



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Grades 4 - 7
Just-in-Time Training Workshop
2018: No. 2

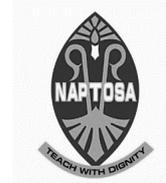
Facilitator's Guide

EFAL



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what I do matters

Endorsed by:



EFAL Grades 4 – 6 JiT 2 of 2018 Workshop programme	
Activity	Time
Introduction <ul style="list-style-type: none"> ➤ Welcome ➤ Setting ground rules ➤ Workshop outcomes 	5 minutes
Part 1: Reviewing Planners and Trackers and JiT workshop 1	20 minutes
Part 2: Teaching and Learning Vocabulary	125 minutes
Part 3: Teaching Writing	150 minutes
Closure	
Total working time	5 Hours

INTRODUCTION

Welcome and setting ground rules

1. Welcome participants
2. Ask participants to introduce themselves
3. Set ground rules for the workshop
 - Cell phones off – can check them during break
 - Movement in and out of the room to be kept at a minimum
 - Punctuality is vital
4. Go through times of starting, ending, tea and lunch.
5. To ensure that participants obtain the maximum benefit from the workshop, it is essential that all members of the group participate actively throughout the workshop.
6. Encourage participants to ask questions.

Workshop outcomes

By the end of the workshop participants will have:

1. Strengthened and extended their knowledge and skills for the EFAL classroom in the following:
 - Applied known and newly introduced skills to help learners develop their vocabulary
 - Worked with different approaches to understanding and teaching writing
2. Revised and applied related methodologies
3. Participated in group work and cooperative activities

NOTE: Facilitators' please ensure that participants work through all the activities. It only by working through the activities that a lack of understanding can be identified and additional explanation/s given. Encourage participants to ask questions at all times.

PART 1: Reviewing Planners and Trackers and JiT workshop 1

20 minutes

1) Ask participants:

- Has the experience of working with Planners and Trackers been positive or negative?
- Examine the negatives and briefly discuss:
- In what ways can the negatives be addressed?

2) Ask participants:

Have teachers used and implemented the skills from JiT 1 shown below?

- a) Questioning skills
- b) Reading skills

PART 2. Teaching and Learning Vocabulary

1. Introduction (10 minutes)

Research has shown that most vocabulary learning takes place incidentally. Incidental learning comes through exposure in an environment rich in comprehensible language in reading, listening, classroom displays etc.

Ask participants: What kind of exposure do our Intermediate learners have to rich comprehensible input?

Briefly discuss. The responses are likely to be negative. Tell group that we will address this during the workshop. In particular in the last activity, "The Word Wall" approach.

Reading has proved to be the most reliable way to promote incidental learning, however, direct teaching and practise of vocabulary is important. This enables learners to internalise and so expand their word knowledge.

Activity 1 (15 mins)

Read the following text

A look at the results of former investigations of thought and language will show that all theories offered from antiquity to our time range between *identification*, or *fusion*, of thought and speech on the one hand, and their equally absolute, almost

metaphysical *disjunction* and *segregation* on the other. Whether expressing one of these extremes in pure form or combining them - that is taking an intermediate position - but always somewhere along the axis between the two poles, all the various theories on thought and language stay within the confining circle.

From: Vygotsky, L. *Thought and Language*

1. What did you understand the above paragraph to mean?
2. What are the problems with understanding this paragraph?

Before the participants offer their answers assure them that it is not a poor reflection on them if they did not fully understand the text.

Difficult /unknown vocabulary; lack of context

3. If we add the following gloss to unfamiliar words what happens?

Identification / fusion = language and thought come together

Disjunction/ segregation = apart, develop separately

Axis = an imaginary line which divides ideas from an example of one thing to the exact opposite

The main meaning of the paragraph emerges. That is: language and thought either develop in conjunction with each other or completely separately. It seems that the answer is somewhere in between. Sometimes language and thought develop parallel to each other and at other times they develop separately.

Do you think the learners will have learnt the vocabulary for a particular reading text by being given only a gloss?

They will probably understand the text but generally will not have learnt the words. That is, they will not remember the meanings and be able to use words in speech or writing. The learners will have had insufficient exposure and practise.

- a) In your experience how is vocabulary taught in classrooms?

Wide range of possibilities here e.g. using a dictionary, matching words to meanings, teacher explanation etc.

- b) Do the learners learn vocabulary/ know the words so that they can use them in speaking and writing from the way it is taught?

Generally no.

2. Language Structures and Conventions – vocabulary in context (15 mins)

In the CAPS EFAL Intermediate Phase, one hour per week is allocated to **Language Structures and Conventions**. In the one hour “ ... thirty minutes per week is set aside for formal instruction and practice ...” (page 13). The other half hour will be taken up with informal instruction and practice. As **Vocabulary in context** is only a part of Language Structures and Conventions not much time is left for formal vocabulary development. It is thus essential that vocabulary is not only integrated into lessons at every opportunity but also that the learners need to be in a vocabulary rich environment to aid incidental vocabulary learning.

The trackers have indicated where the text books following CAPS deal with vocabulary formally. In the Intermediate Phase, CAPS has listed the following vocabulary items for teaching formally:

Synonyms (hot/warm)	abbreviations (esp.)	prefixes and suffixes
Antonyms(hot/cold)	Acronyms (Aids)	compound words
Homonyms(to set/ the set)	Initialism (TV)	collocations (a loaf of bread)
Gender forms	Shortening words	phrasal verbs (to run down)
Lexical fields (animals = cat, dog, horse etc.)		

CAPS also has an item “ Words taken from shared or individually read texts”.

- What do you think this means?

Teachers need to identify words in reading texts that they think learners do not understand. These words will have to be explained and practised. We cannot just assume that learners understand and have learnt the words because there is a gloss.

On the whole the text books have included both formal and informal vocabulary activities, however, their effectiveness for learning is questionable as insufficient opportunities for practise are offered. A knowledge of what **vocabulary** means is necessary for assessing these activities.

- What does the word ‘vocabulary’ mean to you?

Vocabulary of a language is the words of that language.

- What is a word?

Look at the word *disempowerment*. Notice that the word can be broken down into *dis/em/power/ment*. These parts are called **morphemes**. Examine each part separately. Does each part make sense? Only *power* can stand alone or has meaning on its own.

The meaningful, freestanding morpheme is the **base/root/core** of the word. The affixes and suffixes that have been added do not have meaning on their own, they add to the meaning of the base/root/core. They are called **bound morphemes**. The word *disempowerment* is nevertheless still classed as a single word’.

Thus we can say that a word must have at least one freestanding morpheme.

2. Multi word units

Activity 2

a) Indicate how many morphemes there are in each of the following words

Hundred (1)

de/form/ed (3)

pencils (1)

Trouble/maker (2)

live/stock(2)

per/form/ance (3)

Re/dis/cover/ing(4)

coast/line (2)

free/stand/ing (3)

b) underline the root/ core in each

c) What is the difference between ‘troublemaker’, ‘livestock’, ‘coastline’, ‘freestanding’, and the other words?

They have two freestanding morphemes.

We call words which have more than one freestanding morpheme compound words. Compounds are taken as single words because they have a single meaning.

Activity 3 (10 mins)

Do you think the following can be called ‘words’. Give a reason for your answer.

In the first place

to bite the dust

Ladies and gentlemen

to go mad

To kick the bucket

to be on the ball

From head to foot

made their voices heard

These are all ‘words’. Although they do not look like single words, they have a single meaning. If you try to break them up, the meaning changes.

These are called **multi-word units** (phrasal verbs and idioms are included here). Compounds and multi-word units get their meaning from the way they are joined together – they are joined by syntax.

There are other ways in which words can be joined to give meaning. **collocation, synonyms, antonyms, hyponym (do not confuse hyponym with homonym).**

Collocation involves words which are likely to occur together

e.g. a loaf of bread not a loaf of cake

eat food not eat cars

as strong as an ox not as strong as a cow

Activity 4 (30 mins)

Complete the table below to show which collocations are acceptable (✓) which are unusual (?) and which unacceptable (x)

	Problem	Amount	Shame	Man
Large	?	✓	X	✓
Great	✓	✓	✓	✓
Big	✓	✓	X	✓
Major	✓	?	X	X

Synonyms, antonyms, hyponyms

There are other kinds of relationships that exist between words. The relations which we encounter with the greatest frequency in day-to-day teaching are sameness (synonyms), oppositeness (antonyms) and inclusion (hyponyms).

Synonymy means that two or more words have the same meaning. It is however, important to note that there is **no** absolute synonymy but words are close in meaning. hurry/hasten; injure/damage; exit/way out.

Antonymy or opposites . Note these may be of different kinds – they can be graded. For example, *hot/cold are opposites but there are degrees in between – tepid, warm, cool and words beyond – boiling freezing.*

Hyponymy is the relationship of inclusion – it is an umbrella word - words are organized into taxonomies. E.g. the word *walk* is related to the words *stroll, amble, trudge, plod* and so on.

Thus words are not only single words with one free-standing morpheme but also compounds, multi-word units, collocations, synonyms, antonyms and hyponyms.

3. What does it mean to know a word?

A word is known if it is retained in memory so that the meaning can be recognised and understood (rather than guessed at) both in and out of context and it can be used naturally and appropriately in its context.

Activity 5 TEXT 1 (15 mins)

- Read Text 1 'An exciting trip' in the resources handout.
- How has the vocabulary been presented in this text?

Words have been glossed

- Are there any other words in the text that may be difficult for learners but have not been glossed?

bitterly, dirt road, spread wide, camp, pulled up

- Work In pairs to decide how successfully or unsuccessfully learners will learn the vocabulary.

- (e) ***The gloss will help the reader to understand the text but it is unlikely that the learner will 'know' the word / will not know the meaning when they come across it again/ will not be able to use it in speech or writing because without opportunities to use words meaningfully in different ways, learners will not internalise and hence 'know' the words.***

An added note for participants. It is important to distinguish between procedural and technical vocabulary. Technical words are those which belong to a specific subject, for example in Science, 'Sources of energy'. The words which connect the technical vocabulary are generally ordinary everyday words such as adjectives, adverbs, joining/ connecting words etc. Teachers need to check that learners know the meanings of everyday words for example some connecting words like 'if' and 'unless' are frequently misunderstood.

4. Methods for presenting new vocabulary. (10 mins)

As you work through these ask participants to discuss and give examples of each method listed.

- (a) Making a direct link between the word and the meaning (actions, objects, pictures). This method is usually used in the early stages of vocabulary development. It is however, useful when Intermediate learners have a very limited vocabulary.

Example: use actions/ objects/ pictures to explain meaning.

- (b) Teaching new vocabulary along with other similar words. Research has shown that learners remember and recall words more easily when there is some connection either in meaning or sound.

Example: 'Hysterical' = loud, over-excited, panic, uncontrolled

- (c) Searching for meaning independently
- Learning to use and using a dictionary
 - Contextual clues - ***example: 'in a hurry' / 'we were going fast'; 'lurched forward – forward is a movement thus lurched is to do with how they moved.***
 - Part of speech - ***example : 'huge elephant' What part of speech is 'huge'? What does an adjective do? Do you think the elephant was very big or very small? Read for a few more lines to give a reason for your answer.***
 - Word analysis - ***example : break the word down to find the core as in 'ún/control/led' the core of the word is 'çontrol' you then need to check that learners know the meaning of 'çontrol'***
- (d) Explanation with examples or description of circumstances. ***Example: "bitterly cold' what kind of cold do you feel when there is frost on the ground and a cold wind is blowing?"***
- (e) Elicitation – ask questions to lead learner to the answer. ***Example : see 'part of speech' above***
- (f) Definition - giving the exact meaning of a word by means of a description of its features, parts and functions. ***Example 'reward'= to give a person something because he did something good.***

g) Contrast - using words and situations that are opposite. **Example: 'we were going down' / 'we were reversing up the hill' what is happening in each of these examples?**

6. Vocabulary activities (10 mins)

Once vocabulary has been presented, learners must use and practise these words in as meaningful a way as possible. In the prescribed text books, the following methods have been used to give the learners practise in using either formal or shared vocabulary.

- Gloss, Word Bank, Word list, highlighted in margin
- Looking up words in a dictionary. In some cases learners write these words into their personal dictionaries. In others after writing they are asked to write a sentence that explains the word. This could be accompanied by a drawing.
- A most common technique for practising synonyms, antonyms, compounds, pre-fixes and suffixes is matching. Here learners have to match a word (in one column) to its meaning (in a second column).
- Tables are also frequently used for prefixes, suffixes, collocations, phrasal verbs, compounds. The activity gives part of the word and the learner has to find the other half to complete the table using dictionaries, texts or own knowledge
- Multiple choice used for phrasal verbs, collocations or a gap filler with multiple choice
- Games such as crosswords, acronyms, board games occur
- Mind map is used for lexical fields, synonyms, antonyms

Activity 6. TEXT 2 (Grade 6) and TEXT 3 (Grade 6) (30 mins)

Divide participants into two groups. One group will work on Text 2 and the other on Text 3. They will answer the questions below:

- (a) Decide what vocabulary needs to be taught and how you would teach these words. Take the following into consideration:
- learners need multiple exposure to words
 - exposure must be meaningful and
 - learners must actively participate in the learning.
- (b) Report back

7. The Word Wall approach (20 mins)

The word wall approach is a suggestion for teachers to enrich the learning environment. It is not difficult to organise. Also, it requires the minimum of resources.

Green's Word Wall approach was originally designed to help first language learners in both the Intermediate and the Senior Phase develop and internalise new vocabulary. This can easily be adapted for L2 learners.

In this approach words are chosen by the teacher or the learner according to the content of what is being read. The teacher selects the activities in relation to the outcome/s. For example: learners have read a text: *Conservation of Forests*. The key words have been explained by the gloss/ or the

learners have worked out the meanings from the context/ used dictionaries. These words can be practised in activities which involve synonyms, antonyms, prefixes and suffixes. In this way learners are given exposure and practise as well as covering some items required by the curriculum.

Materials Required: a blank wall/ a board/ newsprint; A4 sheets of coloured cardboard cut into strips, a cokey pen and Prestik.

The teacher will decide beforehand on the colours to be used for different activities. For example a key word *environment*, is written on yellow paper. The learners need to find as many words as they can in the text that are synonyms. Pink coloured paper could then be used for synonyms. All the words can then be grouped together around *environment*. See Text 4 Figure 1.

In another activity learners are asked to add prefixes and suffixes to words in the text to make new words/ find all the adjectives. These will be written on another colour paper. See Text 4 Figure 2. The learners could then be asked write sentences using the new words to find out if the meaning still remains the same. There may be one compound word in the text. This will be written on a different coloured paper. As it is the only one for now it is placed on the board on its own.

Word wall selections need not be confined to single words. Multi-word units eg phrasal verbs, idioms, collocations can also be written on strips.

Word wall items should be placed creatively e.g. in lexical fields / mind map rather than in straight lines. See Text 4 Figures 3 and 4. Many different activities that recycle and review words on word wall need to be devised. Words must remain on view so that learners can refer to them whenever they need them. Once learners become used to the word wall, the teacher can ask learners for their suggestions as to how to arrange the words.

Note: Words must be: USEFUL; USABLE; FREQUENTLY USED

Ask:

- ***What other language items/ content could you use the Word Wall for?***
- ***How would you organise the strips?***

8. Different meanings of words in different subjects

There are a number of words which have different meanings in different subjects. For example, the word *scale* has one meaning in Science, another in Mathematics and yet another in Music. Similarly, the word *living* depends on the subject in which it is being used, for example: a *living* plant/ to make a *living*.

PART 3: Writing

A. Introduction (30 minutes)

Activity 1: Ask: Why did you ask for a work shop on writing? OR

What do you expect to find out in this workshop?

Orally sum up responses.

Activity 2: Participants to think back to their experience of writing when they were at school/in their further studies with the following questions in mind:

- a) What was your best experience with writing? What made this a good experience?
- b) What was your worst experience with writing? What made this a bad experience?

While the participants are working on the above questions;

a) On the white board/chalk board or on a flip chart draw two columns. Head the left hand column 'Positive experiences' and the other 'Negative experiences'.

b) On another part of the white/chalk board or another sheet of flip chart which participants cannot yet see, write the following:

- Circumstances need to be unthreatening and supportive
- Know the purpose and audience
- Topics must be relevant /interesting/ stimulating
- Time allowed to think about what has been written
- Guidance on self-correction/ advice from others
- Receiving constructive feedback
- An environment in which to concentrate and work at own pace

c) Compare your answers to the questions with the criteria above. Note that these criteria are essential for learners to learn to write.

B Aim of teaching writing (15 mins)

Although writing is a difficult skill to teach, we know that we need to teach our learners to write clearly, concisely, logically and relevantly. A consideration of what makes writing difficult will help us to attain our outcome. An examination of the differences between speaking and writing reveals the problem areas.

SPEAKING	WRITING
<ul style="list-style-type: none"> • Many words are used. Frequent use of redundancy • Our points/ideas are often not well organised • We use contractions, colloquialisms and idiomatic expressions • We don't always explain the context • Accompanied by body language, pitch and tone of voice and hesitations 	<ul style="list-style-type: none"> • Fewer words, more concise, accuracy, no ambiguity • Ideas are logically organised • We use Standard English • Context is clearly explained • None of these available

We would not teach our learners the differences between written and spoken text but in what ways do you think it helps you, the teacher to aware of these differences? To answer this question it will help you to think of the kinds of problems your learners have with writing.

We need to provide learners with activities that raise their awareness of:

- ***the context and hence audience for whom they are writing***
- ***the vocabulary and language the activity/genre requires***
- ***being able to organise their ideas logically and concisely***

C Approaches to teaching writing (30 minutes)

There are **two** main approaches to teaching writing.

1) **The product approach.** This approach is concerned with the end result of the learning process, not with the process of getting there. The focus is on what the learner will produce. It would include:

- getting grammar right
- developing a range of vocabulary
- punctuating correctly
- using layout conventions correctly
- spelling accurately
- varying sentence structure
- linking ideas and information to develop a topic –
- developing and organizing content clearly and logically

In this approach the classroom activities presented will involve imitating, copying and transforming models of correct language. It begins with learning how to form sentences and use grammar correctly. Accuracy is important.

- 2) **The process approach.** The focus here is on what the learners do. They go through a number of stages to reach the outcome. Learners are encouraged to put their ideas on paper in any shape or form without worrying about formal correctness. Grammar is played down as fluency rather than accuracy is important. In addition, cooperative group work is encouraged.

In this approach learners will go through the stages of: planning, drafting, revising, editing and presenting (CAPS p.11-12)

Activity 3

- a) Examine texts 5 and 6 in the resources handout.
- b) Which approaches are demonstrated in each of these texts?
- c) Note these examples come from Grade 6 approved text books. In the light of what you have learnt about these approaches, how successful do you think each text would be for Grade 6? Give reasons for your conclusions.

Text 5: the process approach. Although there is some vocabulary practice in 1 and 2, the focus is not on learning the vocabulary and producing the same answers it is rather on using the words. For the paragraph the only support given is in the cartoon where some possible ideas are presented. The process steps have not been provided. The learners are required to just write. The responses will be different.

Second Text: the process approach. Careful guidance of each step of the process is provided. The responses will be different.

D. Helping the learners to write (20 minutes)

Facilitator to read through and discuss the following with the participants

The CAPS document (page 11) describes **Writing and Presenting** as follows:

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of context, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and **present** appropriate written, visual and multi-media texts for a variety of purposes. In the Intermediate Phase, **FAL** will need careful support and guidance to develop the skills of producing sustained written text.

This description sets out clearly the overall outcome for teaching writing. It proposes that both the product and process approaches to writing are used in the classroom. CAPS recommends helping learners by ‘scaffolding’ activities and providing ‘careful support and guidance’.

On the whole the text books have met these requirements, yet our learners are struggling. Why are we in this situation?

Lack of time to complete a packed curriculum, lack of understanding of the approaches, insufficient help given to learners, gaps in text books, large classes, insufficient resources for teachers

Key issues in the CAPS requirements for writing are the appropriate use of the approaches and careful support and guidance. We have looked at approaches, we will now look at what support and guidance is necessary at the different levels of attainment of the learners.

Continuum of levels

1	2	3	4
1. Copying	2. Controlled writing	3. Guided writing	4. Free writing

1. Copying: here the learner simply writes down something that has been given such as writing down examples from the chalk board or making lists of vocabulary from a text book or entering new vocabulary into personal dictionaries. There is no room for imaginative writing. Everything has to be absolutely accurate – the product is important. Essentially copying is for the beginner, however, it could be used in a limited way as learners progress to the other stages. Very weak learners can be given positive feedback for copying correctly.

2. Controlled writing: Learners practice the different kinds/genres of writing activities that are graded from very to less controlled. These activities are designed so that they will not make mistakes. There are only specific answers. The focus is on grammar and the mechanics of using language. At first, learners would be involved in activities where matching and reordering information is required. This can be followed by transformations such as changing a statement to a question/ singular to plural/ present to past tense. As in 1.above, the answers must be specific and accurate.

Controlled writing can be used at any level of teaching writing. This method gives students focused practice in getting words down on paper and concentrating on or two items at a time. Learners must, however, be encouraged as soon as possible to write more freely by trying out and using language for themselves. Here learners can be given choices and/or gaps left for learner to fill in with their own knowledge.

3.Guided writing: This kind of writing is a bridge between controlled and free writing. Learners are given some guidance but they are not given all the grammatical forms and content they will need. Thus, although a certain amount of grammar practice and/or specific vocabulary is often included, the final product will not be exactly the same. Here the teacher helps the learner to think through ideas, order them, consider vocabulary and grammar, work together cooperatively to prepare notes and drafts and

to prepare to write. Both fluency and accuracy are involved in a mix of product and process writing.

4. Free writing: Here learners have the freedom to express themselves as they wish. They also have the freedom of choice in what they write. Fluency is important here. However, perhaps it is important to note Anita Pincas' (Macmillan 1982: 110 Macmillan) view that: "Free writing is ...: the ability to write freely what has been taught not the ability to [just] write anything at all" is what we should see as the outcome of teaching writing in the Intermediate Phase classroom. Nevertheless, the focus in process writing must involve:

- How to plan i.e., to note and develop ideas/prior knowledge
- How to draft i.e., to transpose/develop ideas from the plan into structured written text
- How to revise i.e., to make changes to improve the draft
- How to proof-read i.e., to check the draft for spelling and punctuation errors, omissions or repetitions, logic and relevance
- How to present i.e., to prepare a neat, correct and clear final copy.

Activity 4 (40 mins)

Organise participants in to pairs or groups of three. Give each group a different Text. Note some of the texts have more than one activity. Encourage the participants to re-read the notes on the product and process approaches in 3 and the continuum showing the levels of attainment in 4 above before they answers the following questions:

- a) Decide whether the activity involves the product or process approach or a mixture of the two?
- b) Where on the continuum each activity/ part of activity can be placed.
- c) Note the grade for which each activity has been designed. Do you agree that the activity is appropriate for the grade? Think about: was the purpose clear? Was the purpose achieved? Is the activity interesting? Give reasons for you decisions.

Ask each group to report back. In the report back participants must take the group through the activity carefully as each group has worked on different texts. Each group must be prepared to answer questions from the other groups.

Points to be included for each group

Group 1: A mix of product and process approaches was used. All four levels of writing are included Question 1 = Free; Question 2 = Controlled writing; Question 3 = Copying; Question 4 = Free; Support activity = Guided.

Although all four levels of writing have been included they are suitable for Grade 4. The activities are contextualised from a reading text. Included also is vocabulary practice and

learning. Activity 4 is stimulating as there is place for learners to express themselves with what they know.

Group 2: *Texts from two text books included here. Study and Master: Question 2 = guided writing – good support and guidance as well as practice of sentence structure and punctuation. There will be some different answers. Essentially a product approach is used.*

Question 3 = controlled the learners are given everything they need only have to match. Good practice in this product approach.

Text from Successful English Activity 6. This is a good example of process writing involving both guided and free writing. Guided is used in that learners are support with guiding questions and free as learners must give their own opinions.

Group 3: *First text from Platinum is an example of free writing. All the steps of process writing have been clearly included. This may be too difficult for the early part of Grade 6. Many learners will need more support.*

Second text from Via Afrika Activity 6 is a combination of guided and free writing. More support is needed here. No mention is made of the steps to follow. E.g. what about brainstorming or a mind map to stimulate ideas?

Group 4: *first text from Platinum - a good example of guided writing. Getting ideas together including raising awareness of logic in writing. Well contextualised in that based on a reading text. Language practise practice is included. To complete the frame some ideas are given and some original idea for completion are required. Good activity for Grade 5. Compare this with 1st activity on Group 3 sheet.*

Second text – although this is an example of free writing, no help or guidance is provided to get learners into the process. Although some language some notes on tenses are given, no practice is provided. This activity is probably too difficult for Grade 5.

Activity 5 (15 minutes)

Direct all participants to the last Text included headed “All Groups”. Tell them to read through this example of Free Writing. Discuss with group what they think about this example in terms of suitability for learners towards the end of Grade 6.. Use the following guidelines:

- a) What do you think of the instructions? Ignore the ‘Dynamics’.
- b) The ‘Dynamics’ are there for teacher guidance. How effective do you think these are?
- c) How useful to teachers is this example?
- d) Compare this example with 2nd example on Group 4 sheet and both activities on Group 3 sheet.

- a) Detailed and clear.**
- b) Good explanations for the teacher. Sums up the process well.**
- c) Various answers can be expected.**
- d) Grp 3. Write a description of people. The inadequacy of what has been given in the example becomes clear. The activity is contextualised but no guiding support is provided as has been indicated in this last example.
Grp 3. The first activity Activity 6 Write a description (paragraphs) no.1correlates well with the final example. The second Activity 6 Write a description (paragraphs) no.2 activity is short on support.
Grp 4 sheet Writing about your hero – This is a free writing activity which is unsuitable for Grd 5. Guided writing is required here**