travel.</td>
<td></td>
<td>• Listening text: <em>Extract 2 from Kensuke's Kingdom</em></td>
</tr>
<tr>
<td></td>
<td>• Listens to a novel</td>
<td></td>
<td>(TG page 158)</td>
</tr>
<tr>
<td></td>
<td>— Introductory activities: prediction</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>— Listen to extracts from the novel.</td>
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<tr>
<td></td>
<td>— Listens for specific details.</td>
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<tr>
<td></td>
<td>— Identifies the main message.</td>
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<td></td>
<td>— Relates to own life.</td>
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<td></td>
<td>— Discusses the main ideas and specific detail.</td>
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<td></td>
<td>— Uses information from the text in response.</td>
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<td></td>
<td>— Discusses the social, moral and cultural values in the text.</td>
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<tr>
<td></td>
<td>• Participates in group discussion</td>
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<td></td>
<td>— Takes turns to turn.</td>
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<td></td>
<td>— Stays on topic.</td>
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<td></td>
<td>— Asks relevant questions.</td>
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<td></td>
<td>— Maintains discussion.</td>
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<td></td>
<td>— Responds to others' ideas with empathy and respect.</td>
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<tr>
<td>Read</td>
<td>Language practice (LB page 81)</td>
<td>Suggested reading list (TG page 191)</td>
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<tr>
<td>(5 hours 30 minutes)</td>
<td>Language practice (LB page 86)</td>
<td>Reading ladder</td>
<td></td>
</tr>
<tr>
<td>• Read notes on the finite and infinitive forms of the verb; continuous (progressive) tenses.</td>
<td>Read (LB page 82)</td>
<td>Book reviews of children's novels from newspapers and magazines</td>
<td></td>
</tr>
<tr>
<td>• Read an extract from a novel.</td>
<td>Read (LB page 84)</td>
<td>Examples of other reviews, e.g. movies, music and computer games</td>
<td></td>
</tr>
<tr>
<td>• Read a book review.</td>
<td>Write (LB page 85)</td>
<td>Core reader: The Book of King Arthur (page 31)</td>
<td></td>
</tr>
<tr>
<td>• Read each other's book reviews.</td>
<td>Read (LB page 88)</td>
<td>Core reader: All the way to Africa (page 102)</td>
<td></td>
</tr>
<tr>
<td>• Read a poem.</td>
<td>• Language practice (LB page 85)</td>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>• Reads a short novel</td>
<td>• Reflects on texts read independently.</td>
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<tr>
<td>— Pre-reading: predicts from title and discusses related themes/content.</td>
<td>— Retells story or main ideas in 3 to 5 sentences.</td>
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<tr>
<td>— Identifies and explains the central events.</td>
<td>— Expresses emotional response to texts read.</td>
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<tr>
<td>— Identifies and discusses point of view.</td>
<td>— Relates to own life experiences</td>
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<tr>
<td>— Discusses the characters.</td>
<td>— Compares books/texts read.</td>
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<tr>
<td>— Identifies and discusses feelings expressed.</td>
<td>• Write answers to questions on a book review.</td>
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<tr>
<td>— Relates events and characters to own life.</td>
<td>• Write a book review, using a frame.</td>
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<tr>
<td>— Uses a range of reading strategies.</td>
<td>• Write comparisons between a poem and novels.</td>
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<tr>
<td>— Discusses the structure, language use, purpose and audience.</td>
<td>• Uses a frame.</td>
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<tr>
<td>— Identifies the difference/s between biographies/diaries and stories.</td>
<td>— Pre-writing: listens to extracts from a read novel.</td>
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<tr>
<td>— Uses a dictionary for vocabulary development.</td>
<td>— Selects content appropriate for the use.</td>
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<tr>
<td>• Reflects on texts read independently.</td>
<td>— Uses appropriate language and text structure.</td>
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<tr>
<td>• Reads a short novel</td>
<td>— Uses the correct format.</td>
<td></td>
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<tr>
<td>• Identifies and explains the central events.</td>
<td>— Organises content logically – uses chronology.</td>
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<tr>
<td>• Determines and discusses point of view.</td>
<td>— Uses appropriate grammar, spelling and punctuation, including subject-verb concord.</td>
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<tr>
<td>• Identifies and discusses feelings expressed.</td>
<td>— Uses a dictionary for spelling and vocabulary development.</td>
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<tr>
<td>• Relates events and characters to own life.</td>
<td>• Uses the writing process: planning / pre-writing, drafting, -revising, editing, proofreading, and presenting</td>
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<tr>
<td>• Reads a short novel</td>
<td>• After you read (LB page 85)</td>
<td></td>
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<tr>
<td>• Identifies and explains the central events.</td>
<td>Write (LB page 85)</td>
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<tr>
<td>• Identifies and discusses point of view.</td>
<td>After you read (LB page 89)</td>
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<tr>
<td>• Discusses the characters.</td>
<td>• Book reviews of children's novels from newspapers and magazines</td>
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<tr>
<td>• Identifies and discusses feelings expressed.</td>
<td>• Copies of the book review frame (TG page 190)</td>
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<tr>
<td>• Relates events and characters to own life.</td>
<td>• Dictionary</td>
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<tr>
<td>• Uses a range of reading strategies.</td>
<td>• Target Worksheets</td>
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<tr>
<td>• Discusses the structure, language use, purpose and audience.</td>
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<table>
<thead>
<tr>
<th>Write</th>
<th>After you read (LB page 85)</th>
<th>Book reviews of children's novels from newspapers and magazines</th>
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</thead>
<tbody>
<tr>
<td>(4 hours)</td>
<td>Write (LB page 85)</td>
<td>Examples of other reviews, e.g. movies, music and computer games</td>
</tr>
<tr>
<td>• Write answers to questions on a book review.</td>
<td>After you read (LB page 89)</td>
<td>Core reader: The Book of King Arthur (page 31)</td>
</tr>
<tr>
<td>• Write a book review, using a frame.</td>
<td>• Book reviews of children's novels from newspapers and magazines</td>
<td>Core reader: All the way to Africa (page 102)</td>
</tr>
<tr>
<td>• Write comparisons between a poem and novels.</td>
<td>• Copies of the book review frame (TG page 190)</td>
<td>Dictionary</td>
</tr>
<tr>
<td>• Writes a book review.</td>
<td>• Dictionary</td>
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<tr>
<td>— Uses a frame.</td>
<td>• Target Worksheets</td>
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<tr>
<td>— Pre-writing: listens to extracts from a read novel.</td>
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<tr>
<td>— Selects content appropriate for the use.</td>
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<thead>
<tr>
<th>Language</th>
<th>Language practice (LB page 81)</th>
<th>Dictionary</th>
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<tbody>
<tr>
<td>(30 minutes + time spent on integrated activities)</td>
<td>Language practice (LB page 86)</td>
<td>Target Worksheets</td>
</tr>
<tr>
<td>• Word level</td>
<td>Revision (LB page 90)</td>
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<tr>
<td>— Verbs (finite, infinitives)</td>
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<tr>
<td>• Sentence level</td>
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<td>— Present continuous tense, past continuous tense, future continuous tense</td>
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<td>• Spelling and punctuation</td>
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<td>— dictionary use</td>
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TEACHING GUIDELINES
During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

<table>
<thead>
<tr>
<th>FAT Task 1</th>
<th>%</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language structures and conventions in context</td>
<td>15</td>
<td>LB page 90</td>
</tr>
</tbody>
</table>

Preparation and resources
- Books from a variety of different genres, including mystery, fantasy, science fiction, historical and stories about animals. Take the learners to a library or bring the books to the classroom.
- Make, or get from a bookshop, a poster of covers of children’s novels, such as the *Harry Potter* series.
- Compile a reading list of novels that the learners will find interesting and which are suitable for their age group. See the recommended reading list on page 191. However, it is important that you customise this for your learners’ interests and needs.
- Cut book reviews of children’s novels out of newspapers and magazines.
- Make a reading ladder or other wall chart to show how many books each learner has read (each new book read is another rung on the ladder).

Starting off
LB page 79

Listen and speak
Discuss the different types of fiction and ask the learners for examples from each genre.

Informal assessment
Assess informally how much the individual learners have read. For reluctant readers, suggest a book or genre they are likely to enjoy.

Listen
LB page 80

Preparation and resources
- Listening text: *Extract 1 from Kensuke’s Kingdom* (page 157) or audio CD (track 5)
- Core reader: *The Book of King Arthur* (page 31)

Before you listen
Have the learners examine the picture and make predictions about the story. Read over question 2 for details they must listen for while you read. You can play a recording of a professional reading from the audio CD (track 5).

After you listen
Check the learners’ answers to the prediction questions.

Suggested answers
2.  
   a) *The Peggy Sue*
   b) Stella is a dog. Words that tell us that: collar, tail

Ask general questions about the story and what happened. Discuss and explain some of the main events, for example ask questions about the man overboard drill. Explain that a Mayday call is an emergency signal sent out by a boat or plane in an emergency. It comes from the French words *venez m’aider* (come and help).

Let the learners discuss the questions and then report back on their ideas.

Suggested answers
1. They were all busy: Dad was making tea, Mum was at the wheel, and Michael was doing a navigation lesson.
2. Mum took the wheel and they sailed the boat as close to Stella as they could. Dad leant over the side and grabbed her. Most important points to stress: the family followed the man overboard drill; they did not give up; they learnt from the accident (Dad would now make a harness for Stella).
3. Yes, they seem close. Dad calls Michael monkey face, a term of endearment. Mum and Dad hug after Stella is saved.
4. c) – both a) and b)
5. Answers will vary. Suggestions: *Stella falls overboard* or *A close call*.
6. Answers will vary.

Informal assessment
Note how learners participate in group discussions, if they are willing to express an opinion and respect others’ opinions.
Core reader: The Book of King Arthur (page 31)

Read the story in groups and draw a flow chart of the main events.

Language practice

LB page 81

Finite and infinitive verbs
Work through the notes and examples.

Suggested answers
1. a) Main verb: decided; infinitive: to sail
   b) Main verb: learned; infinitive: to sail
2. b) To get a better view of the island, he climbed to the top of the hill.
   c) To become a good sailor takes strength, training and skill.
   d) To learn how to sail, some young South Africans have joined Izivunguvungu.

Informal assessment
If the learners’ answers indicate that they cannot identify finite (main) and infinitive verbs, give extra practice.

Read

LB page 82

Preparation and resources
• Target worksheet A

Before you read
Discuss the questions as a class.

Suggested answers
1. A date usually indicates some kind of a diary.
2. A ship’s log is a record of what happens on a ship or boat from day to day. It is a record of any events, as well as factors such as wind speed, weather, sea conditions, etc. Michael is writing more of a diary of what happens rather than an official log.
3. You expect to find out what happened on the boat on July 28.

After you read

LB page 83

Before the learners attempt the questions on their own, it is recommended that they first complete Target worksheet A, as these questions will aid understanding of the text. Alternatively, ask questions from the Target worksheet orally.

Suggested answers
1. It is told from Michael’s point of view. He is at the wheel (steering the boat).
2. When the learners list the problems that the family is facing, encourage them to think of the implications of each problem.
   — Storms have blown the boat north. They are off course.
   — The rudder cable has snapped. It is difficult to steer the boat.
   — Someone has to be at the wheel all the time.
   — Dad or Michael must steer all the time. She hasn’t been able to look at the charts for three days so they do not know where they are. Dad is tired.
3. Dad fixes the equipment on the boat. Mum does the navigation (decides on the course of the boat). Dictionary work: Rudder: an item at the back of the boat that makes the boat move to the left or right. Chart: map. Navigation: deciding on the direction in which a ship should go.
4. Dad wants to send a Mayday signal (an emergency call for help) but Mum won’t let him because she says this is giving in. This tells us that Dad is being more sensible/careful than Mum. Mum thinks that they must persevere. It seems that Mum’s character is stronger than Dad’s because they have not sent a Mayday signal.
5. First paragraph: dark, no moon, no stars. Last paragraph: dark, black. These words make the atmosphere depressing and also tell us how Michael is feeling (worried, depressed, hopeless, and perhaps afraid.)
6. Learners’ own answers. Paragraphs must be well-structured, grammatically correct and pertinent to the topic.
Listen and speak

LB page 83

Preparation and resources

- Listening text: *Extract 2 from Kensuke’s Kingdom* (page 158)
- Conduct a class discussion about the features of novels.

Suggested answers

1. People read novels mostly for enjoyment.
2. Chapters break the story into sections. Each chapter usually deals with part of the action or a particular event, or focuses on one character.
3. An autobiography contains facts about a real person’s life, whereas a novel is fiction: it is made up. In an autobiography the narrator (storyteller) is always the person writing the facts about their own life. In a novel, there may be a first-person narrator (one of the characters tells the story from their point of view) or the story might be told from a central character’s point of view but in the third person (‘he’ or ‘she’).

Read *Extract 2 from Kensuke’s Kingdom* (page 158).
Ask the learners where Michael (the narrator) is now. Ask them to suggest what might have happened.
Ask the learners if they think Michael is still the narrator. Suggested answer: Clearly this is a much older person writing here. The language is much more complicated, longer words, etc.

Informal assessment

The learners can mark their own work or you could take the learners’ notebooks in and mark them yourself. You could also give the learners the target worksheet (comprehension questions on this passage).

Read

LB page 84

Preparation and resources

- Collect book reviews of books for young people from newspapers and magazines. Place in a file or make a wall chart.
- Examples of other reviews, e.g. movies, music and computer games.

Read

Discuss reviews with the learners. Make sure they understand that books, movies, music and computer games all get reviewed. Compare the sample book reviews with other reviews e.g. film. Read the book review together as shared reading.

After you read

LB page 85

Have the learners answer the questions in pairs, and then report back to the class.

Suggested answers

1. Dictionary work.
2. 1 – anaconda, 2 – macaw, 3 – tapir, 4 – piranha, 5 – toucan
3. Adventure, because it clearly describes exciting/interesting adventures and experiences of the main character.
4. a) 2  b) 1  c) 4  d) 2 and 3  e) heading
5. Subjective answers. Any answers acceptable, if they can be supported.

Write

LB page 85

Preparation and resources

- Core reader: *The Book of King Arthur* (page 31)
- Copies of the book review frame (page 190)

Distribute copies of the book review frame or write it on the board. The learners use what they learnt in question 3 above to write their own book reviews, using the writing process.

Informal assessment

The learners use the rubric to assess their own or another learner’s book review.

Core reader: *The Book of King Arthur* (page 31)

Have the learners read the story and review it, using the format in the Learner’s book.
Language practice
LB page 86

The continuous (progressive) tenses
Go through the notes and examples with the learners.

Suggested answers
1. a) past continuous
   b) present continuous
   c) future continuous
2. a) What (was) Michael (doing) when Stella (came) up on deck?
   b) While Mum (was) at the wheel, Dad (was making) tea.
   c) Michael (noticed) that Stella (was not wearing) her harness.

Informal assessment
Discuss the learners’ answers together in class and assess whether they have understood the structure, formation and use of the continuous tenses.

Speak
LB page 87

Have the learners discuss the benefits of travel, as described in the Learner’s book.

Informal assessment
Listen, ask questions and assess informally whether the learners are following the guidelines. Give feedback.

Read
LB page 88

Preparation and resources
• Core reader: The Book of King Arthur (page 31)
• Core reader: All the way to Africa (page 102)
Have the learners read the poem and answer the questions independently.

Suggested answers
1. The creature is imaginary. It is a mixture of a swallow (a small, fast bird) and a whale, which we know does not exist. The two creatures are opposites. The humour comes in the combination of these two very different creatures.
2-5. Answers will vary.
6. Answers will vary, but must feature what is the same and what is different between the two stories.

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Revision (Formal Assessment Task 1): Language in context: 30 marks
LB page 90

Set aside one lesson for learners to complete the assessment task below. Learners work individually, writing the answers in their books. Mark learners’ answers using the suggested answers below and record the mark as part of the term assessment.

Suggested answers
1. a) and b) Answers will vary, but must use the infinitive form of the verb.
   c) to become (4)
2. Own examples which have the the infinitive, to be. (2)
3. a) You mustn’t go on board without wearing a safety harness.
   b) She wanted to become a navigator.
   c) We were sailing round the Cape.
   d) I saw a dolphin yesterday. (4)
4. a) Why are you lying down? It’s only 6 o’clock. (8)
   b) I am not feeling well right now, so I am going to bed. (6) (13)
5. had, dreamt, was floating, was, were playing, were throwing, were breaking. (7)
Remedial and enrichment for this theme

Preparation and resources
- Core reader: *All the way to Africa* (page 102)

Remedial
Use the target worksheet to assist learners who are struggling. Make sure that they understand text literally before discussing messages, values in texts and characteristics of different types of texts.

Core reader: *All the way to Africa* (page 102)

Read in groups and make a flow chart or draw pictures of the main events in the poem.

Enrichment
Use the target worksheet for extension. Have these learners assist others in group work. Encourage the reading of longer novels or novels of a different type.

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**Genre:** Stories

**Focus:** Moral messages conveyed in fables

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen and speak</strong></td>
<td>• Retell familiar stories, using picture prompts.</td>
<td>• Starting off (LB page 91)</td>
<td>• Listening text: <em>Anansi and the snake</em> (TG page 158) and audio CD (track 6)</td>
</tr>
<tr>
<td>(2 hours)</td>
<td>• Identify animal stereotypes in fables, using pictures.</td>
<td>• Before you listen (LB page 92)</td>
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<td></td>
<td>• Discuss moral messages in the story.</td>
<td>• After you listen (LB page 93)</td>
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<td></td>
<td>• Discuss the origins of the Anansi fables.</td>
<td>• Speak (LB page 93)</td>
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<td></td>
<td>• Listen to a fable.</td>
<td>• Before you read (LB page 94)</td>
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<td></td>
<td>• Listens to and discusses a story</td>
<td>• After you read (LB page 96)</td>
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<td></td>
<td>— Introductory activities: prediction.</td>
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<td></td>
<td>— Identifies themes, asks questions, and relates ideas to own life experiences.</td>
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<td></td>
<td>— Identifies and discusses how stereotypes are created.</td>
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<td>— Discusses response to text.</td>
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<td>— Links to own life.</td>
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<td></td>
<td>— Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping.</td>
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<td></td>
<td>— Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc.</td>
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</table>
Read (5 hours 30 minutes)

- Describe the structure and characteristics of a fable.
- Read two fables.
- Read each other’s fables.
- Read notes on auxiliary verbs and present perfect tense.
- Revises notes on idioms.
- Reads a story
  - Pre-reading activities: prediction based on title and or graphics
  - Reads aloud and silently, adjusting reading strategies to suit the purpose and audience.
  - Discusses social and cultural values in texts.
  - Interprets and discusses message.
  - Shows understanding of the text, its relationship to own life, its purpose and how it functions.
- Read (LB page 94)
- Read (LB page 98)
- Write (LB page 99)
- Language practice (LB pages 28 and 41)
- Language practice (LB page 100)
- Core reader: Dung Beetle’s burden (page 4)
- Core reader: Brer Rabbit and the tar baby (page 1)
- Dictionary

Write (4 hours)

- Write answers to questions about fables.
- Write a fable.
- Writes a story
  - Creates believable characters.
  - Shows knowledge of character, plot, setting, conflict, climax.
  - Plots main events using a flow chart – beginning, middle and ending.
  - Orders logically.
  - Expresses ideas clearly and logically.
  - Uses a theme or message.
- After you read (LB page 96)
- Write (LB page 99)
- Dictionary

Language (30 minutes + time spent on integrated activities)

- Word level
  - auxiliary verbs
- Sentence level
  - present perfect tense
- Word meaning
  - idioms
- Language practice (LB page 97)
- Language practice (LB page 100)
- Target Worksheets
- Dictionary

TEACHING GUIDELINES

Starting off
LB page 91

Learners tell each other fables, using the pictures as prompts. The stories illustrated are as follows:
- Anansi, the spider and the turtle: Anansi plays a mean trick on a turtle which comes to eat with him, and the turtle retaliates by playing a trick on Anansi.
- Aesop’s fable: the fox and the grapes. The Fox is unable to grab some grapes that are just out of reach, so walks off saying that he didn’t like the look of the grapes anyway.
- Another of Aesop’s fables: the hare and the tortoise. The hare and the tortoise have a race; the hare is overly confident, sleeps en route and is beaten by the slow and steady tortoise.

Listen and speak
LB page 92

Preparation and resources
- Listening text: Anansi and the snake (page 158) and audio CD (track 6)
Before you listen
Revise the concept of stereotypes (Learner’s book, Theme 2, page 23). Divide the learners into groups and have them discuss the questions.

Suggested answers
1. tiger – arrogant, powerful, disdainful, haughty
   Anasi the spider – small, cunning, mischievous
   snake – evil, proud
2. lion – noble and powerful
   hare – sly and tricky
   fox – cruel and cunning
   mouse – quiet and brave
3. Yes.

Listen
Read the listening text: Anansi and the snake
(page 158) or play a recording of a professional reading from the audio CD (track 6).

After you listen
LB page 93

Learners to discuss the listening text in pairs.

Suggested answers
1. a) Vanity will get you into trouble. Option b) is partly true, but option a) is the stronger message.
2. Learners’ own answers, using imagination and insight into the story.
3. Learners’ own answers. Assist struggling learners by writing some vocabulary on the board that they can choose from, e.g. satisfied, relieved, amused.

Speak
LB page 93

Read the paragraph with the learners and have a class discussion about the origins of the Anansi stories.

Suggested answers
1. They had very little control over their lives.
2. They would enjoy telling these stories because they were powerless themselves, so it would have been encouraging to think that they could defeat a more powerful force.
3. Anansi uses his brains and he doesn’t give up.

Read
LB page 94

Preparation and resources
• Core reader: Dung beetle’s burden (page 4)

Before you read
Tell the learners that some Anansi stories show him as greedy and foolish. Have them predict, from the pictures, which type of Anansi story they are going to read.

After you read
LB page 96

Suggested answers
1. Little Spotted Deer. She uses her wits to put a stop to Anansi’s greed.
2. Anansi.
3. c) You must work for your own rewards in life.
4. Answers will vary, but should convey the idea that no one should trick anyone else out of what they have.
5. All options, a) to e) apply to this story.

Informal assessment
Learners can give written answers which you can use to assess their comprehension.

Core reader: Dung Beetle’s burden (page 4)
Discuss which of Anansi’s qualities are portrayed in this story. Learners identify the main message or moral lesson of the story.

Language practice
LB page 97

Revise the information on proverbs and idioms on pages 28 and 41 of the Learner’s book.

Suggested answers
1. a) However hard you try you cannot change your basic nature.
   b) Wait until you actually have something before you start thinking it’s yours.
   c) It is rude to try and work out how valuable a gift is: just be grateful.
   d) Be sensible and practical even when you achieve success.
   e) Don’t stir up trouble.
f) If you love me, you must love everything about me.

2. a) Don’t put the cart before the horse.
   b) Be a big fish in a small pond.
   c) You can take a horse to water but you can’t make it drink.

Read
LB page 98

Preparation and resources
- Core reader: *Brer Rabbit and the tar baby* (page 1)

This story gives the learners an example of how an idiom can be used to convey the moral of a fable. Read the story through twice. When you read it the second time, draw the learners’ attention to the structure of the story – beginning, middle, ending, climax and moral message.

Core reader: *Brer Rabbit and the tar baby* (page 1)

In groups, learners give reasons why this story is a fable.

Write
LB page 99

Learners follow the steps outlined to write their own fable, using the writing process.

Informal assessment
Assess the learners’ stories using the rubric on page 171.

Language practice

Auxiliary verbs
LB page 100

Work through the notes and examples with the learners.

Suggested answers
1. a) are
   b) has
   c) will
   d) was
   e) will
   f) had
   g) were

Present perfect tense
LB page 101

Go over the explanation, formation and use of the present perfect tense provided in the Learner’s book.

Suggested answers
2. a) The train to Durban has already left.
   b) Alan has been to the Kruger Park twice.
   c) Great news! My dog has had puppies.
   d) I have broken my leg once.
   e) We have lived here for a long time.

Revision
LB page 102

Suggested answers
1. Correct sentences are:
   a) Liza has seen the movie several times.
   b) I’m really hungry because I haven’t had lunch yet.
   d) Leo has already gone to school.
2. a) Beginning: One day a tiny mouse ran over the nose of a sleeping lion by accident.
   Middle: The lion woke up . . . . and was tangled up with ropes.
   Ending: The little mouse remembered her promise and gnawed through the ropes. The lion walked free.
   b) Climax sentence: She found that the lion had been caught in a trap and was tangled up with ropes.
   c) Moral: Always honour your promises. or Small does not mean powerless.

Informal assessment
Use the revision activity to assess how well learners have understood story structure.

Spelling list

- Revise the terms associated with the theme to consolidate learners’ understanding of them.
- Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Preparation and resources
- Core reader: *Brer Rabbit and the tar baby* (page 1)

Remedial
Learners who have struggled with the story-writing component should use the target worksheet to get more
practice in identifying story components. They will also get more practice with idioms, identifying the moral, and using the present perfect tense.

**Core reader: Brer Rabbit and the tar baby (page 1)**

Learners describe Rabbit and Fox.

**Enrichment**

Learners who require enrichment should be encouraged to find more fables from other cultures. They can also do Target worksheet B to extend their understanding of story structure, idioms, identifying morals and using the present perfect tense.

**Core reader: Brer Rabbit and the tar baby (page 1)**

Learners explain how Rabbit and Fox represent stereotypes.

**Genre:** Information texts

**Focus:** The weather

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<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
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</table>
| **Listen and speak** (2 hours) | • Discuss information in information texts.  
  • Make predictions based on skimming information texts.  
  • Suggest suitable heading.  
  • Listen to and answer questions about an instructional text.  
  • Listens to and discusses an information text  
    — Introductory activities: prediction.  
    — Listens for specific details  
    — Discusses usefulness of the information.  
    — Links information to own life.  
    — Discusses possible effects on people.  
    — Compares conditions in different places, indicates preferred destinations with reasons.  
    — Participates in discussions, justifying own opinion.  
    — Identifies features of weather reports: register and the nature of language used.  
    — Uses interaction strategies to communicate effectively in group situations.  
    — Interprets and discusses more complex visual texts | • Starting off (LB page 103)  
  • After you read (LB page 107)  
  • Before you read (LB page 108)  
  • After you read (LB page 109)  
  • Listen (LB page 104) | • Listening text:  
  *How to make a simple rain gauge* (page 159) or audio CD (track 7) |

**Theme 9 What’s the weather like today?**

**Weeks 7 and 8**

**Theme overview**

Learners will explore information texts about the weather, including interpreting a simple weather map. They also listen to instructions about making a rain gauge. They will learn the features of information texts and compile an information brochure. The language focus is on attributive adjectives, the simple past tense and on dictionary usage.
### Read (5 hours 30 minutes)
- Interpret information in tables, maps and graphic symbols as part of an information text.
- Read two information texts.
- Read notes about the features of information texts, simple past tense, attributive adjectives, guide words in the dictionary.
- Read each other’s information brochures.
- Identify topic sentence and supporting sentences in information texts.
- Conduct research for information brochure.
- Reads an information text
  - Pre-reading: predicting from title, headings and pictures
  - Uses reading strategies: skims to get the general idea, scans for specific details
  - Identifies the way the text is organised
  - Compares differences and similarities in different places
  - Reads an information text with visuals e.g. map.
  - Uses reading strategies, e.g. makes predictions and uses textual and contextual clues.
  - Interprets visuals.
  - Uses a dictionary for vocabulary development.

### Write (4 hours)
- Write answers to questions about information texts.
- Identify topic sentence and supporting sentences in information texts.
- Rewrite a passage as an information text.
- Write an information brochure.
- Writes an information text
  - Selects appropriate visuals and content for the purpose.
  - Presents information using a map, chart, graph or diagram.
  - Writing process: planning/pre-writing, drafting, revising, editing, proofreading, presenting.

### Language (30 minutes + time spent on integrated activities)
- **Word level**
  - Adjectives (attributive)
- **Sentence level**
  - Simple past tense
- **Spelling and punctuation:**
  - dictionary usage
- Language practice
  - (LB page 105)
- Language practice
  - (LB page 111)
- After you read
  - (LB page 107)
- Write (LB page 110)
- Revision
  - (LB page 114)

### Start off
- Starting off (LB page 103)
- Read (LB page 106)
- Read (LB page 108)
- Write (LB page 110)
- Language practice (LB page 105)
- Language practice (LB page 111)
- Write (LB page 112)
- Write (LB page 110)
- Before you write (LB page 112)

### Core reader:
- Extreme Weather (page 105)
- Hitler, the dictator (page 110)

### Before you write
- Plain A4 sheet of paper per learner
- Coloured pens and art material for making a brochure
- Samples of folded information brochures e.g. from tourist information or primary health care clinic

### Target worksheets
- Dictionary
TEACHING GUIDELINES
During the next two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

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<tr>
<td>Writes an instructional text</td>
<td>30</td>
<td>112</td>
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</tbody>
</table>

Starting off
LB page 103
Familiarise the learners with the symbols used on a weather map, with the aid of the questions in the Learner’s book.

Informal assessment
Assess the learners’ ability to interpret symbols and familiarity with weather-related terminology.

Listen and speak
LB page 104
Preparation and resources
- Listening text: *How to make a simple rain gauge* (page 159) or audio cd (track 7)

Before you listen
LB page 104
Read over the notes on the features of instructional texts.

Listen and respond to an instructional text (Formal Assessment Task 1)
For this task, learners are required to listen to and respond to instructional texts. If necessary, you can assess them in pairs or groups of three. You can do this while the rest of the class is working on independent writing or reading tasks.

Alert the learners to the fact that they will be assessed on the responses to the oral comprehension questions. Read the text, *How to make a simple rain gauge* (page 159), through from start to finish. You can also play a recording from the audio CD (track 7). Then read it again. This time, pause to answer any queries. During the second reading, encourage the learners to jot down particular information as they listen.

Suggested answers
1. a rain gauge
2. It is used to measure how much rain falls in a particular area over a particular period of time.
3. How
4. one 2-litre plastic bottle, scissors, paper clips, a bucket full of sand or gravel, a measuring cylinder
5. Make sure that all the steps are listed, sequentially. Nothing must be left out or in the wrong order.
6. to help the gauge stand upright
7. The learners will say whether the instructions were clear and easy to follow. They will also indicate what improvements, if any, they would make, e.g. use of photographs.
8. When assessing their drawings, focus on whether or not their drawings correctly reflect the process described.
9. Learners’ own answers, e.g. simple cheap instrument that is easy to make and use.
10. Learners’ own answers that should reflect uses and purpose of the rain gauge.

Assessment rubric and mark allocation

<table>
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<th>Assess whether the learner can:</th>
<th>Marks</th>
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<td>Listen for specific details.</td>
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<tr>
<td>Discuss the usefulness of the information.</td>
<td>5</td>
</tr>
<tr>
<td>Link the information to own life.</td>
<td>5</td>
</tr>
<tr>
<td>Discuss the possible effects on people.</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
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</tbody>
</table>

Language practice
LB page 105
Preparation and resources
- A dictionary per learner or pair of learners
- Read over the notes on guide words. Use a dictionary to demonstrate. Give the learners a list of words to look up and ask them the guide words on the page where they found the word.

Suggested answers
1. climate, map, satellite, temperature, thermometer, weather, wedding, weekly, weight, whether, willing
2. a), b), c)
3. a) When using Longman’s South African School Dictionary, the guide words are tea and television. Note however, that answers will differ depending on which dictionary is being used.
   b) The guide words indicate the first word and the last word on that page. All other words on that page will be between these two guide words and will be arranged in alphabetical order
4. me-te-or, mack-in-tosh, cloth-ing, cloud-y

Informal assessment
Assess whether the learners understand how a dictionary is structured and if they can navigate their way through a dictionary.

Read
LB page 106

Preparation and resources
• Core reader: Extreme weather (page 105)

Let the learners read the text. They can do this as a shared reading activity.

After you read (Formal Assessment Task 1): Independent reading: 35 marks
LB page 107

Set aside a period for learners to answer the questions to the Read assessment in class. Learners have to work independently so as to provide a true reflection of their ability to read with understanding. Questions must be answered in their books and marked using the suggested answers below. Record the assessment as part of the term mark.

Suggested answers
1. a) True (1)
   b) True (1)
   c) False (1) A barometer is used to measure air pressure. (1) (4)
2. a) Ceres, Worcester and Paarl (3)
   b) 26 °C (1)
   c) Ceres – 10 km/hour (1) (5)
3. fore (1)
4. meteorologists (1)
5. a) Topic sentence: Weather forecasting involves predicting the weather, a practice that people have been carrying out for centuries. (2)
    Supporting sentences: In the past, people used to look to plants and animals for hints about the weather. (1) This is because nature gives certain clues. (1)
    b) Possible subheadings are Ancient methods of predicting weather (paragraph one) and Modern methods of predicting weather (paragraph two) Any similar or appropriate in context (2+2=4) (8)
6. One mark for each city correctly placed and each symbol. (16)
Read aloud (Formal Assessment Task 1)
Ask the learners to read one or two paragraphs of Predicting the Weather aloud. If necessary, you can assess them in pairs or groups of three. You can do this while the rest of the class is working on independent writing or reading tasks. Mark with the rubric on page 168.

Core reader: Extreme weather (page 105)
Read the text and use it to identify the characteristics of an information text.

Read
LB page 108

Preparation and resources
• Core reader: Extreme weather (page 105)

Before you read
Learners practise skimming skills.

Suggested answers
1. a) Answers will vary but must reflect the contents of the passage.
   b) Answers will vary, e.g. a tourism brochure aimed at European and North American tourists.

Read
Learners must read the text independently. Alert them to the importance of the information in the accompanying table.

After you read
LB page 109

Suggested answers
1. The main idea contained in the text is that although there are seasonal differences between different parts of the country, South Africa as a whole is famous for its sunshine.
2. The information contained in the text relates to South Africa’s weather patterns, and in particular, to its temperatures. This kind of information would be of interest to people either wanting to visit the country on holiday or to settle here.
3. Annual – happening every year
   Plateau – a large area of flat land that is higher than the land around it
   Altitude – the height of something above sea level
   Hemisphere – one half of the earth, usually as divided into northern and southern halves by the equator
4. a) Upington has the highest average maximum temperature in summer.
   b) Cape Town has the lowest minimum temperature.
   c) The answer will vary depending on where the learner lives.
   d) The answer will vary depending on where the learner lives.

Core reader: Extreme weather (page 105)
Learners read the article, and identify the topic sentence and supporting sentences of each paragraph.

Formal Assessment Task: listening and responding to instructional texts
This is an additional assessment task which gives learners an opportunity to improve their results and prepare for the mid-year assessment. Ask the learners to read the text about South Africa on page 108 of the Learner’s book. Ask them to retell the information in the text. Use the rubric on page 88 to assess their understanding.
Before you write

Work through the notes on information texts.

Write

Learners practise identifying topic and supporting sentences and rewriting text as an information text.

Suggested answers

1. a) South Africa is famous for its sunshine. (Topic sentence) Tourists come here to soak up the sun on the beaches. When they do, they visit the very many coastal towns. (Supporting sentences)

b) South Africa is situated at the southern tip of Africa. (Topic sentence) It is one of the richest countries on the continent. It also has strong ties with Europe and the rest of the world. (Supporting sentences)

2. Answers will vary. Model answer:

John Harrington is an expert in Geography whose passion is to study information about the weather, a topic that not everyone enjoys. Harrington ascribes the extreme weather conditions being experienced around the world to changes in the upper atmosphere. These atmospheric changes are causing natural disasters such as floods, tsunamis, droughts and so forth. The most astounding thing about these changes is the speed at which they are happening. The Greenland ice-caps are melting at a rate of about 230,000 billion kg of ice per year. A study by NASA also shows that the older and thicker ice of the Arctic sea is melting faster than the newer ice at the edge of the floating ice-cap of the Arctic Ocean.

Informal assessment

Assess whether learners are able to identify topic and supporting sentences.
Language practice
LB page 111

Work through the notes and examples of the simple past tense and attributive adjectives. Learners use the exercises for practice.
1. a) It was great.
   b) I travelled around by car and visited different places.
   c) We were very lucky with the weather.
2. a) The cold weather set in.
   b) A strong wind blew and heavy rain can down.
   c) The TV news predicted a gentle breeze along the coast.
   d) Meteorology involves predicting different weather.

Write (Formal Assessment Task 1)
LB page 112

Preparation and resources
• plain sheet of A4 paper per learner
• Coloured pens and art material for making brochure
• Samples of folded information brochures e.g. from tourist information or primary health care clinic

Before you write
Give the learners time to research the facts and figures needed for their information text. They should be encouraged to do the research on their own. They then use a mind map to plan their writing.

Write
Once they have completed their research and their mind maps, let the learners write their ideas out in rough. They should then be encouraged to give their rough draft to someone else to read. Thereafter, they should refine their work by:
• incorporating the feedback from their peers
• editing and proofreading it
• checking for errors (grammar, spelling and punctuation).

Make a brochure
LB page 113

Use samples of information brochures to demonstrate how to fold their paper to make a brochure. Then give them time to write their edited information onto the brochure. They should work independently on this task. Assess with the rubric on page 173.

Revision
LB page 114

1. a) Early maps were drawn by hand.
   b) The Department of Water Affairs was established in 1998.
2. Answers will vary.
3. fes-ti-val, sun-ny, holi-day, win-try, door-mat, doub-le
4. a) your light short-sleeved jacket
   b) three small curved lenses
   c) two unexpected discoveries
   d) a thick, round heavy carpet
   e) the hot humid climate
   f) warm dry blankets

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Preparation and resources
• Core reader: Extreme weather (page 105)
• Core reader: Hitler, the dictator (page 110)

Remedial
Give additional explanation of concepts and use the Target worksheets to give extra practice.

Core reader: Extreme weather (page 105)
Learners read the passage and write a summary of six sentences.

Enrichment
Throughout the course of the two weeks, assess the progress of learners. Identify those learners in the class who need additional challenges. You can either draw up additional activities of your own or use the Target worksheets that accompany this course.

Core reader: Hitler, the dictator (page 110)
Learners read the passage and write a summary of eight sentences.
Overview

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Term 3: Formal Assessment Task 1

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<td>context</td>
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<td>Theme 14: All the world is a</td>
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THEME 10 METAMORPHOSIS

Weeks 1 and 2

Theme overview
In this theme, learners will explore the novel genre more deeply. The focus will be on critically assessing the techniques and tools used to construct a novel, and to bring the characters and setting to life. The reading and listening texts are from *I was a Rat!* by Philip Pullman. The learners should be encouraged to read the novel in its entirety. The learners will listen to an extract, and examine the back cover blurb. They will also read two additional extracts. Learners will review a novel of their choice, and deliver an oral analysis/description of a novel character. Language practice includes simple past, present and future tenses; indefinite, demonstrative and interrogative pronouns; and word division.

Note: In preparation for this theme, learners should have read at least one novel independently which they can use as a basis for the character analysis and book review, or have read the abridged novel, *Akpan and the smugglers*, in the Core reader (page 45).

| Genre: Novels |
| Focus: Analysing a novel |

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
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</thead>
</table>
| **Listen and speak** (2 hours) | • Discuss metamorphosis.  
• Predict the theme of a novel, based on the cover.  
• Predict the behaviour of a character.  
• Predict the events in the next chapter.  
• Listen to and discuss an extract from a novel.  
• Deliver an oral on a character from a novel.  
• Discuss setting in a novel.  
• Discusses a novel  
  — Introductory activities: prediction.  
  — Listening to read novel extract.  
  — Predicts what is going to happen.  
  — Explains author and reader’s point of view.  
  — Stays on topic.  
  — Explains logically.  
  — Discusses main ideas and specific details.  
  — Asks relevant questions and responds appropriately. | • Starting off (LB page 121)  
• Before you read (page 122)  
• Before you listen (page 123)  
• After you listen (LB page 123)  
• Speak (LB page 124)  
• Before you read (page 125)  
• After you read (LB page 125)  
• Before you read (page 125) | • Listening text: Extract from "The Butterfly Heart" by Paula Leyden (TG page 159)  
• Core reader: The *Book of King Arthur* (page 31) |
### Read
(5 hours 30 minutes)

- Examine the blurb on a novel.
- Read notes on characters, setting and plot.
- Read two extracts from a novel.
- Read each other's book reviews.
- Read notes on word division and pronouns.
- Reads a novel
  - Pre-reading: predicts from title and discusses related themes/content.
  - Identifies and explains the central idea.
  - Discusses the characters.
  - Identifies and discusses feelings expressed.
  - Discusses suspense and twist.
  - Relates events and characters to own life.
  - Uses a range of reading strategies.
  - Discusses the structure, language use, purpose and audience.
  - Uses a dictionary for vocabulary development.
- Reflects on texts read independently.
  - Retells story or main ideas in 3 to 5 sentences.
  - Expresses emotional response to texts read.
  - Relates to own life.
  - Compares books/texts read.

### Write
(4 hours)

- Write a character sketch for an oral.
- Write answers to questions on the novel.
- Write a book review.
  - Uses a frame.
  - Pre-writing: listens to extracts from a read novel.
  - Selects content appropriate for the purpose.
  - Uses appropriate language and text structure.
  - Uses the correct format.
  - Organises content logically – uses chronology.
  - Uses appropriate grammar, spelling and punctuation, including subject-verb concord.
  - Uses a dictionary for spelling and vocabulary development.
- Uses the writing process: planning / pre-writing, drafting, revising, editing, proofreading, and presenting.

### Read (LB page 122)
- Read (LB page 125)
- Read (LB page 126)
- Write (LB page 129)
- Language practice (LB page 130)

### Core reader: Akpan and the smugglers (page 45)

### Core reader: The Book of King Arthur (page 31)

### Dictionary

### Reflect on texts read independently.
- Retells story or main ideas in 3 to 5 sentences.
- Expresses emotional response to texts read.
- Relates to own life.
- Compares books/texts read.
TEACHING GUIDELINES

Starting off
LB page 121 (15 minutes)

Ask the learners to look at the illustration. Ask them what they think it is showing.

Write the word “metamorphosis” on the board. Explain what it means. Separate the word roots into meta (from the Greek word for “beyond”) and morph (meaning form) so metamorphosis means moving beyond your form or changing form. Discuss how the word is usually used in a biological sense, and how it has been explored in literature.

Suggested answers
1–3. There are no right or wrong answers.
Encourage free debate.
4. Possible reasons for calling the theme metamorphosis are that:
• this is a topic of some novels;
• it is the name of a famous novel;
• reading novels changes us by broadening our understanding – it brings a metamorphosis in our consciousness.

Informal assessment
Make a note of how well learners are engaging with the discussion.

Read
LB page 122 (40 to 45 minutes)

Preparation and resources
• Copies of short appropriate novels
• A copy of The Butterfly Heart by Paula Leyden (if possible)

Read
Show the learners where a blurb is usually located. Read the blurb, then have the learners work through the questions in pairs. Discuss their responses.

Listen and speak
LB page 123 (60 minutes)

Preparation and resources
• Listening text: Extract from The Butterfly Heart (page 159)

Before you listen
Ask the learners to briefly discuss the illustration. Then ask them for feedback as to how they imagine the girls are feeling.

After you listen
Invite the learners to ask questions to clarify their understanding of the text. Divide the learners into groups. Have the learners take turns to read the extract aloud to their group (Learner’s book page 240).
After the groups have spent time rereading and discussing the text, go through the questions in class. Ask each group to report back on one question, while the others can add if necessary.

Suggested answers
1. Bul-Boo is worried about her friend Winifred at school. Winifred seems sad and distracted, and does not behave like she usually does in the classroom, or when they are walking home together.
2. She thinks that it is not likely because Winifred is the cleverest person in the class.
3. Winifred did not put her hand up; she slipped quietly out of the class at when the bell rang; she did not tell a story on the way home; she did not laugh when Madillo fell down (any three).
4. People do not notice Bul-Boo when Madillo is with her because Madillo is much more noisy than Bul-Boo.
5. This is subjective answer. But Learners may point out actions, dialogue, or descriptions that make the characters real. Get them to explore what it is in the text that brings each character to life.
6. Sister Leonisa points out Winifred's desk because she wants to show Bul-Boo how untidy she is in comparison, and make Bul-Boo learn how she should keep her own desk.
7. The author does not seem to believe this as she has made her main character untidy. We are sympathetic with her, and see the untidiness as just part of her character, not as a bad thing.
8. It is not likely that Winifred's problems will be sorted out so quickly. This is a long novel.
9. The answer to this is subjective, but encourage children to be specific about what it is in the story that makes them want or not want to read more.

Informal assessment
Note whether learners contribute to discussion, and grasp the main idea and general content of the text.

Speak
LB page 124

Preparation and resources
• Listening text: extract from The Butterfly Heart by Paula Leyden (TG page 159 and LB page 240)
• Core reader: The Book of King Arthur (page 31)
• Ensure that learners have read a novel that they can use for a character analysis. If necessary, learners can use the abridged novel, Akpan and the smugglers, in the Core reader (page 45).

Write and present a character sketch
Explain that you will be doing one character sketch together in class, and then the learners will do their own. They will later present the character sketch as an oral. Read the block on character. Invite a few learners to describe their favourite characters from books that they have read.

Ask the learners to discuss how they imagine the character of Madillo. Draw up a vivid picture of her on the board with adjectives that they suggest. If you can, draw a cartoon caricature of her, based on their descriptions.

Read through the passage again. Discuss how the author creates this character. Interestingly, she uses no adjectives and does not describe her appearance - and yet creates a vivid picture of her through her words and actions. Look at her words and behaviour together. Discuss the impression that is created from these descriptions.

Go through the questions in the Learner's book together in relation this character.

Suggested answers
1. The butterfly heart by Paula Leyden.
2. The story is about a girl, Winifred, who has a problem, and how her friends and the snake man help her to solve it.
3. Her name is Madillo. She is a girl at school.
4. There are no details about her appearance. She is a lively, talkative and impatient girl. She seems to be curious about a lot of things, and likes a challenge – for example, counting in Japanese. She does not like to wait, and she is very talkative. She is not scared of her teacher.
5. This will be a subjective answer.
6. The author creates a vivid image of the character through her words and actions. This paragraph describes the character well: There is nothing shadow-like or silent about my twin sister, Madillo. I wonder how much Mum and Dad knew about armadillos when they named her after one. Not very much, I think. Because apart from the odd grunt, they are peaceful creatures.

Now give the learners time to write their own analysis. They first make notes based on the questions in the Learner's book. They then write a rough draft of their character analysis. They share this with a partner, and check it against the questions. They also check to see that the analysis flows logically, and that the grammar, spelling and punctuation are correct. They make corrections as necessary, then write the analysis out neatly.

Learners should write cue cards that summarise their analyses, using the questions as a basis for the cue cards. Learners should practise speaking about their character analyses at home. The learners then present their analyses in class.
Informal Assessment
If necessary, have half the class doing independent reading or writing while the other half presents their orals. The learners’ orals may be informally assessed both in terms of how well they address the above questions in the oral, as well as on their presentation. If you combine this with Arts and Culture, this activity may be extended. For example, the learners could dress up as the character they are portraying.

Core reader: The Book of King Arthur (page 31)

Read in groups, compare Arthur to Sir Kay, and discuss how the author uses their behaviour to describe their differences.

Language practice
LB page 124 (30 minutes)

Simple past, present and future tenses
The learners can do these on their own. If necessary, do the first one as an example.

Suggested answers
1. When Bul-Boo came to school, she saw that Winifred was different from usual.
   When Bul-Boo comes to school, she sees that Winifred is different from usual.
   When Bul-Boo will come to school, she will see that Winifred is different from usual.
2. When the three friends walked home from school together, they would tell/told stories and laugh/ laughed.
   When the three friends walk home from school together, they tell stories and laugh.
   When the three friends will walk home from school together, they will tell stories and laugh.
3. Madillo counted her steps in Japanese when she walked home.
   Madillo counts her steps in Japanese when she walks home.
   Madillo will count her steps in Japanese when she walks home.
4. Bul-boo hoped that Winifred would be happy and laugh again soon.
   Bul-boo hopes that Winifred is/will be happy and laughs/ laugh again soon.
   Bul-boo will hope that Winifred will be happy and laugh again soon.
5. When she saw the mess on Bul-boo’s desk
   Sister Leonista said, “I wish you were tidy like Winifred.”
   When she sees the mess on Bul-boo’s desk
   Sister Leonista says, “I wish you were tidy like Winifred.”
   When she will see the mess on Bul-boo’s desk
   Sister Leonista will say, “I wish you were tidy like Winifred.

Read
LB page 125 (30 – 40 minutes)

Preparation and resources
• Core reader: The Book of King Arthur (page 31)

Before you read
Read through the notes on setting. Talk about how setting can bring a story to life; how setting helps to understand the characters in terms of where they come from. Learners write a few words describing the setting when they walk home from school.

Read
Learners may read the passage independently and do the questions on their own.

After you read
Discuss the answers in class.

Suggested answers
1. Nshima is a (stiff, maize-based) porridge; kapenta are silvery fish (a type of sardine). The learners would not necessarily know the details in brackets but they can work out the rest from the passage.
2. “The path was long and hot”; the mangoes were “brought inside to cool”.
3. Yes, he seems to get excited about being close to home; he runs home when he smells the porridge which he finds tasty; his mother gives him mangoes
4. Answers will vary. Stress that a few well-placed adjectives, metaphors or similes can describe a place vividly.

Informal Assessment
The learners may mark each other’s work. Use this to check reading comprehension and grasp of how writers create setting and character.

Core reader: The Book of King Arthur (page 31)

In a group, describe the setting and then draw it.
Read
LB page 126 (60 minutes)

Preparation and resources
• Core reader: *The Book of King Arthur* (page 31)

Before you read
Read the notes on plot.
Give the learners time to answer the questions. Go through the meanings of the words in bold and check that learners understand them by asking them to use them in their own sentences.

Read
Assess your learners’ ability. This is a fairly challenging text. If you feel they are able, they may read independently, or in pairs. Or, you may read it together with the whole class, or with some of them. You could also read with them, and then ask them to read it again on their own.

Reflection
After the learners have had enough time to read the text, spend about 10 or 15 minutes reflecting on the text. Ask the learners:
1. Does this passage make you interested in how Peter came to be in this situation, or in what might happen next? How do you think the writer is making this plot interesting?
2. What in particular makes you want to read on?
3. Do you like this story? Would you like to read the whole book? Why or why not?

After you read
LB page 128

Learners work in pairs or independently to answer the questions.

Suggested answers
1. The passage describes Peter’s experiences when he wakes up to find that he has been turned into a cat. He is chased out of the house by his nanny, and is chased and beaten by the newspaper boy as he runs through the streets in fear.
2. She would not listen because she did not know it was Peter. She thought he was a stray cat. She could not understand him - he can only miaow now that he is a cat, he can no longer talk.
3. a) She looks after Peter, and punishes him by sending him to be without supper if he disobeys her, for example by bringing in stray cats.

4. The adjectives are: evening, enormous, curling. Any suitable sentence is acceptable.
5. It sounds loud because now that he is a cat his hearing is very sensitive.
6. The boy hit Peter because he noticed the man of the house shouting at Peter, and he thought if he helped to chase Peter away he might get a tip.
7. He is feeling terrified and bewildered. He does not know what has happened to him, and his neighbourhood feels completely foreign not that he is a cat. No-one understands him or wants to help him.
8. The answer to this is subjective.
9. It suggests that people were rough towards stray cats. They shouted at them and kicked them and threw things at them.
10. He does not like the way they are treated. By writing a story about a boy who turns in to a cat, he shows the cat’s perspective. He makes people imagine themselves or their children in Peter’s situation, and to think more about how they treat stray cats.
11. This is subjective. The author makes you want to read on because he describes Peter’s situation very vividly. He helps you really imagine how it might be to suddenly turn into a cat. Peter is in a dangerous situation, he is helpless, and we are curious to see how he will get over these problems.

Informal assessment
Spend some time going through the answers to this. Learners may mark their own or their partner’s texts. Use this to help you assess their reading and comprehension levels.

Core reader: *The Book of King Arthur* (page 31)

Discuss how the author encourages you to want to read the next chapter.

Write
LB page 129

Preparation and resources
• Ensure that learners bring to school the book that they are planning to review. It may be the same
Before you write
(30 minutes)
Go over the criteria for writing a review. If necessary, refer the learners to pages 84 and 85 of the Learner’s book. Remind learners that reviews may be positive or negative. Go through the steps outlined in the Learner’s book.

Write
(90 minutes)
Give the learners time to write their reviews. When they have completed their first drafts, learners swap their work and check against the criteria, as well as checking for grammar, spelling and punctuation. Learners finalise their drafts and write them out neatly.

Informal assessment
Learners assess each other’s work to check that all the criteria for a book review are covered.

Keep the book reviews in a file to guide the learners’ reading. The learners can read through them, and make a note of the books they would be interested to read.

Core Reader: The Book of King Arthur
(page 31)

In a group, learners review the chapters using the criteria provided in the Learner’s book.

Language practice
LB page 130

Word division
Read through the notes on word division. Ask learners to suggest words. Write these on the board, and together go through how they may be divided.

Suggested answers
cob-ble; con-fus-ing; ham-per; hap-py; hose-pipe; im-port-ant; pre-par-ed; tro-phy; trou-ble

Interrogative, demonstrative and indefinite pronouns
Read through the notes on pronouns. For each type of pronoun, ask learners for a few examples to confirm that they grasp the idea.

Interrogative pronouns are often confused with relative pronouns. Write a few other sentences with relative pronouns. Show that relative pronouns, unlike interrogative pronouns, relate to an antecedent (for example, That is the boy whom I invited – whom is clearly linked to boy. The old woman whose leg was injured went to the hospital. Whose clearly links to “old woman”.)

Suggested answers
What (interrogative) happened at school today?
Nothing. (indefinite)
What (interrogative) do you mean nothing (indefinite)?
Something (indefinite) must have happened. Tell me anything (indefinite), Who (interrogative) did you talk to? What (interrogative) did the teacher say? What (interrogative) did you eat at break? Who (interrogative) did you sit next to? What (interrogative) have you learnt?
Nobody (indefinite), can’t remember, a hot dog, somebody (indefinite). And nothing (indefinite).
So who (interrogative) is that (demonstrative)?
That [“that” is not an demonstrative pronoun here as it is followed by the noun. It is a demonstrative adjective describing “boy”] boy who was talking to you.
No one (indefinite).
What (interrogative) is his a name?
I don’t know what (interrogative) his name is.
And whose (“whose” is not an interrogative pronoun here as it is followed by the noun. It is in interrogative adjective describing “jersey”) jersey are you wearing?
My friend’s. Oh here, Miss said to give you this (demonstrative).
What (interrogative) is this (demonstrative)?
Oh just some report or something (indefinite). I’m starving. What’s (interrogative) for lunch?

Informal assessment
Spend some time going through the answers to this. Learners may mark their own or their partner’s texts. Use this to help you assess their grasp of the concepts.

Revision
LB page 132

Suggested answers
1. Ex-tract; won-der-ing; half-way; mil-lion
2. When Bul-Boo saw her friend Winifred rest her head on the desk, she knew something was wrong. She felt worried. It was not like Winifred to behave like that. She always knew the answers to the
teacher’s questions and always put up her hand. Bul-Boo wished that she could help her friend.

3. Mystery; non-fiction; romance; fantasy; drama

4. what; which; who; whom; whose

5. b) This is the worst book I have read.

d) That is the boy who was once a cat.

Spelling list

• Revise the terms associated with the theme to consolidate learners’ understanding of them.

• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

If there is time, or as part of an Arts and Culture lesson, the learners can do the following activity:

Now that you know more about the novel, look again at the cover on page 106. Do you think this is a good cover? Design your own cover for the book. Also use the graded target worksheets to revise adjectives and the simple past tense.

THEME 11 ONCE UPON A TIME

Weeks 3 and 4

Theme overview

In this theme, learners read a very old folk tale from the time of King Arthur: the legend of Sir Gawain and the Lady Ragnell. This theme consolidates what they have learnt about different story types and also gives the opportunity to practise what they have learnt about stereotypes and story structure. Learners examine how writers describe character (by action, dialogue and how other characters treat them) and they write a character sketch of a villain using some of these ideas.

<p>| Genre: Legends |
| Focus: Characterisation in legends; application of themes in legends to life today |</p>
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<th><strong>Skill</strong></th>
<th><strong>Activity</strong></th>
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<th><strong>Resources</strong></th>
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<td>Listen and speak (2 hours)</td>
<td>• Identify and retell well-known stories — folktale, myth, legend and fable.</td>
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<td>• Core reader: Little hare harelip (page 12)</td>
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<td></td>
<td>• Listen to and discuss a legend.</td>
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<td>• Core reader: The Building of a city (page 7)</td>
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<td></td>
<td>• Predict plot.</td>
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<td>• Listening text: Sir Gawain and the Lady Ragnell (TG page 160) or audio CD (track 8)</td>
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<td></td>
<td>• Listens to and discusses a folklore, e.g. a myth or a legend</td>
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<td>• Core reader: The Book of King Arthur (page 31)</td>
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<td></td>
<td>— Introductory activities: prediction.</td>
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<td>— Recalls events in the correct sequence and using the correct tense.</td>
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<td>— Interacts positively during group discussions.</td>
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<td>— Identifies how stereotypes are created and their effects on the listener.</td>
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<td>— Discusses characters.</td>
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<td>— Discusses plot, conflict and setting.</td>
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<td>— Discusses messages in the text.</td>
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<td>— Reflects cultural customs, values and beliefs.</td>
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<td>— Reflects on the struggle between good and evil.</td>
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<tr>
<td>Read (5 hours 30 minutes)</td>
<td>Write (4 hours)</td>
<td>Language (30 minutes + time spent on integrated activities)</td>
<td>Core reader: Little hare harelip (page 12)</td>
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<td><strong>Read</strong></td>
<td><strong>Write</strong></td>
<td><strong>Language</strong></td>
<td><strong>Core reader: Little hare harelip</strong></td>
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<tr>
<td>Read an extract from a legend.</td>
<td><strong>Read answers to questions about a legend.</strong></td>
<td><strong>Word level</strong></td>
<td><strong>Target worksheets</strong></td>
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<tr>
<td>Analyse themes and features of a legend.</td>
<td>Analyse characters in a legend.</td>
<td><strong>Sentence level</strong></td>
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<tr>
<td>Read each other's short stories.</td>
<td>Write a short story.</td>
<td><strong>Spelling and punctuation:</strong></td>
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<tr>
<td>Read notes on gerunds and the future perfect tense.</td>
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<td>— verbs (gerunds)</td>
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<tr>
<td>Reads a folklore, e.g. a myth or a legend</td>
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<td>— future perfect tense</td>
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<td>— Pre-reading activities e.g. prediction based on title and or graphics.</td>
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<td>— commas</td>
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<tr>
<td>— Uses reading strategies: skimming, scanning, prediction, views visuals in order to interpret.</td>
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<tr>
<td>— Discusses elements of legend e.g. characters and messages.</td>
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<td>— Explains interpretation and overall response to text.</td>
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<td>— Invents and describes preferred results or endings.</td>
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<td>Before you read (LB page 136)</td>
<td><strong>After you read</strong></td>
<td><strong>Language practice</strong></td>
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<td>Read (LB page 136)</td>
<td>(LB page 138)</td>
<td>(LB page 142, 143)</td>
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<tr>
<td>After you read (LB page 138)</td>
<td><strong>Write</strong></td>
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<tr>
<td>Write (LB page 136)</td>
<td><strong>Write a character sketch</strong> (LB page 141)</td>
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<td><strong>Write a short story</strong> (LB page 141)</td>
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<td><strong>Write a character sketch</strong> (LB page 141)</td>
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<td><strong>Write a short story</strong> (LB page 141)</td>
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<td>Language practice (LB page 142, 143)</td>
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<td>Revision (LB page 144)</td>
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<td><strong>Dictionary</strong></td>
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TEACHING GUIDELINES

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

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<thead>
<tr>
<th>FAT task 1</th>
<th>%</th>
<th>Reference</th>
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<td>Listening comprehension</td>
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<td>Read aloud</td>
<td>15</td>
<td>Core reader: The book of King Arthur (page 31) and Akpan and the smugglers (page 45) TG page 99</td>
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</tbody>
</table>

Formal Assessment task 1: 
Read aloud: 15%

Learners should prepare for their reading aloud assessment by reading The book of King Arthur (page 31 in the Core reader) and Akpan and the smugglers (page 45 in the Core reader) at home. As part of their preparation, ask learners to compile a list of ten words from each of the texts with which they are unfamiliar for inclusion in their personal dictionaries. To ensure that learners engage with and understand the text well before assessment, they should also write a summary of each story for inclusion in their portfolios. One of the summaries can take the form of paragraphs and the other can be written as a table with the headings: characters, setting, plot, highlights of the story, etc.

Inform learners ahead of time on which day they will be reading for assessment. Ensure that each learner has completed the dictionary and summary tasks beforehand. Set aside a period for reading aloud assessment. Learners should be selected at random to read, thus ensuring that all learners follow the story in their reader as a classmate reads for assessment. Use the rubric on page 168 to assess reading aloud. Record the mark for inclusion in the term mark.

Starting off
LB page 133

Preparation and resources

- Core reader: Little hare harelip (page 12)
- Core reader: The Building of a city (page 7)

Learners start by looking at the pictures representing different story genres: folktales, myths, fables and legends. They retell any of the stories that they recognise from the pictures:

- The story of Pandora’s box: Pandora, sent to earth by the God Zeus to marry Epimetheus, is given a box as a wedding present. She is instructed never, under any circumstances to open the box. But her curiosity gets the better of her, she opens the box and all the evils of the world escape, including the tiny winged “Hope.”
- The folktale of King Lion giving gifts to the animals: King Lion calls all the animals to a party and distributes horns, tusks, spotted, striped coats and tails to the animals. The story explains why only male buck get horns, why giraffe can’t speak, why elephant has tusks and why the frog hides away and doesn’t emerge: he didn’t get any clothes at all.
- Sheikh Yusuf: a South African legend about a little boy called Agmat who sees the Holy Man in a dream and builds a shrine which still honours his memory today.
- The hare and the tortoise: Aesop’s fable about the hare who challenges the tortoise to a race. The hare is arrogant about his success, and sleeps along the way, enabling the slow and steady tortoise to defeat him in the end.

Suggested answers
2. a) Pandora’s box: myth
   b) King Lion’s gifts: folktale
   c) Sheikh Yusuf: legend
   d) Hare and Tortoise: fable
3. a) folktale
   b) myth
   c) legend
   d) fable

Core reader: Little hare harelip (page 12) and The Building of a city (page 7)

Read the two stories and identify their genres.
Listen and speak

LB page 134

Preparation and resources

• Listening text: *Sir Gawain and the Lady Ragnell* (page 160) or audio CD (track 8)
• Core reader: *The Book of King Arthur* (page 31)

Background to the story

Any story about King Arthur can be classified as legend as it is based to some degree on historical fact. King Arthur was said to be King in the late 5th, early 6th century in England. The earliest records of this story go back as far as Chaucer at the end of the 14th century: it first appears in The Wife of Bath’s tale in *The Canterbury Tales*. This version of the story is based on the 15th century poem called *The wedding of Sir Gawain and the Lady Ragnell*.

Core reader: *The Book of King Arthur* (page 31)

Read the story in groups and retell it to each other.

Before you listen

Learners tell any stories they might know about King Arthur: stories about his wisdom, about his castle in Camelot, his sword Excalibur and the Knights who met around a round table.

The picture shows a wedding: a knight is being married to a very ugly bride while a lot of people look on.

After you listen (Formal Assessment Task 1): Listening comprehension:

25 marks

LB page 135

Note: questions 1 to 4 are for assessment, and questions 5 and 6 are for class discussion.

1. a) King Arthur was hunting in the Ingleswood forest. (1)  
b) Sir Gromer asked him to solve the riddle of what women desire most, above all else in the world. (1)  
c) King Arthur will have to meet Sir Gromer back in the forest in a year’s time and be killed. (1)  
d) Sir Gawain, King Arthur’s nephew tries to help King Arthur to find the answer to the riddle. (1)  
e) Some said that women want to be beautifully dressed, or to have handsome husbands, to have children, beauty or money. (any 2 for 1 mark each)  
f) King Arthur meets an ugly lady called Lady Ragnell. (1)  
g) She was very, very ugly: (1) her face was red, her nose was runny, her mouth was wide and her teeth were yellow and hanging. She had watery eyes, ears like a donkey and she was shaped like a barrel. (1)  
h) She wants to marry Sir Gawain. (1)  
i) Sir Gawain agrees to help King Arthur and marry her in order to save King Arthur’s life. If he marries her she will tell them the answer to the riddle. (1)  
j) The answer to the riddle is that women desire to be sovereign over their own lives and not to live under the rule of men. (1)

2. Yes, (1) Sir Gawain does behave in ways that are typical of the stereotype: he is very loyal to the king and he bravely volunteers to marry the Lady Ragnell to save the life of the King, even though Lady Ragnell is very ugly. (1)

3. Lady Ragnell does not look like the stereotype of a lady: she is very ugly. (1) She also takes charge of situations and insists on marrying Sir Gawain. (1)

4. Values (those qualities or beliefs that we consider to be very important in life), are often hidden in stories: they are seldom explicitly stated. Often we only see what values the author promotes, when we see what happens to the hero and the villain in the story or in the way that people behave. Important values in this story:

a) This value is represented in the story. Sir Gawain serves the king by accompanying him on his quest to solve the riddle, as well as in his willingness to marry Lady Ragnell. (2)  
b) This value is not represented in the story. Arthur does his own “dirty work.” (2)  
c) This value is represented in the story. King Arthur does not even consider not returning to meet Sir Gromer a year later – even if it meant he would die. (2)  
d) This value is represented in the story. Even Sir Gromer, the villain of the story, agrees that it would be shameful for him to kill King Arthur in the forest as he was not armed for a proper fight. (2)  
e) This value is represented in the story. Sir Gawain is seen as very heroic for agreeing to marry such an ugly woman. Beauty is seen as more worthwhile than ugliness. (2)
5 Knights: brave, strong, honourable, faithful, handsome, loyal to the king, active
Ladies: waiting quietly to be married, faithful, beautiful, serene

6. a) Learners’ own words.
   b) and c) Women during the Middle Ages were not sovereign over their own lives: They were very dominated by men and were:
   — not allowed to marry without their parents’ consent
   — could own not own a business without special permission
   — not allowed to divorce their husbands
   — could not own property of any kind unless they were widows
   — could not inherit land from their parents if they had any surviving brothers
   — For many women, a life as a servant for the rich was all they could hope for. This work was demanding and poorly paid.
   — Women had few choices: they could marry, join a convent, do farm work, do domestic work or work in the clothing industry.
   d) Lady Ragnell was not saying that women did not want to marry men – she wanted to marry Sir Gawain. She wanted to marry and remain in charge of her own life.
   e) Learners’ own opinions.

Before you read
Learners scan the passage to see if Sir Gawain honours his promise to marry the Lady Ragnell.
Now read the story while the learners follow. Stop at the bottom of page 137 and discuss the story so far.
The learners now read the remainder of the story independently and answer the questions in the Learner’s book on their own. Collect their written assessment and mark according to the suggested answers below. Record the mark as part of the term assessment.

After you read (Formative Assessment Task 1): Reflect on independent reading: 40 marks
LB page 138

Suggested answers
1. King Arthur had to find out what it is that women desire above everything else in the world. (1)
2. Lady Ragnell was very ugly. She had a red face, a runny nose, a wide mouth and her teeth were yellow and hanging. She had ears like a donkey and she was shaped like a barrel. (any 5 features at 1 mark each)
3. She offered to tell him the answer to the riddle (1) if she could marry Sir Gawain (1).
4. He did not want Sir Gawain to feel that he had to make such a big sacrifice (1) in order to save the King’s life (1).
5. Sir Gawain was an honourable knight (1) who put loyalty to the King before his own happiness. (1)
6. Women want to be sovereign over (in control of) their own lives and not live under the rule of men. (1)
7. Lady Ragnell turned into a beautiful girl when Sir Gawain tried to kiss her. (1)
8. Sir Gawain had to choose if he wanted Lady Ragnell beautiful during the day or beautiful during the night (1) – he could not have both, because of a curse that had been placed upon her by her brother Sir Gromer.
9. He said that he could not answer, that she had to decide what she wanted. Whatever she decided, (1) he would agree with. (1)
10. This answer gave her the freedom to make decisions about her own life. (1) In so doing, he released her from the spell completely. (1)
11. Sir Gromer (1)
12. The story has two main heroes: Sir Gawain, who is loyal to the King and who behaves honourably, (1) and Lady Ragnell, who uses her wits to escape the curse of her brother. (1)
13. a) He helps King Arthur to go all over the land looking for the answer to the riddle. (1) He volunteers to marry Lady Ragnell to spare the king’s life. (1)

b) He married Ragnell in a large public wedding, (1) and after the wedding, he tries to kiss her. (1)

c) He did not decide her fate for her. He asked her to decide which she would prefer and in so doing he allowed her to have sovereignty over her life: which is what she wanted. (1)

| Setting | England, King Arthur’s palace, the Ingelswood forest, the 15th century (3) |
| Plot | King Arthur has to find the answer to a riddle or lose his life. (1) He meets a lady in the forest who offers to tell him the answer to the riddle if she can marry Sir Gawain. (1) Sir Gawain agrees to marry her and they learn the answer to the riddle (1) “What do women want?” After the wedding Sir Gawain discovers that Lady Ragnell is under a curse. (1) He frees her from it entirely by allowing her to choose for herself how she wishes to be. (1) |
| Theme | The message or theme of the story is that women wish to be in control of their own lives. If given this opportunity, everyone will benefit. (2) |

15. Learners talk about the relevance of the story today, given that it is over 500 years old. Encourage debate and accept any ideas that are well supported. Points to consider:

— Some women’s lives are very different from those of the medieval sisters. In many cultures they can marry without permission, divorce, own property, inherit, work at skilled professional jobs and decide if they want to marry or not.

— In other cultures, women are still kept very tightly under the control of men.

— Physical beauty is still very highly valued in our culture. The media a very influential in this regard.

**Core reader: One girl to nil (page 96)**

Read and discuss if women are free to do any job and play any sport.

**Write**

LB page 140

**Preparation and resources**

- **Core reader: The Book of King Arthur (page 31)**

The important point that must be conveyed to the learners is that writers do not usually state clearly what a character in a story is like; readers have to work it out by interpreting the character’s actions and speech and by seeing how other characters in the story react to them.

**Core reader: The Book of King Arthur (page 31)**

In groups, learners make a mind map listing Arthur’s actions that show his honesty, and another listing Sir Kay’s deceitfulness.

**Suggested answers**

Sir Gromer (Character’s actions)

- Is tall and fearsome with a booming voice.
- Threatens to kill King Arthur, although we don’t know the history of the conflict between them.
- Has some honour – decides not to kill King Arthur when it’s pointed out that it is not fair combat.
- Sets him a difficult riddle, thinking that he won’t be able to answer it.
- Is very angry when King Arthur delivers the correct answer.
- Puts a curse on his own sister because she will not bow to his authority and do what he says. He condemns her to live as a hideously ugly hag unless she can find someone to volunteer to marry her.

Sir Gromer (How other characters behave towards him)

- King Arthur is afraid of him. He knows that Sir Gromer could easily kill him.
- His sister refuses to do what he tells her.
- People are afraid of him – he has magical powers and can put a curse on someone if he wants to.

Sir Gawain (Character’s actions)

- He is very loyal to King Arthur and offers to help him find the answer to the riddle. He rides all over England with the king speaking to people.
- He volunteers to marry Lady Ragnell in order to spare the king’s life.
• He marries Lady Ragnell in a big public wedding and does not act as if he is repelled by her ugliness.
• He kisses her on their wedding night although she is so ugly.
• He does not decide for Lady Ragnell how the curse should be broken: he leaves it in her control. In so doing he gives her control over her own life.

Sir Gawain (How other characters behave towards him)
• King Arthur trusts him and tells him his pact with Sir Gromer as well as some of what Lady Ragnell wants.
• Lady Ragnell wants to marry him. She knows that he is her best chance at breaking the curse – she hopes that he will act honourably and respectfully towards her.

Lady Ragnell (Character’s actions)
• She is beautiful, but has been made ugly by a curse put on her by her brother Sir Gromer.
• She uses her brains to escape from the curse that is on her – she bargains with King Arthur to give him what he needs in order to get what she needs.
• She does not wait quietly to be rescued, but takes matters into her own hands.
• She chooses to marry a knight who she knows will act gallantly and respectfully towards her.
• She is wise and knows the answer to the riddle.
• She refuses to do what her cruel bother Sir Gromer wants her to do – even though it means that she has a curse placed upon her.
• She allows Sir Gawain complete freedom to answer the question of whether she will be ugly at night or during the day.

Lady Ragnell (How other characters behave towards her)
• King Arthur sees that she is so ugly that he cannot promise that sir Gawain will marry her.
• Sir Gawain agrees to marry her, but only because in doing so he can spare the King’s life.
• Sir Gawain treats her with respect at their wedding.
• The villain, Sir Gromer is furious with her for telling King Arthur the answer to the riddle.
• When she is released from the curse completely, she and Sir Gawain live happily ever after.

Write a character sketch
LB page 141
Learners use the mind map to plan a character sketch of a villainous character. They fill in details about the character: details that must be consistent with their villainous nature. Draw their attention to the correct tense to use in a description: usually we use the present simple tense.

Informal assessment
Use the following assessment tool to assess each learner’s character sketch.

<table>
<thead>
<tr>
<th>Uses the correct tense</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Describes details consistent with a villainous character</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses adjectives and descriptive words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall impression of character sketch</td>
<td></td>
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<tr>
<td>Use of the writing process</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</tbody>
</table>

Write a short story (Formal Assessment Task 1): Writes own short story
LB page 141
Learners now write a short story, using the character created in their character sketch.

Language practice
LB page 142
Go over the explanation of gerunds provided in the Learner’s book. Some extra examples to help explain the difference between gerunds and verbs:
• Gerund: My job is feeding the hens (feeding is a job/noun)
  Verb: I am feeding the hens right now.
• Gerund: His favourite sport is swimming (swimming is a sport/noun).
  Verb: He went swimming in the sea.
• Gerund: Feeling and expressing gratitude is very important (feeling and expressing are both abstract nouns).
  Verb: I was feeling gratitude. I like expressing gratitude.

Have the learners to the exercises to consolidate understanding.

Suggested answers
1. a) Gerund
   b) gerund
2. a) His  
b) his  
c) our  
d) their  

**Future perfect tense**  
LB page 143  

Read over the notes and examples with the learners, before they attempt the exercises on their own.

**Suggested answers**  
3. a) By the end of the year we will have written so many stories.  
b) She will have left on the aeroplane by this time tomorrow.  
c) We won’t have checked our work properly by then.  
d) We will have been best friends for a year this month.  

4. Answers will vary. These are some suggestions:  
— By bed-time tonight I will have finished my homework.  
— By bed-time tonight I will have laid out my clothes for tomorrow.  
— By bed-time tonight I will have read that book.  

**Comma**  

**Suggested answers**  
5. a) The evil villain screamed, fell in the lake and drowned.  
b) The king rewarded the knight with gold, silver, diamonds and other precious things.  
c) He climbed up the stairs, crept across the landing, disappeared into the bedroom and hid under the bed.  
d) She switched on her torch, so the thief ran away in fright.  

**Revision (Formal Assessment Task 1): Language in context: 15 marks**  
LB page 144  

Set aside one lesson for learners to complete the assessment task below. Learners work individually, writing the answers in their books. Mark learners’ answers using the suggested answers below and record the mark as part of the term assessment.

**Suggested answers**  
1. Answers will vary. These are some suggestions.  
a) The children denied making all the noise.  
b) Making friends with you, was one of the best things I ever did.  
c) Jake’s driving scares me because he goes so fast.  
d) I am famous for my cooking/ running/ swimming/ writing/ juggling.  

2. Answers will vary. These are some suggestions.  
a) By the time you arrive I will have unwrapped all my presents.  
b) We will have spent all our money by the time Christmas arrives.  
c) They will have finished supper by the time the movie starts.  
d) The baby will have started to walk by her first birthday.  
e) The show will have started by the time we arrive.  

3. a) In the first sentence (without the comma) “chocolate” functions as an adjective so the sausage was made from chocolate. In the second sentence (with the comma) we ate three different foods: chocolate, sausage and cake.  
b) The first sentence (with the comma) is a command, calling Grandpa to join them while they eat. The second sentence (without the comma) means that they are going to eat Grandpa.  
c) The first sentence (with the comma) is an instruction to drivers to slow down as children are crossing. Without the comma, “slow” functions as an adjective to describe the type of children that are crossing – slow children.  

**Spelling list**  
• Revise the terms associated with the theme to consolidate learners’ understanding of them.  
• Set aside 15 minutes each week for a spelling test.

**Remedial and enrichment for this theme**  

**Preparation and resources**  
• Core reader: The Book of King Arthur (page 31)
Remedial
Learners who have struggled with the character sketch will get another opportunity to practise the skill by doing Target worksheet A. There are also activities to reinforce their understanding of gerunds and the use of commas.

Core reader: The Book of King Arthur (page 31)
Learners can write a description of Sir Ector.

Enrichment
Learners who need enrichment can do Target worksheet B in which they write another character sketch and deepen their understanding of gerunds and commas. Learners can also research other legends associated with the time of King Arthur. They could look for another well-known story about Sir Gawain called *Sir Gawain and the Green Knight*.

Core reader: The Book of King Arthur (page 31)
Learners explain how the author uses Sir Ector’s actions to show that he loves Arthur as his own son.

**THEME 12 TALL TALES**

**Weeks 5 and 6**

**Theme overview**
This theme deals with storytelling and tall stories. Learners will examine an image which has been manipulated and they will listen and respond to a tall story. Exaggeration and stereotypes will be identified and they will discuss plot, theme, setting and characterisation by analysing other stories. Learners write a friendly letter. Language exercises on adjectives and tenses follow.

<table>
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<th><strong>Genre</strong></th>
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<td>Exaggeration and hyperbole</td>
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<thead>
<tr>
<th><strong>Skill</strong></th>
<th><strong>Activity</strong></th>
<th><strong>LB reference</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| Listen and speak (2 hours) | • Discuss the implications of manipulating photographs.  
• Discuss idiomatic expressions commonly used in the media.  
• Discuss old wives’ tales.  
• Listen to and discuss a tall tale.  
• Listens to a short story  
  — Introductory activities: prediction.  
  — Recalls events in the correct sequence and using the correct tense.  
  — Interacts positively during group discussions.  
  — Identifies how stereotypes are created and their effects on the listener.  
  — Discusses characters.  
  — Discusses plot, conflict and setting.  
  — Discusses messages in the text. | • Starting off (LB page 145)  
• Language practice (LB page 146)  
• Speak (LB page 146)  
• Listen and speak (LB page 147)  
• After you listen (LB page 147) | Listening text: *Michigan winds* (TG page 161) or audio CD (track 9) |
<table>
<thead>
<tr>
<th><strong>Read</strong> (5 hours 30 minutes)</th>
<th><strong>Write</strong> (4 hours)</th>
<th><strong>Language</strong> (30 minutes + time spent on integrated activities)</th>
<th><strong>Core reader:</strong></th>
<th><strong>Dictionary</strong></th>
</tr>
</thead>
</table>
| • Identify hyperbole.        | • Write answers to questions on two short stories.          | • Word level  
  — Adjectives (predicative), tenses, connecting words   | The building of a City (page 7) |               |
| • Read two short stories.    | • Write descriptive paragraphs of stereotypical characters. | • Sentence level  
  — Past perfect tense; future perfect tense            |                |               |
| • Read notes on adjectives; the present and past perfect tense; plurals of words ending in -o; writing a friendly letter. | • Write a friendly letter.  
  — Uses correct layout.  
  — Shows awareness of audience and style.  
  — Uses appropriate tone.  
  — Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs.  
  — Uses connecting words, e.g. ‘however’, synonyms and antonyms to link sentences into cohesive paragraphs.  
  — Uses correct spelling and punctuation. | • Spelling and punctuation  
  — word division, dictionary usage |                |               |
| • Read an example of a friendly letter. | • After you read (LB page 149) | • Language practice (LB page 151) |                |               |
| • Read each other's letters. | • After you read (LB page 150) | • Language practice (LB page 151) |                |               |
| • Reads a short story  
  — Pre-reading activities: prediction based on title and or graphics.  
  — Examines the text for hidden messages and summarizes the main and supporting ideas.  
  — Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation.  
  — Critically discusses cultural and social values in text.  
  — Discusses plot, theme, setting and characterisation.  
  — Uses a dictionary for vocabulary development. | • After you read (LB page 150) | • Language practice (LB page 151) |                |               |
| • Language practice (LB page 148) | • Read (LB page 148) | • Language practice (LB page 152) | • Reasons for writing (page 94) |               |
| • Before you read (LB page 148) | • After you read (LB page 149) | • Before you write (LB page 154) | • Dictionary |               |
| • Read (LB page 148) | • Read (LB page 150) | • After you write (LB page 155) | • Core reader: |               |
| • After you read (LB page 150) | • After you read (LB page 151) | • Language practice (LB page 156) | The building of a City (page 7) |               |
| • Language practice (LB page 151) | • Write (LB page 151) | • Revision (LB page 156) | • Dictionary |               |
| • Language practice (LB page 152) | • Core reader: | • Target worksheets |               |               |
| • Language practice (LB page 152) | The building of a City (page 7) | • Dictionary |               |               |
| • Language practice (LB page 156) | • Core reader: |               |               |               |
| • Revision (LB page 156) | Reasons for writing (page 94) |               |               |               |
| • Language practice (LB page 152) | • Dictionary |               |               |               |
| • Language practice (LB page 156) | |               |               |               |
| • Revision (LB page 156) | |               |               |               |
TEACHING GUIDELINES

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

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<tr>
<th>Task</th>
<th>Percentage</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
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<td>15</td>
<td>LB page 156</td>
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<tr>
<td>Reflect on stories read independently</td>
<td>20</td>
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Starting off
LB page 145

After the learners have looked briefly at the photograph, make sure they understand that it is a fake; it has been digitally manipulated. This introduces the concept of manipulating the truth. Use the questions in the Learner’s book to lead the discussion.

Encourage learners to bring old magazines to class where they can look for photographs which have been manipulated.

Language practice
LB page 146

Review concept of idiomatic expression, referring to page 28 in the Learner’s book if necessary. Then have the learners work in pairs to discuss the idiomatic expressions in the headlines.

Suggested answers
1. He was caught in action, while doing the deed.
2. She adjusts the story so that it is not entirely true to protect her son.
3. The diamonds are sold illegally.
4. The accountant altered facts and figures to commit a crime.
5. An untrustworthy business robs the aged.
6. The politician is accused of bribing someone or giving them money to get something.
7. Did the accused lie openly, blatantly?
8. The scholar has a tendency to steal.

Speak
LB page 146

Read the notes on old wives’ tales. Discuss the old wives’ tales and ask the learners to give examples of their own.

Suggested answers
a) False, though too much TV is bad for lots of other reasons!
b) True. Continuous exposure to extreme noise can result in permanent hearing loss.
c) False
d) False. You don’t actually turn orange but your skin can get an orange tinge to it.
e) False
f) False. The skin around the nail shrinks, giving the appearance that the nails are getting longer.
g) True
h) False. Cool burns with cold, running water. The oils in butter will trap heat and actually make the burn worse.

Play “broken telephone” with the learners. Think of a few suitable messages to pass around. After playing the broken telephone game, talk about how stories often get distorted, embellished and exaggerated as they are passed along.

Listen and speak
LB page 147

Preparation and resources
• Listening text: Michigan winds (page 161) or audio CD (track 9)

Before reading the text, discuss what a tall story is. Discuss some of the elements of American culture which could be considered stereotypical e.g. watching Little League baseball games, having turkey at Thanksgiving dinner. Examine the map in the Learner’s book and discuss setting. Tell learners to listen for the exaggeration in the story which you will now read. You can play a recording of a professional reading from the audio CD (track 9).

After you listen
LB page 147

Suggested answers
1. The mountain was knocked over into a valley and a plain was created.
2. The wind blew Joe’s house over but he finished his apple pie while holding on to a tree branch so he didn’t blow away. The wind in British Columbia blew so hard and for so long that the dog starved on the garage wall before it died down.
3. apple pie
4. Joe
5. shovel
6. Answers will vary. Suggestions could include trunk (car boot) and diaper (nappy).
7. Answers will vary.

**Informal assessment**
Oral skills can be evaluated as you listen to responses to digitally altered photograph. Make a note of whether the learners were able to identify stereotypes and examples of exaggeration in the tall story.

**Language practice**

**LB page 148**

Explain the concept of hyperbole and ask the learners for examples in common use. Go over the exercise together.

**Suggested answers**
- ran like the wind – fast
- starving – hungry
- a million laps – many laps
- sweating like a pig – sweating
- boiling hot – very hot
- bolted his food down – ate quickly
- the mountain of homework – lots of homework
- bite his head off – would be angry

**Read**

**LB page 148**

**Before you read**
Help the learners understand the significance of the title of the story. They should be able to predict that the story will be funny, based on the title. Draw their attention to the setting (South Africa) and tell them to pay attention to how this setting is established. Read the story aloud while the learners follow in their books.

**After you read**
Learners complete the comprehension questions independently.

**Suggested answers**
1. Despite the fact that Paul is intelligent and inventive (he comes up with unusual ways to avoid work), he is lazy.
2. Paul used his knowledge of porcupines’ habits to come up with a very unusual way of avoiding work.
3. Nocturnal; Paul had to spend the whole night outside.
4. in winter; the ground was frozen and Paul was half-frozen by morning.
5. bakkie

6. Learners’ own answers. Any well-supported answer is acceptable.
7. Learners’ own answers. Any well-supported answer is acceptable.
8. Evaluate drawings on how well they reflect the story rather than on artistic ability.

**Read (Formal Assessment Task 1): Reflect on text read independently: 20 marks**

**LB page 150**

Learners to read the story and answer the comprehension questions independently.

**Suggested answers**
1. Learners’ own answers. Award marks for original, eye-catching titles that accurately reflect the story. (2)
2. a) Beginning – woman arrives at the airport early and sits on a bench with her coffee and biscuits. (2)
   b) Development – a little old lady approaches and joins her. (2)
   c) Problem – the old lady opens and starts eating the woman’s biscuits. (2)
   d) Climax – the woman discovers her own unopened packet when the old lady leaves. (2)
   e) Conclusion – she feels embarrassed and ashamed of her behaviour but the old lady is gone and so she cannot rectify things. (2)
3. The story takes place in the afternoon in an airport. Most of it happens on a bench. (1)
4. Learners may come up with different ideas here. Our tendency to judge and jump to conclusions before we know all the facts is an obvious theme. (2)
5. She was shocked by her behaviour and appalled by it. (1) She was critical of the old woman and become angry. We know this as she gave her an “accusing glare” and a “hostile glare.” (2)
6. The reader tends to sympathise with the writer (1) and we too are rather shocked by the old lady’s cheek. (1) We imagine ourselves in the woman’s position.

**Core reader: The building of a City (page 7)**
Learners read the story in groups and identify the elements of a story (beginning, development, problem/conflict, climax and conclusion.)
Write

LB page 151

Preparation and resources

• Core reader: *The building of a City* (page 7)

Learners will have varied responses. Some ideas are suggested.

a) Villain – evil, cruel, mean-spirited, a dark character who may be physically ugly or sinister looking.

b) Heroine – a gentle, pretty, kind, gracious woman.

c) Nurse – a reliable, competent, organised, neat, caring person who wears sensible shoes and a uniform.

d) Grandmother – warm and loving, plump and wrinkly, generous and wise.

Core reader: *The building of a City* (page 7)

Discuss the stereotype that wolves portray and how the stereotype is challenged in this story.

Informal assessment

Learners could share their stereotypical descriptions in groups and compare their ideas.

Language practice

LB page 151

Use the notes to teach the learners how to spell plurals of words ending in -o.

Adjectives

LB page 152

Read over the notes with the learners and give them time to do the exercises.

Suggested answers

1. a) unusual

b) my, fascinating

c) that, deceptive

d) ingenious, talented

2. a) The moon was beautiful

b) The child is wicked.

c) The election was democratic.

3. energetic, golden, circular, central, furious, humorous

4. talkative, revving, oozing, triumphant, humming, grunting

Present and past perfect tense

LB page 153

Read over the notes with the learners. Focus on when we use these tenses and take examples from the stories in this theme to point out more examples of how tenses are used correctly.

5.

<table>
<thead>
<tr>
<th></th>
<th>Simple</th>
<th>Continuous</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>He walks.</td>
<td>He is walking.</td>
<td>He has walked.</td>
</tr>
<tr>
<td>Past</td>
<td>He walked.</td>
<td>He was walking.</td>
<td>He had walked.</td>
</tr>
<tr>
<td>Future</td>
<td>He shall walk.</td>
<td>He shall be walking.</td>
<td>He shall have walked.</td>
</tr>
</tbody>
</table>

6. a) She had written her exam with her new pen.

b) My mother had baked a lemon cake for tea.

c) I had delivered my speech.

7. a) The boy shall have gone to the shops.

b) Mrs Dowlath shall have taught you.

c) I shall have finished my homework.

Informal assessment

These exercises can be self-assessed as you go through the answers with the whole class. You could assess selected questions yourself and record marks for each learner.

Write

LB page 154

Preparation and resources

• Core reader: *Reasons for writing* (page 94)

Read over the example of a friendly letter, focusing on the language and layout. Read the notes on page 155. Ask the learners who they write friendly letters to.

Write a friendly letter

LB page 155

Learners must spend time planning and organising their ideas, with the aid of the instructions in the Learner’s book. Learners write a first draft using the correct format.

After you write

LB page 155

Then they must refine and edit. Encourage them to link sentences with connecting words and pronouns so that their paragraphs flow. Spelling and punctuation must be checked.
Informal assessment
Learners could get their parents to read their letters to see whether the tone and language used are appropriate. The learners could check each other’s formats for errors or you could assess their letters individually and record the marks.

Core reader: Reasons for writing (page 94)
In groups, learners read the text and discuss how the poet is encouraging learners to express how they feel.

Revision (Formal Assessment Task 1): Language in context: 25 marks
LB page 156
Set aside one lesson for learners to complete the assessment task below. Learners work individually, writing the answers in their books. Mark learners’ answers using the suggested answers below and record the mark as part of the term assessment.

Suggested answers
1. a) We shall have left for the trip. (2)
   b) I hope that you shall have spent time with your grandmother. (2)
   c) The man shall have brought the new car to our house. (2)
2. a) May I borrow your sister’s book? (2)
   b) She can’t do her homework today. (1)
   c) I enjoyed reading “Boy” by Roald Dahl. (3)
3. scarce – abundant; modern – ancient; rigid – flexible; hideous – beautiful; massive – tiny (5)
4. a) rowed
   b) preys
   c) practise
   d) stationary (4)
5. ba-con; tea-pot; mu-sic; com-pu-ter (4)

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme
Remedial
Practise analysing the elements of plot: the beginning, development, crisis or conflict, climax and ending. Use class readers and stories which learners have already read to do this. Familiar fairy tales are very useful for reinforcing setting, character and theme. Encourage independent reading of myths and legends.

The target worksheet on this chapter has more exercises on adjectives and the past perfect and future perfect tenses. There are also exercises on punctuation and vocabulary development.

Enrichment
Get learners to do independent reading by researching some urban legends. These are often very entertaining and provoke much discussion. Encourage extra writing of stories, perhaps a writer’s competition of some sort could be organised.

The target worksheet on this chapter has some ideas for independent reading and extra writing. There are also exercises on vocabulary development and stereotypes as well as some word games.

THEME 13 DRAWN OUT TALES
Weeks 7 and 8
Theme overview
This theme uses cartoons and comics as a basis for learning. There is focus on how messages and stereotypes are conveyed visually. Learners will read and interpret comic strips and become familiar with cartoon conventions and finally produce their own comic strips. They also examine tree diagrams as a way of conveying information visually. Sentence work covers active and passive voice as well as direct and indirect speech. Language work includes verbs, adverbs, adjectives, dictionary work and word division.
**Genre:** Visual texts (cartoon strips)

**Focus:** Visual techniques to convey messages and information

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Listen and speak (2 hours) | • Discuss favourite comics and cartoons.  
• Discuss features of cartoons.  
• Discuss ways in which artists create stereotypes in cartoons.  
• Discuss ways in which artists convey information in cartoons.  
• Listen or view audio/visual / read text: cartoon / comic strips  
  — Introductory activities: prediction.  
  — View and discuss content and messages of the text.  
  — Discuss appropriateness of the graphics to the text.  
  — Discuss the effectiveness of the graphics and music.  
  — Share ideas on the title and the text.  
  — Discuss any new words vital to the understanding of the programme.  
  — Discuss main characters and the underlying message.  
  — Identify and discuss how perceptions are influenced by the content, choice of words and the speaker's body language. | • Starting off (LB page 157)  
• Before you read (LB page 158)  
• Read (LB page 159)  
• After you read (LB page 160) | • Cartoons and comic books appropriate for your learners |
| Read (5 hours 30 minutes) | • Identify visual techniques used to convey information in cartoons.  
• Identify stereotypes used in cartoons.  
• Read notes on active and passive voice; past participle verbs; modal verbs  
• Read a comic strip.  
  — Follow short printed instructions and interpret them and explain simple visual text: graphs, diagrams, graphics.  
  — Examine the text for hidden messages and summarise the main and supporting ideas.  
  — Explain how the writer manipulates the reader's perceptions: the techniques used, characterisation.  
  — Critically discuss cultural and social values in text.  
  — Identify different perspectives and give own perspective based on evidence in the text.  
  — Interpret and analyse details in graphical texts.  
  — Transfer detail from one form to another. | • Before you read (LB page 158)  
• Read (LB page 159)  
• After you read (LB page 160)  
• Language practice (LB page 161)  
• Language practice (LB page 163)  
• Language practice (LB page 166)  
• Read (LB page 165) | • Cartoons and comic books appropriate for your learners |
| Write (4 hours) | • Write sentences based on a tree diagram.  
• Draw a tree diagram based on information in a paragraph.  
• Write answers to questions on a comic strip.  
• Create a comic strip.  
• Write a cartoon / comic script  
  — Use a frame.  
  — Define the concept.  
  — Outline the script.  
  — Use correct format.  
  — Use interesting main and supporting characters.  
  — Use effective plot and conflict.  
  — Write and design visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television.  
• Use the writing process: planning/pre-writing, drafting, revising, editing, proofreading, presenting | • Write (LB page 162)  
• Write (LB page 162)  
• After you read (LB page 165)  
• Write (LB page 167) |
TEACHING GUIDELINES

Starting off
LB page 157

Preparation and resources
- Collect cartoons and comic books appropriate for your learners.
- Ask the learners to bring their favourite comic books to school.

Use the questions in the Learner’s book to lead a class discussion.

Suggested answers
1. & 2. Answers will vary. Learners must be able to substantiate their opinions.
3. A cartoon is a simple, usually single, drawing that may have a caption. It is intended to create humour. A comic strip is a sequence of drawings arranged in panels. A comic book is a booklet made up of pictures, usually accompanied by dialogue, that tells a story.
4. Comics and cartoons use visual art, pictures and words to tell a story. A novel uses words only.

Read
LB page 158

Before you read
The annotated fairy princess cartoon introduces cartoon conventions, symbols and stereotypes. Learners work in pairs to examine the picture and annotations and discuss the questions.

Suggested answers
1. She looks curious and surprised. Her mouth is in a pronounced O, her eyebrows are raised and her eye are wide open (big).
2. She would look more serious, sombre, sad, dull or even bad if she were wearing black and grey clothes.
3. Answers will vary.

Informal assessment
Evaluate whether learners understand how body language, stereotypes and symbols convey information. You may need to find more examples to help them grasp these concepts.
Read on
Continue reading the text on characterisation in cartoons. Help learners to recognise distinctive features that make characters recognisable. Talk about character design and different comic book styles.

After you read
LB page 160
1. They are bad characters. Their facial expressions are threatening – lowered eyebrows; dark shadows around their eyes. The background is dark and dull. Their clothes are dark. The bald head and beard make the character look like a thug.
2. The lines around the character and the skew image in the frame give a mood of chaos and panic.
3. His smile, bright eyes and open face tell us that he feels confident and unafraid.
4. The angle helps to convey the confusion, chaos and sense of movement.

Language practice
LB page 161
Active and passive voice and indirect speech
Read the notes and examples in the toolkit on active and passive voice. Revise the concept of indirect speech, referring to the notes on page 17.

Suggested answers
1. a) The book was read by Piggy Pigtails.
   b) A huge attic full of old junk was discovered by the girl.
   c) The matter was investigated by Peggy.
   d) The book could not be found by Peggy.
   e) Many new friends were made by the girl.
2. a) Marvin said that he wanted to go to the movies.
   b) Carlo said that Marie had not handed in her form.
   c) Mr Kaplan complained that that child had run across the street.
3. a) “Don’t bring your bags tomorrow,” Mrs Zondi said.
   b) “The bus will be delayed,” said Cyril Moses.
   c) “When will we have another excursion?” asked Jerome.
4. Learners’ own answers, which must reflect correct use of punctuation and indirect speech.

Write
LB page 162
In this exercise learners will interpret information in a tree diagram and write factual sentences. These could be read out aloud.

Suggested answers
1. Answers will vary but have to be factual.
   Examples of answers are:
   — This diagram shows different types of food.
   — In this diagram, food types are divided into four groups.
   — The main food groups are grains, fruit and veg, dairy and protein.
2. Completed family tree as below.

Language practice
LB page 163
Verbs (past participles)
Work through the examples in the toolkit and get learners to complete the table and verb exercise.

Suggested answers
1. drive, drove, driven
   swim, swam, swum
   bring, brought, brought
2. a) I was woken from a deep sleep when the door slammed.
   b) The window was broken by a flying rock.
c) The cowboys had ridden into town and had drawn their guns.
d) We were thrown in at the deep end.
e) The boy had worn such a funny hat.

Read
LB page 164

Read the comic excerpt. Draw the learners’ attention to how speech bubbles and font size can be used to create emphasis and to convey meaning. Discuss captions and how they provide important information. Discuss the appropriateness of characters’ names.

After you read
LB page 165

Suggested answers
1. The caption tells us who the characters are and gives the background to the story.
2. The writer wants to emphasise these words because they are important parts of the story.
3. The jagged edges show that the speaker is speaking forcefully and with lots of emotion.
4. It is a sound effect; it is not being spoken by any character.
5. It is the sound made as the Fire-eater ignites; it is the sound made as he rises into the air.
6. The movement lines show that they are moving quickly. The characters in green are leaning forward to show that they are running fast. The female character in green’s hair is blowing back to show that she is moving quickly.
7. The dark blue background creates suspense and tension. The yellow and orange background is dramatic and shows that something exciting is happening.
8. Bold writing shows that the speaker is emphasising those words. Colour in the words tells us how the speaker feels or the tone of the words. The Fire-eater’s words are red because he is passionate about what he is saying.

Informal assessment
The answers to the exercise could be taken in and individually assessed in order to ascertain whether learners have understood characterisation in visual texts.

Language practice
LB page 165

Dictionary work
Read the dictionary extract pointing out the head word and use the entry to explain how words related to the head word are also found here. Remind learners of the abbreviations used for the different parts of speech.

Suggested answers
1. Reform, uniform.
2. Formation, format.

Modal verbs
LB page 166

Use the notes to explain the concept of modal verbs. When you are sure the learners understand, have them complete the exercise.

Suggested answers
1. Modal verbs: sit, be. Imperative mood.
7. Modal verbs: were; would never forget. Subjunctive mood.
8. Modal verbs: may, have. Subjunctive mood.

Informal assessment
Learners could sit with a classmate and compare their answers.

Write
LB page 167

Before you write
Learners will work in pairs to create their own comic strips or cartoons. Take them through the prewriting steps in the Learner’s book. Encourage the learners to incorporate all they have learnt about characterisation, stereotypes and visual techniques.

Draw your cartoon
Learners first do a rough draft of their cartoon before getting input from classmates. After making desired changes, the learners draw a final version of their comic strip or cartoon.
Informal assessment
The cartoons or comic strips could be individually assessed. Check for creative use of cartoon conventions and whether the message or joke is clearly conveyed. Display the cartoons in the corridor for other classes to enjoy.

Revision
LB page 168
1. a) quickly  
   b) lazily  
   c) thoroughly.
2. con-serve, in-hale, mind-ful, out-wit, peace-maker
3. a) A comedy was watched by Jenny and Khanti.  
    b) The dog was taken for a walk by Suneel.  
    c) Comic strips are enjoyed by all of us.
4. a) Babies like to play with soft toys.  
    b) The slow car is very cheap.  
    c) The happy child sits alone in the room.  
    d) The unpolished table is ugly.
5. Answers will vary.

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme
Remedial
Encourage learners to bring comic books to school and to share these with their classmates. Comic books are entertaining and accessible to most learners. The target worksheet includes more exercises on adjectives, adverbs, identification of the mood of verbs, vocabulary and punctuation.

Enrichment
Learners who are above level should be exposed to satirical cartoons that are not just amusing or entertaining but which also pass comment on society and its follies. Have a board where cartoons and comic strips can be pinned up and enjoyed by all. The target worksheet includes work on symbols and stereotypes, the mood of verbs, direct and indirect speech as well as vocabulary work.

THEME 14 ALL THE WORLD IS A STAGE

Weeks 9 and 10

Theme overview
In this theme, learners explore drama text. They listen to and speak about a play set in Africa, and read and analyse a play based on Anne Frank’s diary. They write and perform their own role-play and write a review of a play. They explore key concepts around structures of dramatic texts and character development. They consolidate work done on active and passive voice, prefixes and suffixes and practise using quotation marks.

<table>
<thead>
<tr>
<th>Genre: Drama</th>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Listen and speak (2 hours) | • Discuss a poster advertising a play.  
   • Predict the storyline based on a picture and a poster.  
   • Listen to and discuss a short play.  
   • Perform a role-play.  
   • Predictions based on scanning.  
   • Watch a play.  
   • Listens to and discusses drama  
     — Introductory activities: prediction.  
     — Discusses key feature of the text.  
     — Identifies how stereotypes are created and how this affects the listener.  
     — Identifies themes, asks questions.  
     — Identifies and discusses values in the text.  
     — Links content and messages in the text to own life.  
     — Gives critical comment on messages in the text. | • Starting off (LB page 169)  
   • Before you listen (LB page 170)  
   • Listen and speak (LB page 170)  
   • Speak (LB page 171)  
   • Before you read (LB page 171)  
   • Before you read (LB page 173)  
   • After you write (LB page 177) | • Posters advertising plays  
   • Core reader: Lungile (page 77)  
   • Listening text: A wise and foolish king (TG page 161)  
   • Core reader: Frozen stiff (page 68) |
TEACHING GUIDELINES
During the next two weeks, learners will be required to completed formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

<table>
<thead>
<tr>
<th>Formative Assessment Task 2</th>
<th>%</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play a familiar situation</td>
<td>20</td>
<td>LB page 171</td>
</tr>
<tr>
<td>Comprehension test (drama)</td>
<td>30</td>
<td>Photocopiable sheet TG page 184</td>
</tr>
<tr>
<td>Language structure and use taken from a drama</td>
<td>20</td>
<td>Photocopiable sheet TG page 185</td>
</tr>
<tr>
<td>Writes a drama</td>
<td>30</td>
<td>LB page 176</td>
</tr>
</tbody>
</table>
Formal Assessment Task 2: Comprehension test 30 marks

Suggested answers and mark allocation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Anneke</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>She is pleased to have them because she likes them (1), but also because they remind her of her old life (1). They make her new “home” feel more like home. (1)</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Yes (1). She says “I have always longed for one” (1). She “throws her arms around her father” (1). She immediately begins looking for a pencil to write in it (1). Any 3.</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>No, she could never have imagined it (1). She would have assumed that only she would read it (1). She did not know what might happen to her (1), and even if she knew she would not have guessed that it would be published and read by so many (1). Any 3.</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>To fetch a pencil (1) to write in her diary (1).</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>It was not safe (1) to walk around downstairs in case she was seen or heard by someone. (1)</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Yes, she is surprised (1) because she thought she could go downstairs once the workers had gone home. (1)</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>She won’t have to wear overshoes (1) or Margot’s coat (1); or to practise piano (1)</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Miep. (1)</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>He means that even though they cannot move around (1), no one can control what they think, talk about or read (1)</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>It is figurative (1). It is a metaphor (1) comparing mind control to locking someone up</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>The sound of children playing (1). It would make the audience sad (1) because Anne should have the freedom to be out playing like the other children. (1)</td>
<td>3</td>
</tr>
<tr>
<td>13.</td>
<td>No, he knows it will be very hard for her (1). He tells her this because he is trying to encourage her (1), to help her find things to be positive about (1) so that she can cope with the difficulties (1). Any 3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 30

Formal Assessment Task 2: Language in context (30 marks)

1. The play is called “The diary of Anne Frank.” It is based on the diary of a young Jewish girl who lived with her family in hiding during the German occupation of Holland. Despite her family’s hardship, Anne wrote in her diary, “I still believe that people are really good at heart”. (Take off half for each error or omission up to 4.)

2. a) the German authorities (1)
b) The Dutch authorities (1)
c) Actors all over the world; Goodrich and Hackett (2)

3. The order may vary, as long as the verb is in the passive voice.
   a) The Frank family decided to go into hiding after the German authorities had called up Margot. (1)
   b) The Dutch authorities have restored the Annex where the family was living and it is now a museum. (1)
   c) Actors all over the world have performed the play that was written by Goodrich and Hackett. (2)

4. a) many people (1)
b) her father (1)
5. The order may vary, as long as the verb is in the passive voice.
   a) Powerful descriptions of the Second World War have been written by many people, but few as popular as the *Diary of Anne Frank*. (1)
   b) Pictures of film stars from Anne’s bedroom were brought for her by her father. (1)

6. Half for each correct use of prefix/suffix
   a) Many children like Anne suffered great (unhappiness) and (misery) because of the war. (2)
   b) Anne’s father did his best to (encourage) her and make her (hopeful). (2)
   c) The acting was very (powerful) and (impressive). (2)
   d) It is hard to believe the (cruelty) and (inhumanity) of Hitler’s policies. (2)

Total marks [20]

Starting off
LB page 169

Preparation and resources
- Posters advertising plays
- Core reader: *Lungile* (page 77)

Invite the learners to discuss the purpose and function of the play posters you have brought. Help them to interpret the types of plays shown in the posters. Divide the learners into groups. Have them look at the play poster in the Learner’s book and discuss the questions. Invite each group to report back on a different question.

Suggested answers
1. It is about a fox finding ways to outwit a Farmer. Perhaps he steals the farmer’s chickens. Or the farmer is trying to trap him, and he escapes.
2. Yes. The title (Fabulous Frankie Fox), the sub title, and the way the fox and the farmer are portrayed on the poster all suggest that Frankie is the hero of the play.
3. Yes, it could show the fox as a cunning, sly thief outwitted by a clever farmer. It could also be told from the perspective of the chickens, for whom the farmer is a hero as he protects them from the fox. The play title would depend on the story.

Informal assessment
Assess how well the learners engage with each other, whether they listen to each other and participate in the discussion. You can also assess their ability to interpret the graphic material on the poster and ways in which the playwright can influence the audience.

Core reader: *Lungile* (page 77)
Learners read the play and design a poster to advertise the play.

Listen and speak
LB page 170

Preparation and resources
- Listening text: *A wise and foolish king* (TG page 161 and LB page 241)
- Recruit a few learners to help you perform the play. They can read the text if they don’t have time to learn it. However, you should rehearse a few times with them at break so that they are able to bring something to the performance. The character of the King should especially be performed with the very strong, stylised gestures of a haughty and autocratic king. It would also be good if you can manage a few props and costumes. The closer this resembles an actual production of a play, the more it will fulfill the CAPS requirements.

Before you listen
Invite learners to look at the illustration of the play, and discuss with a partner what they think the play is about. Learners should notice that it is an African play, probably set some time ago as everyone is in traditional clothes and there is no evidence of modern life. The action will feature a king, and people shaving their hair off.

After you listen
The learners can discuss the questions in groups or pairs.

Suggested answers
1. Subjective answer, but reasons for the title could be that he shows foolishness in asking the impossible of the blacksmith, but shows wisdom later in realising that it is impossible and therefore he should not have asked it.
2. Generally yes. He acted in a very self-important way. He spoke to his subjects in a bossy way. The one narrator kept describing him as foolish, while the other over-praised him as if he knew the king would expect that.
3. a) A wise king listens to advice
4. It suggests that rulers should be wise and not make unreasonable demands. It is a valuable message, because there are many foolish leaders in the world and it reminds us that leaders can ask impossible things and they should not be blindly obeyed.

Informal assessment
Observe the learners to note how actively they participate in discussion, and their general grasp of the play.

Write
LB page 170

Preparation and resources
- Core reader: Frozen stiff (page 68)
After the learners have read the review on page 169, they can write a short review of The Wise and Foolish King. These reviews can be circulated and read by the other learners. This will help to show how different people perceive the same play.

Speak (Formal Assessment Task 2): Role-play a familiar situation

Explain to the learners that they will perform this role-play for formal assessment, but it will also form the scaffolding for the drama which the learners will write.

Divide the learners into groups. Ask them to choose one of the scenarios for their role-play. They can each work out a character, and run through the role-play. Allow them time to practise. The role-plays can be performed for you in the course of the next week while the rest of the class is busy with other work.

Assessment rubric and mark allocation

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<td>clearly and with</td>
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<td>3</td>
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<tr>
<td>the character being</td>
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<td>2½</td>
<td>½</td>
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<td></td>
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<td>3</td>
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</tbody>
</table>

Total out of 20

Core reader: Frozen stiff (page 68)
Learners read the title of the story and predict what it is about. After reading the story, they discuss its suitability for the play.

Read
LB page 171

Preparation and resources
- Age-appropriate books or posters about the Second World War and Nazism
- Core reader: Lungile (page 77)

Before you read
Discuss why a play review is written. Explain that a review is written to inform people about a play, and to help them decide whether to go and see it or not. It should give a good idea of the play and the performance, but should not tell the whole story or give away anything to spoil the story.

Use the questions in the Learner’s book to assist the learners make predictions based on the poster. Discuss other information on the poster e.g. time of the performances, the venue, the production company. Discuss what other details might appear on a play poster such as the names of lead actors.

Rating code: Description of competence percentage
7 Outstanding achievement 80 – 100
6 Meritorious achievement 70 – 79
5 Substantial achievement 60 – 69
4 Adequate achievement 50 – 59
3 Moderate achievement 40 – 49
2 Elementary achievement 30 – 39
1 Not achieved 0 – 29
Suggested answers
1. The poster shows a swastika, which suggests that it is something to do with Nazism, and a diary. It obviously features a girl called Anne Frank. The butterflies flying out of the diary suggests something escaping, or perhaps something being reborn.
2. Subjective answer

After you read
LB page 172

Discuss any questions the learners may have regarding the meaning and content. Give learners time to read through the review again, and to discuss the questions in groups.

Suggested answers
1. Main idea: Anne Frank is a powerful and moving play about the holocaust
   Supporting ideas:
   — The play is based on the diary of Anne Frank
   — It tells about Anne Frank’s time in the attic hiding from Nazis
   — Anne is so alive we forget she will die
   — The play brings the whole tragedy of the holocaust to life
   — Anne’s belief in goodness shows that Hitler killed her, but not her spirit.
2. Learners may agree or disagree. It shows us that Anne valued goodness and kindness and believed in its power despite the terrible hardship that her family experienced because of human cruelty.
3. “It is a performance not to be missed.”
4. Anne is so lively, and full of mischief, with the normal hopes and dreams of any teenager. This makes the audience forget that she dies.
5. We are shocked by the end because Anne is so alive, and such a real person to us. This makes us aware that each one of the six million people who died was a whole person, with dreams, families, loved ones, hopes and fears.

Informal assessment
Assess from the feedback how much the class is grasping about the play. Use this opportunity to clear up misunderstandings.

Core reader: Lungile (page 77)
Learners read the play and write a review.

Read
LB page 173

Preparation and resources
• A recording of this play is available at the website below. You could play a recording of this scene with the learners reading along before or after they have read the extract and engaged with the questions.
  • http://www.archive.org/details/GoodrichHackettTheDiaryOfAnneFrank

Before you read
Ask the learners to read the last two lines, and briefly discuss the question with a partner. Then go through it. In discussing the quote, refer to the comments in the review on Anne’s sense of mischief and fun. Discuss what may have gone before as suggested by these words.

Read
Read the extract again with learners following. Then ask learners to volunteer to read the different parts, and read it again.

After you read
Read through the questions together to ensure that the learners understand what is expected from each answer. Divide learners into groups of four to discuss the questions, after which each learner writes the answers in his or her book.

Suggested answers
1. It is evening, so the family can move freely around the annex. Anne celebrates by dancing and playing a trick on Peter.
2. a) It shows how they had to keep quiet all day, also shown by Anne letting out a “whee”.
   b) The sound of the outside life would remind you that there is a world just outside that they cannot be part of.
3. She hid them to play a joke, for fun. It shows that she is playful, mischievous, outgoing and friendly.
4. They may agree or disagree, as long as it is substantiated. Other examples: letting out a “Whee”; wanting to dance; saying that she doesn’t want to be dignified; she just wants someone to laugh and clown with.
5. It shows that people were divided. Some were very cruel, some were perhaps afraid, and some were very courageous and caring and valued social justice and freedom.
6. Subjective. Reasons could be yes because it brings a family of victims to life which is easier to relate to than just hearing about millions, but they may come up with valid arguments against this view.

7. Subjective. The important thing is that they engage with the graphic, and can read it on a symbolic level. The butterflies are a symbolic or figurative image, the play does not literally deal with butterflies.

**Informal assessment**
This is a difficult task, and requires the learners to engage with the text at quite an abstract and complex level. It is good preparation for when they do the comprehension, which is a FAT. Spend a lot of time going through the questions, to enable learners to really understand. Explain each answer in several different ways, to help them grasp it. Share their answers, and discuss with them which ones are closer to what is required and why. It is not necessary to mark these, as there is a FAT for this fortnight, but use this exercise to help you and the learners assess how soundly they are grasping the work.

**Core reader: Frozen stiff (page 68)**
Learners can dramatise this play.

**Write (Formative assessment task 2)**
LB page 176

**Preparation and resources**
- If the learners are going to informally assess each other’s plays, make copies of the Play Review rubric on page 123. Ensure each learner has one copy per play.

This is a more light-hearted activity – some relief after the intensity of Anne Frank. The scenarios are designed to stimulate the learners to write an exciting plot-driven story. This is a FAT, and incorporates both a group and an individual component.

**Before you write**
Remind the learners of the format of a play. Learners work in the groups allocated to the role-plays. The group develops the characters and setting and general story, based on their role-play. They can add or take away characters, and change the story. They repeat the role-play, with the new developments.

One group member watches to take notes (others can play more than one role if necessary.) Encourage them to roleplay the story so that they get a feel of the emotions and natural conversation. They then divide the story into setting the scene, developing the action, the climax and the resolution.

**After you write**
LB page 177

After the learners have written their section of dialogue individually, they then work together to edit and improve the play, using the guidelines in the Learner’s book.

**Assessment rubric and mark allocation**
When the learners present the whole play, assess each learner by paying particular attention to the section written by that learner.
<table>
<thead>
<tr>
<th>30 marks in total</th>
<th><strong>Level 6-7</strong> (76–100%)</th>
<th><strong>Level 4-6</strong> (50–75%)</th>
<th><strong>Level 2-4</strong> (25–49%)</th>
<th><strong>Level 1-2</strong> (0–25%)</th>
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<tbody>
<tr>
<td><strong>Marks</strong></td>
<td>4–5</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>1. Structure:</td>
<td>Thorough planning;</td>
<td>Good planning,</td>
<td>Some evidence of</td>
<td>Little or no evidence</td>
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<tr>
<td>coherent plot</td>
<td>well-developed and</td>
<td>coherent, good setting</td>
<td>planning; poor</td>
<td>of planning, poor</td>
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<tr>
<td>and story line</td>
<td>coherent. Play moves</td>
<td>and conclusion. Clear</td>
<td>coherence; no clear</td>
<td>coherence; no seting</td>
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<td></td>
<td>clearly through setting,</td>
<td>story line.</td>
<td>setting of the scene,</td>
<td>or resolution. Plot</td>
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<td></td>
<td>development, climax</td>
<td></td>
<td>ends without clear</td>
<td>confusing, rambling.</td>
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<td></td>
<td>and resolution.</td>
<td></td>
<td>resolution.</td>
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<tr>
<td><strong>Marks</strong></td>
<td>5–6</td>
<td>4–5</td>
<td>3–4</td>
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<td>2. Characterisation</td>
<td>Clearly drawn</td>
<td>Well drawn</td>
<td>Characters poorly</td>
<td>Characters not</td>
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<td>characters, shows</td>
<td>characters; consistent</td>
<td>drawn; behave</td>
<td>drawn at all; do</td>
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<td>some emotional</td>
<td>in behaviour and</td>
<td>inconsistently and</td>
<td>not stand out</td>
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<td>insight; character’s</td>
<td>dialogue.</td>
<td>lack credibility.</td>
<td>clearly; dialogue</td>
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<td>behaviour and speech</td>
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<td>is consistent,</td>
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<td>character expressed</td>
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<td></td>
<td>well through dialogue.</td>
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<td><strong>Marks</strong></td>
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<td>2–3</td>
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<td>3. Establishes</td>
<td>Tone and mood is</td>
<td>Some evidence of an</td>
<td>Poor or inappropriate</td>
<td>Little or no</td>
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<td>well established</td>
<td>awareness of tone and</td>
<td>establishment of tone</td>
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<td>through dialogue and</td>
<td>mood created through</td>
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<td>is consciously used</td>
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<td>to advance the play,</td>
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<td>for example humour,</td>
<td>to the impact of the</td>
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<td>tension, emotional</td>
<td>play.</td>
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<td></td>
<td>drama.</td>
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<td><strong>Marks</strong></td>
<td>4</td>
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<td>2</td>
<td>1</td>
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<td>4. Shows understanding of style and register</td>
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<td>Little or noestablishment of tone and mood.</td>
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<td>3</td>
<td>2</td>
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<td>5. Language</td>
<td>Correct language</td>
<td>Mostly correct</td>
<td>Uses appropriate</td>
<td>Many errors in</td>
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<td>vocabulary</td>
<td>and punctuation; broad,</td>
<td>spelling and</td>
<td>with some errors;</td>
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<td>effective vocabulary;</td>
<td>punctuation; good use</td>
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<tr>
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<td>excellent language use</td>
<td>of vocabulary; few</td>
<td>punctuation errors;</td>
<td>vocabulary limits</td>
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<td>(correct register,</td>
<td>errors in language</td>
<td>mostly adequate</td>
<td>expression. Many</td>
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<td>use; dialogue</td>
<td>vocabulary; some</td>
<td>errors in language use.</td>
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<td>Dialogue very</td>
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<td>dialogue, clear stage</td>
<td>of natural speech</td>
<td>use; dialogue stilted</td>
<td>poor and unnatural.</td>
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<td>and unnatural.</td>
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<td><strong>Marks</strong></td>
<td>5–6</td>
<td>3–4</td>
<td>2–3</td>
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<td>6. Use of the</td>
<td>Clear evidence of</td>
<td>Evidence of good use</td>
<td>Some evidence of</td>
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<td>to a near-perfect</td>
<td>very few mistakes.</td>
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<td>draft to final draft.</td>
<td>final draft.</td>
<td>draft.</td>
<td>draft.</td>
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</tbody>
</table>

Adapted from: NCS Assessment Guidelines for GET (Intermediate and Senior Phases) Languages. (Dept of Education) 2008 P. 61
Informal assessment

Give learners the chance to perform their plays in class. The other class members can give each play a “star rating” (up to five stars) on the following criteria:

<table>
<thead>
<tr>
<th>Play Review Star Rating</th>
<th>Name of play</th>
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<tbody>
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</tr>
</tbody>
</table>

The plot is interesting and exciting
- Very boring
- A bit boring
- Quite exciting
- Exciting
- Extremely exciting

The characters are interesting and convincing with good dialogue
- Not convincing or interesting
- Quite convincing, but not interesting
- Convincing and quite interesting
- Convincing and interesting
- Very interesting and convincing

Interesting use of props and costumes
- Dull and unimaginative
- Quite dull, not imaginative
- Quite imaginative
- Imaginative and effective
- Very imaginative and effective

Language practice

LB page 178

Prefixes

If necessary, revise the concept of prefixes, suffixes and root words by reading through the notes on page 72 of the Learner’s book. Read through table of examples of how prefixes change the meaning of words. Invite the learners to give their own examples. Discuss how a prefix also changes the meaning of the root word.

Suggested answers

1. Answers will vary. Check spelling and accuracy.
2. a) The Holocaust was an act of (unimaginable) cruelty.
   b) The play made a (powerful) (impression) on the reviewer.
   c) The people who looked after the families in hiding showed a lot of (generosity) and (bravery).
   d) Although the play is about a tragic situation, it is also (humorous) and shows that Anne was not always (unhappy).
   e) When sharing such a small space, the family had to be very (thoughtful) and (considerate) towards each other.

Active and passive voice

LB page 179

Remind learners of the active and passive voice, covered on page 163, and refer them to the explanation if necessary. Read over the notes and ensure understanding before giving the learners time to practise.

Suggested answers

Go through the answers together. Point out that the passive voice can be very clumsy, and should be used with care only when there is a good reason. Encourage learners to listen to the sentences in the active and passive version, and notice which sounds smoother and more elegant.

1. a) The blacksmith told his wife that he had been ordered by the king him to make him a metal man.
   b) By next week, a new leg for the king’s son will have been made by the blacksmith.
   c) All the villagers had had their heads shaved but there was still not enough hair
   d) The King had been considered foolish by some villagers before he changed his mind.
   e) Many beautiful bracelets will have been made by the blacksmith by the festival.
2. a) He remarked that critics had often described theatre as story telling at its best.
   b) The blacksmith’s wife had advised him to teach the king a lesson.
c) Thanks to her diary, many generations of children have known and loved Anne Frank.
d) We believed that what Hitler had done to the world should never be forgotten or forgiven.

Informal assessment
Learners can assess each other’s or their own work.

Revision
LB page 180

Suggested answers
1. These are some suggestions – there are many others
   • **bio** (life) biology; bioscope; bionic; antibiotic; biome; biography/ic/ical
   • **para** (beside) parallel; paraglide; parapet; parachute; paramedical; paralegal; paraplegic; paranoia
   • **Press**: express/ion/ive; impress/ion/ive; depress/ion/ive; compress/ion; suppress/ion; oppress/ion/ive
   • **tract** (pull/drag) extract/ion; detract; attract/ion/ive; contract/ion; retract/ion/able.
2. Answers will vary but should show understanding of the meaning of the words.
3. Our play is called “The Dognappers”. It tells the story of two kids, Mia and Jethro, who decide to kidnap their teacher’s dog. They want to teach her a lesson for being mean to them, but it doesn’t work out quite as they expect. As Jethro remarks in the play, “Who’d ever guess that dognapping could be so difficult?”
4. Two dreadful children have kidnapped my dear little dog. When I discover their identity, I will punish them most severely. If anyone informs me as to who might have committed this hideous crime, I will handsomely reward him or her. If they do not return my dog by the end of the day in perfect health, the whole school shall suffer serious consequences!

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Remedial and enrichment for this theme

Preparation and resources
• Core reader: Lungile (page 77)

Remedial
With learners who are struggling, work at consolidating and reinforcing material they find difficult. Revise language points. Seat them in a group with stronger learners and set aside time for individual help. Give them the remedial Target worksheet.

Core reader: Frozen stiff (page 68)
Learners work in groups of two and do shared writing of a dialogue.

Enrichment
Stronger learners can do the enrichment Target worksheet. They can also write an additional scene for their role-play. They can help with organising a performance of one of the plays in the chapter or one of the dialogues that have been written by the learners.
### Term Overview

**Weeks 1 & 2**
- **Theme:** 15. What I love to do
- **Pages:** LB pages 181–192, TG page 129

**Weeks 3 & 4**
- **Theme:** 16. Survival in the wild
- **Pages:** LB pages 193–204, TG page 136

**Weeks 5 & 6**
- **Theme:** 17. Story time
- **Pages:** LB pages 205–216

**Weeks 7 & 8**
- **Theme:** 18. Poems are pictures
- **Pages:** LB pages 217–228

**Weeks 9 & 10**
- **Theme:** Summative assessment
- **Pages:** LB pages 229–232

### Term 4: Formal Assessment Task 1

<table>
<thead>
<tr>
<th>Formal assessment task</th>
<th>Theme</th>
<th>LB pages</th>
<th>TG pages</th>
<th>% of term mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension</td>
<td>Theme 15: What I love to do</td>
<td>page 182</td>
<td>TG page 129</td>
<td>20</td>
</tr>
<tr>
<td>Language structures</td>
<td>Theme 16: Survival in the wild</td>
<td>page 196</td>
<td>TG page 136</td>
<td>15</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>Theme 15: What I love to do</td>
<td>page 184</td>
<td>TG page 130</td>
<td>15</td>
</tr>
<tr>
<td>Reflects on text read independently</td>
<td>n/a</td>
<td>n/a</td>
<td>TG page 129</td>
<td>20</td>
</tr>
<tr>
<td>Writes a report</td>
<td>Theme 15: What I love to do</td>
<td>page 190</td>
<td>TG page 133</td>
<td>30</td>
</tr>
</tbody>
</table>

**Theme 15 What I Love to Do**

**Weeks 1 and 2**

**Theme overview**
This theme focuses on information texts (including interviews). The focus of the theme is things people love to do, particularly unusual types of sport such as surfing and skateboarding. The learners role-play an interview with a person who has had a positive influence on others. The learners write a descriptive essay as well as a report on the person they “interviewed.” Language aspects relating to interviewing include adverbs of frequency and degree, and direct and indirect speech. Ambiguity and understatement are also examined.
### Genre: Information texts

### Focus: Hobbies and sports

#### Listen and speak (2 hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss hobbies, sports and places of interest to learners.</td>
<td>Starting off (LB page 181)</td>
<td>Recording of a suitable TV interview of interest to the learners</td>
</tr>
<tr>
<td>Listen to and answer questions about an interview.</td>
<td>Listen and speak (LB page 182)</td>
<td>Listening text: <em>Interview with Nikita Kekana</em> (TG page 163 and LB page 244)</td>
</tr>
<tr>
<td>Role-play an interview.</td>
<td>Listen and speak (LB page 189)</td>
<td>Core reader: <em>I Asked a Little Boy Who Cannot See</em> (page 97)</td>
</tr>
<tr>
<td>-listens to and discusses an information text.</td>
<td></td>
<td>Core reader: <em>Michael Jordan</em> (page 108)</td>
</tr>
<tr>
<td>— Introductory activities: prediction.</td>
<td></td>
<td>Core reader: <em>Junko Tabei</em> (page 116)</td>
</tr>
<tr>
<td>— Identifies main ideas and responds appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Participates in discussions, explaining own opinion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Identifies and explains cause and effect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Comments on the social, moral and cultural values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Asks critical questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Expresses and justifies own opinion with reasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Uses interaction strategies to communicate effectively in group situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Role play interview in class. | | |
| — Makes an oral presentation facing the audience. | | |
| — Shows an awareness of different audiences. | | |
| — Varies the volume, tone and tempo of voice. | | |
| — Reflects on own, and others' presentations and skills, sensitively. | | |
| — Gives balanced and constructive feedback. | | |

#### Read (5 hours 30 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read an information text.</td>
<td>Read (LB page 184)</td>
<td>Core reader: <em>Michael Jordan</em> (page 108)</td>
</tr>
<tr>
<td>Read each other's descriptions.</td>
<td>After you write (LB page 183)</td>
<td></td>
</tr>
<tr>
<td>Read notes on adverbs of frequency, degree and duration; ambiguity; understatement; direct and indirect speech</td>
<td>Language practice (LB page 186)</td>
<td></td>
</tr>
<tr>
<td>Read a poem.</td>
<td>Language practice (LB page 188)</td>
<td></td>
</tr>
<tr>
<td>Research a person for interview role-play.</td>
<td>Language practice (LB page 190)</td>
<td></td>
</tr>
<tr>
<td>Reads an information text</td>
<td>Read (LB page 187)</td>
<td></td>
</tr>
<tr>
<td>— Pre-reading activities, e.g. prediction based on title and or graphics.</td>
<td>Before you listen and speak (LB page 189)</td>
<td></td>
</tr>
<tr>
<td>— Uses different reading strategies e.g. skimming, scanning to identify the main and supporting ideas and responds appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Identifies and explains cause and effect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Uses previous knowledge or textual clues to determine meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>— Makes inferences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TEACHING GUIDELINES**

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

<table>
<thead>
<tr>
<th>FAT Task 1</th>
<th>%</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension</td>
<td>20</td>
<td>LB page 182</td>
</tr>
<tr>
<td>Reads aloud</td>
<td>15</td>
<td>LB page 184</td>
</tr>
<tr>
<td>Writes a report</td>
<td>30</td>
<td>LB page 190</td>
</tr>
</tbody>
</table>
Formal Assessment Task 1: Reflects on texts read independently

Learners choose an information text from the Core reader. Learners write a summary of the text they have chosen to read independently. Assess using the rubric for summaries on page 166. The summary should contain the following information:

• why the learner chose the particular text
• a summary of the information in the text
• why others should read the text.

Starting off

LB page 180

Have a class discussion about sports and hobbies that the learners take part in or that interest them. Include sporting heroes and role models that the learners would like to interview if they had the opportunity.

Listen and speak (Formal Assessment Task 1) Listening comprehension

LB page 182

Preparation and resources

• If possible show the learners a suitable TV interview of interest to them (for example from a programme such as Carte Blanche) or listen to a radio interview.
• Listening text: Interview with Nikita Kekana (TG page 163 and LB page 244)
• Core reader: I Asked a Little Boy Who Cannot See (page 97)

Before you listen

Let the learners discuss the questions in the Learner’s book and share their ideas with the class. Discuss how interviews are a type of information text.

Listen

Do the interview with Nikita Kekana as a role-play in front of the class. Choose one of the stronger learners, a girl, to role-play Nikita (read her answers) while you ask the questions (or choose another strong learner to ask the questions). This provides a model of the interview.

After you listen

The learners discuss the questions in the Learner’s book in small groups, giving reasons for their opinions.

Suggested answers

1. interview
2. Main ideas of the interview:
   — Nikita is a young (“junior”) successful surfer.
   — She is ambitious (wants to go on the World Championships Tour).
   — Surfing has made her a stronger, more organised person.
   — The thing she loves best about surfing is being in the ocean and the excitement of catching waves.
3. I love being in the ocean; each wave is different; the adrenaline rush when you catch a wave.
4. She wanted to be like the cool-looking surfers she saw when she was about 11.
5. It has made her stronger, more organised, able to handle disappointment.
6. Open discussion on cultural/social values around sports that are “for men” or “for women”.
7. Open – learners ask each other questions. (Encourage them to ask challenging critical questions.)

Formal assessment

Assess the learners’ discussions and responses by walking around the classroom while they discuss the questions in the Learner’s book. Give help and encouragement where necessary. Let stronger learners work with ones who struggle. Ask each individual group member to answer one of the questions discussed by the group. Ask the learners to substantiate each answer and to summarise the group’s discussion on the point. Use the rubric on page 167 to assess each learner individually. Use the suggested answers above as a guide to what learners should have gleaned from the listening text.

Core reader: I asked a little boy who cannot see (page 97)

Read the poem and discuss what sense the poet is using to describe colour and the effective use of similes.

Write

LB page 183

Take the learners through the writing process with the help of the questions and tasks in the Learner’s book. You can also read and discuss the poem on page 187.

Informal assessment

Assess the learners’ descriptions as well as their use of the writing process. You could either take in the
learners’ first drafts to assess and give feedback or suggestions or let them give each other feedback.

The learners’ descriptions should paint a vivid picture; it should be clear what they are describing. The description should describe what the thing or place or activity looks or feels like, using suitable adjectives (and adverbs). They should use at least one simile or metaphor.

Give feedback on use of the writing process i.e. whether the learner has planned (is it well organised?); drafted; revised; edited and proofread (corrected spelling, punctuation and grammar mistakes). Also assess the presentation of the final essay: is it neat and tidy and easy to read?

Read (Formal Assessment Task 1) Reads aloud: 15 marks
LB page 184

Preparation and resources
• Core reader: Michael Jordan (page 108)
• After completing the activities below, each learner researches and prepares an article about his/her favourite thing to do. The learners read aloud from the article that has been researched. Use the rubric on page 168 to assess the learner’s reading fluency, pronunciation, clarity and presentation. You may ask questions about the article to assess understanding of what has been read or use the activities below as a reading comprehension. If you choose to do so, do not discuss the answers to the After you read questions beforehand.

Before you read
The learners do the two pre-reading activities in this section. Discuss their ideas.

Suggested answers
1. Factual writing, from the title.

After you read
Discuss the article with the learners and ask questions before they try to answer the questions in the Learner’s book (or discuss the Learner’s book questions orally, then let them write their answers). Ask questions such as:
• What is the main idea of the article? Answer: Skateboarding began with homemade boards in the 1950s but today it is a popular sport with a huge industry.

• What do you think high riding and air boarding are? Answer: Tricks high in the air, for example, or when the riders’ feet come off the board.
• Why were kids able to use empty swimming pools as skate sites in California in the late 1970s? Answer: because there was a drought, so people were not allowed to keep their pools filled.
• What was the result of skaters using skateboarding parks? Answer: there were lots of injuries.
• Discuss the difficult words in the article and have the learners look up words in the dictionary e.g. site, banned, soared, manufactured. See the Target worksheet for more vocabulary work if necessary.
• As a challenge, ask them to find or look up information about Tony Hawks (a famous extreme skateboarder) and report back to the class.

Suggested answers
1. False. The first manufactured board
2. There were many injuries
3. b)
4. b)
5. the 1970s
6. b)

Core reader: Michael Jordan (page 108)
After reading the text, learners work in pairs to write and role-play an interview.

Language practice
LB page 186

The language relates to the questions in the interview role-play the learners do later in the chapter. Go through the explanations in the Learner’s book and discuss the different types of adverbs. Give more examples and write some on the board or let the learners write their own sentences to show the meanings of the words.

Informal assessment
From the discussion and the learners’ sentences, assess informally whether the learners have understood the idea of these adverbs and can use them in a sentence of their own.

Read
LB page 187

The learners read the poem and discuss the questions.
Suggested answers

1. The learners need to infer (understand from the text) that the writer enjoyed this place.
   • She repeats the words “I remember,” so it is clear in her mind.
   • She describes the details of the things she saw vividly so we can imagine them.
   • She says she was disappointed when the dolphins disappeared.
   • She uses words that describe the richness and beauty of the place: exotic, shimmering blue ocean, acrobatic display, etc.

2. tiny fish; shimmering blue ocean

3. Dictionary work:
   — coral: hard substance formed from the skeletons of very small sea creatures
   — hull: main part of the body of a boat
   — display: show
   — exotic: strange or unusual, colourful
   — acrobatic: like an acrobat: able to do difficult physical movements

Language practice
LB page 188

Preparation and resources

• Core reader: Scoring points for health (page 109)

This section focuses on ambiguous language. Write this rhyme on the board and let the learners try to work out what it means.

YYs UR
YYs UB
I C U R
YYs 4 ME

Meaning
Too wise you are
Too wise you be
I see you are
Too wise for me

Go through the notes with the learners, explaining, discussing and giving other examples. Discuss the Financial Mail advert.

• Tell the learners to look at the picture and ask them what they see. Ask them how many animals they can see. See if they see the bigger outline of the black cat behind the smaller rat/mouse.
• We can “read” the picture in two ways; we can see the small rat in the middle of the black outline or, if we look at “the bigger picture”, we see that the black outline is a cat, whose eyes are the smaller animal’s ears. This may suggest that the rat/mouse will be eaten by the cat!
• Discuss the words “Are you getting the bigger picture? Look deeper” and ask what this means.
• Explain that the ad is for the Financial Mail (FM), a newspaper that reports about businesses and money, as well as giving world and local news.
• Ask them: What is the advert telling you? Answer: We need to look closely at the picture to see that there are two animals’ heads there. In the same way we need to look at and understand the world around us, not only the small details.
• The advert implies that if you understand the bigger picture (by having more information/reading the newspaper) you will be more successful (in your business, perhaps.)

Suggested answers

1. a) A small rat in the middle of the black outline of a cat.
   b) One meaning: can you see the larger animal behind the rat? Second meaning: Do you understand the bigger problems that are around us?

2. a) The speaker likes the book so much that he or she can’t find words to describe it.
   b) One meaning: I like this book so much that I don’t know how to express that. Second meaning: I am not going to say how much I like the book. Third meaning: I am not able to say how much I like the book (literal meaning).
   c) I like the book so much I can’t find words to describe myself.

Core reader: Scoring points for health (page 109)

In groups, learners read the text and use the health benefits of sport as the basis to create an advert for radio or television advertising.

Listen and speak
LB page 189

Tell the learners that they are going to do a role-play for a radio or TV programme about someone who has had a positive influence on others. The interviewers need to find out interesting information about the interviewees.

Interview one of the learners yourself (to provide a model interview). Pretend you don’t know the learner; act a bit! Ask questions such as: Where were
you born? Where did you go to school? How did you get involved in (the activity which influences others)? What are your goals? Is there anything else you can tell us about yourself, something interesting that we don’t know?

Give the learners time to research their chosen person. Both learners should conduct the research, as it will be used as the basis for a report-writing activity later. When the research phase is complete, give the learners time to plan the questions they want to ask. Go through the questions in the Learner’s book to help the learners prepare.

The learners will assess their own and each other’s interviews. Give them the assessment grid (see below) before they do the role-plays. Write it on the board or photocopy it and hand it out.

Each interview should take 2 to 3 minutes. The learners do the interviews in front of the class. In larger classes they could do the interviews in their large groups. Choose some pairs of learners to do their interviews in front of the class. If there is time, the learners then swop roles so that the interviewers become the interviewees and vice versa.

**Informal assessment**

Walk around while the learners interview each other in their groups. Make notes about learners who are struggling and encourage those who are shy. Encourage them to take this seriously.

The learners assess themselves and each other using the assessment grid below (or a similar one that you design yourself). You could add other points for example, “Asks grammatically correct questions.”

---

### Role play assessment

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spoke more formally during the role-play and I didn’t use slang.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spoke clearly and loud enough for everyone to hear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I changed the volume (loudness of my voice), the tone (expression) and the tempo (speed).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The interviewer asked useful questions and found out interesting information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I gave other learners feedback: I told them which parts worked well and suggested how they could improve next time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used some adverbs (for example often, rarely, partially, totally, almost, really)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Write (Formal Assessment Task 1)

**Preparation and resources**

- Bring newspapers into class and have the learners look for interviews. Let the learners read them in pairs and find examples of direct and indirect speech.
- Make a wall chart to show the changes in tense and punctuation between direct and indirect speech (see table below).

**Direct and indirect speech**

If necessary, revise the notes on reported speech on page 17 in the Learner’s book. Go through the explanation with the learners. Discuss the differences between the three different ways of writing the same sentences (dialogue; direct speech; indirect speech). Do questions together.

**Suggested answers**

1. Direct speech uses inverted commas, before and after the actual words of the speaker, and so on. When a different speaker speaks, start on a new line.

2. In indirect speech, there are no inverted commas. Sentences in the simple past (e.g., “started”) that refer to actions in the past in direct speech often become past perfect (i.e., “had started”) in reported speech. Use of “that.”
Discuss and revise other changes that take place in reported speech using example sentences. It is advised to make a wallchart for your classroom, similar to this table.

<table>
<thead>
<tr>
<th>Tenses</th>
<th>Direct speech</th>
<th>Reported speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I do my homework after school.&quot; (present)</td>
<td>She said that she did her homework after school.</td>
<td></td>
</tr>
<tr>
<td>&quot;I went to town.&quot;</td>
<td>(past simple)</td>
<td></td>
</tr>
<tr>
<td>He said that he had gone to town (past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perfect)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time words</td>
<td>yesterday</td>
<td>the previous day / the day before</td>
</tr>
<tr>
<td></td>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td></td>
<td>tomorrow</td>
<td>the next day / the following day</td>
</tr>
<tr>
<td></td>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td></td>
<td>next week</td>
<td>the following week</td>
</tr>
<tr>
<td></td>
<td>last week</td>
<td>the previous week / the week before</td>
</tr>
<tr>
<td>Pronouns</td>
<td>&quot;My name is Lisa,&quot; she said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;I love surfing,&quot; he said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;What else do you enjoy?&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She said that her name was Lisa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He said that he loved surfing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She asked him what else he enjoyed.</td>
<td></td>
</tr>
<tr>
<td>Introductory verbs</td>
<td>• Questions: begged, requested, enquired</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— &quot;Please help me,&quot; she begged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— &quot;I live near here,&quot; she said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Statements: stated, said, mentioned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— &quot;I live near here,&quot; she said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>She mentioned / stated that she lived near there.</td>
<td></td>
</tr>
</tbody>
</table>

**Language practice**

**Write a report**

Tell the learners to write a report on the person they researched for their interview, following the guidelines in the Learner’s Book.

**Understatement**

Go through the explanation in the Learner’s book and discuss the example. Give more examples, such as:

- (To a singer who has sold 100,000 albums), “I understand that you have sold quite a few albums over the years. How does that feel?”
- On a very hot day, you say: “Wow, it’s a little warm today.”
- On a very cold day, you say: “Hmm, it’s a bit chilly isn’t it.”

**Adverbs of duration / For how long …?**

Go through the explanation and examples in the Learner’s book with the learners. Point out that these adverbs usually come at the end of the sentence.

Link the explanation to the questions and answers in the interview the learners are doing (see previous activity). Let the learners write questions and sentences of their own using the adverbs.

**Informal assessment**

Ask some learners to read you their example sentences with adverbs. Give feedback and correct any mistakes. Ask the learners to make some understatements of their own.

**Revision**

**Suggested answers**

1. a) The interviewer asked, “When did you start sailing?”

John replied, “When I was seven. I always used to go sailing with my Dad.”

The interviewer asked, “How does it feel to have won an international competition?”

John replied, “It’s terribly exciting! I still can’t believe it.”
b) The interviewer asked John how old he was when he started sailing. John replied that he was seven. He had always gone (or he always went) sailing with his dad (or his father). The interviewer asked/enquired how it felt to have won an international competition. John responded/replied/answered that it was terribly exciting. He said that he still could not/couldn’t believe it.

2. a) Understatement: 100% on a test is excellent rather than “not too bad.”

b) Ambiguous: the sentence can be understood as “he hit the woman who was wearing red shoes” or “he used the red shoes to hit her with.”

3. a) temporarily
   b) frequently
   c) terribly

**Spelling list**
- Revise the terms associated with the theme to consolidate learners’ understanding of them.
- Set aside 15 minutes each week for a spelling test.

**Remedial and enrichment for this theme**

**Preparation and resources**
- Core reader: Michael Jordan (page 108)
- Core reader: Junko Tabei (page 116)

**Remedial**
Work with learners who struggle to do the role-play by getting involved yourself. Try to make this fun so that learners enjoy it.

Give learners more examples of direct and indirect speech if they struggle. Use the target worksheet for further practice.

**Enrichment**
Learners who are ahead can look for and cut out newspaper or magazine reports about interesting interviews. They can do a second interview role-play with a famous person, e.g. a singer or star they admire. They can do more research on the person they interview. Use the target worksheet for enrichment.

**Core reader: Michael Jordan (page 108) and Junko Tabei (page 116)**

Divide the class into boys and girls. Both groups read both the stories, then have a debate on the topic: “Men are sportsmen to make money while women are sportswomen for the challenge.”

**THEME 16 SURVIVAL IN THE WILD**

**Weeks 3 and 4**

**Theme overview**
In this theme learners engage with instructional texts linked around the theme of survival. They follow instructions on how to make a sun-protective paper hat out of newspaper, they read about transpiration in plants and how to use this to their advantage if having to find water where there is no obvious source. They read instructions on how to make a solar still and they compare these two methods of water collection. They write instructions of their own and they learn about adverbs and revise complex and compound sentences.
**Genre:** Instructional texts  
**Focus:** Survival in the wild

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
<th>LB References</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Listen and speak**  
(2 hours) | — Discuss items to survive in the wild.  
— Listen to and follow an instructional text.  
• Listens to and discusses an instructional text  
  — Introductory activities: prediction  
  — Recalls procedure  
  — Identifies the features of instructional text  
  — Notes key headings  
  — Gives clear instructions, e.g. on how to make a cup of tea  
  — Makes notes and applies instructions read  
  — Asks questions to clarify  
  — Comments on clarity of instructions | • Starting off  
(LB page 193)  
• Listen and speak  
(LB page 194)  
• After you listen (LB page 194)  
• Compare texts  
(LB page 199) | • Listening text:  
*How to make a sunhat in less than 60 seconds*  
(TG page 163)  
• Newspaper – large double sized piece per learner  
• Sticky tape, string, soccer ball per pair or learners |
| **Read**  
(5 hours 30 minutes) | — Read three instructional texts.  
— Compare instructional texts.  
— Read notes on adverbs; compound sentences.  
• Reads an instructional text  
  — Analyses the characteristics of the text  
  organisation and conventions of instructional texts  
  — Orders jumbled instructions  
  — Uses appropriate reading and comprehension strategies: scanning  
  — Shows understanding of the text and how it functions: literal reading  
  — Recognises and explains the different structures, language use and purposes  
  — Identifies and evaluates register of a text  
  — Understands and uses information texts appropriately  
  — Compares two different recipes or instructions | • Read  
(LB page 195)  
• Read  
(LB page 196)  
• Read  
(LB page 198)  
• After you read  
(LB page 199)  
• Language practice  
(LB page 202) | • Dictionary |
| **Write**  
(4 hours) | — Write answers to questions on instructional texts.  
— Write instructions.  
• Writes an instructional text  
  — Orders logically  
  — Lists materials and ingredients  
  — Uses dictionaries  
  — Uses imperatives  
  — Develops a frame for writing  
  — Uses linking phrases and organisational methods  
  — Defines procedures  
  — Organises words and sentences appropriately | • After you read  
(LB page 197)  
• After you read  
(LB page 199)  
• Write  
(LB page 201) | • Dictionary |
| **Language**  
(30 minutes + time spent on integrated activities) | • **Word level**  
— adverbs of manner, time, place  
• **Sentence level**  
— compound sentences, complex sentences | • Language practice  
(LB page 200)  
• Language practice  
(LB page 202)  
• Revision  
(LB page 204) | • Dictionary  
• Target worksheets |
TEACHING GUIDELINES

During the coming two weeks, learners will be required to complete formal assessment tasks to provide an indication of their progress. The assessment will be made up of the following tasks and marking allocation.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language structures and conventions in context</td>
<td>15</td>
<td>LB page 196</td>
</tr>
</tbody>
</table>

Starting off

LB page 193

Introduce the topic of survival in the wild by having the learners choose three of the items pictured. Point out that the need for shelter only becomes very urgent under harsh conditions: extreme heat or cold. Learners must think about choices and combining various items to make others. There are no right or wrong answers, but the learners must be able to justify their selection to the group.

Listen and speak

LB page 194

Preparation and resources

- Listening text: *How to make a sunhat in less than 60 seconds* (page 163)
- newspaper – large double sized piece per learner
- sticky tape, string, soccer ball per pair of learners

Before you listen

Learners should be able to deduce that they will need a sheet of newspaper in order to make the hat shown in the picture.

Listen

Read the instructional listening text to the learners.

After you listen

Learners work individually to make notes of the materials they need and the procedure to follow. They then work in pairs to make the sun hat. After the fun of making the hat, learners must rewrite the instructions in the proper format.

Suggested answers

4. Written instructions as follows.

   **Materials needed**
   - Sheet of newspaper
   - Soccer ball
   - Sticky tape

   **Method**
   1. Work in pairs.
   2. Take a large sheet of newspaper and a soccer ball.
   3. Centre the paper over the ball and mould it around the top half of the ball with your hands.
   4. Hold it in place and wrap sticky tape around the crown to make a hat band.
   5. Remove hat carefully from the ball.
   6. Trim with scissors if necessary.
   5. Learners’ own answers. Some suggestions: branches and leaves, plastic packets, cardboard or paper. They must describe their procedure using clear instructions.

Read

LB page 195

Read the information text as a class.

After you read

Suggested answers

- Learners should be able to deduce that, if a big plant like a tree is losing hundreds of litres of water every day, it might be possible to collect some of that water for themselves.
- Some learners might also pick up on the fact that the kind of tree you use could be important. Obviously it will not be sensible to try a cactus or a pine tree.

Read

LB page 196

Formal Assessment Task 1: Language structures and conventions in context (25 marks)

Learners read the instructions and answer the questions that follow independently.

Suggested answers

1. You would avoid plants that try to survive very dry conditions (1) as their rate of transpiration is likely to be less than the rate for other trees. (1) Plants to avoid are pine trees and cacti. (1) You would use a tree or bush with lots of leaves that stands in the hot sun for most of the day. (1) (4)
2. Yes, it is very important not to use a poisonous tree as some of the poisons might leak into the water. (2)
3. You seal the bag so that none of the water can evaporate.  (2)
4. The word accumulate means to gather together in an increasing quantity. (2)
5. Command verbs: start, put, take, tie, seal, untie, pour. (4)
6. e) Find a large can, empty plastic bottle or plastic bag. (8)
   a) Punch 5–10 small holes in the base of your container.
   f) Put in a first layer of cloth at the bottom so that the filtering material does not fall out of the hole.
   h) Cover the cloth with a layer of charcoal.
   c) Cover the charcoal with layers of sand and pebbles.
   d) Hang it in a tree or suspend it off the ground in some way.
   b) Pour the dirty water in and catch it as it passes through the filter to a clean container underneath.
   g) The water will still have harmful bacteria. Boil it for 10 minutes before it is safe for drinking.
7. A – container (8)
   B – dirty water
   C – layer of pebbles
   D – layers of sand
   E – layer of charcoal
   F – layer of cloth
   G – holes punched in container
   H – container to catch clean water

Read
LB page 198

Learners read about another technique of collecting water: a solar still. The instructions are different – less explicit, more conversational, less structured.

After you read
LB page 199

Suggested answers
1. If you have the tubing leading from the cup to the outside, you can drink the water without having to dismantle the sill. Every time you dismantle the sill, you risk soil falling into your drinking water.
2. The water does not evaporate because the hole is tightly sealed. You use soil and rocks to anchor the plastic bag all around the hole so no air can escape.
3. The water comes from inside the hole: from the plants which are transpiring and from the soil itself.
4. Register is conversational and simple.

Compare texts
LB page 199

Suggested answers
1. The transpiration bag instructions are structured under sub-headings: “You will need” and “Method.” The solar still instructions are not organised under any headings or sub-headings.
   — The solar still will take more time and effort because you need to dig a large hole. You also need more equipment for the solar still than you do for the transpiration bag.
2. Both methods can be used to collect water using very little equipment. Both methods use the principles of condensation and transpiration to collect water. Both methods use plastic which needs to be sealed off to prevent evaporation. Both methods use a stone to help accumulate water.
3. The transpiration bag is the more precise set of instructions.
4. The Solar still instructions sound more like conversation.
5. a) “You will need” or “Materials needed”
   b) Make a plastic sheet by cutting a plastic bag down one side seam and along the bottom.
   c) Dig a hole in the ground 1m wide and 75 cm deep.
   d) Put the rubber tubing into the container and run it up and out of the hole before you seal the hole with the plastic.

Language practice
LB page 200

Suggested answers
1. Solar – relating to the sun
2. The way it is used here is as an adjective – it describes the kind of still.
3. The word solar comes from the Latin word solare meaning “sun.”
5. Transpiration is the process used by plants to give off water vapour through their stomata or pores.
6. Transpiration is a noun.
7. Transpire
8. The second definition (the noun).
Write
LB page 201

Learners can use any of the ideas from their Learner’s books or come up with their own idea; however, their instructions must relate in some way to survival in the wilderness. Some ideas will need to be researched before they get written up. Learners write the instructions using the format of “Materials” (listed) and “Method” (step-by-step instructions).

Informal assessment
Use the following assessment tool to help you assess each learner’s instructions:

<table>
<thead>
<tr>
<th>Possible marks</th>
<th>Marks allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions are appropriate and on the topic of survival</td>
<td>2</td>
</tr>
<tr>
<td>Heading has been provided</td>
<td>2</td>
</tr>
<tr>
<td>Instructions are structured</td>
<td>2</td>
</tr>
<tr>
<td>All the materials have been listed</td>
<td>2</td>
</tr>
<tr>
<td>Command verbs have been used</td>
<td>2</td>
</tr>
<tr>
<td>Instructions are logical and clear</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL out of 15</strong></td>
<td></td>
</tr>
</tbody>
</table>

Language practice
LB page 202

Adverbs
Use the notes to revise adverbs with the learners, before they do the exercises independently.

Suggested answers
1. a) suspiciously – adverb of manner  
   b) sometimes – adverb of time  
   c) down – adverb of place  
   d) carefully – adverb of manner  
   e) over there – adverb of place  
2. a) Learners’ own answers. Some suggestions:
   Cut neatly / sharply / carefully / quickly  
   Tie tightly / loosely / simply  
   Place carefully / slowly / quickly  
   Shout loudly / quickly  
3. Answers will vary.

Compound and complex sentences
LB page 203

Revise the notes on simple and complex sentences on page 40 before explaining compound sentences. The important distinction to make between compound and complex sentences is this:

- Compound sentences are made up of two main clauses that could stand alone and make complete sense, but are joined by conjunctions.
- Complex sentences on the other hand are made up of one main clause and at least one subordinate clause (which cannot make sense on its own).

In order to identify the difference between these two types of sentence, learners will need to be able to identify verbs.

Suggested answers
1. Cover the hole with a sheet of plastic and secure the sides with rocks and soil so that the sheet does not fall in.
2. a) We needed shelter so we cut poles to make a frame.
   b) We got hungry but there was nothing to eat.
   c) We could drink neither the river water nor the water from the marsh.
   d) My shelter looked impressive whereas Jo’s shelter was more waterproof.
   e) We made a solar still and we made a respiration bag.

Revision
LB page 204

Suggested answers
1. & 2. Learners’ answers will vary. Their instructions must be in the correct format (materials listed and steps clearly listed, using command verbs.) Some suggestions include:
   - Box 1: Learners could make a hat that keeps insects away.
   - Box 2: Learners could use the magnifying glass to make fire. The large stones could be used to demarcate the fire once it’s going.
   - Box 3: The rope, blanket and rocks could be used to make a simple tent. The rope could be strung between two trees, the blanket hung over it and the rocks used to secure the edges of the “tent.” The dried grass could be used to make a soft bed.
• Box 4: These ingredients could be used to make a delicious camping dessert: split the bananas with the knife, insert chunks of chocolate, wrap them in tin foil and cook them in the hot coals until the chocolate has melted and the bananas are well cooked.

3. a) Complex – if
   b) Complex – which
   c) Complex – despite
   d) Compound – either, or

Spelling list
• Revise the terms associated with the theme to consolidate learners’ understanding of them.
• Set aside 15 minutes each week for a spelling test.

Enrichment
Learners who want more of a challenge can do the more difficult word search using Target Worksheet B. They extend their understanding of clauses by completing the activity on complex sentences.

THEME 17 STORY TIME
Weeks 5 and 6

Theme overview
The focus in this chapter is on stories. Learners will listen to a book review, take part in a panel discussion and read excerpts from a novel. They will identify and interpret main ideas and values. Using a flow chart and following the writing process steps, they will write a summary. Sentence level work deals with noun phrases and clauses and verbs. Puns will be examined and punctuation includes colons, semi-colons and contractions.

| Genre: Stories | Focus: Social issues in stories |
| Listen and speak (2 hours) | Activity | LB reference | Resources |
| • Listen to and identify elements of a book review. | • Listen and speak (LB page 206) | • Before teaching this theme, it is recommended that you read the novel *No Turning Back* by Beverley Naidoo |
| • Discuss response to a book review. | • Speak (LB page 210) | • Listening text: *Review of No Turning Back* by Beverley Naidoo (TG page 163) or audio CD (track 10) |
| • Take part in a panel discussion. | • Write (LB page 213) | • Address by someone who works with homeless children |
| • Listens to a Story | | • Additional copies of *No Turning Back* by Beverley Naidoo (if possible) |
| — Introductory activities: prediction | | |
| — Responds critically by identifying the key elements of a book review | | |
| — Recalls main ideas and details from a text | | |
| — Retells part of a story | | |
| — Identifies and discusses values | | |
| — Identifies and discusses messages in the text | | |
| — Invents and describes preferred results or endings | | |
**TEACHING GUIDELINES**

**Preparation and resources**
- Before teaching this theme, it is recommended that you read the novel *No Turning Back* by Beverley Naidoo.

**Starting off**

**LB page 205**

To introduce the theme learners will begin by examining two book covers. With a classmate they will discuss the questions and give their opinions.

**Suggested answers**

The idiomatic expression “You can’t judge a book by its cover,” means you should not form an opinion about someone or something from the way they look.
Listen
LB page 206

Preparation and resources
• Listening text: Review of No Turning Back by Beverley Naidoo (page 163) or audio CD (track 10)

Before you listen
Have the learners copy the table into their workbooks. As you read, they will make notes by filling in the table. You can play a recording of a professional reading from the audio CD (track 10).

After you listen
Learners work in groups to compare their tables, before taking part in a class discussion about their reactions to the book review.

Suggested answers

<table>
<thead>
<tr>
<th>Elements of book review</th>
<th>No Turning Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Beverley Naidoo</td>
</tr>
<tr>
<td>Main characters</td>
<td>Sipho, Jabu, Judy</td>
</tr>
<tr>
<td>Setting</td>
<td>Johannesburg, just before first democratic elections.</td>
</tr>
<tr>
<td>What the reviewer liked</td>
<td>The excitement and danger and the fact that the book has a message; it is a believable story.</td>
</tr>
<tr>
<td>Cliffhanger</td>
<td>Can Sipho survive without being knifed by a gang bully?</td>
</tr>
</tbody>
</table>

1. The review should make them feel hopeful. The review says that, by sticking together, people “can survive the harshest circumstances.” The theme of forgiveness implies that there will be a reconciliation at the end.
2. Answers may vary but hopefully they will be curious and intrigued by the promise of excitement. The themes seem easy to relate to and make the book believable which is also a plus.
3. The specific message mentioned is “when people form alliances, they can survive the harshest circumstances.” Other themes mentioned are friendship, trust, family and forgiveness.
4. The word “forgiveness” suggests it will be a happy ending where Sipho is reunited with his mother.

Informal assessment
As the class discusses the questions on the review take note of individual responses to ascertain levels of comprehension. You could make notes for your records.

Read
LB page 207

After you read
Answers will vary, but should reflect what the learners have heard in the review of the book, as well as the titles of Chapters 1, 10 and 19 (covered in the excerpt).

After you read
LB page 209

Learners work independently and write answers to the comprehension questions. Answers can then be discussed as a class and learners can evaluate their own work.

Suggested answers

1. Agree with the extract – we read of the harsh circumstances when Sipho runs away because he’s been beaten by his stepfather. It is dangerous: the children get thrown into water, are chased and hit by some policemen and have nowhere to sleep but they are helped by the night-watchman. They manage to survive by sticking together. Sis Pauline also helps Sipho and he seems to trust her. She mentions his mother and the importance of family bonds.
2. Agree – the story sounds exciting as we follow Sipho’s journey of survival. We can relate to the emotions and scenes that are described. The book seems realistic and the harsh reality of life as a street child and the dangers that must be faced touch us deeply.
3. Learners’ answers will vary, but must be well supported. It is difficult to say whether he is always polite, perhaps not as some policemen hit and chase these children and one imagines that there may have been some provocation involved.
4. Police van
5. They help the children by asking them to wash their vans and then give them bread and tea and maybe even a bit of money.
6. Frustrated
7. b) a care worker at a shelter for homeless children

Informal assessment
Learners could evaluate their own answers as you discuss the questions as a class.
Speak
LB page 210

Preparation and resources
• You may wish to put the learners into groups yourself and have a discussion about what a panel discussion is before each group chooses a chairperson.
• It would be useful to have copies of the novel available for the learners to read.
• If it is possible, it would be very valuable to have someone who works with homeless children address the learners.
• Stress the importance of preparing thoroughly for the discussion. Opinions must be motivated. Research must be done. Allow time for this.

After you speak
After each panel discussion, ask the learners to discuss the question in the Learner’s book.

Informal assessment
As you move from group to group, listen to learners’ opinions and record an assessment of individual oral skills. Is there evidence of research? Have opinions been motivated? Consider clarity, pace, articulation and tone of voice when listening to discussions.

Language practice
LB page 211

Noun phrases and noun clauses
Work through the notes and examples with the learners and give them time to complete the exercises.

Suggested answers
1. a) requires
   b) causes
   c) makes
   d) is
2. a) living on the streets
   b) abusing alcohol
   c) having friends
   d) learning who to trust

Write
LB page 212

Emotional response
Learners will write two paragraphs which focus on Sipho’s emotions. Guide them through the planning by reading the points to consider in the learner’s book. Ideas must be brainstormed and then ordered.

Preferred ending
LB page 213

Using their imaginations and the knowledge they have from the excerpts, learners will write a dialogue between Sipho and his mother to reflect their preferred ending of the novel. Allow time for brainstorming and planning and remind learners how to set out a dialogue.

Informal assessment
• The learners’ interpretations of Sipho’s emotions could be taken in and individually assessed. Select the best three and read them for the class.
• Get learners to act out their dialogues in pairs.
• In groups they could compare their summaries.

Language practice
LB page 214

Semi-colons
Work through the notes and examples with the learners and give them time to complete the exercise.

Suggested answers
1. a) Sipho had a choice; stay and be beaten or run away.
   b) Life on the streets was hard; begging for food and looking for shelter every day.
   c) Sis Pauline told Sipho to cry; it lets you know what’s inside your heart.
d) The boys huddled in the doorway; they could not get warm.
e) Adults are meant to protect children; they are not supposed to abuse them.

**Contractions**
Work through the notes and examples with the learners and give them time to complete the exercise.

**Suggested answers**
2.  
   a) My mother says I can’t go to the movies this weekend.
   b) Our team hasn’t lost a match this season.
   c) I’m glad it’s not raining today.
   d) We’ll arrive after sunset.
   e) Don’t forget your jersey.

**Puns**
LB page 215
Work through the notes and examples with the learners and give them time to complete the exercise.

1.  
   a) The pun is on the words “harder and harder.” As it is a cement factory it could mean the cement literally sets harder but it could also mean the job gets more difficult.
   b) The pun is on “pointless.” If the pencil is broken it has no literal point to write with. Pointless could also mean useless or meaningless.
   c) The pun is on “problems.” It could mean mathematical sums or it could mean troubles or difficulties.
   d) Magicians stereotypically pull white rabbits or “hares” from hats. When we read the sentence we think of the homophone hair, so this has a double meaning.
   e) The pun is on “dye.” It could mean to colour your hair in order to get rid of the grey but if this mother was so upset she may have wanted to “die” – a figurative expression of her horror.
   f) The pun is on both “knead” and “dough”. Knead is the action used to make bread. Dough is slang for money. The speaker works as a baker because he needs money.
   g) The pun is on “knight” (Sir Lancelot) and “mare” (female horse) in relation to nightmare (a bad dream).
   h) Washing powder literally goes “down the drain”, which is a figurative way of saying waste.

2. I’m – I am
   He’ll – he will
   It’s – it is
   Should’ve – should have
   Doesn’t – does not

3.  
   a) Sipho and Jabu became friends; they were almost like brothers.
   b) It is difficult to survive on the streets; children often go hungry.
   c) Some street children take drugs; others do not.
   d) It is a hot day; you must drink enough water.
   e) He knew it was wrong; Sipho took his mother’s money anyway.

**Remedial and enrichment for this theme**

**Remedial**
Take learners to the library and let them select a novel for holiday reading. They could write a review of the book or a short summary of the plot after reading it. They could also make an alternative cover for the book by drawing or using pictures cut out of magazines. The target worksheet on this chapter includes more language practice on noun phrases and clauses as well as exercises on punctuation and vocabulary.

**Enrichment**
Encourage learners to read novels which have been made into films like the Harry Potter series or some of Roald Dahl’s books. Get them to compare the book and the film and say which they preferred and why. The target worksheet on this chapter includes work on contractions, noun phrases and clauses, puns, loaded language and word games.
THEME 18 POEMS ARE PICTURES

Weeks 7 and 8

Theme overview
This theme will introduce the learners to some more advanced poetry and will encourage and assist them with writing their own poem. They will listen to and then read poetry and will answer questions on these poems. Following this the learners will be guided on how poets use language and structure to create meaning and finally will be given a framework to assist them in the writing of their own poem.

<table>
<thead>
<tr>
<th>Genre: Poetry</th>
<th>LB reference</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Social issues</td>
<td></td>
<td>Listening text: <em>The Railway Train</em> by Emily Dickinson (TG page 164)</td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td><strong>Activity</strong></td>
<td><strong>LB reference</strong></td>
</tr>
<tr>
<td>Listen and speak (2 hours)</td>
<td>— Discuss feelings and sensations evoked by pictures.</td>
<td>• Starting off (LB page 217)</td>
</tr>
<tr>
<td></td>
<td>— Listen to and discuss a poem.</td>
<td>• Speak (LB page 219)</td>
</tr>
<tr>
<td></td>
<td>— Discuss the issue of bullying.</td>
<td>• Listen and speak (LB page 218)</td>
</tr>
<tr>
<td></td>
<td>— Role play solutions to problems around bullying.</td>
<td>• Speak (LB page 223)</td>
</tr>
<tr>
<td></td>
<td>• Listens to and discusses poems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Introductory activities: prediction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Listens for information and summarises main ideas, and notes specific details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Discusses social, moral and cultural values in the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Comments on how values and messages are conveyed in the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Sensitively gives balanced and constructive feedback</td>
<td></td>
</tr>
<tr>
<td>Read (5 hours 30 minutes)</td>
<td>— Read two poems.</td>
<td>• Read (LB page 220)</td>
</tr>
<tr>
<td></td>
<td>— Read notes on onomatopoeia; parentheses.</td>
<td>• Read (LB page 222)</td>
</tr>
<tr>
<td></td>
<td>• Reads a poem</td>
<td>• Language practice (LB page 221)</td>
</tr>
<tr>
<td></td>
<td>— Pre-reading activities, e.g. prediction based on title and or graphics</td>
<td>• Language practice (LB page 227)</td>
</tr>
<tr>
<td></td>
<td>— Uses different reading strategies e.g. skimming, scanning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Responds critically to poems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— Comments on the use of alliteration, repetition, simile and onomatopoeia</td>
<td></td>
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<tr>
<td></td>
<td>— Reads and responds critically to poetry</td>
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<td>— Interprets and discusses message</td>
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<td></td>
<td>— Shows understanding of the poem and its relationship to own life</td>
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<tr>
<td>Write (4 hours)</td>
<td>• Write answers to questions about poems.</td>
<td>• After you read (LB page 221)</td>
</tr>
<tr>
<td></td>
<td>• Write a poem.</td>
<td>• After you read (LB page 223)</td>
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<td></td>
<td>• Writes a poem</td>
<td>• Write (LB page 224, 225)</td>
</tr>
<tr>
<td></td>
<td>— Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme</td>
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<td></td>
<td>— Reflects on and evaluates writing and creative work</td>
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<tr>
<td></td>
<td>— Develops and organises ideas through a writing process</td>
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<tr>
<td></td>
<td>— Use the writing process: planning/pre-writing, drafting, revising, editing, proofreading, presenting</td>
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</tbody>
</table>
Language practice
(LB page 221)
Language practice
(LB page 226)
Language practice
(LB page 227)
Revision
(LB page 228)

TEACHING GUIDELINES

Starting off
LB page 217

Have the learners work in pairs to answer the questions that introduce this theme. Get feedback from the pairs and encourage class debate.

Listen and speak
LB page 218

Preparation and resources

- Listening text: *The Railway Train* by Emily Dickinson
  (TG page 164)

Encourage the learners to look at the picture in the book and imagine the fog while you read. Read the poem again, emphasising the rhythm.

After you listen
LB page 218

Suggested answers
1. lap, lick, feed, step
2. Quickly. To lap or lick something up means that it is done easily. To lap up the miles means that they are covered quickly.
3. A path is cut out of the quarry wall to make a tunnel through which the train can fit.
4. supercilious – arrogant, disdainful, haughty
docile – passive, tame, quiet
5. It is all-powerful because it cannot be stopped from reaching its destination, regardless of how long or difficult the journey is.
6. Learners’ answers will differ.

Speak
LB page 219

The learners should spend some time studying the photographs so that they can discuss the questions set on them. There are no right or wrong answers; the questions are designed to develop their imaginations and their ability to describe their sensory experiences.

Read
LB page 220

Read the poem aloud, then let the learners read it quietly to themselves before answering the questions.

After you read
LB page 221

Suggested answers
1. A highwayman is a robber who used to hold-up the carriages of wealthy travellers.
2. The wind was a torrent of darkness – the wind is compared to a strong, dark current of water.
The moon was a ghostly galleon – the moon is compared to a ship that moves quietly over the ocean.
The road was a ribbon of moonlight – the road is lit up by the moon and looks like a long thin ribbon.
3. The atmosphere is one of expectation; mystery and danger.
4. Learners answers will differ. It gives us the idea that he is riding fast and for a long time without stopping.
5. The poet wants us to know that the highwayman is wealthy, has good taste, is handsome in appearance and is not a common thief. He wants us to admire and like the highwayman.
6. The stars in the night sky shine like jewels.
7. The highwayman has come to see Bess, the landlord’s daughter. They are in love with each other. She was waiting for him and is plaiting a love-knot into her hair.
8. The rhythm is like that of a galloping horse.

Language practice
LB page 221

Revise the concepts of alliteration, similes, metaphors and personification. Read over the notes on onomatopoeia and have the class contribute examples. They can make up new or “nonsense” words.

Have the learners go back to the photographs on page 217 and list their answers to question 3. They should try to use a figure of speech to describe their responses to each question.

Read
LB page 222

Read the poem aloud before having a class discussion about the questions.

Suggested answers
1. She is taking the long way home in order to avoid the bullies that are waiting for her.
2. No, it isn’t pleasant because she is still afraid of the bullies and the route is lonely and she is desperately trying to get through the trip as quickly as possible.
3. Chrissie’s movements are described as hurried and frantic through the use of words like “scurries”, “cringing” and “flitting”.
4. The word “yearns” makes the reader feel as if Chrissie is desperate to be invisible.
5. “She’s frantic as a hare…” is a simile. It is an effective comparison because a hare is vulnerable and delicate and often, like Chrissie, hunted.
6. “They” refers to the bullies.
7. Italics and quotations are used because the poet wants to emphasise the words being spoken.
8. The theme of this poem is wide-ranging and could include fear, oppression, bullying and/or victimisation.

Speak
LB page 223

This section will be teacher-led. It should take the form of a discussion with the class. Perhaps the teacher can arrange the chairs in the class into a circle and remove the desks so that the learners are facing in and all included in the discussion.

1. This question looks at how someone becomes a bully. Perhaps the teacher could ask the learners if they know anyone who behaves in the way a bully does and what might make a person believe that it is okay to treat other people poorly.
2. For this question, the teacher will need to look at factors such as poverty, boredom, lack of direction, influence of media and computer games and movies for example on the behaviour of children.
3. The answers to this question will be personal and take the form of an opinion and therefore there is no correct answer. This activity will need to be teacher-led.
4. Role-plays are aimed at empowering the learners to solve issues of bullying.
5. Slogans should consolidate learning around persuasive speech and catchy slogans. Encourage use of figures of speech such as alliteration.

Write
LB page 224

Before you write
The learners should spend some time studying the photographs and then explain to the group why any one of the photos appeals to them the most.

In pairs, the learners should use the questions in the Learner’s book to help them describe the place of choice. They should make a list of the sounds they would hear, smells they would sense and things they would feel in this place they have chosen. This is intended to develop their imaginations and also to demonstrate to them how to extend themselves from a simple picture source.

Now the learners should think of everyday places or objects that might be similar to some of the qualities from their list. The example given is that if the child has chosen a jungle photograph, he or she might state that the bathroom at home can get steamy and hot just like the jungle. In this way comparisons and metaphors are established.
Write
LB page 225

Once the learners have prepared some notes on their chosen place, they should attempt to introduce some alliteration, onomatopoeia and similes into their descriptions. Perhaps they should begin with sentences that they have written on their chosen place and work on redrafting these sentences with assistance and discussion with the teacher and their pair work partner.

Once the learners have written down and developed their descriptive sentences they should choose in what order to place them and then begin to assemble their poem.

After you write
When the first draft of the poem is ready, the learners should swap their poem with their partner and discuss specifically what they liked and didn’t like about the poem they read. It is important here for the teacher to stress that the learners should choose aspects that they both did and did not like, and for them to provide reasons for their choices. This constructive criticism can be used for the learners to amend their writing in a second draft.

Now the learners should be given time to practise reading their own poem aloud with emphasis and expression in areas of their choice and attention paid to pacing too. Guidance from the teacher will be required at this point.

There are options to take this a step further by asking the learners to bring in props from home or dress up clothes in which to perform their poem.

Finally the finished poem should be written out in neat and handed in to the teacher.

Language practice
LB page 226

Suggested answers
1. a) verb – was dripping; subject – the candle; object – the plate
   b) verb – carried; subject – the boy; object – the bicycle
   c) verb – swam; subject – the children; object – the ocean
   d) verb – barked; subject – the dogs; object – the birds
   e) verb – scurried; subject – the mouse; object – the cat

   Learners should choose any subject and verb and object from the table and create their own “mix and match” sentences. This is intended to be a fun exercise to help revise the basic sentence structure of subject, verb and object.

   3. a) metaphor  b) metaphor
c) onomatopoeia  d) onomatopoeia
e) simile  f) alliteration
g) hyperbole  h) personification
i) metaphor  j) personification

Parentheses
LB page 227

Read over the notes and example with the learners, before allowing them time to do the exercises.

Suggested answers
1. a) The cobra (that was hiding in the grass) reared its head and bared its fangs.
b) The racing car (which had just been serviced) won the race easily.
c) The mountain climber (who was wearing rain gear) abseiled down the North face.
d) The tractor (which was the farmer’s favourite) ground through the thick mud.
e) The spaceship (that was damaged) managed to make a safe landing on Mars.

   The learners can use their own imaginations to enhance their sentences; as long as the grammar is accurate, the sentences will be correct.

   3. a) My brother’s bedroom is always a dreadful mess.
b) We bought eggs, milk, coffee and bread at the shop.
c) How many bones are there in the human body?
d) We spent our last holiday in Greece.
e) “Take out your homework,” said the teacher in a stern voice.

Revision
LB page 228

Suggested answers
1. Learners’ own answers, e.g. The red Range Rover is turning around over there.
2. Learners’ own answers, e.g. The duck quacked In the middle of the pond.
3. The answers to this question will be varied and personal but need a comparison between two things using either “like” or “as”.
4. a) This means that he spoke a great deal.
   b) This is a metaphor.
5. Rhyme is the repetition of sounds placed at the end of lines, often in poetry but sometimes in prose too. Rhythm is the use of structure, vocabulary and timing to create a dynamic movement within a text.

6. a) Alliteration is the repetition of consonant sounds.
   b) Onomatopoeia is the use of words which sound like the concept that they are describing.

7. a) Subject – James, Verb – lost, Object – cellphone
   b) Subject – Chris and his brother, Verb – wash, Object – the dishes
   c) Subject – The learners, Verb – enjoyed, Object – the lesson
   d) Subject – The pretty girl, Verb – is, Object – vain
   e) Subject – Amy, Verb – work, Object – harder

**Remedial and enrichment for this theme**

**Remedial**

Using Target worksheet A, the teacher will need to assist the learners. The learners should endeavour to answer all the set questions, even if they feel their answers may not be correct. By making mistakes and talking them through, they will learn and make good progress. The teacher should encourage the learners to answer the questions by referring as closely to the text as possible and the learners should also be encouraged to justify their answers with sensible opinions. It is imperative that learners provide an answer for each question, no matter how wrong they might feel it is and so the teacher needs to create an environment of encouragement.

**Enrichment**

Target worksheet B is more challenging and the questions are often thematic ones that link with what the poem’s extended meaning may be. Perhaps the teacher could get the learners into pairs so that they can work together on these questions. At the end of time, the learners can, in their pairs, explain what their two answers are and then discuss which of the two answers is the more acceptable of the two. Again the intention in this section is for learners to develop confidence in the validity of their opinions and for them to provide appropriate justification for their answers. It is imperative that learners provide an answer for each question, no matter how wrong they might feel it is and so the teacher needs to create an environment of encouragement.
MEMORANDUM: FAT 2 TERM 2

PAPER 1: ORAL: READING, LISTENING AND SPEAKING
(30 MARKS)

Section A: Prepared reading
LB page 115

Mark out of 15. Use the following assessment tool to assess each learner’s reading:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Reads with good audibility and articulation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reads fluently, without mistakes and with correct pronunciation</td>
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<tr>
<td>Reads with understanding and good expression</td>
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<tr>
<td>TOTAL out of 15</td>
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</table>

Key:
1 – Very weak
2 – Weak
3 – Average, acceptable
4 – Good
5 – Excellent

Section B: Prepared speech
LB page 232

Mark out of 15. Use the following assessment tool to assess each persuasive speech.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Speech is easy to follow and well-structured with a good introduction and conclusion. Interesting ideas.</td>
<td></td>
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<tr>
<td>Emotive appeal: speech is convincing and persuasive. Confident delivery, good eye contact and rapport with audience.</td>
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<tr>
<td>Volume, pace, articulation, tone and expression are good.</td>
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<tr>
<td>TOTAL out of 15</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Key:
1 – Very weak
2 – Weak
3 – Average, acceptable
4 – Good
5 – Excellent
PAPER 2: WRITING (35 MARKS)
LB page 117

Section A: Essay writing
Mark the essay out of 20 using the general assessment rubric for essays.

Section B: Transactional writing
Mark the newspaper report out of 15 using the assessment rubric for transactional writing.

PAPER 3: LANGUAGE IN CONTEXT (35 MARKS)

Section A: Comprehension answers
LB page 118–119

1. “Invaded” – must use quotation marks. (2)
2. No, the writer says that they are useful and that they make our lives easier. (3)
3. B – rude and inconsiderate. (2)
4. The writer was horrified and felt embarrassed and angry. (2)
5. He went as red as an over-ripe tomato. (2)
6. Learners will give their own ideas here which may include things like: cell phones are time saving, they help us keep in touch more easily, they enhance safety. If they disagree, they must motivate and discuss their viewpoints carefully. (3)
7. It is embarrassing and inappropriate to discuss very personal things in public. It makes others uncomfortable. It is considerate to lower your voice as loud voices are intrusive and hard to ignore. (2)
8. It is polite to ask the people who you are with whether this is okay. (2)
9. Three metres. (1)
10. C – a nuisance (1)

Section B: Language
LB page 120

1. c – alliteration (1)
2. a. they – 5. pronoun
   b cinemas – 3. noun
   c. and – 1. conjunction
   d. little – 2. adjective
   e. are – 4. verb (5)
3. The exclamation mark emphasises the writer’s shock and disbelief. (1)
4. a. useless
   b. unpleasant (2)
5. a. The apostrophe indicates possession. The wedding belongs to the friend.
   b. The apostrophe indicates omission of the letter ‘o’. The words ‘was’ and ‘not’ have been joined. (2)
6. It made her enraged or very angry. (1)
7. c. a simile (1)
8. ‘I’ is the subject (1)
9. c. an infinitive (1)
MEMORANDUM: FAT 2 TERM 4

PAPER 1: ORAL: READING, LISTENING AND SPEAKING (30 MARKS)

Section A: Prepared reading
LB page 229

Mark out of 15. Use the following assessment tool to assess each learner’s reading:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads with good audibility and articulation</td>
<td></td>
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<td>Reads fluently, without mistakes and with correct pronunciation</td>
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<tr>
<td>TOTAL out of 15</td>
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</tr>
</tbody>
</table>

Key:
1 – Very weak
2 – Weak
3 – Average, acceptable
4 – Good
5 – Excellent

Section B: Interview
LB page 234

Mark out of 15. Use the following assessment tool to assess each interview.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and flow: The questions and answers are relevant and well phrased; interesting information is uncovered; learners maintain flow of questions and answers.</td>
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<tr>
<td>Language and style: Language and style are suitable for the purpose and for the audience.</td>
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<tr>
<td>Delivery: Volume, pace, intonation and expression (voice and facial expressions) are good. Confident delivery, good eye contact and rapport with audience/interviewer/interviewee.</td>
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<tr>
<td>TOTAL out of 15</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:
1 – Very weak
2 – Weak
3 – Average, acceptable
4 – Good
5 – Excellent
PAPER 2: WRITING (35 MARKS)

LB page 231

Section A: Essay writing
Mark the essay out of 20 using the general assessment rubric for essays.

Section B: Transactional writing
Mark the diary entry out of 15 using the assessment rubric for transactional writing.

PAPER 3: LANGUAGE IN CONTEXT (35 MARKS)

Section A: Comprehension answers
LB page 232–233

1. In the car on a long journey. (1)
2. a. 8 hours (1)
3. She is struggling to concentrate because she is very tired after getting up so early. (2)
4. Two thirds. (1)
5. If you could read their body language it would help you to understand how they were feeling. (2)
6. c. boredom (1)
7. He fell off his new skateboard and hit the tar at a great speed. (2)
8. We are told that he howled so loudly that you could have heard him in a neighbouring province. (2)
9. He dislikes her classical music and is very disparaging referring to it as ‘rubbish’ and saying that listening to it is like ‘torture’. (3)
10. c. happily (1)
11. She means that maybe he will gradually start to enjoy it. (2)
12. The can of fizzy Coke had been rolling around on the floor of the car. He should have known it would be all shaken up and would erupt when opened. (2)

Section B: Language
LB page 234

1. The quotation marks indicate that those words come directly from the book the writer is reading. They are being quoted. (1)
2. The information is in parenthesis; it is additional information which has been added. (1)
3. c. an understatement (1)
4. ‘Owww!’ (1)
5. Paul scratched a large scab on his knee. (1)
6. Simple (1)
7. b. angry (1)
8. Their father said that they should stop for lunch. (2)
9. The words ‘hard to beat’ can mean two different things. The egg has been hard-boiled so it would be difficult to whisk or to beat as it is solid. Figuratively the expression means it is difficult to find something better for lunch. The pun creates humour. (2)
10. It is being compared to a volcano. This is a metaphor. (2)
11. The can of Coke was snapped open by Paul. (2)
Eskom to go ahead with solar, wind power plants
Andrew Molefe, *The New Age*, 16 November 2011

Vredendal in the Western Cape and Upington in the Northern Cape will be the settings for 100 megawatt apiece solar and wind power plants, enough to power 200 000 households. The projects are going ahead with Eskom having signed a R1.9bn, 40 year loan with the World Bank. The African Development Bank has already shown a vote of confidence by putting up R700m for the projects. Signing the guarantee, Finance Minister Pravin Gordhan said SA had “a huge comparative advantage” when it came to solar power advantage. Repayments on the loan will start in 10 years time.

Zimele to manage R100m Green Fund
Dineo Matomela, *The Star*, 16 November 2011

Anglo American has launched a R100 million investment fund aimed at empowering and encouraging entrepreneurs to operate in South Africa’s green economy. The sum has been committed to the Green Fund, a new addition to Zimele, Anglo’s business development and empowerment division. The Green Fund will target investment opportunities that mitigate greenhouse gas emissions, reduce energy and water consumption, and improve waste and emissions management. “The Green Fund . . . will facilitate new investments in projects that yield environmental and economic benefits, and encourage a greener way of thinking,” Zimele managing director Nick van Rensburg said.

The Wild Swans (Part One)
Hans Christian Andersen (1838)
(Audio CD track 1)

In a faraway kingdom dwelt a king who had eleven sons, and a daughter named Eliza. These children lived happily, but when their mother died their father married a beautiful but wicked queen.

Soon after they were married, the queen, who was really a witch, cursed the brothers and turned them into eleven beautiful wild swans. She warned them to fly far away, or they would be killed.

As Eliza grew up, she grew more and more beautiful. The queen was enraged with jealousy, and used all her powers to make Eliza ugly, but the girl was too good for witchcraft to have any power over her. When the wicked queen saw this, she tore Eliza’s clothes, and rubbed her face with walnut-juice, and tangled her beautiful hair

When her father saw Eliza like this, he declared she was not his daughter, and banished her from the palace. Eliza walked into the forest until she was aching with weariness, then slept beneath a tree.

The next day she washed in a stream, braided her hair, then wandered through the forest. Soon she met an old woman who gave her berries to eat. Eliza asked her if she had seen eleven princes.

“No,” replied the old woman, “But yesterday I saw eleven swans with gold crowns on their heads, swimming on that river close by.”

Eliza followed the river all the way to the sea. Just before sunset, eleven white swans wearing golden crowns flew towards the land. Eliza hid behind a rock, and watched them alight on the shore. As the sun disappeared beneath the waves, the feathers of the swans fell off, and there stood Eliza’s eleven brothers. She ran out joyfully to embrace them. They laughed, and wept, and talked about how wickedly the queen had acted.

“We are swans by day and human by night,” the eldest brother explained. “We were banished to a land beyond the ocean, but once a year we may return. Tomorrow we must leave again. Have you courage to go with us?”

“Yes, take me with you,” said Eliza. So they spent all night weaving a net with willow branches. When the sun rose, Eliza lay down on the net, and her brothers,
once more transformed to swans, took up the net with their beaks, and flew up to the clouds.

The Wild Swans (Part Two)
(Audio CD track 2)

Just before nightfall they reached the distant shore, and brought her to the cave where they dwelt. That night the old woman who had given her berries came to her in her sleep, and told her how to release her brothers from the curse.

“You must gather the stinging nettles that grow in a church graveyard. Break them into flax, and weave from them eleven shirts. If these are thrown over the swans, the spell will be broken. But from the moment you begin your task until its end, you may not speak. Even one word will pierce your brothers’ hearts and kill them.”

When Eliza woke she went to gather nettles from the churchyard. Then she returned to the cave, and made the flax and began to weave the shirts. When the brothers returned they were alarmed to find her unable to speak, but she made them understand that it was to help them. The youngest brother wept to see the blisters on her hands from the nettles, and his tears cured her pain.

The next day, when the brothers were gone, she carried on weaving. As she was working, the king rode past with his huntsman. He drew up his horse, amazed at her beauty.

“How did you come here, my child?” he asked. But Eliza dared not speak, at the cost of her brothers’ lives.

“You are too beautiful to live in a cave,” he said. “Come with me, and you shall wear silk robes and eat fine food and dwell in my richest castle.” And he lifted her on his horse. She wept and wrung her hands, but the king said, “I wish only for your happiness. One day you will thank me.” And he galloped away with her over the mountains to his castle.

The castle was magnificent, with marble halls hung with rich tapestries and paintings, and sparkling fountains and gardens. But Eliza could only weep for her lost nettles. The king announced that she was to be his bride, and had her dressed in fine clothes. Then he led her to a chamber in which she was to sleep and there on the floor lay the bundle of flax which she had spun from the nettles, and the shirt she had made – the huntsmen had brought them from the cave.

She worked on the shirts day and night, but when she’d finished seven, she ran out of flax. That night she stole from the castle to gather nettles from the churchyard. The archbishop saw her, and told the king that she must be a witch. The king did not believe him, but when Eliza had finished all but the sleeve of the last shirt, she had to go out to gather nettles again. This time the king followed her, and saw her going to the churchyard at night.

Sadly he decided that the Archbishop must be right, and condemned her to die. They threw her into a dungeon.

The next day, the people gathered to see poor Eliza burnt. As they carried her in a cart through the streets, eleven swans flew down and alighted on the cart. Eliza quickly threw the shirts over them, and they became eleven handsome princes.

Now she could speak, and she and her brothers explained to the king. Overcome with joy, he declared her innocent, and the very next day they were wed.

Dialogue adapted from The Adventures of Tom Sawyer by Mark Twain
(Audio CD track 3)

Scene: A small town in the US at the end of the 19th century. Tom Sawyer is a young orphan being looked after by his Aunt Polly. He is always up to mischief, and his aunt has caught him playing hookey.

Aunt Polly: (severely) Tom, you have been playing hookey again and I’m obliged to make you work today. If I don’t teach you right and wrong, I’ll be the ruination of you.

Tom: (pleading) But Aunty, it’s Saturday... I’m goin’ a-swimming an’ all.

Aunt Polly: (firmly) No playin’ today. You’re goin’ to whitewash this fence.

Tom: (muttering to himself) T’aint fair. An’ I bet all the boys’ll be raggin’ me ‘bout havin’ t’work on a Sat’day.
Enter Ben, whistling. Stops to watch Tom, while nibbling an apple. Tom ignores him and carries on white washing.

Ben: Hi-yi. You’re up a stump, ain’t you?

Tom steps back to survey his work, then gives the brush a gentle sweep, before stepping back again.

Ben: Hello, old chap. (with false sympathy) Got to work, hey?

Discuss: What do you think Tom will say? How do you think this dialogue might end?

Tom: Why, it’s you Ben! I warn’t noticing.

Ben: Say, I’m going a-swimming, I am. Don’t you wish you could? (mockingly) But of course you’d druther work, wouldn’t you. ’Course you would!

Tom: (casually) What do you call work?

Ben: (pointing to the fence) Well, ain’t that work?

Tom: (shrugs and resumes his whitewashing) Well, maybe it is and maybe it ain’t. All I know is, it suits Tom Sawyer.

Ben: Oh come on now, you don’t mean to let on that you like it?

Tom: (considering for a while) No, no; I reckon it wouldn’t hardly do, Ben. You see, Aunt Polly’s awful particular about this fence – right here on the street, you know; it’s got to be done very careful; I reckon there ain’t one boy in a thousand, maybe two thousand, that can do it the way it’s got to be done.

Ben: O come now, lemme try, just try, only just a little. I’d let you if you was me, Tom.

Tom: Ben, I’d like to, honest injun; but Aunt Polly – well, Jim wanted to do it, but she wouldn’t let him. Sid wanted to do it, but she wouldn’t let Sid. Now, don’t you see how I am fixed? If you was to tackle this fence, and anything was to happen to it . . .

Ben: Oh, shucks, I’ll be just as careful. Now lemme try. Say – I’ll give you the core of my apple.

Tom: No, Ben, I’m afeard . . .

Ben: I’ll give you all of it!

The world for the first time

Gareth Owen
(Audio CD track 4)

What is that howling, my mother,
Howling out of the sky;
What is it rustles the branches and leaves
And throws the cold snow in my eyes?

That is the wind, my wolf son
The breath of the world passing by
That flattens the grasses and whips up the lake,
And hurls clouds and birds through the sky.

What is that eye gleaming red, mother,
Gleaming red in the face of the sky;
Why does it stare at me so, mother,
Why does its fire burn my eyes?

That is the sun, my wolf child,
That changes dark night into day,
That warms your fur and the pine-needled floor,
And melts the cold snows away

And who is the serpent that glides, mother,
And winds the dark rocks among,
And laughs and sings as he slides through my paws
And feels so cold on my tongue?

That is the river, my curious son,
That no creature alive can outrun,
He cuts out the valleys and great watery lakes
And was here when the world first begun.

And whose is the face that I see, mother,
That face in the water so clear,
Why when I try to catch him
Does he suddenly disappear?

He is closer to you than your brother,
Closer than your father or me,
He’ll run beside you your long life through,
For it is yourself that you see.
How to make an origami pelican

1. Start with your paper white side up. Fold in half to make a triangle then open out again.

2. Fold points b and c into the centre line so that sides 1 and 2 lie along the centre line and crease well.

3. Fold the long outside edges into the centre once again.

4. Turn model over and fold bottom point d up to the top point a. Crease very well.

5. Fold in half so that the long edges meet.

6. Rotate the model so that the long straight edge sits on your table.

7. List the long thin inside triangle upwards slowly at a 45 degree angle, then flatten and crease well to make the neck.

8. Push the tip forward. Reverse the fold and pinch it closed to make the head.

9. Fold the bottom outside edges upwards on each side to make wings. Fold it back again slightly. The pelican will now rest on its wings and sit up.
**New boy**
Gareth Owen

He stood alone in the playground  
Scuffed his shoes and stared at the ground  
He’d come half-way through term from the Catholic school  
On the other side of town.

He’d a brand new blazer and cap on  
Polished shoes and neatly cut hair  
Blew on his fists, looked up and half smiled  
Pretending he didn’t care.

And I remembered when I’d been new  
And no one had spoken to me  
I’d almost cried as I stood alone  
Hiding my misery.

Heart said I should go over  
Share a joke or play the fool  
But I was scared of looking stupid  
In front of the rest of the school.

At break someone said they’d seen him  
Crying in the Geography Test  
And when he came out they pointed and laughed  
And I laughed along with the rest.

In my dreams I’d always stood alone  
Believing I was the best  
But in the cold playground of everyday life  
I was no better than the rest.

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**Extract 1 from Kensuke’s Kingdom**
Kensuke’s Kingdom, by Michael Morpurgo, pp. 34–36 (Audio CD track 5)

February 7
We’re hundreds of miles out in the Indian Ocean, and then this happens. Stella hardly ever comes up on deck unless it’s flat calm. I don’t know why she came up. I don’t know why she was there. We were all busy, I suppose. Dad was brewing up down in the galley, and Mum was at the wheel. I was doing one of my navigation lessons, taking bearings with the sextant. The Peggy Sue was pitching and rolling a bit. I had to steady myself. I looked up and I saw Stella up at the bow of the boat. One moment she was just standing there, the next she was gone.

We had practised the “man overboard” drill dozens of times back in the Solent with Barnacle Bill. Shout and point. Keep shouting. Keep pointing. Turn into the wind. Get the sails down quick. Engine on. By the time Dad had the mainsail and the jib down, we were already heading back towards her. I was doing the pointing, and the shouting too. She was paddling for her life in the green of a looming wave. Dad was leaning over the side and reaching for her, but he didn’t have his safety harness on and Mum was going mad. She was trying to bring the boat in as close and as slow as she could, but a wave took Stella away from us at the last moment. We had to turn and come back again. All the time I was pointing and shouting.

Three times we came in but each time we passed her by. Either we were going too fast or she was out of reach. She was weak by now. She was hardly paddling. She was going under. We had one last chance. We came in again, perfectly this time and close enough for Dad to be able to reach out and grab her. Between the three of us we managed to haul Stella back into the boat by her collar, by her tail. I got a, “Well done, monkey face,” from Dad, and Dad got a huge rollicking from Mum for not wearing his safety harness. Dad just put his arms round her and she cried. Stella shook herself and went below as if nothing at all had happened.

Mum has made a strict rule. Stella Artois is never to go out on deck – whatever the weather – without a safety harness clipped on, like the rest of us. Dad’s going to make one for her.
Listening texts

Extract 2 from Kensuke’s Kingdom
Kensuke’s Kingdom, by Michael Morpurgo, pp. 52–53

What had seemed at first to be a short hike now felt more like a great expedition into the interior. We emerged exhausted from the trees, clambered laboriously up a rocky scree and stood at long last on the peak.

The sun was blazing down. I had not really felt the burning heat of it until then. I scanned the horizon. If there was a sail somewhere out there in the haze, I could not see it. And then it came to me that even if I were to see a sail, what could I do? I couldn’t light a fire. I had no matches. I knew about cavemen rubbing sticks together, but I had never tried it. I looked all round me now. Sea. Sea. Sea. Nothing but sea on all sides. I was on an island. I was alone.

The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swath of brilliant white beach on both sides of the island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest. So far as I could see there was no sign of any human life. Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue. Strangely, perhaps comforted somehow by the extraordinary beauty of the place, I was not at all down-hearted. On the contrary I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

Anansi and the snake
(Audio CD track 6)

There was a time when Tiger was the king of the forest. Tiger lilies were named after him, Tiger moths were named after him and stories of the forest were called Tiger stories.

Anansi, the spider was a nobody. When the animals got together they used to ask each other: “Who is the strongest animal?” And all the animals would shout “Tiger!”

Then they would ask “Who is the weakest?” And everyone would shout “Anansi!” and laugh.

Anansi got sick and tired of this. One day he met Tiger in the forest. Now Tiger was much too important to bother talking to a speck of a spider, but Anansi spoke up bravely and said: “Tiger, I wonder if you would mind letting me have just one thing named after me?”

“What is it you want?” asked the Tiger, looking down his nose.

“I want the stories,” replied Anansi. “I want them to be called Anansi stories.”

“Alright,” said the Tiger with a haughty flick of his tail. “If you capture Snake and bring him to me, all the stories will be called Anansi stories from now on.”

Anansi, who, as you know, was very small but very cunning, had no idea how he would capture Snake, who was very big. But he agreed to do it.

First, he made a noose out of strong vine and laid a trap in the forest which he baited with berries. But when Snake came to eat the berries, Anansi found he was too small and weak to pull the noose closed, so Snake escaped.

Every day that week Anansi persisted with various traps: he dug pits and he made cages out of sticks. He tempted Snake with ripe bananas, mangoes and a fat piglet, but nothing worked. Snake knew that Anansi was trying to trap him and he always managed to escape.

Anansi was starting to get desperate, but at last he had a plan. He went and sat right in the middle of Snake’s yard.

“Look at you!” said Snake, who was very surprised to see him sitting there. “All week long you were trying to catch me, and now you sit here barefaced in my yard?”

“It’s true,” said Anansi. “I was trying to catch you, but for your own good. Now all the animals in the forest will continue to talk about you behind your back.”

“What are you talking about, Anansi?” asked Snake.

“Well, I should not be telling you this, but all the animals are saying that you believe you are the longest animal around, that you think you are God’s gift to longness. They are saying that even the shortest bamboo is longer than you!”

“Well, measure me, man!” shouted Snake. “Cut down the longest bamboo and I will teach ’em about long!”

So Anansi cut down a long bamboo and Snake lay his body along its length. Anansi tied Snake’s tail to one end with strong vine.

“Stretch, Snake, stretch!” called Anansi. And Snake sweated and stretched till his eyes were squeezed shut. Quick as a flash, Anansi tied Snake to
Listening texts

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the bamboo in his middle and at his head. When Snake
opened his eyes, he realised what had happened.

And this is how Anansi captured Snake and why,
from that day to this, the stories have been called
Anansi stories.

How to make a simple rain gauge
(Audio CD track 7)

There are a variety of commercial rain gauges available
on the market. However, making a rain gauge is quick
and easy. Chances are you already have everything you
need to make this simple rain gauge, which is fun to
construct, and interesting to use.

You will need:

• one 2-litre plastic bottle (with consistent diameter)
• sharp scissors
• paper clips
• a bucket full of sand or gravel
• a measuring cylinder

Instructions

Step 1: Cut the top off your plastic bottle. Be careful to
cut the edge as smoothly as possible, salvaging
both pieces of the bottle.

Step 2: Remove the bottle cap and turn the top part
of the bottle upside down, placing it into the
bottom part. Connect the two halves with paper
clips.

Step 3: Place the plastic bottle rain gauge in a location
where it will easily collect rain.

Step 4: Help your rain gauge stand upright by placing
it in a bucket filled with sand or gravel. Simply
make a hole in the sand or gravel and push the
bottle gauge into it.

Step 5: Measure the amount of rain caught in your
gauge by emptying the contents of the bottle
rain gauge into a measuring cylinder.

Extract from The butterfly heart
by Paula Leyden

My friend Winifred didn’t put her hand up today. Not
once. She hardly put her head up. I kept looking at her
side-ways, waiting. But nothing. When the bell rang,
she slipped out of the classroom as if she had never
been there. Like a shadow. I stayed sitting for a while,
wondering. Maybe she was having a quiet day. Surely
everyone has those? Or maybe she didn’t know any
answers. No. Not likely.

I felt Madillo patting me on the head, my daily
signal that it was time to pack my bag to go home.
There is nothing shadow-like or silent about my twin
sister, Madillo. I wonder how much Mum and Dad
knew about armadillos when they named her after one.
Not very much, I think. Because apart from the odd
grunt, they are peaceful creatures.

“Hey, Bul-Boo, I’m not waiting more than twenty-
three seconds for you today... and two of those have
gone already. Now seven... You’re out of time. I’m
leaving...”

She danced towards the door, holding her bag on
her head.

I followed her. I don’t really like walking home
on my own. If Madillo is with me then no one notices
me, even though we look the same. She makes more
noise than I do. This afternoon she decided to count
the number of steps she took... in Japanese. In our
bedroom, on the ceiling above her bed, she has stuck
up a chart with the numbers from one to 999,999 in
Japanese. When the light is out she shines her torch
onto them and counts out loud. That way, she says they
grow in her head during the night – and it is working.
But she thinks one million is unlucky, so she has not
learnt how to say that.

Winifred and I have been sitting next to each other
in class for two years now. Our teacher, Sister Leonisa,
doesn’t like change, and all the time we’ve been in her
class no one has ever moved seats. She kept a dead pot
plant on the windowsill for a whole term once because
she didn’t want to move it, so when you sit next to
someone you know that will be it. I think if you died
in your seat she probably wouldn’t move you. But I
suppose your parents would when they heard.

Winifred is the same age as me, except I was born
in the wet season and her birthday is in the dry season.
She is short and neat and the tidiest (and cleverest)
person in our class. On her side of the desk there is
hardly anything to be seen, a fact that Sister always
points out to me. As if I couldn't see it for myself.

“Look, Bul-Boo,” she says, “can you see any
pencil shavings on Winifred’s side of the desk? Any
ugly bits of paper? Any pens leaking all over the place?
Anything at all except the things that have to be there,
the things that have no option?”

“No, Sister,” I always reply.

If I was Madillo, I might say, “Yes, Sister, Because
I see all... even that which isn’t there,” and see what
she’d say to that. But I’m not, so I won’t. However, I
do wonder why she keeps asking me when it clearly
makes no difference. And Winifred doesn’t mind, even
when I spill over onto her side. She tells me that at
home there is no room to be messy. I’ve never thought
about it like that, but it makes sense: if you’re messy in a small space then you can’t move.

I always think that Winifred doesn’t mind about anything: She never gets cross or mad like Madillo does. But maybe I’m wrong. She was minding about something today.

We normally walk halfway home with her, then we go left and she goes right _ and it takes us ages because we always have so much to talk about. Winifred is almost as good at telling stories as Ifwafwa is, and sometimes (if we can stop Madillo counting) she tells us some on the way home. The only time we are ever in a hurry is when the rain comes. None of us mind the rain but we hate lightning. Today Winifred didn’t tell a story, she didn’t even laugh when Madillo fell down (as she does most days) she just carried on walking with her head down. I wondered if I’d said something to upset her but I didn’t want to ask, her face was so closed.

Sir Gawain and the Lady Ragnell

One day King Arthur was hunting in the Ingleswood Forest when he saw a deer. “Hold still, everyone,” said the king, “I’ll stalk this deer myself.” And he took his bow and arrows and crept deep into the forest, where he killed the deer with one shot. As the animal fell, a figure stepped from the shadows.

“How lucky for me that we meet in this way,” boomed the voice of a tall and fearsome knight. “King Arthur, you have done me wrong for many years. Now I can put a stop to it.”

King Arthur recognised the knight as his old enemy Sir Gromer. He had to think quickly to save himself so he said, “To kill me here, armed as you are, and I defenceless, would bring you no honour, Sir Gromer. All the knights will refuse to sit beside you and you will be shamed forever. I will give you anything – land or gold, you name it – if you will spare my life.”

“There is no land or gold that I desire,” said Sir Gromer. “However I will give you a chance to solve a riddle. In one year and a day from now, you must appear before me, here in the woods as you are, without friends or weapons. If you are unable to solve the riddle I will take your life. But if you answer the riddle correctly I will let you go free.”

“I agree,” said the king. “What is the riddle?”

“You must tell me what it is that woman desire most, above all else in the world.”

“I promise,” said King Arthur “as I am the true king, I will return in a year and a day and bring you the answer that you seek.”

And so Sir Gromer left. The king blew his bugle and his companions found him in the forest with the deer at his feet.

Later King Arthur told the story of what had happened to only one person, the bravest, wisest and most honourable knight, his nephew, Sir Gawain.

“Be of good cheer,” said Sir Gawain. “Let us saddle up our horses and ride through the country. Wherever we go we will ask men and women for the correct answer until we find it.”

And so the king and his nephew Sir Gawain rode away. And everywhere they went they asked what women desire above all else. Everyone who answered was sure that their answer was correct, but everyone gave a different answer: some said women want to be beautifully dressed, some said that women wanted a husband who is handsome and strong, some said women wanted children, or beauty, or money. And so King Arthur and Sir Gawain collected many answers, but none of them seemed right. Soon only a month remained. They returned home full of despair.

One day King Arthur was once again riding through the Ingleswood Forest when he met a lady. Though she was covered in gold and precious stones, she was as ugly a creature as you ever saw: her face was red, her nose was runny, her mouth was wide and her teeth were yellow and hanging. She had watery eyes, ears like a donkey and she was shaped like a barrel.

She rode up to King Arthur. “Good speed, King Arthur,” she said. “Speak with me, or go, for your life is in my hands.”

“What do you mean?” asked the king.

“I know the answer to the riddle that you seek,” replied the lady. “I will tell you the answer that will save your life. But I will only tell it to you if you promise me one thing.”

“What is it that I must promise?” said the king. “If I can, I shall grant it.”

“There is a knight that I wish to marry. His name is Sir Gawain. Either I marry the knight Sir Gawain and I tell you the answer you seek, or you will lose your head.”

“Alas!” thought the king to himself. “I cannot ask Gawain, my own nephew to marry such an ugly creature.” He said aloud. “Then we must part lady, but tell me first, what is your name?”

“I am the Lady Ragnell,” said the lady. And they parted.

When the king returned home the first person he saw was Sir Gawain. The king told him everything
that had happened, but he did not mention that the lady wished to marry Sir Gawain in particular: he only said that Lady Ragnell would share her secret for the promise of a husband.

"Is that all?" said Sir Gawain. "Then let me marry her. You are my king. If it will save your life, I will do whatever is within my power."

So a few days later the king returned to the spot in the forest where he had met the Lady Ragnell and she was waiting for him. He told her that Sir Gawain had agreed to the wedding and he asked her to tell him the answer to the riddle.

"Sir," said the Lady Ragnell, "some men will say that we desire to be beautiful or that we desire the attentions of many men or that we desire to be well married. But these men do not know the truth. What we desire above all else is to have sovereignty, to rule our own lives and not to live under men's rule. That is the answer that you seek. Now go, your life is spared."

So King Arthur rode as fast as he could to meet with Sir Gromer.

"Here is the answer that you seek," said the King. "What women desire above all else is to have sovereignty and to rule their own lives as they see fit."

"And who told you this?" roared Sir Gromer. "No doubt it was my own sister the Lady Ragnell! May she burn on a fire! Yet you have given the right answer so I must release you -- so go!"

So King Arthur sped off on his horse to bring the Lady Ragnell back to the castle for the wedding.

Michigan winds
(Audio CD track 9)
In Michigan the winds get so fierce you can go to bed in a valley and wake up on a mountain. The wind’ll pick up the whole farm and carry it off if you don’t peg it into the ground real good.

But we Michigan folk are so used to these things we take it in our stride. My gran’pappy had just taken his place in his ol’ rocker on the front porch to drink some coffee when up came the wind and blew his house flat. He didn’t even blink. Gran’pappy started rocking his chair so fast that wind couldn’t grab hold of him. Then he grabbed one of the floorboards as it came whizzing by, and used it to shield him from the wind so that his coffee wouldn’t blow too cold.

The saddest tale to hear my gran’pappy tell is when his pet wolf got blown against the barn wall. That wind blew so hard and for so long that poor wolf died of hunger before it blew out. That wind had pushed that poor wolf so flat against that wall, Gran’pappy put in an envelope and sent it as a photograph to the Michigan News. Not that he ever forgot that hound ‘cos the wind had pushed its shadow right into the plaster of the wall. So Gran’pappy wrote an epitaph on it: Doggone.

A Wise and Foolish King
Characters
Walukaga – the blacksmith of Buganda
The Kabaka – the ruler of Buganda
Warrior – the Kabaka’s son
The Kabaka’s wife
Narrator 1: An old man
Narrator 2: An old woman
Drum player

Scene 1: A village in a jungle clearing. [A block (the Kabaka’s throne) centre/backstage.]
(The Narrators dance on stage to drumbeats.)
Narrator 1: In legendary kingdom of Buganda there was a leader called the Kabaka. He was a most wise and powerful king . . .
The Kabaka enters with a roll of drums. He is very proud and haughty. He sits on the throne, where he stays throughout the play.
Narrator 2: Actually he was a most foolish and power-hungry king . . .
Narrator 1: (whispering) sshh . . . the walls have ears . . . (loudly) a most wise and powerful king, whose people were gifted with great creative talents.
Walukaga: (coming forward) I am the most talented of these. I turn the tin, copper, and iron found in the hills into the strongest ploughs, the sharpest arrows, the truest spears, and the most beautiful bangles and necklaces.
Narrators 1 & 2: (admiringly) His work was prized throughout the land.
Narrator 2: And he was luckily blessed with a very clever wife.
Narrator 1: One morning, Kabaka summoned Walukaga into his imperial presence.
( Drumroll as Walukaga approaches the Kabaka, ending on a strong drumbeat as he kneels before him.)
The Kabaka: Blacksmith, listen to me well and do as I say. While hunting, my dear son was trampled by a wounded buffalo. The Royal doctors had to amputate his leg below the knee! My son needs a new leg. Make him one. Now go.
(Walukaga bows and walks backwards away from him.)
The Kabaka turns away. Walukaga comes to the front of the stage.)

Walukaga: This will not be easy. But to refuse will cost my life! I must do what I can.

(He moves to the side and mimes working – beating metal etc.)

Narrator 1: Such was his genius that in a week he had built a simple, but effective, metal leg.

(Walukaga comes forward with the leg. The Kabaka’s son, Warrior, comes in from the other side of the stage on crutches, with one knee bent out of sight. Walukaga bends and fixes the stump to his leg.)

Warrior: I can stand! I can walk again! Oh thank you, kind blacksmith.

The Kabaka: You have done well. Here are ten cows as reward.

Narrator 2: Walukaga went home, much relieved. But before long the foolish king . . .

Narrator 1: (interrupting) the wise and venerable king . . .

Narrator 2: . . .called for Walukaga was once more (Drumroll as Walukaga comes forward and kneels before the Kabaka.)

The Kabaka: Blacksmith, my wife’s arm was bitten off by a crocodile when she was doing the royal washing at the river.

Walukaga: Haai! That is terrible.

The Kabaka: Indeed, but you can fix it. Make her a new arm!

(Walukaga bows and leaves. The Kabaka turns away. Walukaga comes to the front of the stage, wringing his hands.)

Walukaga: Eish, this is truly a difficult task. But what choice do I have? If I fail, I will surely lose my own life! I must do what I can.

(He moves to the side and mimes working – beating metal etc.)

Narrator 1: Within a week, he had created a usable arm – not as good as a real one, of course, but good enough.

(Walukaga steps forward with the arm. The Kabaka’s wife steps forward from the other side. Walukaga straps the arm onto her stump.)

The Kabaka’s wife: Yo! Look at my new arm! I am so happy now! (She begins to ululate)

Narrator 1: Walukaga was allowed to go back to making ploughshares and weapons again.

But, one day, the Kabaka . . .

Narrator 2: . . .who was never satisfied . . .

Narrator 1: (Glaring at Narrator 2) . . .who had amazing, kingly ideas, called him again, and showed him a big pile of old metal ploughs, arrowheads, pots and trinkets.

The Kabaka: I need more soldiers. You have easily managed making arms and legs. It should be no trouble for you to make a man you eats and breathes and fights. (He points to the metal). That’s all the material who need. Now go. I want my metal man ready in no more than twenty sunrises, or I will have your head.

Narrator 2: Walukaga went home to wish his wife goodbye, for he was sure now he would be killed. For this task the foolish king had set was impossible.

Narrator 1: Walukaga’s wife said, “let us talk . . . perhaps we can find an answer.” They talked all night. The next day, Walukaga came to the Kabaka.

( Drumroll as Walukaga comes forward and kneels before the Kabaka.)

Walukaga: Mighty Kabaka, to make your man I need a few ingredients that only you can provide.

The Kabaka: Speak and you shall have them.

Walukaga: First, I need ten loads of the ashes of human hair to use as charcoal to fire my furnace.

The Kabaka: It shall be done

Walukaga: Then, I need ten calabashes full of human tears to damp my fire, if it gets too hot.

The Kabaka: Councillors, you’ve heard what the blacksmith needs. Make sure he gets it.

Narrator 2: So every man, woman and child burned their hair, until the entire kingdom was bald. But it was not enough ash to make even one load. And then the people wept, so that a great wailing was heard throughout the land. But not even one calabash was filled with tears. With fear in their hearts, the councillors reported their failure to the Kabaka. The Kabaka summoned Walukaga.

(Walukaga approaches the Kabaka nervously.)

The Kabaka: O wise blacksmith, I realise what you are telling me. I demanded the impossible of you, and you demanded the impossible of me to show that neither of us could do the impossible, because the impossible cannot be done. We’ve learned much here today. Go in peace!

Narrator 1: All the people celebrated having such a wise and powerful ruler.

(Sound of people ululating and cheering)
Narrator 2: . . . because their king was not as idiotic as we thought he was . .

Walukaga: And I went home to thank my wife . .

**Interview with Nikita Kekana**
From Great African Sport, by Bridget Krone

Q: When did you start surfing?
A: I was about 11. I saw these surfers who looked so cool: I wanted to be like them. So I started bodyboarding, and then I evolved to surfing.

Q: What achievement are you most proud of?
A: I recently made the South African surfing team. We went to the World Junior Surfing Championship in Peru this year.

Q: What’s the next big thing to aim for?
A: To join the World Champions Tour, but that’s tough. There’s space for 50 men, but only 17 women. There’s not nearly as much sponsorship for women surfers.

Q: What has surfing taught you?
A: It’s made me a much stronger person. I’ve learnt to be organised and how to handle disappointment. I love being active and feeling strong.

Q: What do you love most about surfing?
A: I love being in the ocean, and the fact that each wave is different. I love the adrenaline rush you get when you catch a wave: I can’t live without it. I’ll be doing this when I’m old, even if I have to hobble into the sea on a walker.

**How to make a sunhat in less than 60 seconds**

I am going to give you some instructions on how to make a sunhat quickly in less than 60 seconds. The problem with many hats made from paper is that they might be stylish and durable but they don’t have a good wide brim to protect you from the sun. One area of your body that is very vulnerable when you are trying to stay alive in a harsh wilderness, is the back of your neck. You need a hat that both protects your face and protects the back of your neck.

It is easier to work in pairs to make these hats. You start by taking a large piece of newspaper. Not a tiny piece, because your hat will be too small – you need a big double sized piece of newspaper. Then you need a soccer ball or something that is shaped roughly the same size as your head. If you are in the wilderness you might find a tree stump that will do in place of a soccer ball. Centre the paper over the ball as evenly as possible. Because the newspaper is a large rectangular shape you will have 2 sides that are longer than the other two: that is fine. While one of you holds the ball still, the other one presses the paper with their hands so that it moulds around the top half of the ball. Be careful you don’t make the crown of your hat too deep, just mould the top part of the ball. Hold it in place while your partner wraps some sticky tape or string around the ball to make a hat band. Remove the paper hat carefully from the ball so it does not tear and wear it with the wide brim positioned so that it protects the back of your neck. If the front brim is too floppy and obscures your vision, you can trim it with scissors.

**Review of No Turning Back by Beverley Naidoo**
(Audio CD track 10)

This novel is set in Johannesburg, just before the country’s first democratic elections. Sipho, twelve years old, can no longer take his stepfather’s violence and escapes to Hillbrow, where he has heard that gangs of children live on the streets.

*No Turning Back* is full of excitement and danger. It also carries a message of how, when people form alliances, they can survive in the harshest circumstances. Sipho befriends Jabu who helps him survive on the streets. He also meets Judy, a white girl who persuades her father to help Sipho. Sipho has to learn, not only how to survive, but who he can trust.

Through all the action, Sipho’s conscience bothers him; he stole money from his mother to escape, and worries that she is missing him. How long can Sipho survive without being knifed by a gang bully? Is there hope that he can turn his life around?

This book is recommended for people who like exciting stories that they can relate to. The themes of friendship, trust, family and forgiveness make it a believable read.
The railway train
Emily Dickinson

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step
Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare
To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill
And neigh like Boanerges;
Then, punctual as a star,
Stop – docile and omnipotent –
At its own stable door.
<table>
<thead>
<tr>
<th>Paragraph writing</th>
<th>7</th>
<th>6</th>
<th>5–4</th>
<th>3</th>
<th>2–1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process writing: planning, editing</td>
<td>Excellent use of the writing process has produced a refined final draft. Proof reading has eliminated mistakes</td>
<td>Good use of writing process; evidence of progressive improvement in writing piece, mistakes still evident</td>
<td>Has used the writing process but has not translated it into a well-developed piece of writing</td>
<td>Some use of parts of writing process (very basic planning or evidence of editing of first draft) but many errors still remain</td>
<td>Little or no proof reading or editing done: writing still has many uncorrected errors</td>
</tr>
<tr>
<td>Structure: topic and supporting sentences; connectors</td>
<td>Well-crafted paragraph. Topic sentence clearly identified. Strong supporting statements. Points are sequenced logically; excellent use of connectors</td>
<td>Good, logical paragraph. Topic sentence easily identified. Supporting sentences good Points are sequenced; good use of connectors</td>
<td>Paragraph has all necessary features: topic and suitable supporting sentences. Points are sequenced; one or two inconsistencies connectors correctly used but limited</td>
<td>Topic sentence not readily identifiable; some irrelevant sentences. Poor sequencing of points; inconsistent use of connectors</td>
<td>No clear topic sentence. Sentences do not support a single idea. Little or no sequencing of points; jumbled ideas; Little or no use of connectors</td>
</tr>
<tr>
<td>Content: original interpretation and understanding of instruction</td>
<td>Excellent development of original content. Originality in approach to subject</td>
<td>Good development of relevant content, systematic approach to subject</td>
<td>Adequate development of relevant content, fairly systematic approach to subject</td>
<td>Poor development of content, some detail irrelevant detail; topic handled systematically</td>
<td>Little or no relevant content, poorly developed; handling of subject inadequate</td>
</tr>
<tr>
<td>Sentence structure and vocabulary</td>
<td>Excellent use of language; Sentences correctly structured. Extensive vocabulary</td>
<td>Creative use of language; mostly correct sentences. Well-developed vocabulary</td>
<td>Most sentences are correct; some errors in language use. Good vocabulary</td>
<td>Sentence structure fair Basic vocabulary; several errors in language use</td>
<td>Poor sentence structure; vocabulary below expected level</td>
</tr>
<tr>
<td>Spelling and punctuation</td>
<td>Punctuation and spelling correct. No errors in subject-verb concord</td>
<td>Few punctuation and spelling errors. One or two errors in subject-verb concord</td>
<td>Some errors in punctuation and spelling. Several errors in subject-verb concord</td>
<td>Several errors in punctuation and spelling. Has not grasped subject-verb concord</td>
<td>Many errors in punctuation, spelling and subject-verb concord; understanding compromised</td>
</tr>
<tr>
<td>Summary writing</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
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<tr>
<td>Process writing: planning, editing</td>
<td>Excellent use of the writing process has produced a refined final draft. Proof reading has eliminated mistakes.</td>
<td>Good use of writing process; evidence of progressive improvement in writing piece, mistakes still evident.</td>
<td>Has used the writing process but has not translated it into a well-developed piece of writing.</td>
<td>Some use of parts of writing process (very basic planning or evidence of editing of first draft) but many errors still remain.</td>
<td>Little or no proof reading or editing done; writing still has many uncorrected errors.</td>
</tr>
<tr>
<td>Content: main ideas and key words</td>
<td>Succinct summation of original text. All necessary information included. Own words used.</td>
<td>Well-structured summation of original text. Finer detail missing or point not clearly expressed. Own words used.</td>
<td>Adequate summation of original text. 20% of points missed. Mostly uses own words.</td>
<td>Poor summation of text. 50% of points missed and/or frequent use of original text.</td>
<td>50%+ points missed. Original text copied. Summary shows lack of understanding of original text.</td>
</tr>
<tr>
<td>Sentence structure and vocabulary</td>
<td>Excellent use of language; Sentences correctly structured. Extensive vocabulary.</td>
<td>Creative use of language; mostly correct sentences. Well-developed vocabulary.</td>
<td>Most sentences are correct; some errors in language use. Good vocabulary.</td>
<td>Sentence structure fair. Basic vocabulary; several errors in language use.</td>
<td>Poor sentence structure; vocabulary below expected level.</td>
</tr>
<tr>
<td>Un/Prepared speaking</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
<td>2–1</td>
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<tr>
<td><strong>Language level: age-appropriateness; difficulty</strong></td>
<td>Excellent command of language. Uses new and varied words to express thoughts and feelings</td>
<td>Impressive command of language. Able to convey thoughts and feelings accurately</td>
<td>Capable of expressing self clearly. Appropriate register and vocabulary</td>
<td>Able to convey ideas. Vocabulary basic. Few lapses in register</td>
<td>Has difficulty in expressing self clearly. Inappropriate register; limited vocabulary</td>
</tr>
<tr>
<td>Topic: suitability and relevance</td>
<td>Topic relevant, interesting and original. Insightful interpretation</td>
<td>Suitable, relevant and interesting topic. Well researched and presented</td>
<td>Topic relevant but lacks new information or interpretation</td>
<td>Topic meets requirements; inadequate research</td>
<td>Topic not suitable; poorly researched. Speaker lacks insight</td>
</tr>
<tr>
<td>Fluency and pronunciation</td>
<td>Fluent and expressive; pronunciation clear and unambiguous</td>
<td>Fluent but lacks expression. Pronunciation clear and unambiguous</td>
<td>A few inappropriate pauses; attempts to modulate voice</td>
<td>Sometimes repeats self; pronunciation ambiguous; sometimes difficult to understand</td>
<td>Hesitant; often repeats self; difficult to follow train of thought</td>
</tr>
<tr>
<td>Audience contact</td>
<td>Good eye contact with all sectors of audience; expressive, functional gestures; open body language</td>
<td>Good eye contact with sections of audience; gestures but sometimes forced. Open body language</td>
<td>Eye contact sporadic with sections of audience; gestures are forced. Self-conscious</td>
<td>Eye contact sporadic with few friends; few gestures. Markedly self-conscious</td>
<td>Eye contact lacking; few if any gestures. Body language closed</td>
</tr>
<tr>
<td>Preparation (Prepared speech)</td>
<td>Familiar with material; written speech and cue cards available; (audio/visual aid adds to presentation, if applicable)</td>
<td>Has memorised material; written speech and cue cards available; (audio/visual aid adds to presentation, if applicable)</td>
<td>Material memorised in parrot-fashion; written speech and cue cards available; (functional audio/visual aid; if applicable)</td>
<td>Not familiar with material but able to speak; either written speech or cue cards lacking; (inadequate or no audio/visual aid; if applicable)</td>
<td>Not familiar with material; unable to present; no written speech or cue cards; (inadequate or no audio/visual aid; if applicable)</td>
</tr>
<tr>
<td>Un/Prepared reading aloud</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
<td>2–1</td>
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</tr>
<tr>
<td><strong>Language level: age-appropriateness; difficulty</strong></td>
<td>Challenging passage</td>
<td>Passage suitable for age and home language level</td>
<td>Moderate for age and home language level</td>
<td>Easy for age and home language level</td>
<td>Too easy for age and home language level</td>
</tr>
<tr>
<td><strong>Topic: suitability and relevance</strong></td>
<td>Topic interesting and original. Insightful interpretation; well researched</td>
<td>Suitable, relevant and interesting topic. Well researched and presented</td>
<td>Topic relevant but lacks new information or interpretation</td>
<td>Topic meets requirements; inadequate research</td>
<td>Topic not suitable; poorly researched. Reader lacks insight</td>
</tr>
<tr>
<td><strong>Fluency and pronunciation</strong></td>
<td>Fluent and expressive reading; pronunciation clear and unambiguous</td>
<td>Fluent but lacks expression. Pronunciation clear and unambiguous</td>
<td>A few inappropriate pauses; attempts to modulate voice</td>
<td>Sometimes repeats self; pronunciation ambiguous; sometimes difficult to understand</td>
<td>Hesitant; often repeats self; difficult to follow by listening alone</td>
</tr>
<tr>
<td><strong>Audience contact</strong></td>
<td>Makes eye-contact with all sectors of audience; expressive, gestures; open body language</td>
<td>Makes eye contact with sections of audience; gestures but sometimes forced. Open body language</td>
<td>Eye contact limited. Self-conscious</td>
<td>Little eye contact; loses place. Markedly self-conscious</td>
<td>No eye contact. Body language closed</td>
</tr>
<tr>
<td><strong>Preparation (Prepared reading)</strong></td>
<td>Well-versed with material; (vocabulary list and summary of article done if required)</td>
<td>Fairly familiar with material; (vocabulary list and summary of article done if required)</td>
<td>Familiar with material; (vocabulary list or summary of article not done if required)</td>
<td>Not familiar with material; (vocabulary list or summary of article not done if required)</td>
<td>Unfamiliar with material; (vocabulary list and summary of article not done if required)</td>
</tr>
<tr>
<td>Dialogue/ Monologue/ Letter /Diary</td>
<td>Setting (implied or overt as suits the text type)</td>
<td>Plot development through mono/ dialogue</td>
<td>Tone or mood (atmosphere)</td>
<td>Characters (development of characters through mono/ dialogue)</td>
<td>Formatting conventions and associated vocabulary</td>
</tr>
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<tr>
<td>7</td>
<td>Skillful, creative description of setting</td>
<td>Interesting, creative plot with effective mono/ dialogue and excellent use of vocabulary</td>
<td>Skilfully establishes tone or mood</td>
<td>Well-rounded, believable characters with engaging personality</td>
<td>Uses the correct formatting with no mistakes</td>
</tr>
<tr>
<td>6</td>
<td>Good description of setting</td>
<td>Plot is developed adequately; some originality and good use of vocabulary</td>
<td>Tone and mood established and consistent</td>
<td>Characters are well developed; well-formed personality emerges</td>
<td>Correct formatting with only one or two mistakes</td>
</tr>
<tr>
<td>5–4</td>
<td>Adequate description of setting</td>
<td>Plot development is evident but basic</td>
<td>Establishes tone or mood adequately</td>
<td>Characters adequately developed; consistent development</td>
<td>One or two errors in formatting; minor language errors</td>
</tr>
<tr>
<td>3</td>
<td>Some description of setting; lacks detail</td>
<td>Plot is weak or unclear; purpose of mono/dialogue is not apparent. Weak vocabulary inhibits plot</td>
<td>Tone or mood is not firmly established</td>
<td>Characters are one-dimensional; inconsistently described</td>
<td>Significant errors in formatting and/ or language</td>
</tr>
<tr>
<td>2–1</td>
<td>Inappropriate or no description of setting</td>
<td>No plot; writing is random. No thread in mono/dialogue (illogical)</td>
<td>Mood or tone is not established, or is not clear</td>
<td>Characters not or very poorly developed</td>
<td>Many mistakes with formatting; or has not used correct format</td>
</tr>
<tr>
<td>Rubric for character analysis/auto/biography</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
<td>1–2</td>
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</tr>
<tr>
<td>Planning, coherence, introduction and conclusion; development of structure</td>
<td>Thorough planning; well-developed and coherent, with effective introduction and conclusion</td>
<td>Effective planning, coherent, good introduction and conclusion</td>
<td>Good planning, coherent, functional introduction and conclusion</td>
<td>Some evidence of planning; poor coherence; poor introduction and conclusion</td>
<td>Little or no evidence of planning, poor coherence; no introduction or conclusion</td>
</tr>
<tr>
<td></td>
<td>Excellent use of paragraphing in essay</td>
<td>Good use of paragraphing in essay</td>
<td>Adequate use of paragraphing in essay</td>
<td>Paragraphing in essay poor</td>
<td>Little or no paragraphing in essay (solid text)</td>
</tr>
<tr>
<td>Content (objective detail; inclusion of relevant information; originality)</td>
<td>Excellent development of original content; excellent use of objective detail; originality in approach to subject</td>
<td>Good development of relevant content, good use of objective detail; systematic approach to subject</td>
<td>Adequate development of relevant content, objective detail evident; fairly systematic approach to subject</td>
<td>Poor development of content, some irrelevant; lacks objective detail; topic handled systematically</td>
<td>Little or no relevant content, poorly developed; little or no objective detail; handling of subject inadequate</td>
</tr>
<tr>
<td>Order and sequencing of events / arguments</td>
<td>Events/arguments are sequenced logically; excellent use of connectors</td>
<td>Events are sequenced; good use of connectors</td>
<td>Events are sequenced; connectors correctly used but limited</td>
<td>Poor sequencing of events; inconsistent use of connectors</td>
<td>Little or no sequencing of events; Little or no use of connectors</td>
</tr>
<tr>
<td>Language structure and use; vocabulary</td>
<td>Correct language structures, spelling and punctuation; broad, effective vocabulary; excellent language use (correct register, style, first person narration)</td>
<td>Mostly correct language structures, spelling and punctuation; good use of vocabulary; few errors in language use</td>
<td>Uses appropriate language structures with some errors; some spelling and punctuation errors; mostly adequate vocabulary; some errors in language use</td>
<td>Sometimes uses appropriate language structures; spelling and punctuation; basic vocabulary; some errors in language use</td>
<td>Many errors in language structures, spelling and punctuation. Poor vocabulary limits expression. Many errors in language use</td>
</tr>
<tr>
<td>Use of the writing process</td>
<td>Clear evidence of revision, editing and proofreading, leading to a near-perfect essay</td>
<td>Evidence of good use of revision, editing and proofreading; very few mistakes</td>
<td>Some evidence of revision, editing and proofreading; however many mistakes remain</td>
<td>Some evidence of revision, editing and proofreading; however many mistakes remain</td>
<td>Little or no evidence of revision, editing and proofreading. Little or no improvement from first draft to final draft</td>
</tr>
<tr>
<td></td>
<td>Clear improvement from first draft to final draft</td>
<td>Marked improvement from first draft to final draft</td>
<td>Some improvement from first draft to final draft</td>
<td>Some improvement from first draft to final draft</td>
<td>Little or no improvement from first draft to final draft</td>
</tr>
</tbody>
</table>

Adapted from: NCS Assessment Guidelines for GET (Intermediate and Senior Phases) Languages. (Dept of Education) 2008? P. 61
<table>
<thead>
<tr>
<th></th>
<th>7</th>
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<th>5–4</th>
<th>3</th>
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<tr>
<td><strong>Story writing</strong></td>
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<td>**Setting and</td>
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<td>Good description</td>
<td>Adequate description</td>
<td>Setting and</td>
<td>Vague description</td>
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<td>characters**</td>
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<td>setting, characters</td>
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<td>stereotypical,</td>
<td>characters lack</td>
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<td>lacks originality</td>
<td>personality</td>
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<td><strong>Plot</strong></td>
<td>Interesting,</td>
<td>Plot is developed</td>
<td>Correct sequencing</td>
<td>Plot is weak and</td>
<td>Plot poorly</td>
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<td>creative plot;</td>
<td>adequately; some</td>
<td>of action but</td>
<td>unclear; some gaps</td>
<td>developed;</td>
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<td>original ideas,</td>
<td>originality</td>
<td>unoriginal,</td>
<td>in sequencing of</td>
<td>significant gaps</td>
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<td>makes for</td>
<td></td>
<td>predictable</td>
<td>action</td>
<td>in sequencing of</td>
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<td>sustained interest</td>
<td></td>
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<td><strong>Use of the</strong></td>
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<td>Good use of</td>
<td>Has used the</td>
<td>Some use of</td>
<td>Little or no proof</td>
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<td><strong>writing</strong></td>
<td>the writing</td>
<td>writing process;</td>
<td>writing process</td>
<td>parts of writing</td>
<td>reading or editing</td>
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<td><strong>process:</strong></td>
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<td>evidence of</td>
<td>but has not</td>
<td>process (very</td>
<td>done: writing</td>
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<td><strong>Plans, drafts</strong></td>
<td>produced a refined</td>
<td>progressive</td>
<td>translated it into</td>
<td>basic planning or</td>
<td>still has many</td>
</tr>
<tr>
<td><strong>and refines</strong></td>
<td>final draft.</td>
<td>improvement in</td>
<td>a well-developed</td>
<td>evidence of editing</td>
<td>uncorrected errors</td>
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<td><strong>the text, edits</strong></td>
<td>Proof reading has</td>
<td>writing piece,</td>
<td>piece of writing</td>
<td>of first draft) but</td>
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<tr>
<td><strong>first draft and</strong></td>
<td>eliminated</td>
<td>mistakes still</td>
<td></td>
<td>many errors still</td>
<td></td>
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<tr>
<td><strong>proofreads</strong></td>
<td>mistakes</td>
<td>evident</td>
<td></td>
<td>remain</td>
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<td><strong>final draft</strong></td>
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<td><strong>Language use:</strong></td>
<td>Excellent use of</td>
<td>Creative use of</td>
<td>Most sentences</td>
<td>Sentence structure</td>
<td></td>
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<tr>
<td><strong>punctuation,</strong></td>
<td>language; correct</td>
<td>language; mostly</td>
<td>are correct; some</td>
<td>fair but very basic;</td>
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<td><strong>grammar and</strong></td>
<td>sentences,</td>
<td>correct sentences,</td>
<td>errors in language</td>
<td>several errors in</td>
<td>many errors in</td>
</tr>
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<td><strong>spelling</strong></td>
<td>punctuation and</td>
<td>punctuation and</td>
<td>language use,</td>
<td>language use,</td>
<td>punctuation and</td>
</tr>
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<td>spelling. No</td>
<td>spelling. One or</td>
<td>few spelling</td>
<td>punctuation and</td>
<td>spelling. Many</td>
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<td></td>
<td>errors in subject-verb</td>
<td>two errors in</td>
<td>errors. One or two</td>
<td>spelling. Has not</td>
<td>errors in subject-verb</td>
</tr>
<tr>
<td></td>
<td>verb concord</td>
<td>subject-verb</td>
<td>errors in subject-verb concord</td>
<td>grasped subject-verb concord</td>
<td>understanding compromised</td>
</tr>
<tr>
<td>Rubric for instructional writing</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
<td>1–2</td>
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<tr>
<td>Planning, coherence, development of structure</td>
<td>Thorough planning; well-developed and coherent. Final piece is elegant in structure/format</td>
<td>Effective planning, coherent. Final piece is well-structured / formatted and easy to understand</td>
<td>Good planning, coherent. Final piece can be understood. Formatting adequate</td>
<td>Some evidence of planning; poor coherence. Final piece lacks structure. Errors in format</td>
<td>Little or no evidence of planning, poor coherence. Structure incorrect. Incorrect format</td>
</tr>
<tr>
<td>Content (objective detail; inclusion of relevant information; originality)</td>
<td>Excellent development of original content; excellent use of objective detail; originality in approach to subject</td>
<td>Good development of relevant content, good use of objective detail; systematic approach to subject</td>
<td>Adequate development of relevant content, objective detail evident; fairly systematic approach to subject</td>
<td>Poor development of content, some irrelevant/missing details; lacks objective detail; topic handled inadequately</td>
<td>Little or no relevant content, poorly developed; little or no objective detail; handling of subject inadequate</td>
</tr>
<tr>
<td>Order and sequencing of events / arguments</td>
<td>Events/arguments are sequenced logically; excellent use of connectors</td>
<td>Events are sequenced; good use of connectors</td>
<td>Events are sequenced; connectors correctly used but limited</td>
<td>Poor sequencing of events; inconsistent use of connectors</td>
<td>Little or no sequencing of events; Little or no use of connectors</td>
</tr>
<tr>
<td>Language structure and use; vocabulary</td>
<td>Correct language structures, spelling and punctuation; broad, effective vocabulary; excellent language use (correct register, style)</td>
<td>Mostly correct language structures, spelling and punctuation; good use of vocabulary; few errors in language use</td>
<td>Uses appropriate language structures with some errors; some spelling and punctuation errors; adequate vocabulary; few errors in language use</td>
<td>Sometimes uses appropriate language structures; spelling and punctuation; basic vocabulary; some errors in language use</td>
<td>Many errors in language structures, spelling and punctuation. Poor vocabulary limits expression. Many errors in language use</td>
</tr>
<tr>
<td>Creative short piece</td>
<td>7</td>
<td>6</td>
<td>5–4</td>
<td>3</td>
<td>1–2</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---</td>
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</tr>
<tr>
<td>Development of subject and elements</td>
<td>Skillful, creative description of subject and associated elements</td>
<td>Good description of subject and associated elements</td>
<td>Adequate description of subject and associated elements</td>
<td>Subject and associated elements stereotypical, lacks originality</td>
<td>Vague description of subject and associated elements; lacks depth</td>
</tr>
<tr>
<td>Theme</td>
<td>Interesting, creative approach; original ideas, makes for sustained interest</td>
<td>Theme is developed adequately; some originality</td>
<td>Plausible exploration of theme but unoriginal, predictable</td>
<td>Exploration of theme weak / unclear, some gaps in sequence of ideas</td>
<td>Exploration of theme poorly developed; significant gaps in sequencing of ideas</td>
</tr>
<tr>
<td>Use of the writing process: Plans, drafts and refines the text, and proofreads final draft</td>
<td>Excellent use of the writing process has produced a refined final draft. Proof reading has eliminated mistakes</td>
<td>Good use of writing process; evidence of progressive improvement in writing piece, mistakes still evident</td>
<td>Has used the writing process but has not translated it into a well-developed piece of writing</td>
<td>Some use of parts of writing process (very basic planning or evidence of editing of first draft) but many errors still remain</td>
<td>Little or no proof reading or editing done: writing still has many uncorrected errors</td>
</tr>
<tr>
<td>Language use: punctuation, grammar and spelling</td>
<td>Excellent use of language; correct sentences, punctuation and spelling. No errors in subject-verb concord</td>
<td>Creative use of language; mostly correct sentences, punctuation and few spelling errors. One or two errors in subject verb concord</td>
<td>Most sentences are correct; some errors in language use, punctuation and spelling. Several errors in subject-verb concord</td>
<td>Sentence structure fair but very basic; several errors in language use, punctuation and spelling. Has not grasped subject-verb concord</td>
<td>Poor sentence structure; many errors in punctuation and spelling. Many errors in subject-verb concord; understanding compromised</td>
</tr>
</tbody>
</table>
Theme 1: Heal our world

Target worksheet A:
Suggested answers

1. It – pronoun, vast – adjective, rainforests – noun, many – adjective, but – conjunction, sections – noun, can be used – finite verb.
2. a) (The habitats) of many birds and animals are destroyed.
   b) (Big timber companies) make lots of money.
3. Africa’s extinct disappeared its hindquarters plain
4. a) My mother yelled that I would be as dead as a Dodo if I didn’t go inside immediately.
   b) The principal said that we would plant a tree the following day to celebrate Arbour Day.
5. The Dodo was a flightless bird that became extinct in the 17th century. The phrase ‘as dead as a Dodo’ means to be unquestionably and undoubtedly dead.
6. The earth’s forests are responsible for regulating carbon dioxide levels in our atmosphere.

Target worksheet B:
Suggested answers

1. Some examples of headlines follow.
   a) Ten homes gutted as fire rages
   b) Poachers butcher rhino in park
   c) Factory fumes killing locals
2. a) The young woman was skinny or scrawny.
   b) We had a boring or dull evening.
   c) He is a miser.
3. — Call a spade a spade – be outspoken, not mince one’s words.
   — Not to give two hoots – not care the smallest bit.
   — To turn the stomach – to cause violent disgust.
   — To turn the tide – to reverse the state of things, to improve the situation.
   — To pick our brains – to make use of our knowledge and come up with ideas.
4. The professor said that the Dodo had disappeared in the 17th century and that it had been a flightless bird that had lived on the island of Mauritius.

Theme 2: Fairytale families

Target worksheet A:
Suggested answers

1. a) C: She treats her own daughter much better than her stepdaughter.
   b) C: Her stepmother had given her weak thread.
2. Present tense: The old woman gives her daughter everything she wishes for, but treats her stepdaughter Rose very badly. One day, she tells the girls to spin while they are sitting on the low wall of the well.
   Future tense: The old woman will give her daughter everything she wishes for, but will treat her stepdaughter Rose very badly. One day, she will tell the girls to spin while they are sitting on the low wall of the well.
3. Abstract: Wonder, strength, marvel, magic
   Common: butterflies, wing, birds, thread

Target worksheet B:
Suggested answers

1. Paragraphs 3, 2, 5, 4, 1
2. I agree. She spoils her own daughter and abuses her stepdaughter, and gets rid of her on some flimsy excuse (the learner may disagree if a good argument is offered).
3. Present: As the years go by, the old woman gives her daughter everything she wishes for, but treats Rose worse than ever and always finds some excuse to beat her or to deprive her of food. One day, she tells the girls to spin while sitting on the low wall of the well.
   Future: As the years go by, the old woman will give her daughter everything she wishes for, but will treat Rose worse than ever and will always find some excuse to beat her or to deprive her of food. One day, she will tell the girls to spin while sitting on the low wall of the well.
4. “And you’d better mind what you do,” she said, “for the one whose thread breaks first shall be thrown to the bottom.”
5. Wish, weakness, strength, magic, colour, marvel, deprivation, wonder, triumph
6. Any five common nouns from the passage – there are several
**Theme 3: Punchy advertising**

**Target worksheet A:**
**Suggested answers**

1. a) (Although) I had had supper, **I was still hungry.**
   b) **My aunt, (who) is a beautician, gave me a pedicure.**
   c) (Because) it is holiday time, **I can sleep late.**

2. Accept answers on their merit. Below are suggested answers for each question.
   a) Come on, treat yourself to another slice of this delicious, mouth-watering chocolate cake.
   b) Feel on top of the world: Take the healthy option and eat those delicious, fresh fruit and veg!
   c) You cannot miss this truly exceptional movie.

3. a) Please may I borrow your book.
   b) That boy threw a stone at me.
   c) I should have phoned my mom but I forgot.
   d) If you go to see that new movie may I come with you?

4. a) **To throw in the towel** – to give up
   b) **To cut it fine** – to allow very little margin of time
   c) **To have a close shave** – to have a narrow escape

5. a) pig – sty
   b) bee – hive
   c) rabbit – burrow or warren
   d) chicken – coop
   e) spider – web
   f) dog – kennel

6. a) The advertisement for the film was excellent.
   b) I went to lie down after lunch as my stomach was sore.
   c) The weather forecast said that it would rain on Saturday.

**Target worksheet B:**
**Suggested answers**

1. a) Ann, who was born in the year 2000, lived in a small town called Pofadder.
   b) After slamming the door, Dad started the engine which made a ghastly noise.
   c) Steve fixed the roof which had been leaking on Saturday.

2.  The synonym/antonym crossword.

   1S 2U R 3P R 4I S 5I N 6G
   N R M N E
   71 D L E 8P L A I N
   E S O N T
   9S H E A R 10I L L
   E N T M E
   11C R A T E 12A F A R
   V N T
   13R E D 14S T R E A M
   D

**Theme 4: Act yourself**

**Target worksheet A:**
**Suggested answers**

1. a) Aunt Polly made Tom paint the fence because she wanted to punish him for playing hookey.
   b) Tom could not go swimming until he had finished painting the fence.
   c) Ben was eating an apple when he saw Tom painting the fence.
   d) Tom agreed to let Ben paint the fence after Ben offered him his apple.
   e) Mark Twain, who wrote Tom Sawyer, was also famous for his novel “Huckleberry Finn”.

2. The synonym/antonym crossword.
Target worksheet B:
Suggested answers

Answers are the same as for Target worksheet A on page 175.

Theme 5: Childhood dreams

Target worksheet A:
Suggested answers

1. Miss Marple had a tidy house with everything in its place. The plates were on the dresser the dishcloths were in the drawer and her shoes neatly were lined up under her bed. So she was most surprised one morning to find a poem hiding behind the raspberry jam in her kitchen cupboard.

2. “Goodness me!” she exclaimed. “Whatever is it doing there?”
   “Can you eat it?” asked her cat while rubbing its back against her leg.
   “I shouldn’t think so,” said Miss Marple.

3. a) statement
   b) question
   c) command

4. The answer must contain a simile and assonance or alliteration.

Target worksheet B:
Suggested answers

1. Miss Marple had a tidy house with everything in its place. The plates were on the dresser the dishcloths were in the drawer and her shoes neatly were lined up under her bed. So she was most surprised one morning to find a poem hiding behind the raspberry jam in her kitchen cupboard.

2. “Goodness me!” she exclaimed. “Whatever is it doing there?”
   “Miaow,” said her cat while rubbing its back against her leg.
   “I shouldn’t think so,” said Ms Marple. “It’s sure to disagree with you. Mind you,” she added in a voice quite unlike her usual one, “It’s rather beautiful.”

   She trailed off filled suddenly with a strange longing to squelch mud between her bare toes and to dance beneath the falling blossoms of a cherry tree.

3. She was a correct person, not used to having fun and doing things unexpectedly. Finding a poem surprised her and made her want to do something unusual and beautiful.

4. Examples:
   What are you doing in my cupboard?
   Please leave at once!
   I keep my cupboards tidy.

5. The answer must contain a simile and assonance or alliteration.

Theme 6: Communicating clearly

Target worksheet A:
Suggested answers

1. Make sure they create full sentences which contain finite verbs.

2. Check that instructions are clear and unambiguous, in point form and detailed. A labeled map should accompany the instructions.

3. Saturday, fifth, February, hoping, weather, autumn, a lot, friends, receive, presents.

4. a) object: her book; subject: Samantha
   b) object: her delicious sandwich; subject: Sarah
   c) object: us; subject: The bus driver
   d) object: his bone; subject: The dog
   e) object: my sister; subject: Mom

5. a) My father’s workshop is a very disorganised place.
   b) Sift the flour, add the egg and then add the milk.
   c) The cat lay on its back and cleaned its front paws carefully.
   d) “Go home!” yelled the unfriendly woman.

6. a) Examples: quadrangle, quadruped, quadriceps.
   b) distillery     controller     teacher

Target worksheet B:
Suggested answers

1. a) To die
   b) To keep quiet and say nothing
   c) To have suspicions
   d) To listen with close concentration and rapt attention
   e) To be absolutely right
   f) To irritate someone

2. b) team or mate
   c) teach
   d) battle
   e) lived
   f) march
   g) knits
   h) flesh
   i) weird
3. a) “Good morning Sir. I hope you enjoyed your holiday.”
b) “What’s in your lunchbox?”
c) “Dad, will you help me lift the dog into the car?”
d) “It is a shame that Harry has passed on. He was a good man and a good friend.”
e) Horror at slaughter of rhino.

4. a) The table – subject; no object.
b) Music – subject; the hall – object

5. a) unnecessary
b) irregular
c) impolite
d) abnormal
e) illiterate

**Theme 7: Across the sea**

**Target worksheet A: Suggested answers**

1. Mum and Dad are sleeping. Michael is at the wheel, steering the boat.
2. It is night.
3. a) It’s a very dark night. The boat has been having difficulties, with lots of storms blowing the boat. The parents are both asleep and Dad is really tired. It’s very dark.
b) Things are going badly on the boat.
c) The darkness makes the situation/atmosphere seem hopeless. Darkness suggests death or danger/fear. Words: dark, terrible, black.

4. She is sick.
5. Charts are maps used for navigating (planning a route by sea).
6. Mum does the navigating and she is sick so she hasn’t read the charts for three days.
7. Open question. Possible answers: They don’t know where they are: ‘I don’t think we know where we are anymore.’ Stella is up on deck with no harness on so she might fall overboard. (‘Stella hasn’t got her harness clipped on.’)
8. d)
9. They don’t know where they are; Mum is sick, Dad is tired; Michael thinks they may not be able to stand another storm.
10. Because his mother is sick and his father is very tired, and they have lots of problems.
11. responsible, caring, hardworking, unselfish,
12. Open question. There are many possible answers. The most obvious one is that Stella might fall overboard again (her harness is not clipped on, as it should be; she has already fallen overboard once). This would be very dangerous because Mum and Dad are asleep and it is a very dark night, so it would be hard to save her.

**Target worksheet B: Suggested answers**

1. This exercise should merely be used to encourage learners to express themselves freely and should not be marked.
2. This list has 45 words, but there may be more. The words in brackets are words the learners are unlikely to know but might come across in a dictionary.

| ant, an, ad, advert, art, (advent, avert) |
| date, dare, dear, dart, den, dent |
| ear, eat, eve, even, event, (endure), end |
| near, neat, need, net, |
| run, ran, rat, rate/d, rent, read, rave/d, rude |
| tread, ten, true, tea, tear, teen, tree, turn/ed, tender |
| urn |
| venture, vend, van, vet, (verdant), vat (VAT) |

**Theme 8: Anansi the tricky spider**

**Target worksheet A: Suggested answers**

1. Don’t judge a person by how they look
2. Don’t judge a book by its cover.
3. a) I have (seen) a big scary rooster before.
b) He has (patted) the cat already.
c) It has (slept) all morning on the wall in the sun.
d) They have (walked) all night to get here.
e) She has (read) all those fables already.

**Target worksheet B: Suggested answers**

1. Answers will vary according to different learners, but anything along these lines would be correct: another much nicer animal. It was a creature with a soft white coat and a pretty face and such a friendly smile.’
2. Don’t judge a person by how they look.
3. Don’t judge a book by its cover.
4. a) I have seen a big scary rooster before.
   b) He has patted the cat already.
   c) It has slept all morning on the wall in the sun.
   d) They have walked all night to get here.
   e) She has read all those fables already.

**Theme 9: What’s the weather like today?**

**Target worksheet A: Suggested answers**

1. 1. Call an adult to help you.
2. Make sure you turn the switch off.
3. Look at the bulb that is currently not working.
   If there is no bulb, put in a bulb of correct wattage for that lamp or light fitting.
4. Let the bulb cool down for about 30 seconds or more. If there is no bulb, it is ok to skip this step.
5. Remove the burnt out lamp and throw it away properly. If you don’t have a burnt out bulb to throw away, it is ok to go on to the next step.
6. Fit the new bulb. Do not over-tighten or press on the bulb too hard.
7. Turn the switch on to make sure the bulb is working.

2. as follows:

Whitney Elizabeth Houston was an American recording artist, actress, producer, and model. The Guinness World Records cited her as the most-awarded female act of all time. Houston was also one of the world’s best-selling music artists, having sold over 170 million albums, singles and videos worldwide. She released seven studio albums and three movie soundtrack albums. Houston’s appeal on the popular music charts continued to influence several African-American female artists.

Houston’s first acting role was in the feature film The Bodyguard (1992). Its lead single, “I Will Always Love You”, was the best-selling single by a female artist in music history. Houston died on February 11, 2012. News of her death, the day before the 2012 Grammy Awards, dominated American and international media.

**Target worksheet B: Suggested answers**

1. The learners use a dictionary to answer the questions on the words weather and climate. As dictionaries differ, answers will vary. Accept any plausible answers.

**Weather**

a) The guide words for the page are WC and wet.
   b) Weather comes after wear.
   c) Weather is a noun.
   d) The dictionary definition of weather is the state of the wind, rain, sunshine, etc.

**Climate**

a) The guide words for the page are chuckle and cling.
   b) Climate comes before climb.
   c) Climate is a noun.
   d) The dictionary definition of climate is the weather a place usually has.
   e) Weather describes the conditions for a particular place on a particular day. Climate describes the weather for a particular place over a long period of time.

2. as follows:

   1. Popcorn made on a stovetop tastes great, and it doesn’t take as much time as you might think. Keep in mind that cooking with oil is dangerous. Kids should not try this method without adult supervision.
   2. You will need: popcorn kernels, a pan with a lid and oil.
   3. Use a heavy-bottom pan with a lid, preferably a lid with holes to allow steam to escape during popping.
   4. Add 3 tablespoons of vegetable or peanut oil to the pan.
   5. Turn the heat to medium and add two popcorn kernels to the pan. When those kernels pop, the oil is hot enough to add the rest.
   6. Add 1⁄2 cup of popcorn kernels to the pan and cover. If the lid does not have holes, keep it slightly ajar.
   7. Gently shake the pan to keep the kernels from burning.
   8. Keep shaking while the kernels pop. Once the popping slows to a stop, turn off the heat.
   9. Wait a few seconds for any remaining pops, and then remove the lid.
   10. Pour the popcorn into a large bowl, and enjoy!
**Theme 10: Metamorphosis**

**Target worksheet A:**
**Suggested answers**

1. On most days, she is a smiling, gentle mother. She hugs her three children, puts pink band aids on their grazed knees, and packs nutritious lunches for school. But when the full moon glides through the starry skies, she runs into the dark woods, before she turns into a grey-haired wolf. All night she trots through the moonlit trees and smells the fascinating scents. At midnight she joins her fellow wolves, and they sit together and howl to the silver moon. By morning she is back in her warm bed, just in time to get up and serve boiled eggs and buttered toast for breakfast.

2. a) She was a smiling mother.  
   b) She hugged her children every day.  
   c) She only turned into a wolf when it was full moon.  
   d) She loved her children.  
   e) She loved being a wolf.

**Target Worksheet B:**
**Suggested answers**

1. Any suitable adjectives are acceptable

2. On most days, she was a _______ mother, hugging her _______ children, putting band aids on _______ knees, and packing _______ lunches for school. But when the _______ moon glided through the _______ skies like a boat with _______ sails, she would run into the dark wild woods, before her face lengthened into a _______ muzzle, and _______ grey fur covered her skin. All night she trotted through the _______ trees, maddened by the _______ scents. At midnight she would join her fellow wolves, and they would sit together and howl to the _______ moon. By morning she was back in her _______ bed, just in time to get up and serve _______ eggs and _______ toast for breakfast.

**Theme 11: Once upon a time**

**Target worksheet A:**
**Suggested answers**

1. Answers will vary according to different learners, but all details should be consistent with an evil villain.

2. a) I like (staying) on my own.  
   b) Your (delaying) is causing a problem.  
   c) (Feeding) the dogs is my job at home.  
   d) (Reading ) is an important skill to learn.  
   e) I enjoy (arguing) with people.  
   f) I will have to report (seeing) you in town dressed like that.

3. a) The slimy, green walls of the castle loomed over me, blocking out the sun.  
   b) Her courage, beauty and strength lit up her face.  
   c) I waited for darkness, crept towards the tented camp and hid behind a tree.  
   d) Let’s eat, dance and be merry, for tomorrow will be a new day.

**Target worksheet B:**
**Suggested answers**

1. Answers will vary according to different learners, but all details should be consistent with an evil villain.

2. Answers will vary but have to make sense within the context of the given phrase.
   a) My staying here is very convenient  
   b) Their laughing was what frightened the birds.  
   c) Your complaining has made this difficult.  
   d) Her writing is getting better all the time.  
   e) His driving is very safe.  
   f) Her believing in you has given you the strength to go on.

3. The terrified knight saddled up his horse and galloped off as quickly as he could, into the distance. The desperate, miserable villagers stood and watched as he went. Meanwhile, the dragon continued circling the heavy, grey skies and looked for a place to land. Then, with a thunderous roar and the loud clanking of his huge, scaly tail, he settled on the church steeple.
Theme 12: Tall tales

Target worksheet A:
Suggested answers

1. a) A **vegetable** farmer from Brits grew the **biggest** pumpkin ever weighed.
   b) Ashley is **athletic** and swims like a **little** fish.
   c) The **broken** window let the **freezing** air into the room.
   d) My **gran** is **ancient** but she can still make a **delicious** lasagne.

2. Any suitable adjectives can be filled in.

3. Learners write a paragraph describing what the writer saw.

4. a) The chimpanzee had eaten his banana **hungrily**.
   b) My dad had driven the new car before he had **bought** it.
   c) Philip had broken the precious vase.

5. Learners write their own sentences.
   a) prosper – succeed, thrive
   b) frantic – frenzied, very anxious
   c) genius – exceptionally clever person
   d) tragedy – a very sad or distressing event
   e) triumph – be victorious
   f) tyrant – a cruel ruler

6. Bacon is the odd word. The others are all examples of computer jargon as well as meaning something else.

Theme 13: Drawn out tales

Target worksheet A:
Suggested answers

1. a) **music** – musical
   b) **ice** – icy
   c) **heaven** – heavenly
   d) **muscle** – muscular
   e) **water** – watery

2. Any appropriate adverbs may be added.

3. a) subjunctive
   b) infinitive
   c) indicative
   d) imperative

4. a) **exhausted** – tired
   b) **irate** – angry, livid
   c) **sorrowful** – sad, melancholy
   d) **happy** – joyful
   e) **petrified** – terrified
   f) **edgy** – nervous, anxious

5. a) Mrs Lamb, who was a very strict teacher, shouted at the children.
   b) My niece asked me to buy her a comic book for her birthday.
   c) “What superpowers would you like to have?” whispered James quietly.
   d) “Mom, may I have another piece of cake please?” Thando asked politely.
Target worksheet B:
Suggested answers

1. a) love – a red heart
   b) money – currency signs
   c) death – graveyard crosses or the grim reaper
   d) peace – a dove or a white flag.
2. Some basic suggestions follow.
   a) A clown – red nose, white face, big feet, colourfull clothes.
   c) An angel – back lit, big wings, in white flowing robe.
   d) The devil – red, with horns, a forked tail and a pitchfork.
   e) A nutty professor – white coat, glasses, hair unbrushed, carrying a bubbling test tube.
3. Learners write their own sentences.
4. a) Mrs Hill said that they should bring the file that they used the previous year.
   b) Mr Cory said that Paul should catch the following train home or he would be late for supper.
5. a) To make a mountain out of a molehill
   b) To smell a rat
   c) To keep one’s head.
6. a) spinster
   b) ewe
   c) heiress
   d) sow
   e) niece

Theme 14: All the world is a stage

Target worksheet A:
Suggested answers

1. **Characters**: Georgie, Dipua, Bongi, Mr Cordite, “The beast”
   **Setting**: A street. In the background is a high fence made up of scrap metal – old washing machines, tin sheets, and oil cans. There are sounds of a wild animal coming from behind the fence. Three children are standing looking at the fence.

   **Georgie**: I once climbed the fence and saw it.
   **Dipua**: What was it?
   **Georgie**: It’s a dragon with big fangs and claws. It breathes fire.
   **Bongi**: You’re lying. It’s Mr Cordite’s brother. He was bitten by a werewolf and turned into a monster.

2. a) Object: Mr Cordite’s beast. Passive.
   b) Object: the beast. Active.
   d) Object: he. Active

3. Mr Cordite’s beast was uncontrollable; extraordinary; enormous; monstrous; horrible; frightful.

Target worksheet B:
Suggested answers

1. **Characters**: Georgie, Dipua, Bongi, Nazeem, Mr Cordite, “The beast”
   **Setting**: A street. In the background is a high fence made up of scrap metal – old washing machines, tin sheets, and oil cans. There are sounds of a wild animal coming from behind the fence. Three children are standing looking at the fence.

   **Georgie**: I once climbed the fence and saw it.
   **Dipua**: What was it?
   **Georgie**: It’s a dragon with big fangs and claws. It breathes fire.
   **Bongi**: You’re lying. It’s Mr Cordite’s brother. He was bitten by a werewolf and turned into a monster.
   **Nazeem**: I think it’s cruel to keep whatever it is chained like that.
   **Georgie**: So go and set it free then
   **Nazeem**: Are you crazy. . .

2. a) Mr Cordite’s beast had terrified us all.
   b) We all knew the beast had made strange noises at night.
   c) Bongi has claimed that the beast is really Mr Cordite’s brother.
   d) He said that a werewolf had bitten the brother when he was young.

3. The beast was enormous, frightful/frightening, mysterious, monstrous, horrifying/horrific/horrid/horrible; terrifying/terrible; dangerous.
Theme 15: What I love to do

Target worksheet A:
Suggested answers

1. never, seldom/rarely, sometimes/occasionally, often, always
2. sometimes – occasionally
   often – frequently
   forever – indefinitely
   briefly – for a short while
3. multimillion; comeback; sidewalk
4. popularity – being liked or enjoyed by many people
   injuries – cuts and bruises, for example
   industry – an organisation of companies doing the same type of business
   site – a place to do something particular
   design – a plan for making something
   drained – emptied
   launched – started, set up
   culture – the beliefs and behaviours of a particular group of people
   banned – stopped, did not allow
   soared – went up, increased

Target worksheet B:
Suggested answers

1. a) surfing
   b) opinion
   c) permanently
   d) briefly
2. a) interview
   b) intercom
   c) international
   d) interrupt
   e) interval
   f) intersection

Theme 16: Survival in the wild

Target Worksheet A:
Suggested Answers

1. Word search answers

 target worksheet suggested answers

 2. a) My raft hit the rocks and sank to the bottom of the river.
   b) I like chopping wood but whereas Adib prefers collecting water.
   c) I won’t eat either lizards or worms. I will eat neither lizards nor worms.
   d) I made a fire so I could signal for help.
   e) I dug a hole in the ground so I could make a solar still.

Target worksheet B:
Suggested answers

1. Word search answers as for Target worksheet A.
2. a) We pitched our tent when the sun set.
   b) She ran to her mom who was waiting for her.
   c) We set off hopefully although it looked as if it might rain.
   d) I inserted a small stone so that the water would accumulate at the bottom of the bag.
   e) You have to use your wits if you want to survive.
   f) They were very grateful for what they had learnt about survival.

Theme 17: Story time

Target worksheet A:
Suggested answers

1. a) (Doing one’s homework) is a good thing.
   b) (Singing in the choir) brings me much pleasure.
   c) (Pizza cooked in a proper pizza oven) makes my mouth water.
   d) (That I am hungry) is a fact.
2. a) I have not had breakfast yet.
   b) She would have come earlier but her bus was late.
   c) It is important to look after one’s body.
   d) I am dying to have a swim but I cannot find my swimming costume.
3. Gran’s cat is a real character; she’ll only eat topside mince that’s at room temperature. Gran has tried to feed her the following: liver, smoked chicken, ham and turkey. She just turns up her nose, gives a disapproving look and turns her back on Gran.
4. a) prejudice
   b) violence
   c) recommend
   d) bicycle
   e) apostrophe
   f) democracy
   g) tobacco
   h) dialogue
   i) participant
5. legitimate – lawful
   mariner – seaman
   catastrophe – great disaster
   boisterous – rough, exuberant
   insolent – cheeky
   slapdash – hasty and careless

Target worksheet B:
Suggested answers

1. resolute – determined – obstinate
   curvaceous – overweight – fat
   a gathering – a crowd – a mob
   bright – intelligent – crafty
2. Some suggested answers follow.
   a) Dogs that live on farms need to be dipped regularly.
   b) We all need to eat a balanced breakfast.
   c) Learning to speak in public is an important skill.
3. meat: meal, mean, peat, beat, neat, melt, heat, seat, teat, meet.
   gate: mate, date, fate, date, hate, rate, gale, gape, gave, game, gave.
4. a) ‘present’ could mean the here and now or it could mean a gift.
   b) The figurative expression ‘to do something with a smile’ means to have a cheerful, positive attitude. Here is also means a literal smile or grin.
   c) The expression ‘to get back on your feet’ means you have bounced back or recovered but it could also be interpreted literally. You would have to start walking using your feet if they took your car back!
5. It wasn’t a good day. I couldn’t believe my bad luck. My bus didn’t come on time, my phone wouldn’t charge and I’d developed a horrible headache.

Theme 18: Poems are pictures

Target worksheet A:
Suggested answers

1. An ostler takes care of horses.
2. Learners’ answers will differ. No. He is mad and unattractive (his hair like mouldy hay)
3. Pretty
4. a) Chase after me without giving up
   b) hassle or worry
   c) stand in/close the way
5. He was going to rob a carriage.
6. Learners answers will differ.

Target worksheet B:
Suggested answers

1. a) The highway man is handsome, well-dressed and has smart, expensive clothing. The ostler is pale and sickly in appearance and his hair is dirty and unkempt
   b) The poet uses very flattering and positive words to describe the highwayman. The words are poetic and positive. The ostler is associated with negative words such as deep, dark, creaked, madness and mouldy.
   c) The mood in stanza II is light and exciting. The mood in stanza IV is dark and dull.
   d) Learners answers will differ. The highwayman should generally evoke a positive response and the ostler should evoke a negative response.
Formal Assessment Task 2 (Term 1) – Language structure and use in a poem

Read the following poem and answer the questions that follow.

The Table and the Chair

Said the Table to the Chair, “You can hardly be aware, How I suffer from the heat, And from chilblains on my feet!” “If we took a little walk, We might have a little talk! Pray let us take the air!” Said the Table to the Chair.

Said the Chair to the Table, “Now you know we are not able! How foolishly you talk, When you know we cannot walk!” Said the Table (with / on) a sigh, “It can do no harm to try, I’ve as many legs as you, Why can’t we walk on two?”

So they both went slowly down, And walked (about / over) the town With a cheerful bumpy sound, As they toddled round and round.

And everybody cried, As they hastened to the side, “See! the Table and the Chair Have come out to take the air!” But (in / as) going down an alley, To a castle (in / at) a valley, They completely lost their way, And wandered all the day, Till, to see them safely back, They paid a Ducky-quack, And a Beetle, and a Mouse, Who took them (to / by) their house.

Then they whispered to each other “O delightful little brother, What a lovely walk we’ve taken Let us dine on beans and bacon.” So the ducky and the leetle Browny-mousy and the beetle Dined and danced upon their heads Till they toddled to their beds

by Edward Lear

1. In this poem, the table and chair walk and talk. Do we call this: (1) 
   a) a simile  
   b) alliteration  
   c) personification

2. In what other ways do the chair and table behave like people in the poem? (2)
3. State whether the following poems use personification, and explain your answer. (6)
   a) The dish ran away with the spoon.
   b) The wind stood up and gave a shout.
      He whistled on his fingers and
      Kicked the withered leaves about.
      From The Wind by James Stephens
   c) The yellow smoke that rubs its muzzle on the window-panes – T.S. Eliot

4. For each of the following lines from the poem, say if it is a statement, question or a command. (6)
   a) You can hardly be aware (of) how I suffer from the heat,
   b) Pray let us take the air!
   c) It can do no harm to try,
   d) Why can’t we walk on two?
   e) They completely lost their way,
   f) Let us dine on Beans and Bacon!

5. Choose the correct preposition in each of the following lines. (5)
   a) Said the Table (with / on) a sigh
   b) And walked (about / over) the town
   c) But (in / as) going down an alley
   d) To a castle (in / at) a valley
   e) Who took them (to / by) their house.

TOTAL MARKS [20]
Grade 6 Term 3 Formal Assessment Task 2: Comprehension

Read the following extract from the play *The Diary of Anne Frank* and answer the questions that follow.

**Mr. Frank:** Anneke, there’s a box there. Will you open it? *(He indicates a carton on the couch. ANNE brings it to the center table. In the street below, there is the sound of children playing.)*

**Anne:** *(As she opens the carton.)* You know the way I’m going to think of it here? I’m going to think of it as a boardinghouse. A very peculiar summer boardinghouse, like the one that we . . . *(She breaks off as she pulls out some photographs.)* Father! My movie stars! I was wondering where they were! I was looking for them this morning . . . and Queen Wilhelmina! How wonderful!

**Mr. Frank:** There’s something more. Go on. Look further. *(He goes over to the sink, pouring a glass of milk from a thermos bottle.)*

**Anne:** *(Pulling out a pasteboard-bound book.)* A diary! *(She throws her arms around her father.)* I’ve never had a diary. And I’ve always longed for one. *(She looks around the room.)* Pencil, pencil, pencil, pencil. *(She starts down the stairs.)* I’m going down to the office to get a pencil.

**Mr. Frank:** Anne! No! *(He goes after her, catching her by the arm and pulling her back.)*

**Anne:** *(startled)* But there’s no one in the building now.

**Mr. Frank:** It doesn’t matter. I don’t want you ever to go beyond that door.

**Anne:** *(sobered)* Never . . . ? Not even at nighttime, when everyone is gone? Or on Sundays? Can’t I go down to listen to the radio?

**Mr. Frank:** Never. I am sorry, Anneke. It isn’t safe. No, you must never go beyond that door. *(For the first time ANNE realises what “going into hiding” means.)*

**Anne:** I see.

**Mr. Frank:** It’ll be hard, I know. But always remember this, Anneke. There are no walls, there are no bolts, no locks that anyone can put on your mind. Miep will bring us books. We will read history, poetry, mythology. *(He gives her the glass of milk.)* Here’s your milk. *(With his arm about her, they go over to the couch, sitting down side by side.)* As a matter of fact, between us, Anne, being here has certain advantages for you. For instance, you remember the battle you had with your mother the other day on the subject of overshoes? You said you’d rather die than wear overshoes? But in the end you had to wear them? Well now, you see, for as long as we are here, you will never have to wear overshoes! Isn’t that good? And the coat that you inherited from Margot, you won’t have to wear that anymore. And the piano! You won’t have to practice on the piano. I tell you, this is going to be a fine life for you!

From *The Diary of Anne Frank* dramatisation of the original *Anne Frank: The Diary of a Young Girl* by Frances Goodrich and Albert Hackett; Act 1 Scene 2.

1. What is Anne’s father’s pet name for her? (1)
2. Why do you think she is so pleased to have photos of the movie stars from her old bedroom? (3)
3. Do you think she is pleased to get a diary? Explain your answer. (3)
4. Do you think she could have imagined how many would read her diary? Give reasons for your answer. (3)
5. Why did Anne want to go downstairs? (2)
6. Why did her father tell her that she must “never go beyond that door”? (2)
7. Is she surprised that her father will not let her go downstairs? Why or why not? (2)
8. What does her father tell her she won’t have to do any more? (3)
9. Who will bring them books? (1)
10. What does he mean when he tells her that “there are no bolts, no locks anyone can put on your mind?” (2)
11. Is this literal or figurative? What figure of speech is this? (2)
12. What sound effect is suggested in the third line? What effect do you think his sound might have on the audience? (3)
13. Does Anne's father really think it will be a fine life for her? Why, or why not? If not, why does he tell her this? (3)

Total marks [30]
Grade 6 Term 3 Formal Assessment Task 2: Language

1. Punctuate the following passage
   the play is called the diary of anne frank it is based on the diary of a young
   jewish girl who lived with her family in hiding during the german occupation of
   Holland despite her family's hardship anne wrote in her diary i still believe
   that people are really good at heart (4)

2. Identify the subject of the underlined verb.
   a) The Frank family decided to go into hiding after Margot had been called
      up by the German authorities.
   b) The Annex where the family was living has been restored by the Dutch
      authorities and is now a museum.
   c) The play that was written by Goodrich and Hackett has been performed
      by actors all over the world. (4)

3. Rewrite each of the sentences in question 2 with the underlined verb in the
   active voice. (4)

4. Circle the subject of the underlined verb.
   a) Many people have written powerful descriptions of the Second World
      War, but few as popular as the Diary of Anne Frank.
   b) Anne's father brought her pictures of film stars from her bedroom. (2)

5. Rewrite each of the sentences in question 4 with the underlined verb in the
   passive voice. (2)

6. Rewrite the underlined words. Correct or add the prefix or suffix of each
   one so that it makes sense.
   a) Many children like Anne suffered great (happiness) and (miserable)
      because of the war.
   b) Anne's father did his best to (courage) her and make her (hope).
   c) The acting was very (power) and (press).
   d) It is hard to believe the (cruel) and (inhuman) of Hitler's policies. (4)

Total marks [20]
BOOK REVIEW: FRAME

Heading
Title, author and year the book was published

Paragraph 1
Why should you read this book? + A quote from the book

Paragraph 2
Who are the main characters?

Paragraph 3
What is the book about? (summary of the plot)

Paragraph 4
What does the reviewer think of the book? (reviewer’s opinion and recommendation)

Learner’s name: ____________________ Date: ______________

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<th>Yes</th>
<th>Partially</th>
<th>No</th>
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<tbody>
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<td>I wrote a heading with the title of the book, the name of the author and the year the book was published.</td>
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<tr>
<td>I used the writing frame to organise the information in the book review.</td>
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<td>I wrote about the main characters.</td>
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<td>I described the plot (the main events) in order (chronologically).</td>
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<td>I included my opinion of the book and a recommendation.</td>
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<td>I checked my grammar, spelling and punctuation and made sure that the verbs agreed with their subjects (for example ‘she travels’ but ‘they travel’).</td>
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# Recommended Fiction Reading List

## Fantasy

<table>
<thead>
<tr>
<th>Series/Author</th>
<th>Books/Details</th>
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<tbody>
<tr>
<td>Skellig</td>
<td>Almond, D</td>
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<tr>
<td>Tuck everlasting</td>
<td>Babbitt, N</td>
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<td>Indian in the cupboard and sequels</td>
<td>Banks, L R</td>
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<td>Arthur and the minimoys</td>
<td>Besson, L</td>
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<td>Molly Moon books</td>
<td>Byng, G</td>
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<tr>
<td>Ella enchanted; Two princesses</td>
<td>Carson Levine, G</td>
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<td>of Bamarre</td>
<td>Colfer, E</td>
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<td>Artemis Fowl books; Wish list</td>
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<td>Inkheart; Inkspell</td>
<td>Hanley, V</td>
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<td>Hiaasen, C</td>
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<td>Hoot</td>
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<td>The secret of Platform 13; Dial a ghost</td>
<td>Jaworski, D</td>
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<td>Which witch?</td>
<td>Jacques, B</td>
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<td>Redwall series</td>
<td>Kilworth, G</td>
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<td>Spiggot's quest</td>
<td>Lewis, C S</td>
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<td>Narnia series</td>
<td>McNish, C</td>
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<td>DoomsSpell series</td>
<td>Nicholson, W</td>
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<td>The wind on fire series</td>
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<td>Children of the Red King series</td>
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<td>Mister Monday and others</td>
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<td>Silverwing saga</td>
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<td>Wolf brother</td>
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<td>Eragon</td>
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<td>Song of the lioness series and others</td>
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<td>Song quest</td>
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<td>Bartimaeus trilogy</td>
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<td>Nancy Drew books</td>
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<td>Talisman adventures</td>
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<td>High Seas trilogy</td>
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<td>Operation Red Jericho</td>
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<td>Kensuke’s kingdom</td>
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<td>Hatchet books; Ice race and others</td>
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<td>Adventure series</td>
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<td>The seven fabulous wonders series</td>
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<td>Raven Hill mysteries</td>
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<td>Alpha Force series</td>
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## Humorous Stories

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<td>Undone and all other titles</td>
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<td>The Mum hunt and other titles</td>
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## Adventure Stories

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## Thriller/Horror

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<td>and others</td>
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<td>Bunting, E</td>
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<td>Silverfin; Bloodfever</td>
<td>Higson, C</td>
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<td>Alex Ryder; Raven’s gate</td>
<td>Horowitz, A</td>
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<td>Mind reader; The creeper</td>
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<td>The drowning and other titles</td>
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## Family/Friendship/School Stories

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<td>Alice by accident</td>
<td>Banks, L R</td>
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<td>Just as long as we’re together</td>
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<td>Then again maybe I won’t</td>
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<td>Stepchain series</td>
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<td>Dizzy and other titles</td>
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<td>Al Capone does my shirts</td>
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Recommended fiction reading list

Walk two moons; Bloomability and others  Creerch, S
Because of Winn-Dixie  DiCamillo, K
Bad dreams  Fine, A
Joey Pigza books  Gantos, J
Best friends, worst luck; Mad about the boy and others  Hooper, M
A view from Saturday  Konigsburg, E L
Secret friends; Red sky in the morning  Laird, E
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